

OPEN UBC

Set your teaching and learning free.

open.ubc.ca

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CTLT

Working with OER



We hope you will leave this session with:



- An introduction to what makes an educational resource “Open”
- A rationale for how OER supports teaching and learning
- Considerations of the practicalities working with open resources
- Information on support available at UBC

What Does

“Open”

Mean?

[A Day at the Museum 2](#), Flickr photo shared by [Robert Couse-Baker](#),
licensed [CC-BY 2.0](#)



Open like a Museum

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 for open use.

Generally, this permission is granted by the **use of an open license** (for example, a Creative Commons license) which **allows anyone to freely use, adapt and share the resource—anytime, anywhere”**

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



Have you created an
open education resource?

How do you know it's
open?

5 R's

Retain

Reuse

Revise

Remix

Redistribute

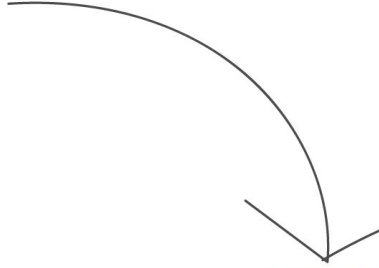
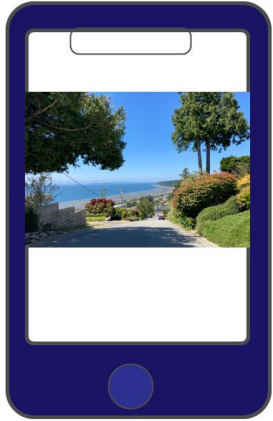
Question: Who is a copyright holder in this room?

If yes- Give a thumbs up or type in the comment.

Question: Who has taken a photo before?

If yes- Give a thumbs up or type in the comment.

Hint: This includes taking a photo using cellphone.

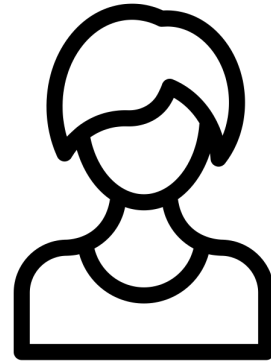
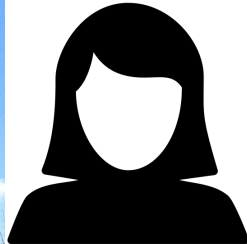


In Canada, when you take a photo, you **automatically own the copyright of the photo you take!**

You're the copyright holder of the photo = you are free to do anything to the photo including copying, distributing and modifying the photo you take

- Photo taken by Jenny
- Jenny is the copyright holder.

If I want to use Jenny's photo for the Open Textbook I create, I will need to **take a permission** from Jenny.



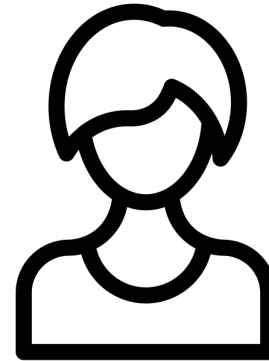
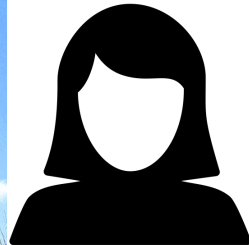
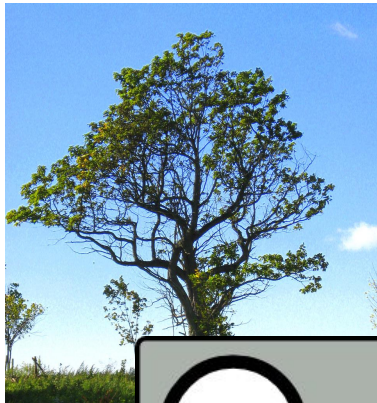
Creative Commons License is a Way to Give Permission for People to Reuse Your Work



You still own the copyright, but you allow others to reuse the work, provided they cite/attribute you as the “author” of the work

