Open Your Teaching

Introduction to Open Education Resources and Practices

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UBC Point Grey Campus is on traditional, ancestral, unceded Musqueam Territory.

Where are you? See this resource to discover the Indigenous territories on which you reside:
https://native-land.ca/

Photo: Musqueam Post, sʔiːɫqəy̓ qeqən (double-headed serpent post), on the UBCV Campus
Photo by UBC Brand and Marketing

https://youtu.be/Lwciwt-gXoQ

We hope you will leave this session with:

- An exploration of what makes a resource or practice open

- Rationales for using open educational resources

- Reflections on different types of open assignments that happen at UBC

- Considerations for when students work in the open

- Where to get help and support

Questions:

- Where are you from?
- Have you ever used or created an open resource?
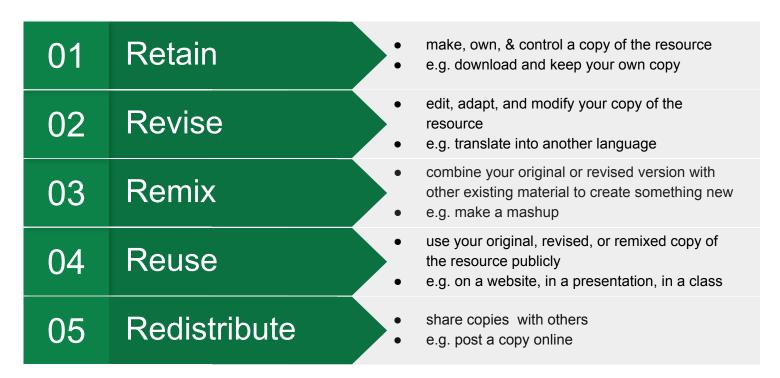- How do you know if it is open?

Open Like A Museum

COST	ACCESS	REUSE	ACCESSIBILITY	CONNECTION
Free or minimal fees for users	Ability to view/read/use with no or minimal barriers (bandwidth needed, software, passwords, account creations, etc)	Open copyright licenses that allow for reuse, modification, commercial use, etc Formats that allow for editing, copying, etc.	Digital accessibility, Universal Design for Learning (UDL)	Open participation, community engagement, development of networks, students contributing knowledge, inclusion, etc.

The 5 R's of Open Content:

01 Retain
- make, own, & control a copy of the resource
- e.g. download and keep your own copy

02 Revise
- edit, adapt, and modify your copy of the resource
- e.g. translate into another language

03 Remix
- combine your original or revised version with other existing material to create something new
- e.g. make a mashup

04 Reuse
- use your original, revised, or remixed copy of the resource publicly
- e.g. on a website, in a presentation, in a class

05 Redistribute
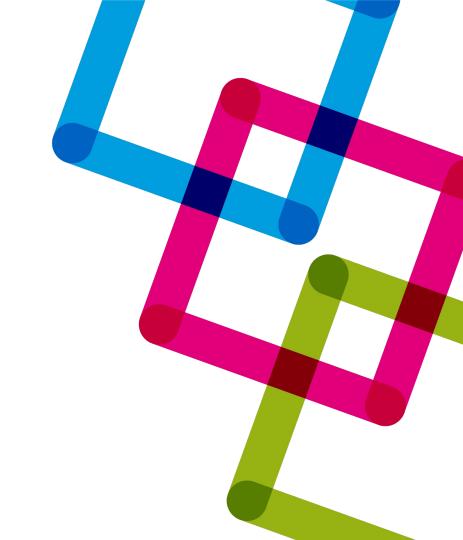- share copies with others
- e.g. post a copy online

Open Educational Resources (OER) are **learning, teaching and research materials** in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit **no-cost access, re-use, re-purpose, adaptation and redistribution** by others.

(UNESCO, n.d).

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

Why OER?

Cost!

29%

of UBC Vancouver students reported

often or frequently

going without a textbook

due to cost.
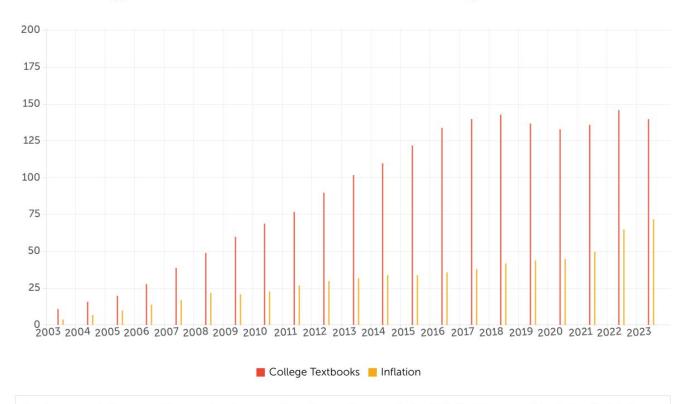
Affordability of Course Resources

According to the 2025 AMS Academic Experiences Survey (n=2,134):

