

OPEN EDUCATIONAL  
RESOURCES

# Creating an Accessible Education

Student Union Development Summit, UBC  
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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, sʔi:ʔqəy̓ qeqən (double-headed serpent post), on the UBCV Campus  
Photo by UBC Brand and Marketing





CTLT

# The 6R's of Indigenous OER: Re-imagining OER to Honour Indigenous Knowledge and Sovereignty

March 10, 2022

Kayla Lar-Son

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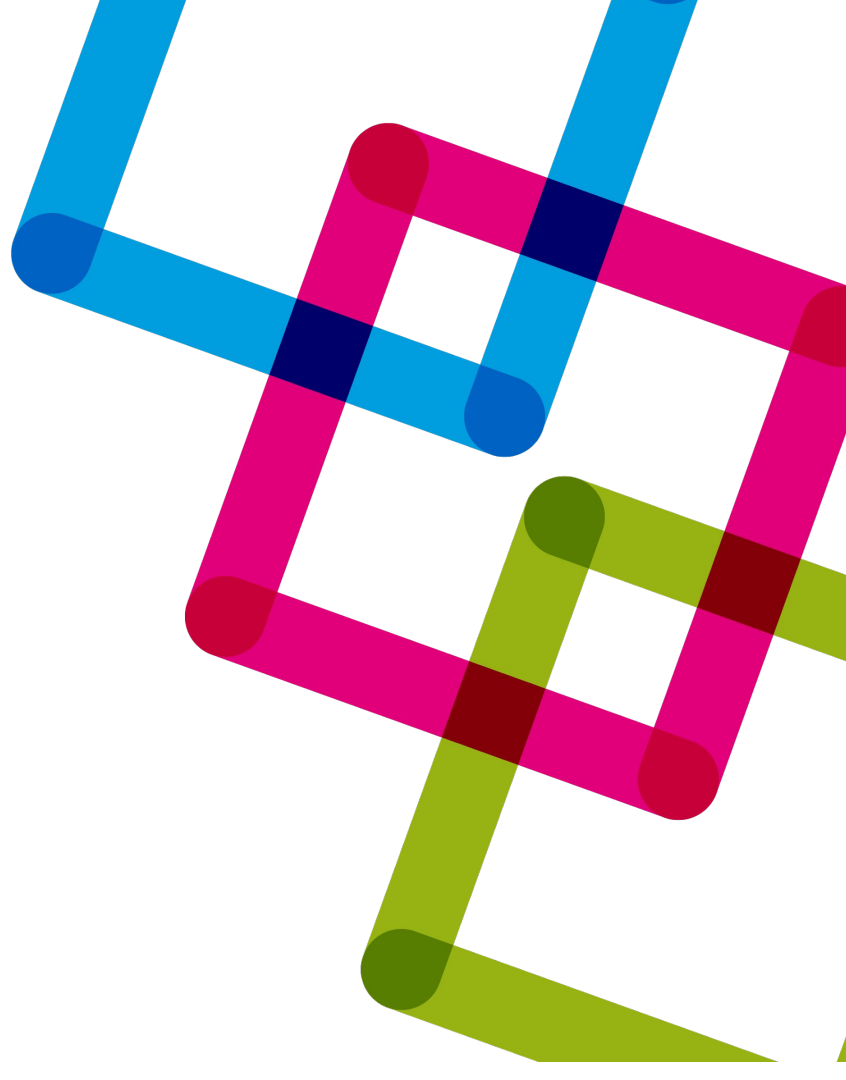
<https://youtu.be/Lwciwt-gXoQ>



## Questions:

- What do you know about OER?
- Have you ever used an open educational resource?
- Have you ever created an open educational resource?
- What even makes a resource open?

What is the Problem?



