

# OPEN UBC

*Set your teaching and learning free*



THE UNIVERSITY OF BRITISH COLUMBIA

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What Does

“Open”

Mean?

**Open education** encompasses a set of practices that make the process and products of education more transparent, understandable, and available to all people. Open education can mean **using and sharing open content, resources, and pedagogies** that can be built on, modified, or re-used by others.



What role do **open technologies** serve?

“Open education is not limited to just open educational resources. It also draws upon **open technologies** that facilitate collaborative, flexible learning and the open sharing of teaching practices that empower educators to benefit from the best ideas of their colleagues.”

[Cape Town Open Education Declaration](#), 2007

**Open Educational Resources (OER)** are **teaching and learning resources**, including full courses, course materials, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques that are **free of cost and access barriers**, and which also carry legal permission that allows **anyone to freely use, adapt and share the resource—anytime, anywhere”**

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



# UBC Institutional priorities

- OER in the UBC Strategic Plan: UBC's Next Century
  - Inclusion theme (p. 21); people and places core area (p. 41)
- Sr. Appointments Committee Guide to Promotion and Tenure
  - The creation and dissemination of OER is recognized as an example of Educational Leadership activity
- OER Fund - aims to support affordable and inclusive access to learning materials through the use open educational resources in UBC credit courses. At launch, UBCV committed \$1-million over a four-year period to support OER initiatives.



## **Question:**

Have you ever created an open resource? How do you know that it is open?

**5 R's**  
Of Open Content

*Retain*

*Reuse*

*Revise*

*Remix*

*Redistribute*



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



## Attribution

BY

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



## No Derivative Works

ND

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



## Share Alike

SA

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



## Non-Commercial

NC

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



## Example of Licensing



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## Benefits of OER

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71%

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

## Purposes for using OER in teaching



Jhangiani, R. S., Pitt, R., Hendricks, C., Key, J., & Lalonde, C. (2016). *Exploring faculty use of open educational resources at British Columbia post-secondary institutions*. Victoria, BC: BCCampus.

### BENEFITS FOR STUDENTS



Low cost or free



Easy to find and access -- even before classes start



More customised and relevant

### BENEFITS FOR FACULTY



Increases student retention by reducing costs



Assures academic freedom to modify or add content to your specifications



Extends your academic profile



Provides more relevant and engaging materials for your students

“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>:



## Finding OER

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cat



All

**Images**

Videos

Shopping

News

More

Settings

Tools

Size

Color

Type

Time

Usage Rights



kitten



anime



baby

✓ All

Creative Commons licenses

Commercial & other licenses

white



fluffy



Thinking of getting a cat ...  
icatcare.org



The Shots Your Cat Needs  
pets.webmd.com



5 things that scare and stress yo...  
timesofindia.indiatimes.com

All Subjects
Academic/Career Success
Adult Basic Education
Art and Design
Biological/Physical Sciences
Business
Communication/Writing
Computer Science
Earth and Ocean Sciences
Education
Digital Education
Diversity, Equity, and Inclusion
Early Childhood Education
Indigenization
Open Pedagogy

## Find Open Textbooks

 -- Filter -- 

Results: **2 Open Textbooks**

### Open Pedagogy Resources

Author(s): Assorted authors

Updated: Jul 21, 2020

**Description:** This entry includes a collection of resources an open pedagogy. Open pedagogy, also known as open educational practices (OEP), are pedagogical strategies that use the affordances of open licences to get students involved in creative activities that often contribute back to the course materials - or have other real-world applications. David Wiley is credited with coining the term "open pedagogy" and contrasts this type of assignment with "disposable assignments" that have no value once a grade i...[\[more\]](#)

[Supplementary materials](#)

### A Guide to Making Open Textbooks with Students

Author(s): Elizabeth Mays (Editor), Robin DeRosa, Rajiv Jhangiani, Timothy Robbins, David Squires, Julie Ward, Anna Andrzejewski, Samara Burns, Matthew Moore

Updated: May 10, 2019

**Description:** A handbook for faculty interested in practicing open pedagogy by involving students in the making of open textbooks, ancillary materials, or other Open Educational Resources. This guide aims to both inspire and equip more faculty to follow in these open pedagogy pioneers' tracks in making open textbooks with students. This is a first edition, compiled by Rebus Community, and we welcome feedback and ideas to expand the text.