- **77%** of students indicated they had bought a textbook or other course resource and didn't use it, or rarely used it.
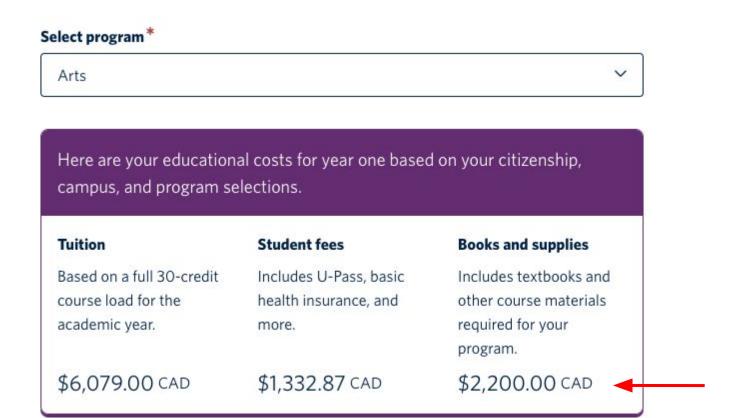
- **62%** also shared that they have gone without a textbook or other course material at least once due to cost.

- **25%** of students expressed financial hardship related to the costs of textbooks and course materials

- **46%** of respondents reported harboring feelings of worry in the past year that they wouldn't be able to afford adequate groceries

College Textbook Prices vs. Inflation, 2003-2023

■ College Textbooks ■ Inflation

Graph represents the percent increase to prices over time. Source: Bureau of Labor Statistics Consumer Price Index. Updated January 11, 2024.

Select program *

Arts ▾

Here are your educational costs for year one based on your citizenship, campus, and program selections.

Tuition

Based on a full 30-credit course load for the academic year.

$6,079.00 CAD

Student fees

Includes U-Pass, basic health insurance, and more.

$1,332.87 CAD

Books and supplies

Includes textbooks and other course materials required for your program.

$2,200.00 CAD

From UBC First Year Cost Calculator for Arts Student in 2025

Other Problems?

- **Access to the materials can expire**!

- Textbooks are often not well **aligned or contextualized** with the course

- Materials on library reserves often **cannot be used by multiple people** at the same time

- Textbook materials may not be **accessible** for all students

- Others?

Using OER is a great strategy to improve access to education!

- **Financially:**
  - Online versions are free to students (and instructors).
  - No access code is needed. There is no expiration date.
  - Can use, copy, or distribute those resources amongst an unlimited number of people.

- **Accessibility of the resources themselves:**
  - OER that is not accessible to all learners is not truly open
  - The open copyright license also makes it permissible for all users to change the format of the material as well.
  - You can often download and save offline versions in multiple formats

- **Customizability:**
  - The open copyright license makes it easy for instructors to provide meaningful, contextualized resources that fit their courses
  - Can edit to be inclusive of the diversity of backgrounds and experiences of students

"The 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..."

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:

"If the average college student spends approximately $1,000 per year on textbooks and yet performs scholastically no better than the student who utilizes free OER, **what exactly is being purchased with that $1,000?**"
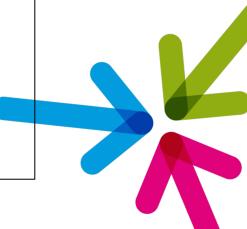
Hilton, J. Open educational resources and college textbook choices: a review of research on efficacy and perceptions. *Education Tech Research Dev* **64**, 573–590 (2016). https://link.springer.com/article/10.1007/s11423-016-9434-9

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/

Activity!

- Go to BCcampus OER Collection- https://collection.bccampus.ca/
- Search for an OER in your speciality
- What do you find? What types/formats of materials? Did it have reviews? Anything suitable?
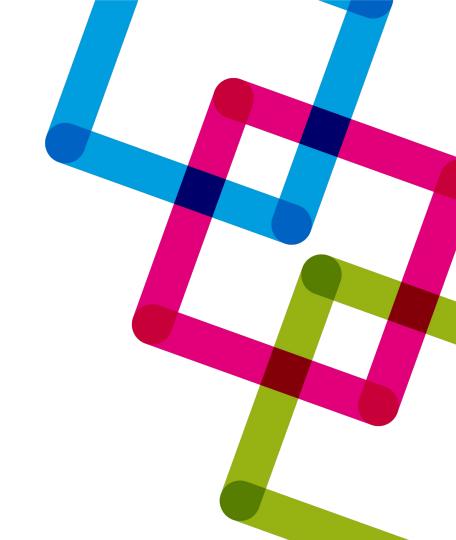
OER Fund Grants!