# 29%

of UBC Vancouver students reported  
**often or frequently**  
going without a textbook  
**due to cost.**

Source: [2023 AMS Academic Experience Report](#)

According to the 2023 AMS Academic Experiences Survey (n=3,413):

- **\$1,253** is the amount UBCV undergrads spent on textbooks & resources
- **90%** bought a textbook or resource and didn't use or rarely used it.
- **29%** frequently or often went without textbooks due to cost
- **26%** expressed financial hardship related to the costs of textbooks
- **22%** expressed concerns that they might not be able to return to UBC due to financial reasons



# Breakdown of your first-year costs

In Canadian currency

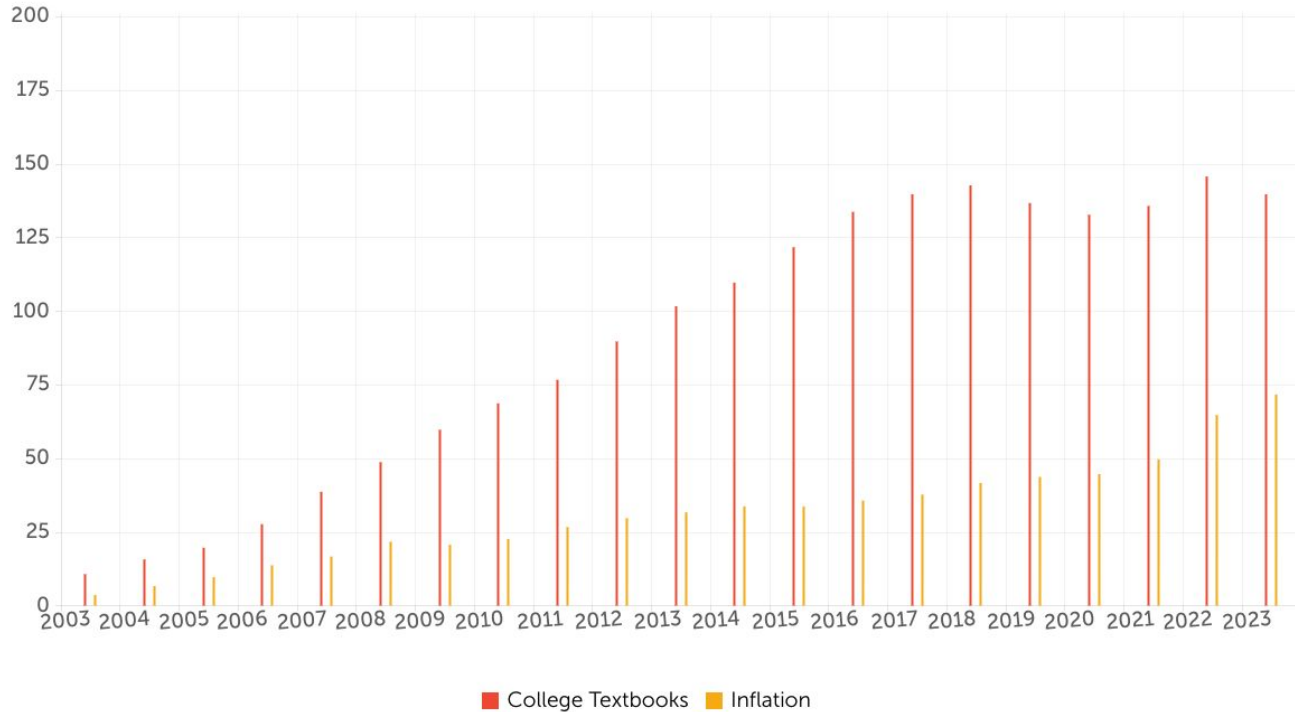
<b>Educational costs</b> (First year course load - 30 credits)	<b>\$9,451.03</b>
Tuition	\$5,960.00
Student fees	\$1,291.03
Books and supplies (excluding laptop)	\$2,200.00