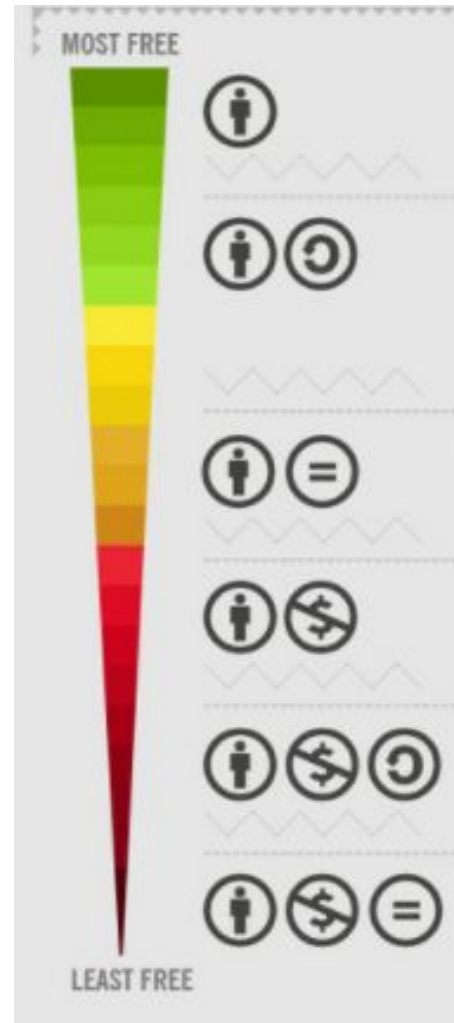
- Photo taken by Jenny
- Jenny is still the copyright holder.
- **Jenny decided to license her work as Creative Commons License (CC BY)**

As long as I **credit/attribute** Jenny's photo, I have a permission to use Jenny's photo





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



Adding a Creative Commons License to your Work:



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



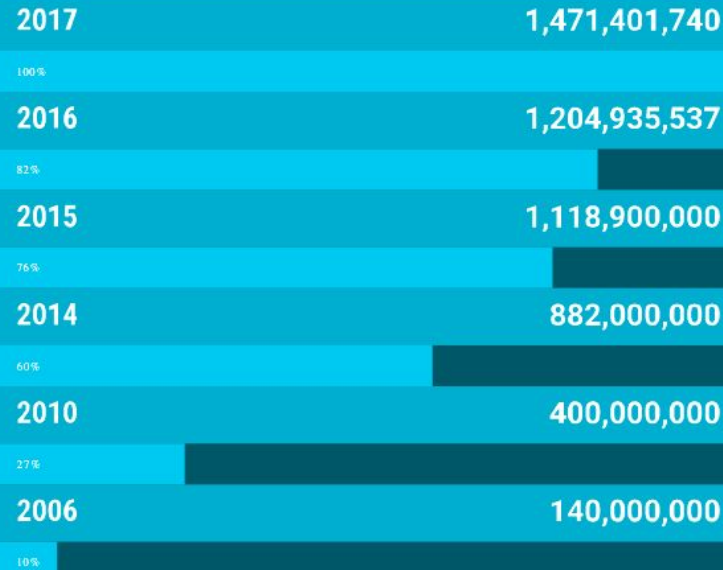
T = Title
A = Author
S = Source
L = Licence

[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

1.4 BILLION

CREATIVE COMMONS LICENSED WORKS



Why OER?

- Lowers barriers: Saves time and money.
- Easy to circulate among an unlimited number of students.
- Makes it easy for instructors to provide meaningful, contextualized resources for their students.



