

# Open Your Teaching

**Enhancing Student Learning  
through Open Education Resources  
and Pedagogies**



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

▶ ⏪ 🔊 0:00 / 1:01:25



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

We hope you will leave this session with:

- An exploration of what makes a resource or practice open
- 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 OER?
- How do you know if it is open?

# 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, 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.

# 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>



**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.

## 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

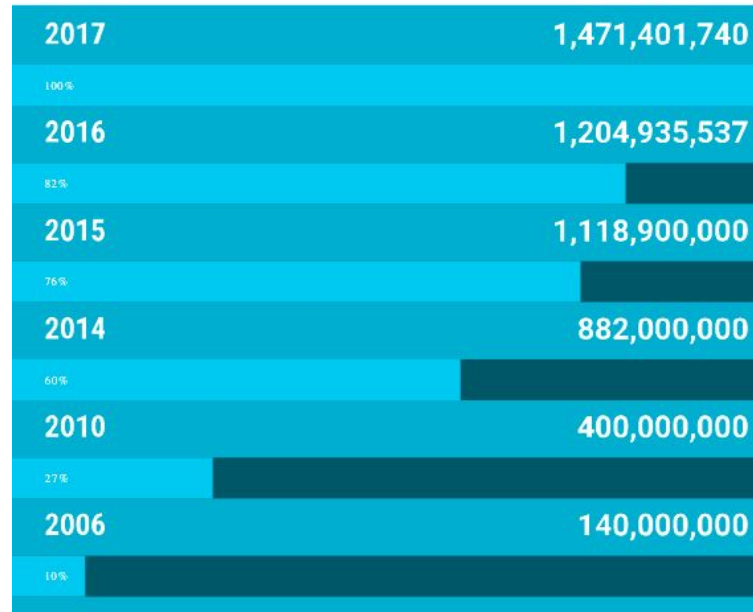
### Non-Commercial

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

# 1.4 BILLION

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

## CREATIVE COMMONS LICENSED WORKS





## OER Search Engines

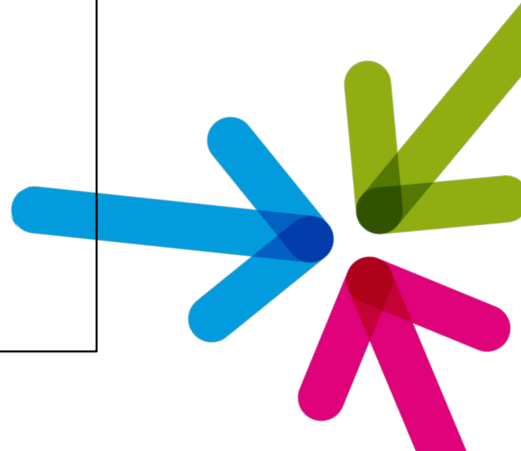
- OASIS - <https://oasis.geneseo.edu/>
- MOM - <https://mom.gmu.edu>
- Openverse - <https://openverse.org/>
- Creative Commons Search - <https://search.creativecommons.org/>