From [UBC First Year Cost Calculator](#) for Arts Student in 2024





# College Textbook Prices vs. Inflation, 2003-2023

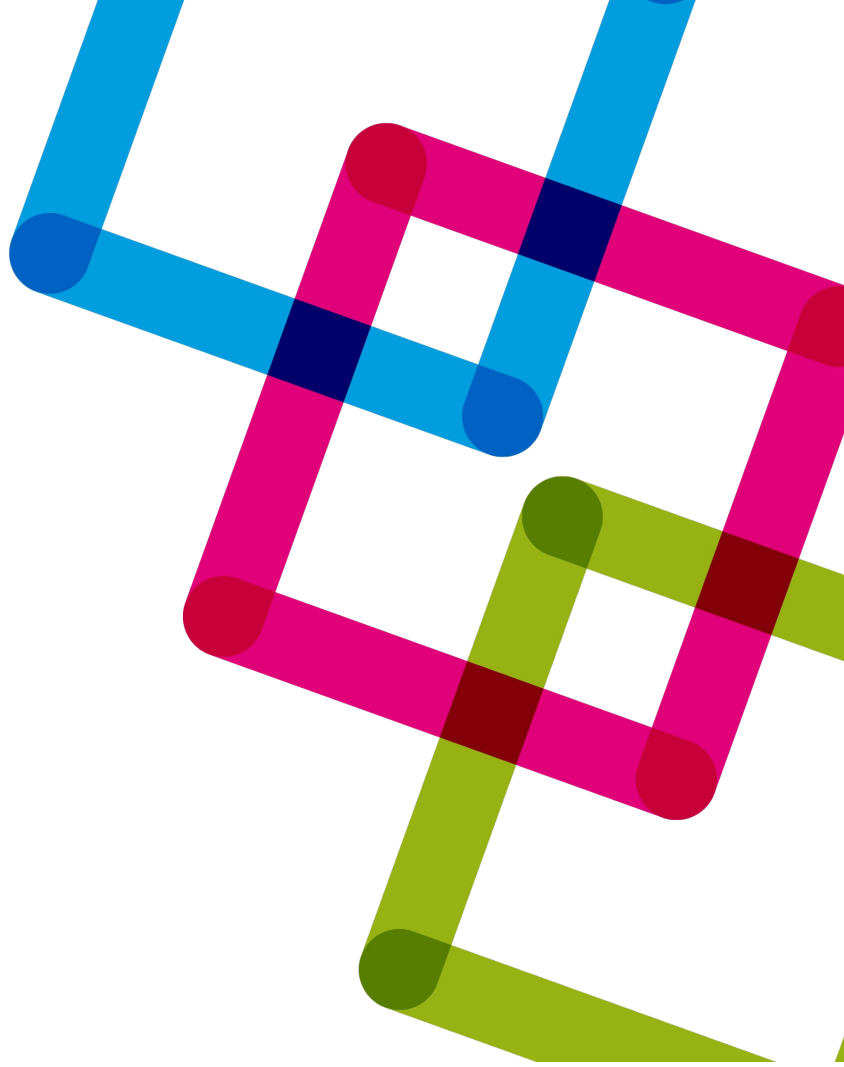


Graph represents the percent increase to prices over time. Source: Bureau of Labor Statistics Consumer Price Index. Updated January 11, 2024.

# 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
- Inclusive textbook models can **limit student choice** and **potentially increase overall costs** due to **mandatory fees**.
- Others?

The Solution!



# Open Like A Museum



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

# The 5 R's of Open Content:

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

## COST

Free or minimal fees for users

## ACCESS

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

**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).





**Question: Who is a copyright holder in this room?**

If yes- raise your hands up





**Question: Who has taken a photo before?**

If yes- raise your hands up

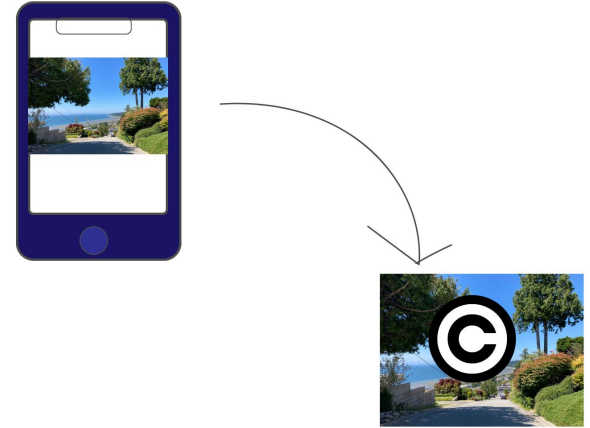
Hint: This includes taking a photo using cellphone.