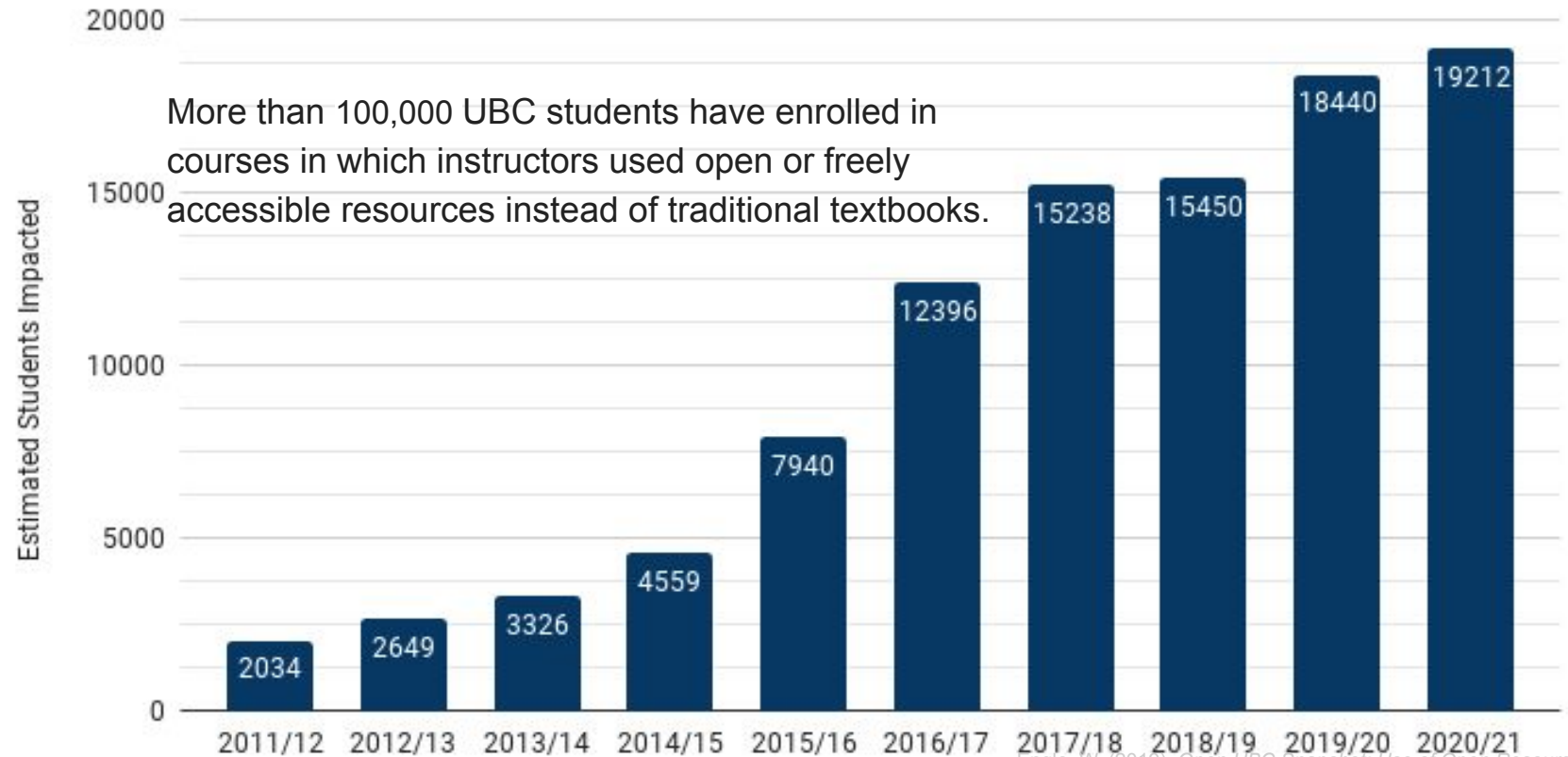
67%

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.”