## 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?

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



# 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):

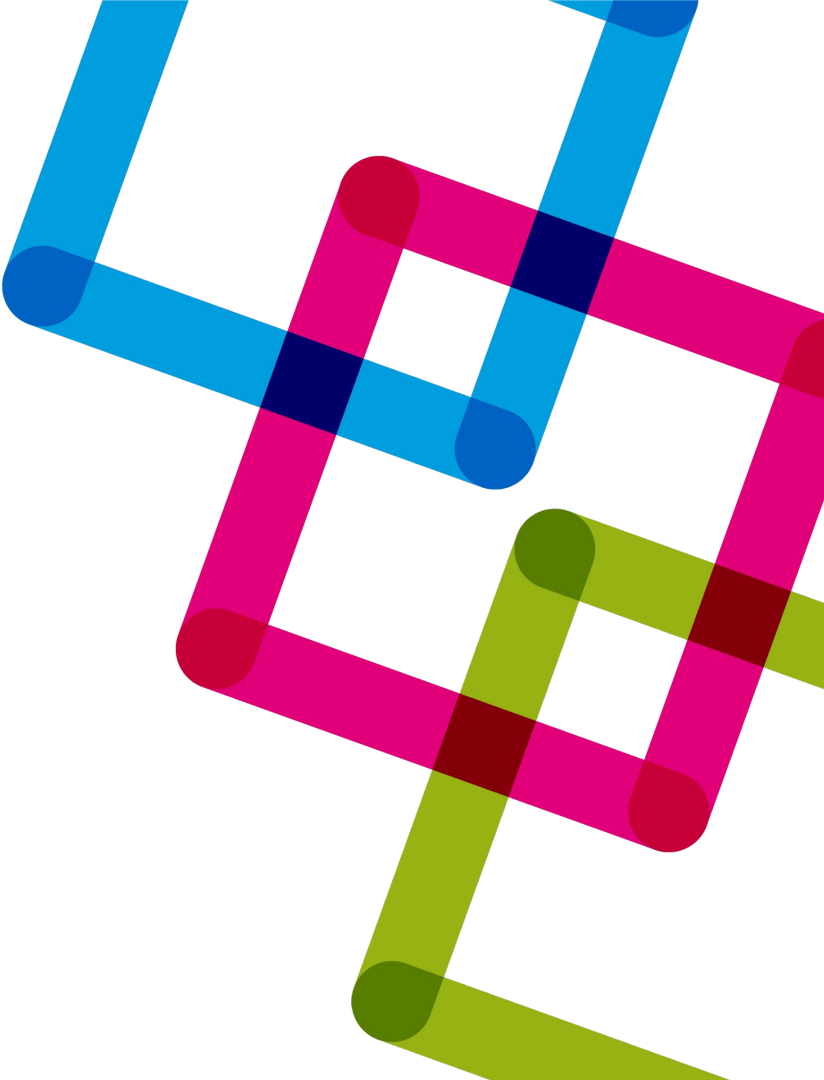
- **\$1,253** is the amount UBCV undergrads spent on textbooks & resources in 2022 (from the 2022 AMS AES)
- **90%** bought a textbook or resource and didn't use or rarely used it.
- **26%** expressed financial hardship related to the costs of textbooks
- **22%** expressed concerns that they might not be able to return to UBC due to financial reasons



“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>:

Open Pedagogy



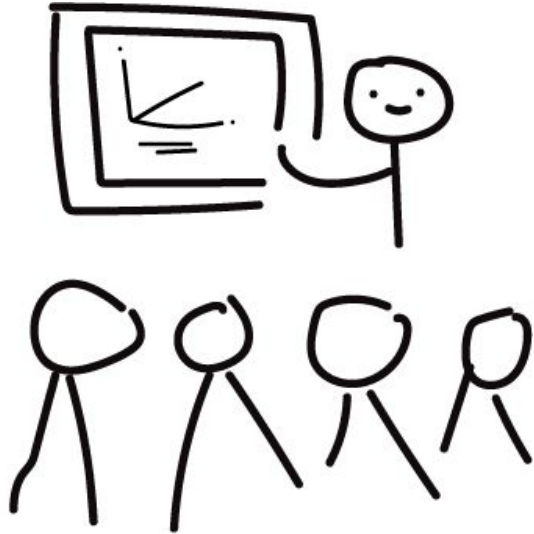


**Open pedagogy** could be considered as a blend of strategies, technologies, and networked communities that make the process and products of education more **transparent, understandable, and available** to all the people involved.

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

# Student as a Producer model (Neary et al., 2014)

## Traditional classroom



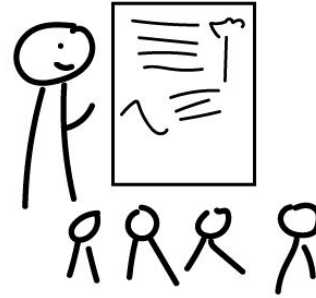
Student as a **consumer**

## Nearly's Model



Student as a **producer**

# Disposable Assignment vs Renewable Assignment (Wiley, 2016)

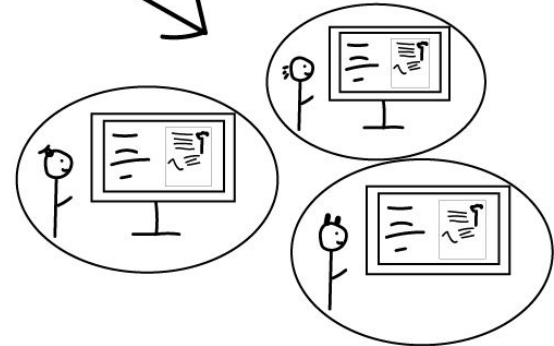


3 months later...