UBC Library

[guides.library.ubc.ca/open\\_education](https://guides.library.ubc.ca/open_education)

Open UBC

[open.ubc.ca](https://open.ubc.ca)

BC Open Textbook Initiative

[open.bccampus.ca](https://open.bccampus.ca)



# Open Pedagogy

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**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.

*Tom Woodward in an excerpt from an interview in Campus Technology*

# Quotes about open pedagogy:

- “the ability for **learners to shape** and **take ownership** of their own education” ([Devon Ritter](#))
- “**connect** with a broader, global **community**” ([Tannis Morgan](#))
- “teacher as ‘the’ **authority** vs. students being able to bring other sources of authority” ([Jim Luke](#))
- “a **social justice orientation** – caring about equity, with openness as one way to achieve this” ([Maha Bali](#))

# 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)



# student as producer

STUDENTASPRODUCER.LINCOLN.AC.UK

## MANIFESTO

STUDENT AS PRODUCER RESTATES THE MEANING AND PURPOSE OF HIGHER EDUCATION BY RECONNECTING THE CORE ACTIVITIES OF UNIVERSITIES, I.E., RESEARCH AND TEACHING, IN A WAY THAT CONSOLIDATES AND SUBSTANTIATES THE VALUES OF ACADEMIC LIFE

