

OER Overview

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What does
open
actually mean?

Open Like A Museum



[Flagstaff Gallery](#), shared by the Flagstaff Gallery, [CC BY-SA 4.0](#), via Wikimedia Commons, Slide Adapted from Christina Hendricks.

COST

Free or minimal fees for users

Access

Ability to view/read/use with no or minimal barriers (bandwidth needed, software, passwords, account creations, memberships, etc)

REUSE

Open copyright licenses that allow for reuse, modification, commercial use, etc

Formats that allow for editing, copying, etc.

ACCESSIBILITY

Digital accessibility, Universal Design for Learning

CONNECTION

Open participation, community engagement, development of networks, students contributing knowledge, inclusion, etc.

What Can Be Made Open?

Open scholarship is the application of open practices throughout the teaching, learning, research and scholarly environment.

- Practices
- Planning
- Pedagogies
- Courses
- Enrollment
- Research
- Methods
- Data
- Resources
- Other?

Open Educational Resources (OER) are any **teaching and learning resources** that are **free of cost and access barriers**, and which also carry legal permission for open use **allows anyone to freely use, adapt and share the resource—anytime, anywhere”**

([SPARC](#), n.d; [Hewlett Foundation](#), n.d).



The 5 R's of Open Content:

01	Retain	<ul style="list-style-type: none">• make, own, and control a copy of the resource• e.g. download and keep your own copy
02	Revise	<ul style="list-style-type: none">• edit, adapt, and modify your copy of the resource• e.g. translate into another language
03	Remix	<ul style="list-style-type: none">• combine your original or revised version with other existing material to create something new• e.g. make a mashup
04	Reuse	<ul style="list-style-type: none">• use your original, revised, or remixed copy of the resource publicly• e.g. on a website, in a presentation, in a class
05	Redistribute	<ul style="list-style-type: none">• share copies with others• e.g. post a copy online

David Wiley, From: **Defining the "Open" in Open Content and Open Educational Resources**



Creative Commons
(CC) licenses
provide advance
permission to use
copyrighted
material under
certain conditions.



BY

Attribution

Others can copy, distribute, display, perform and remix your work if they credit your name as requested by you



ND

No Derivative Works

Others can only copy, distribute, display or perform verbatim copies of your work



SA

Share Alike

Others can distribute your work only under a license identical to the one you have chosen for your work



NC

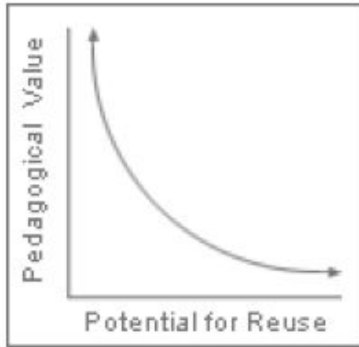
Non-Commercial

Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.

Why might reusing, revising or redistributing other people's sustainability work, or allowing others to do the same to yours, be valuable?

- **Increased audience** through the removal barriers.
- **Increased reuse** by allowing others to take what they have created and combine it with other elements, adapt it and republish.
- **Increased access** with the intention is to support particular groups who may be disadvantaged. This may mean incorporating a social justice approach to scholarship.
- **Increased experimentation** through the use of different media or approaches that wouldn't fit within the normal constraints of standard practice.
- **Increased reputation** by being networked and online can help improve an individual's or an institution's profile.
- **Increased participation** and input through open practices. This could be crowdsourcing in research or getting feedback on a book or research proposal. Being open allows others to access it and then provide the input required.

The Reusability Paradox



1. The more context a learning object has, the more (and the more easily) a learner can learn from it.
2. To make learning objects maximally reusable, learning objects should contain as little context as possible.

Therefore:

Pedagogical effectiveness and potential for reuse are completely at odds with one another