Disposable



Renewable



# 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 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.”

# Quotes about open pedagogy:

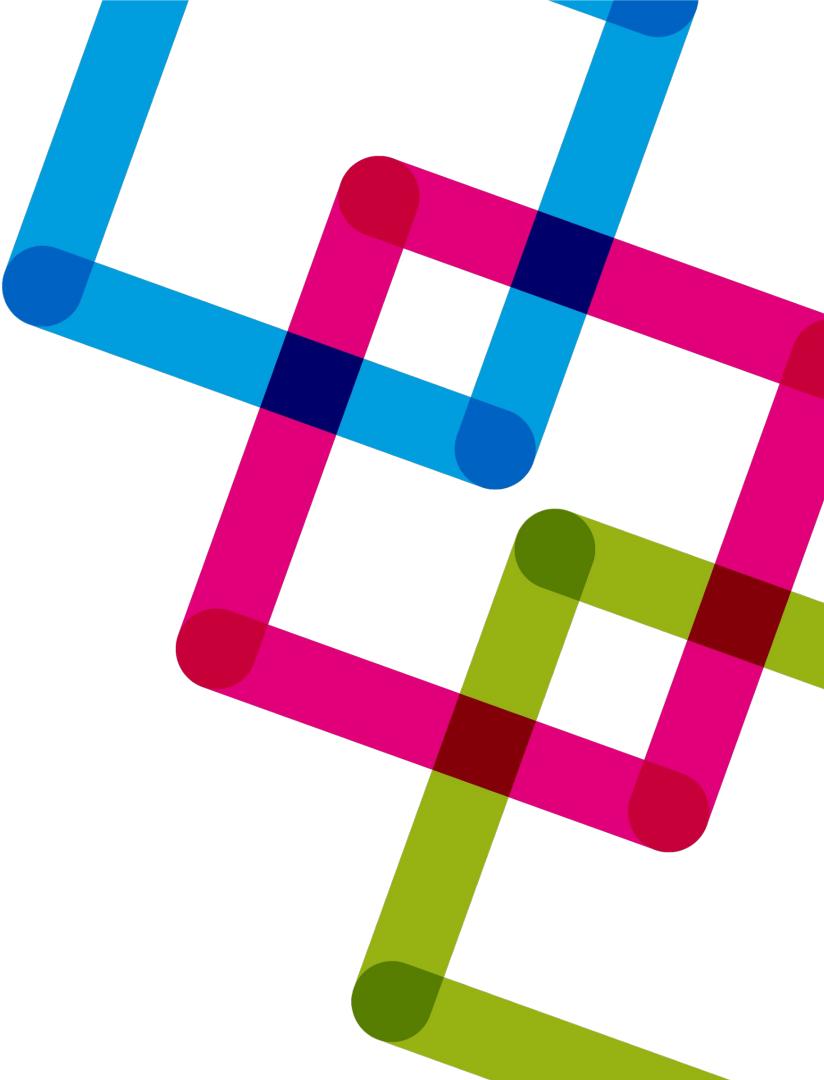
- “**shift** the student emphasis to **contribution to knowledge** as opposed to simple consumption of knowledge” ([Heather Ross](#) )
- “the ability for **learners to shape** and **take ownership** of their own education” ([Devon Ritter](#))
- “**connect** with a broader, global **community**” ([Tannis Morgan](#))
- “a **social justice orientation** – caring about equity, with openness as one way to achieve this” ([Maha Bali](#))



# 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.

## Activity! Transform an Assignment to Be Open



- Choose one typical assignment
  - Write a summary of an academic article.
  - Write a 12 page paper using archival material on the BC Gold Rush.
  - Take a 20 point calculus exam
- How does this shift change the nature of the activity/assignment?
- How do you assess the activity?
- What support will students need? What support will you need?



# Additional Resources

- Talk by Kayla Lar-son on the 6R's of Indigenous OER: Re imagining OER to Honour Indigenous Knowledge and Sovereignty
- UBCV OER Fund Grants
- Open UBC
- 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
- Finding OER:
  - UBC Library guide
  - BCcampus and eCampus Ontario open textbook libraries
  - UBC OER Catalogue
  - BCcampus OER collections list
  - OER Search Engines: Oasis and MOM



**Thank you! Questions?**

Will Engle - [will.Engle@ubc.ca](mailto:will.Engle@ubc.ca)

Rie Namba - [rie.namba@ubc.ca](mailto:rie.namba@ubc.ca)

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