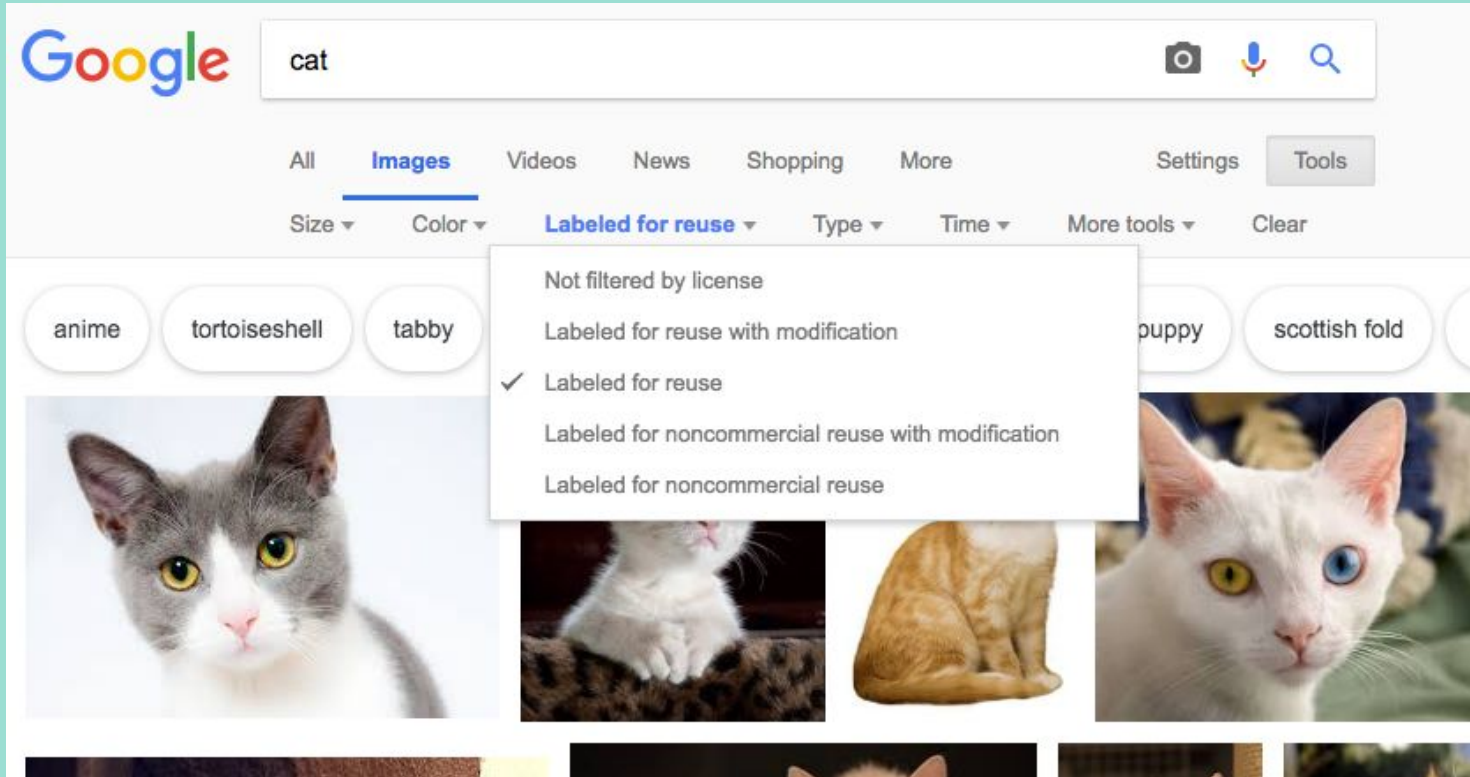
Hendricks, C., Reinsberg, S., and Rieger, G. (2017). *The Adoption of an Open Textbook in a Large Physics Course: An Analysis of Cost, Outcomes, Use, and Perceptions*. International Review of Research in Open and Distributed Learning. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/3006/4220>:

Estimated Number of Students Impacted by Open Resources Per Year



Engle, W. (2019). *Open UBC Snapshot: Use of Open Resources Continues to Increase*. UBC. Retrieved from: <https://open.ubc.ca/open-ubc-snapshot-use-of-open-resources-continues-to-increase/>

Finding OER



The image shows a Google search for "cat" on the Images tab. The search bar contains "cat" and the Google logo is visible. Below the search bar, the "Images" tab is selected, and a dropdown menu for "Labeled for reuse" is open. The dropdown menu lists five options: "Not filtered by license", "Labeled for reuse with modification", "Labeled for reuse" (which is selected with a checkmark), "Labeled for noncommercial reuse with modification", and "Labeled for noncommercial reuse". The search results below the dropdown show several images of cats, including a grey and white cat, a white cat, and an orange cat. There are also filter buttons for "anime", "tortoiseshell", "tabby", "puppy", and "scottish fold".