THE CORE VALUES OF ACADEMIC LIFE ARE REFLECTED IN THE QUALITY OF STUDENTS THAT THE UNIVERSITY OF LINCOLN AIMS TO PRODUCE

STUDENT AS PRODUCER EMPHASISES THE ROLE OF THE STUDENT AS COLLABORATORS IN THE PRODUCTION OF KNOWLEDGE

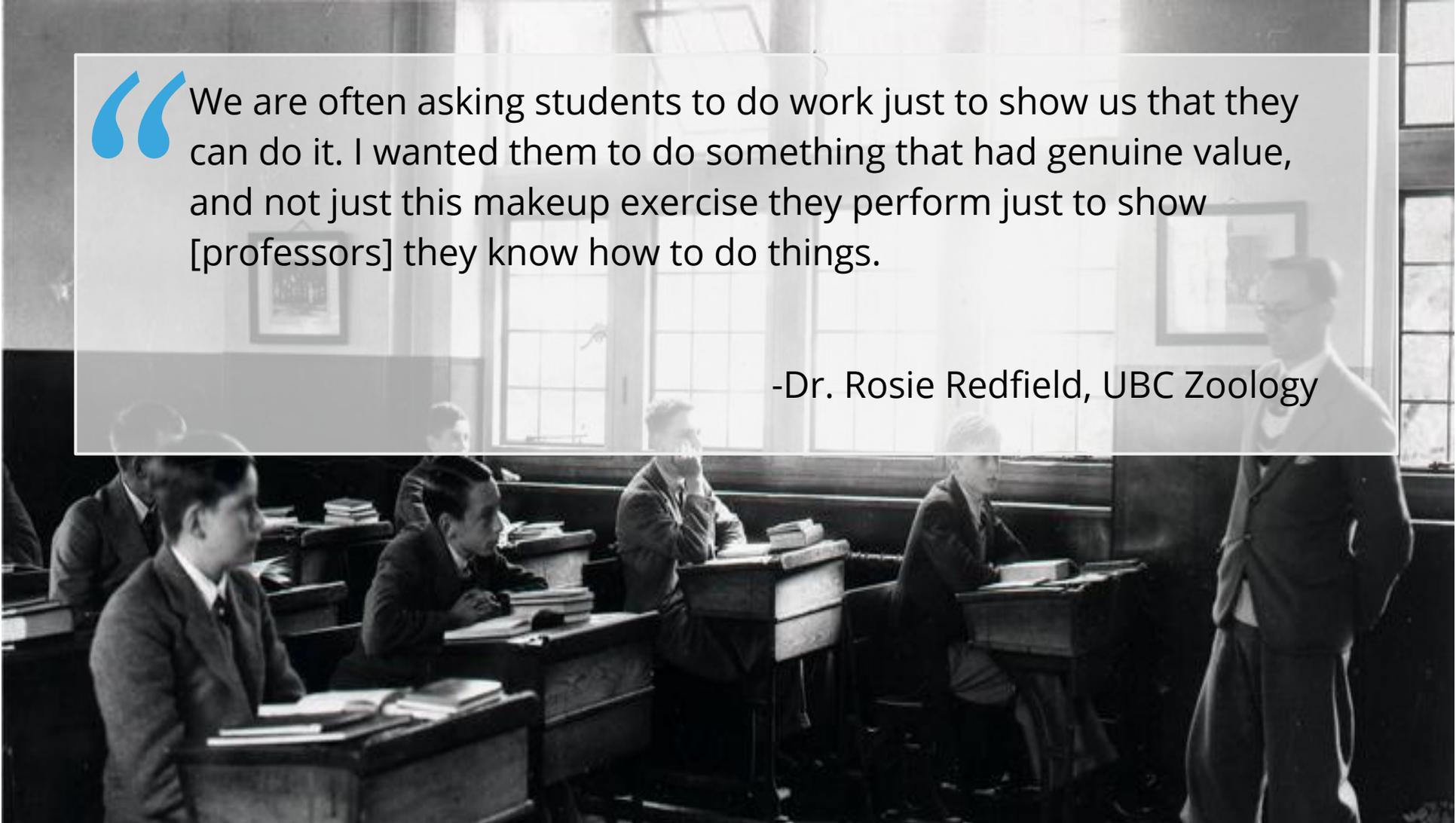
THE CAPACITY FOR STUDENT AS PRODUCER IS GROUNDED IN THE HUMAN ATTRIBUTES OF CREATIVITY AND DESIRE, SO THAT STUDENTS CAN RECOGNISE THEMSELVES IN A WORLD OF THEIR OWN DESIGN

THIS IS A FLYER



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



## Questions to Consider:

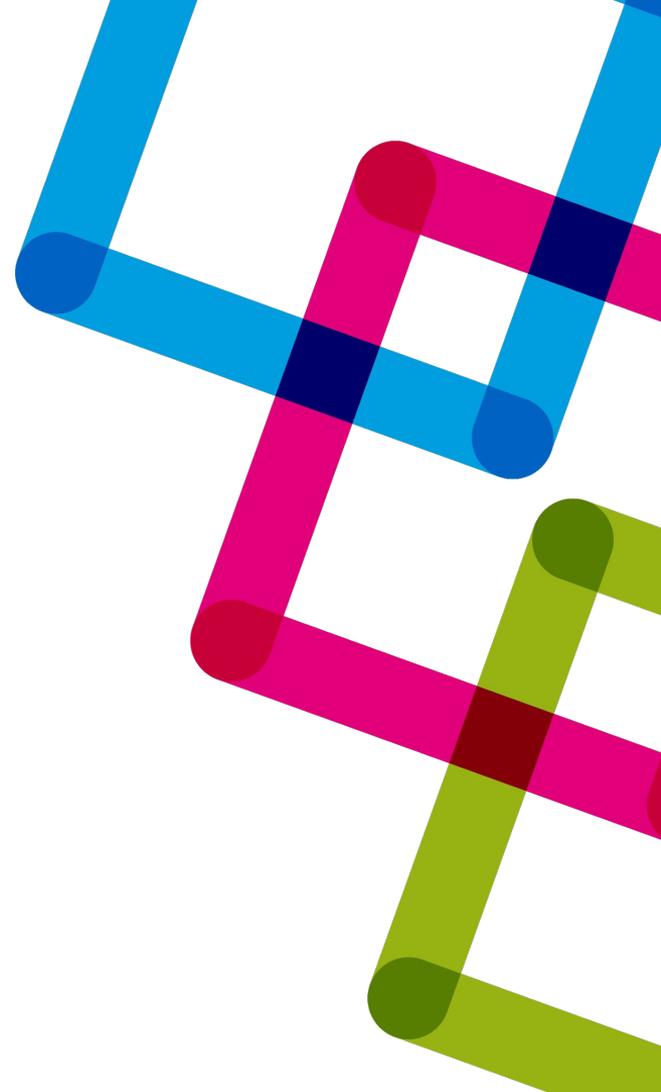
- Are students asked to create new artifacts or revise/remix existing [ones]?
- Does the new artifact have value beyond supporting the learning of its author?
- Are students invited to publicly share their new artifacts or revised/remixed OER?
- Are students invited to openly license their new artifacts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