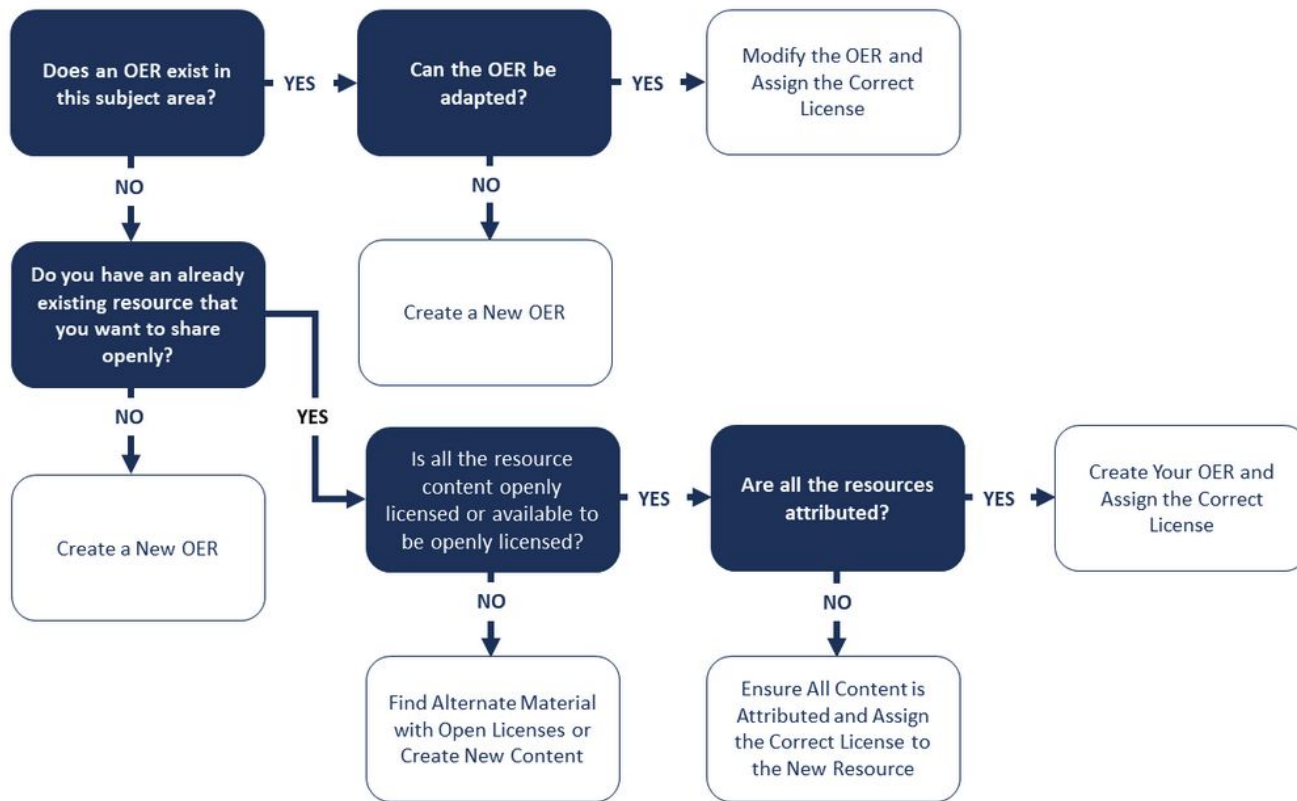
70%

Of **UBC Students** reported they went without a textbook or other course resource due to cost

“Vast majority of survey respondents perceived the open textbook to be of the same or better quality than commercial textbooks used in their other courses. Further, many of them appreciated the fact that the textbook was customized to this particular course—which is made possible by the use of a textbook with an open license.”

Hendricks, C., Reinsberg, S., and Rieger, G. (2017). *The Adoption of an Open Textbook in a Large Physics Course: An Analysis of Cost, Outcomes, Use, and Perceptions*. International Review of Research in Open and Distributed Learning. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/3006/4220>:

How Do You Make
Something
Open?



Step 1: Copyright & License Review

+

Step 2: Identify Needed Resources

+

Step 3: Selecting a Tool

+

Step 4: Assigning a License

+

Step 5: Sharing the OER

+

If you are choosing to use a preexisting resource, you will need to ensure that you can share the content openly.