Google





cat

All **Images** Videos News Shopping More Settings Tools

Size Color **Labeled for reuse** Type Time More tools Clear

anime tortoiseshell tabby puppy scottish fold

- Not filtered by license
- Labeled for reuse with modification
- Labeled for reuse
- Labeled for noncommercial reuse with modification
- Labeled for noncommercial reuse



UBC Library

guides.library.ubc.ca/open_education

Open UBC

open.ubc.ca

BC Open Textbook Initiative

open.bccampus.ca

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University Physics - Volume 1 (OpenStax)

Posted: October 27, 2016 | **Updated:** July 30, 2019

Author: Samuel J. Ling, Truman State University, Jeff Sanny, Loyola Marymount University, William Moebs (retired), Loyola Marymount University

University Physics is a three-volume collection that meets the scope and sequence requirements for two- and three-semester calculus-based physics courses. Volume 1 covers mechanics, sound, oscillations, and waves. Volume 2 covers thermodynamics, electricity and magnetism, and Volume 3 covers optics and modern physics. This textbook emphasizes connections between theory and application, making physics concepts interesting and accessible to students while maintaining the mathematical rigor inherent in the subject. Frequent, strong examples focus on how to approach a problem, how to work with the equations, and how to check and generalize the result.

Subject Areas

[Biological/Physical Sciences](#), [Physics](#)

Original source

openstax.org

Adoptions:

[Tell us you are using this Open Textbook](#) 

Adaptations:

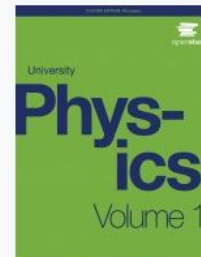


Photo credit

Get This Book

Select a file format

[Ancillary](#) **2**

[Readable](#) **4**

[Editable](#) **2**

Reviews for 'College Physics'

Number of reviews: 6

Average Rating:  4.33 out of 5

- ▶ 1. Reviewed by: [Takashi Sato](#)
- ▶ 2. Reviewed by: [Tyron Tsui](#)
- ▼ 3. Reviewed by: [Neil Alberding](#)
 - **Institution:** Simon Fraser University
 - **Title/Position:** Senior Lecturer
 - **Overall Rating:**  4 out of 5
 - **Date:** Sep 3, 2013
 - **License:** 

Comprehensiveness

Content Accuracy

Relevance

Clarity

Consistency

Modularity

Organization

Interface

Grammar

Cultural Relevance

Final Thoughts

Q: Are there any other comments you would like to make about this book, for example, its appropriateness in a Canadian context or specific updates you think need to be made?

Here are the rest of my prepared omments:

It's unfortunate, but most of us who teach physics soon realize that students don't read the textbook. Perhaps they use it as a last resort for finding hints on solving homework problems. No matter how well written, laid out, feature-filled the effort gone into preparing even the best textbook is wasted. The textbook by Urone et al. is a College Physics text. That means it is intended for an audience whose main interests usually lie elsewhere than the physical sciences or engineering. A textbook is usually recommended or assigned by the instructor with little input from the student; therefore, it is good to have an option that is inexpensive and portable. On this count, Urone et al. surpasses most other commercially marketed textbooks. On the other hand, its content does not.

The list of issues is probably shorter than a similar one of the good things about this book. But these items (especially the starred ones) are important enough to warrant some concern that other issues would be apparent when a closer look at this book would occur when teaching a course from it. There



Quartz Parrot

Calculus Textbook

for *Biology Students*

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 producer

STUDENTASPRODUCER.LINCOLN.AC.UK

MANIFESTO

THIS IS A FLYER

The UBC OER Fund

The Office of the Provost at UBC Vancouver has provided funding to support OER initiatives such as:

- 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.



Open UBC

The University of British Columbia (UBC)

Access

Research

Education

Examples

Updates

OER Champions

OER Fund



UBC Okanagan Open Education Survey

The UBC Okanagan Open Education Working Group is conducting a short survey about open educational practices at UBC Okanagan. [Read More](#)

- Events
- Contact
- Newsletter

See the full calendar

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Upcoming Events:
[Working with Open Educational Resources \(OER\)](#)
 Thursday, August 26, 2021 9:00am

<https://open.ubc.ca>



Thank you!

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Graphics Credit: Atelier Disko, Hamburg und Berlin -
Shared at Wikimedia Commons: [Mapping OER -
Bildungsmaterialien gemeinsam gestalten](#), CC BY 4.0