- Wiley & Hilton (2018)



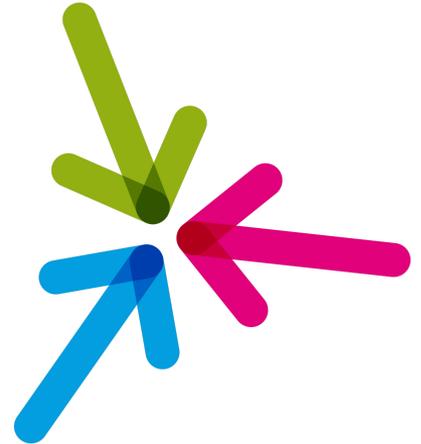
# UBC Case Studies

- MET students work and [generate ideas on technology](#).
- Forestry students create a [multilingual dictionary](#)
- Physics students create course [learning resources](#)
- Latin American Studies students [create and share videos](#)
- MET students Create [Knowledge Repository](#).
- [Forestry students](#) create conservation [case studies](#)
- English students add [Canadian literature to Wikipedia](#).



# Motivation/Engagement

- Contribution to public knowledge
- Creator vs. consumer
- Learn from others with expertise
- Learning through creating generates immediate (almost) feedback
- Transform/Disrupts the student-instructor dynamic



What are the challenges/barriers  
to using such an approach?

What impact do you think such as shift would have  
on learning outcomes?



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

Image:  
UCSB's Art, Design, and Architecture Museum Club work on wiki - Samantha (Wiki Ed) CC-BY-SA

## Students are:

- Opening their ideas up to public scrutiny - this is a bit scary for most of us but doing so usually means it pushes us to a higher standard of work.
- Learning to see themselves as contributors to knowledge - beginning to see themselves as emerging scholars.
- Building digital literacies

# Student Privacy and Intellectual Property

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.
- publishing publicly with or without an open license

We use “open” as though it is free of ideology, ignoring how much “openness,” particularly as it’s used by technologists, is closely intertwined with “meritocracy” — this notion, a false one, that “open” wipes away inequalities, institutions, biases, history, that “open” “levels the playing field.”

-Audrey Watters, [From Open to Justice](#), 2014



Open UBC

Access

Research

Education

Examples

Updates

OER Champions

OER Fund

» Home » OER Fund(ed): diverse voices and 'beyond the classroom' projects

## OER Fund(ed): diverse voices and 'beyond the classroom' projects

By [Sheridan Powell](#) on October 8, 2020

In February 2020, **Suritia Jhangiani** and colleagues from the Department of Educational and Counselling Psychology and Special Education were awarded an OER Implementation Grant for their proposal, *Opening Educational Psychology: Pathways to inclusivity and student centered practices*.

With [applications now open for 2021's OER Fund grants](#), Suritia explains the advantages of collaborating to create open educational resources, and why they're moving away from commercial textbooks.

### Q: What motivated you to apply for an OER grant?

Zero-textbook costs is important to me, as stories about students struggling financially are becoming far too common place and I think we need to do what we can to help our students thrive.

I was motivated to apply for an OER grant as I wanted to create ancillary resources that would complement the resources that are currently used for a large lecture undergraduate course. The creation of these resources would help ensure the continuation of zero-textbook costs for this course.

Q: How will students benefit from your project?



Suritia Jhangiani

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



Thank you!

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