- Identify license of any materials already being used in the resource
- Track down original sources and licenses for any unattributed materials
- Identify content that needs to be replaced with open resources



Adding a Creative Commons License to your Work:



<https://chooser-beta.creativecommons.org/>

1.4 BILLION

 creative
commons
(<https://stateof.creativecommons.org/>)

CREATIVE COMMONS LICENSED WORKS

2017 1,471,401,740

100%

2016 1,204,935,537

82%

2015 1,118,900,000

76%

2014 882,000,000

60%

2010 400,000,000

27%

2006 140,000,000

10%



T = Title

A = Author

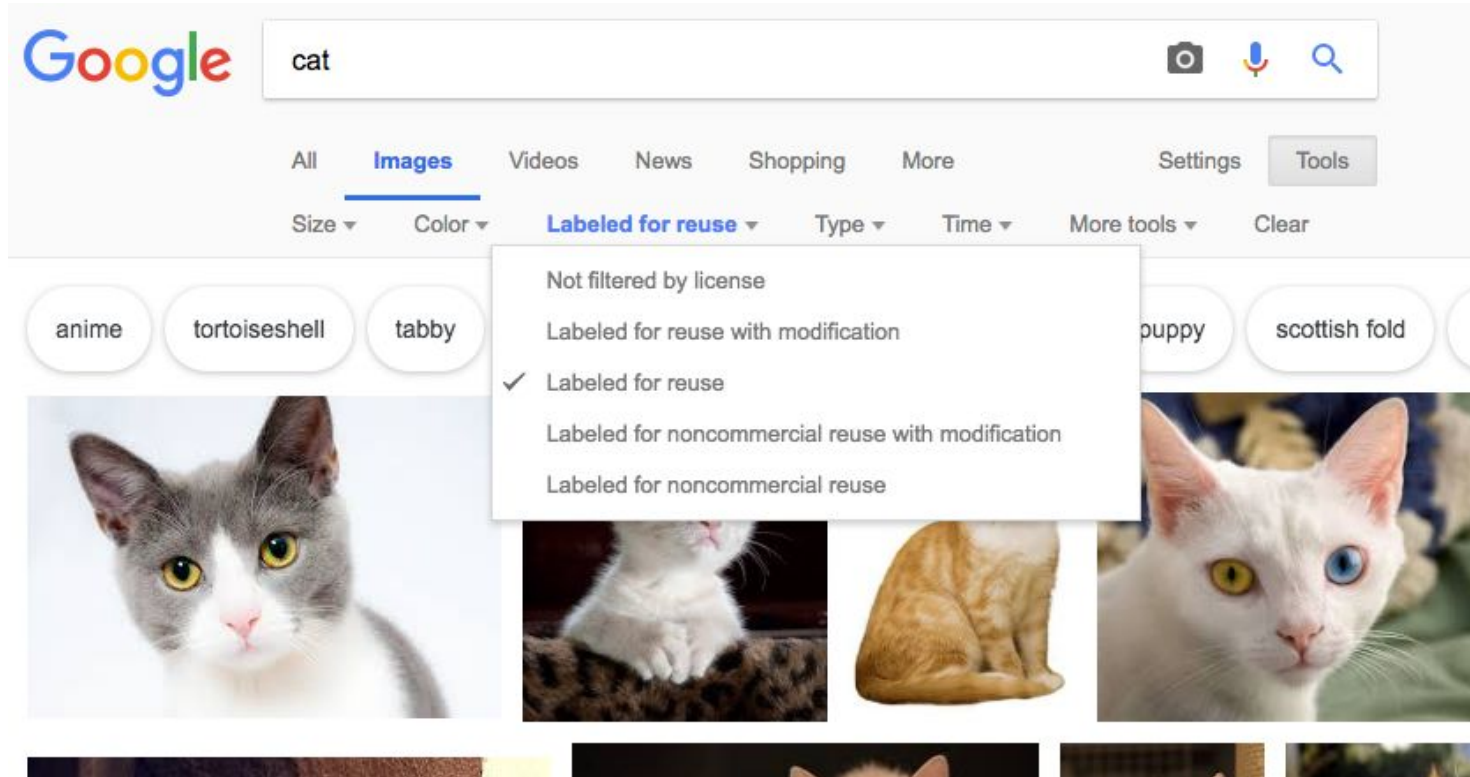
S = Source

L = Licence

[An up-close picture of a curious male domestic shorthair tabby cat](#)
by [Ugrashak](#) ([CC by 4.0](#))

More info: https://wiki.creativecommons.org/wiki/Best_practices_for_attribution

Finding OER



OER Search Engines

- OASIS - <https://oasis.geneseo.edu/>
- MOM - <https://mom.gmu.edu>
- Openverse - <https://openverse.org/>
- Creative Commons Search - <https://search.creativecommons.org/>

UBC Library Guides

- Finding OER by Material Types:
<https://guides.library.ubc.ca/open-education/material-repositories>
- Finding OER by Subject:
<https://guides.library.ubc.ca/open-education/subject-repositories>