## What is Copyright?

When any person creates an original “work”, the law of copyright automatically governs who has the right to produce, copy, perform, publish, adapt, translate or telecommunicate that work.

The term “work” means: any literary, artistic, dramatic and musical work, a computer program, a translation of a work, a compilation of others’ works, a recording of any kind, and, a performance of a work.

Copyright applies once the work is put into a fixed form



<https://copyright.ubc.ca/>

## LICENSES



## TERMS



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 OER?



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—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>:

“Because students and faculty members generally find that OER are comparable in quality to traditional learning resources, and that the use of OER does not appear to negatively influence student learning, one must question the value of traditional textbooks. 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?**”

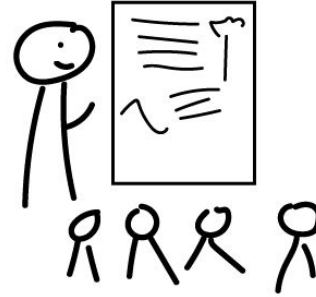
Hilton, J. Open educational resources and college textbook choices: a review of research on efficacy and perceptions. *Education Tech Research Dev* **64**, 573–590 (2016). <https://link.springer.com/article/10.1007/s11423-016-9434-9>



**Question:** You have submitted an assignment and got it back from your instructor. What would you do with your assignment?



# Disposable Assignment vs Renewable Assignment (Wiley, 2016)

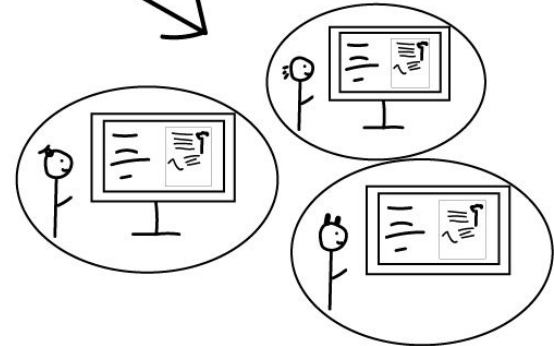


3 months later...

Disposable



Renewable



## UBC Student OER Examples:

- Classics students created an [open textbook/reader](#)
- Forestry students create a [multilingual dictionary](#)
- Latin American Studies students [create and share open videos](#)
- Pharmacy Students create an [open resource guide](#)
- [Forestry students](#) create conservation [case studies](#)
- Law Students are creating an [open torts casebook](#)
- Biology students add [Genetics information to Wikipedia](#)

# Students as Scholars:

## Forestry students create content on UBC Wiki

Two years ago the Centre for Teaching, Learning and Technology (CTLT) developed UBC Wiki, a platform for student-created content, part of UBC's goal to train and inspire the next generation of global leaders. UBC Wiki pages facilitate the 'student as synthesizer of knowledge' that is freely shared with the global community.

With support from Will Engle and his team at CTLT, Janette Bulkan of the department of Forest Resources Management, worked with students in 3 courses – 2 undergraduate and 1 graduate – to create over 140 UBC Wiki pages on a range of forest and conservation topics. Only media elements under a Creative Commons License can be used in a Wiki page, so students learn about Intellectual Property Rights issues in a direct way. In addition students surveyed by CTLT

listed increasing confidence in their own intellectual prowess, learning how to conduct research and working collaboratively among the benefits they gained while creating their pages, some now listed on their CVs.

A counter at the bottom of each Wiki page keeps track of the number of page views. Traffic to many of the UBC Wiki pages is impressive. The Wiki page on illegal logging imports in India by Stephanie Lee, Master of International Forestry graduate (2017), has been viewed > 4,000 times. That page was the first item listed in a recent Google search of key words, 'illegal logging' and 'India'.

A page on the Flathead Valley - a Forest of the Ktunaxa Peoples of Canada and the Kootenai Peoples of the United States by Transform student, Braydi Rice, led a researcher with shared interests to

reach out to her so as to continue the conversation.

So far, 29 of the UBC Wiki pages are the work of group collaborations; with the rest produced by individual students. Their topics are situated in 48 countries. Twenty-three pages are devoted to Canadian issues and 12 to Chinese, issues. Other pages focus on examples of collaborative management involving Indigenous Peoples or local communities.