- Supports the use of OER in UBCV credit courses to address the affordability of course resources

- Grant proposals can request up to $25,000 (~7-8 projects funded/yr) for OER Affordability Grants or $2K for OER Rapid Innovation Grants

Application deadline is January 15, 2026 at 3pm

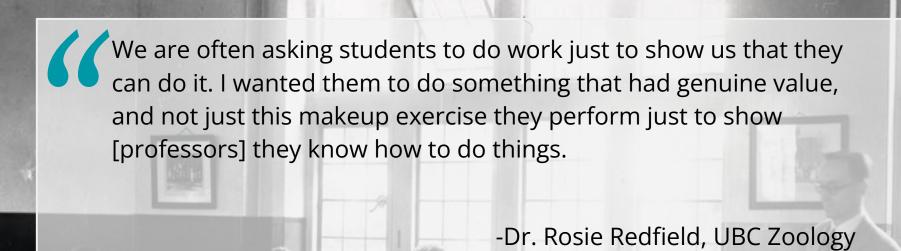**https://oerfund.open.ubc.ca**

Open Pedagogy

Open pedagogy could be considered as a blend of strategies, technologies, and networked communities that make the process and products of education more transparent, understandable, and available to all the people involved.

Quotes about open pedagogy:

- "**shifts** the student emphasis to **contribution to knowledge** as opposed to simple consumption of knowledge" (Heather Ross)

- "the ability for **learners to shape** and **take ownership** of their own education" (Devon Ritter)

- "**connect** with a broader, global **community**" (Tannis Morgan)

- "a **social justice orientation** – caring about equity, with openness as one way to achieve this" (Maha Bali)

Adapted from a slide by Christina Hendricks

THIS IS A FLYER

student
as producer

STUDENTASPRODUCER.LINCOLN.AC.UK

"We are often asking students to do work just to show us that they can do it. I wanted them to do something that had genuine value, and not just this makeup exercise they perform just to show [professors] they know how to do things.

-Dr. Rosie Redfield, UBC Zoology

OER-enabled pedagogy

"the set of teaching and learning practices that are only possible or practical in the context of the 5R permissions which are characteristic of OER."

-- Wiley & Hilton (2018)

The 5Rs of open content.
David Wiley, CC by 4.0

Questions to Consider:

- Are students asked to create new artifacts or revise/remix existing OER?
- Does the new artifact have value beyond supporting the learning of its author?
- Are students invited to publicly share their new artifacts or revised/remixed OER?
- Are students invited to openly license their new artifacts or revised/remixed OER?

- Wiley & Hilton (2018)

UBC Student OER Examples:

- Classics students created an [open textbook/reader](#)

- [Forestry students](#) create conservation [case studies](#)

- Latin American Studies students [create and share open videos](#)

- Anthropology students create an [interactive timeline](#)

- Law Students are creating an [open torts casebook](#)

- Biology students add [Genetics information to Wikipedia](#)

Outcomes

- Quality of work goes up significantly

- Viewing of assignment went from dozens to thousands

- Students learn digital literacy, copyright, owning and keeping their work

- Students contribute to public knowledge

Student Considerations

Questions:

- What are we asking students to do when they are working in the open?

Students when working in the open are:

- Engaging with communities other than their peers

- Opening their ideas up to public scrutiny

- Learning to see themselves as contributors to knowledge, beginning to see themselves as emerging scholars

- Evaluating, creating and communicating in new ways

- Building digital literacies

Risk

Risks and vulnerabilities are not evenly distributed.

Important to build buy-in from students - Some students questions to consider:

- How is sharing my work aligned with the goals of this course?
- What control do I have over my work?
- How does publishing this work intersect with my identity; both online and off?

Resources for Digital Identity: https://digitaltattoo.ubc.ca/

Privacy

Students should **never be required or compelled** to give up any of their privacy in order to complete an assignment.

Provide choices to students:

- publishing with a pseudonym

- publishing in a way that only other people in that class can see their work

- submitting only to the instructor or T.A.

Ownership

- Students own the copyright in their own work and should be given agency whether or not to share or publish it with an open license.

- Talk with students about the value of OER and why you are asking them to publish their work openly.

- Be sure they know about the various options they have for privacy and for choosing a license.

OER Excellence and Impact Awards

OER Excellence and Impact Awards

UBC

Call for nominations!

The **OER Excellence and Impact Awards** are teaching and learning awards that recognize outstanding work done by faculty materially advance the use and impact of OER at UBC.

The award program consists of **one individual** and **one team-based award** of $5,000 each year per campus.
https://open.ubc.ca/oer-award/

UBC

Additional Resources

- Talk by Kayla Lar-son on the <u>6R's of Indigenous OER: Re imagining OER to Honour Indigenous Knowledge and Sovereignty</u>
- UBCV <u>OER Fund Grants</u>
- UBC OER Excellence and Impact Awards
- <u>Open UBC</u>
- UBC <u>Program for Open Scholarship and Education</u>
- UBC Library <u>Open Textbook Publishing Guide</u>
- Open UBC <u>OER Accessibility Toolkit</u>
- BCcampus <u>Faculty OER Toolkit</u> and <u>OER Adaptation Guide</u>
- Literature review of multiple studies showing the efficacy of OER: the <u>Open Ed Group Review Project</u>
- Finding OER:
  - <u>UBC Library guide</u>
  - <u>BCcampus</u> and <u>eCampus Ontario</u> open textbook libraries
  - <u>UBC OER Catelogue</u>
  - <u>BCcampus OER collections list</u>
  - OER Search Engines: <u>Oasis</u> and <u>MOM</u>

Thank you! Questions?

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