OER Repositories/Collections

- BCcampus Open Collection: <https://collection.bccampus.ca/>
- Open Textbook Library: <https://open.umn.edu/opentextbooks>
- UBC OER Collection: <https://oer.open.ubc.ca/>





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An up-close picture of a curious
male domestic shorthair tabby cat
by Ugrashak (CC by 4.0)

More info: https://wiki.creativecommons.org/wiki/Best_practices_for_attribution

Adding a Creative
Commons License
to your Work:



<https://chooser-beta.creativecommons.org/>

Creative Commons Reflections

- Can you reuse the material? Are you allowed to change or adapt it?
- Have you met the license conditions?
Have you provided attribution?
- Is the content appropriate to your audience?
- Is the text culturally sensitive?
- Is the content accessible to students with diverse abilities?



A lush forest scene with a stream and moss-covered trees. The image shows a dense forest with a small stream flowing through it. The trees are covered in moss, and the foliage is vibrant green. The scene is misty, creating a serene and natural atmosphere. The text "UBC Resources & Support" is overlaid on the image in a white, sans-serif font.

UBC Resources & Support

The UBC OER Fund

Grants to support:

- The adoption, adaptation, or creation of OER which address affordability and access to learning resources within UBCV credit based courses;
- Course enhancements using open educational resources, including assessment materials.
- Activities and events that seek to engage the UBCV community in increasing awareness and capacity for supporting OER.



Deadline: Jan. 19, 2023
<https://oerfund.open.ubc.ca/>



THE UNIVERSITY OF BRITISH COLUMBIA



UBC OER Collection

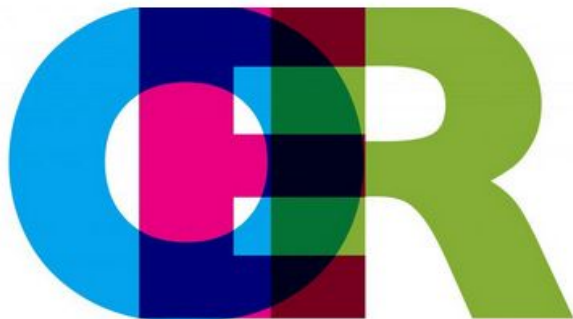
[Home](#)

Search

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Adopt

Open UBC



Explore

Explore UBC Curated Open Educational Resources

Search

[Learn More](#)

Latest Resources

Statistics Labs for Psychology

Summary of Findings

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Introduction

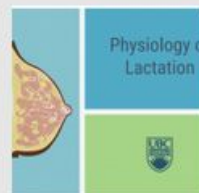
The following study is intended as a contribution to gaining experience in (1) conducting analytical research, (2) applying results to help solve, (3) interpreting the results in the context of the problem, and (4) providing a collection of adapted pedagogical methodological principles on research conducted by faculty in the University of Madrid (García-Cardena, 2010). We wish to study a collection of methodological, method, and analysis strategy, applied to research on the production of a large number of the analysis and possible findings in child life. We conclude using this manual, you can improve yourself as a young research team after having conducted an analysis and get to know the analysis. You have to consider the analysis method in the analysis strategy, except the results, and discuss them.

Statistics Labs for
Psychology
June 20, 2022



RMST 202: Literatures
and Cultures of the
Romance World II,
Modern to Postmodern

April 9, 2022



Physiology of Lactation

March 15, 2022

<https://oer.open.ubc.ca/>

Take three minutes and think about any sustainability projects on which you are working that is not currently open.

- How could you change that project, resource, or practice to make it open?
- What are two or three practical steps that you could accomplish in a couple of hours that would help you begin to move towards open?
- What challenges or barriers would you encounter; what support or help would be useful?

Additional Resources

- Talk by Kayla Lar-son on the 6R's of Indigenous OER: Re imagining OER to Honour Indigenous Knowledge and Sovereignty
- UBC Program for Open Scholarship and Education
- UBC Library Open Textbook Publishing Guide
- Open UBC OER Accessibility Toolkit
- BCcampus Faculty OER Toolkit and OER Adaptation Guide
- Literature review of multiple studies showing the efficacy of OER: the Open Ed Group Review Project



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Centre for Teaching, Learning & Technology
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Shared at Wikimedia Commons: [Mapping OER -
Bildungsmaterialien gemeinsam gestalten](#), CC BY 4.0