You can listen to 4 students from the most recent 'Foundations of Conservation' course talk about their experiences while creating a Wiki page by following this link: <https://ctl.t.ubc.ca/2018/03/26/open-dialogues-using-wiki-pages-to-advance-student-created-knowledge/>

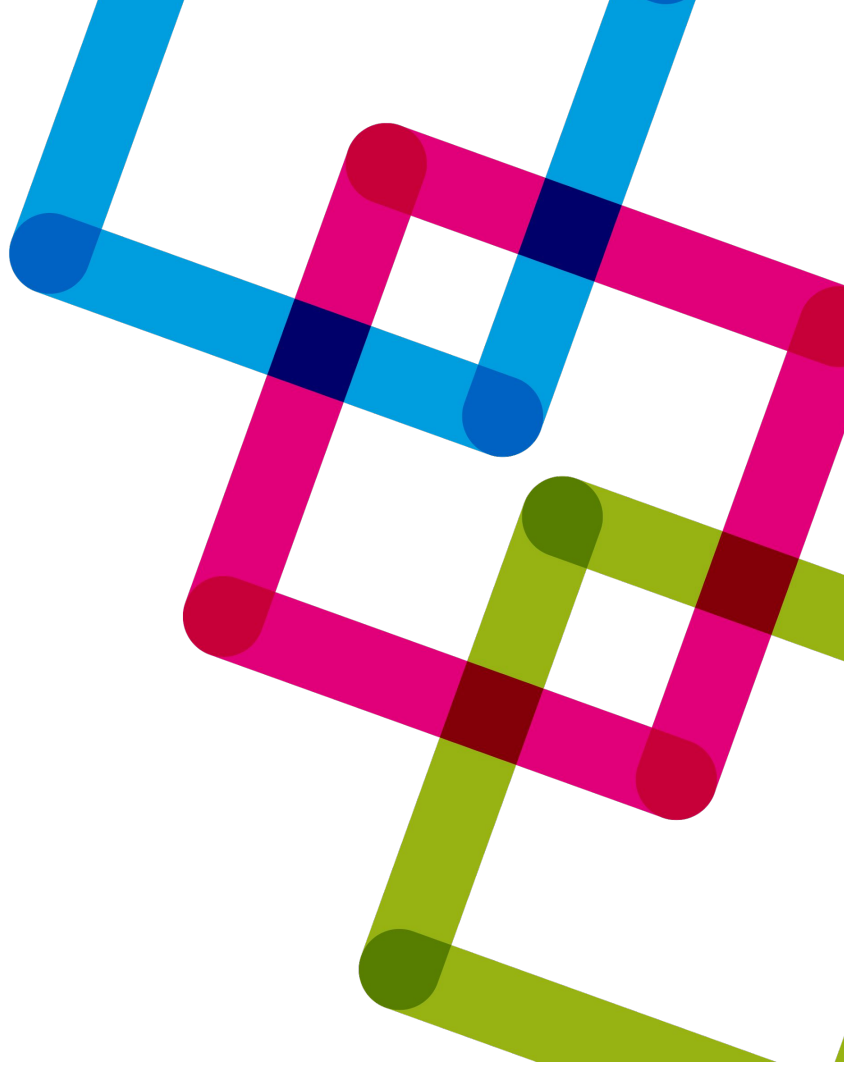
“A page on the Flathead Valley - a forest of the Ktunaxa Peoples of Canada and Kootenai People of the United States by a Transform student led a researcher with shared interests to reach out to her to continue the conversation.”

## Students Questions to Consider:

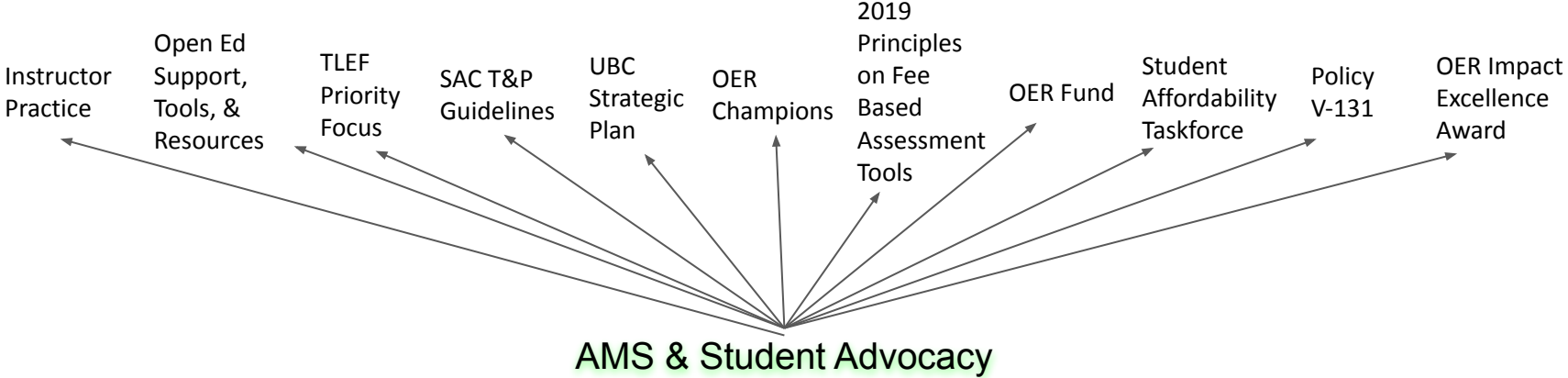
- Who owns my work & why is it valuable?
- Why would I share what I learn, what I work on?
- What control do I have over my work?
- How does publishing this work intersect with my identity; both online and off?

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

Campus Advocacy



# Strategic Direction for Open Education At UBCV



## Campaigns and Advocacy Examples

- **#textbookbroke:** an awareness campaign to help educators and students understand the high costs of learning materials
- **OER Champions:** A parallel effort with the [#BCtextbookbroke](#) campaign as a way to recognize UBC members who have made a contribution to the use of open educational resources (OER).
- **OER in Tenure and Promotion Procedures:** In 2017 language recognizing OER was added to the UBC SAC Tenure and Promotion guidelines
- **OER Fund:** aims to support affordable and inclusive access to learning materials through OER grants to faculty

# Stakeholders and Allies

- Faculty
- Students
- Teaching & Learning Centre
- Librarians
- Administrators
- Bookstore
- IT
- Parents & others in public
- Government



## **Activity!**

If you were going to make sure OER was never, ever, ever used again on your campus, what policies would you advocate for or campaigns would you organize and why?

- How could you talk to one of these in a way that would turn them off? Faculty, staff, students, government, the public
- From this, any ideas on what you could do that would work to promote OER?

# Suggested steps

- Collect data: affordability of course materials, textbook costs, OER use, student use of materials
- Advocate to faculty: listening tours, dept. & articulation meetings, Senate meetings
- Ask to put OER into library catalogue, create Lib. Guide
- Try to get OER grant or other recognition program, campus statement or policy re: OER

# Some Common Challenges Faculty Face:

- Finding relevant, high quality OER
- Time and resources to create and implement OER
- Technical barriers
- Lack of assessment, interactive materials
- Course materials chosen by some other authority
- Others?

# Let's Create an OER Elevator Pitch

- **Hook:** Statistic, fact, story to grab attention
- **Problem:** What's wrong with status quo?
- **Solution:** How OER can address the problem
- **Call to action:** What audience can do to move towards solution--focus on specific audience

# Activity!

Choose a stakeholder group and create an elevator pitch for increased adoption (and/or creation) of OER, and what they can do to help.

# 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
- 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
- Rebus Community Guide to Making Open Textbooks with Students
- UBC Library Open Textbook Publishing Guide;
- SPARC advocacy plan for students
- SPARC OER mythbusting
- 7 things you should know about OER policies (Educause)
- Finding OER:
  - OER Library guides (e.g., UBC guide, UAlberta guide)
  - BCcampus and eCampus Ontario open textbook libraries
  - BCcampus OER collections list
  - OER Search Engines: Oasis and MOM



# Thank you!

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