

Welcome to the



OPEN EDUCATIONAL RESOURCES

Preconference!

October 21, 2015

Virginia Library Association Annual Conference

Richmond, Virginia



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We are:

Kathleen DeLaurenti
College of William & Mary

Tara Cassidy
Virginia's Community Colleges

Stephanie Fair
Tidewater Community College

Lucretia McCulley
University of Richmond

Ginny Pannabecker
Virginia Tech

Anita Walz (Lead)
Virginia Tech

Joy Yeager
Tidewater Community College

Session Objectives

- Make connections & have fun
- What's "Open" and why it matters
- Hands on work with open licenses
- Stories from the field: Librarians and OER
- Application to your institutional realities
- Follow up discussion - can we collaborate?

I'm just learning about open education

I have a strong understanding

I feel strong philosophical alignment

I'm pragmatic about its applications

I'm skeptical but listening

I'm not sure what to do next

I have a vision and a plan

“What are some of the barriers to address in making teaching and learning better for students?”

Participant Responses

Potential textbook costs; disconnect between faculty and students; self-directed learning; teaching vs. cool resources;

Why we're here: workload issues, myths, faculty having time & energy to putting into something new

Cost of textbooks as barrier; economic factors in community;

Cost; communicating with faculty; involving the library to find/evaluate quality, issues with access & ADA compliance; partnerships w/public library/academic library, trying new things to work together with the library

Small staffs; working with new processes; faculty/administration resistance to change; limited funds;

Analyzing OER in the Context of Your Institution

- What are the possibilities for your library to develop a strategy on OER?
 - Ask: Who are the stakeholders in your environment?
- Use your Notes handout to capture your thinking about your library and OER.
 - What are your library's internal strengths and weaknesses?
 - What external opportunities and threats do OER pose?

Strengths: Internal, positive factors

- What are my library's advantages and unique qualities?
- Perceived capabilities?
- Innovative aspects?

Weaknesses: Internal, negative factors

- How could my library be improved, if given the resources?
- Perceived weaknesses?
- How is success measured?

Opportunities: External, positive factors

- What Open trends or conditions may have positive impact?
- What kinds of collaboration can OER prompt?
- What needs does OER meet?

Threats: External, negative factors

- What Open trends or conditions may have negative impact?
- Funding concerns?
- What are the obstacles to OER use?

Open Textbook Project

BCcampus is contributing to the development of an open future for teaching practices and educational resources.

The B.C. Open Textbook Project is funded by the BC Ministry of Advanced Education, and BCcampus is tasked with managing it. A goal of the Project is to provide flexible and affordable access to higher education resources in B.C. by making available openly-licensed textbooks in the highest-enrolled academic subject areas. A second phase was announced in the spring of 2014 to add at least 20 textbooks targeting trades and skills training.

Our open textbooks are openly licensed using a [Creative Commons license](#), and are offered in various e-book formats free of charge, or print on demand books available at cost.

To find an Open Textbook, or find more information about the project, please see our [OpenEd website](#).

Open Textbooks are Open Educational Resources (OER)

Open Educational Resources are important to the higher education system in B.C. because they have the potential to:

- increase access to higher education by reducing student costs;
- give faculty more control over their instructional resources;
- move the OER agenda forward in a meaningful, measurable way.



SPARC Libraries & OER Forum

CCCOER Webinars

The popular Community College Consortium for Open Educational Resources (CCCOER) webinars feature leaders and practitioners in open education with relevance to community college faculty, students, and staff.

See the most recent webinars below and checkout all of the webinars at [CCCOER Webinar Archives](#).



OpenVA

Virginia's Summit on Open and Digital Learning



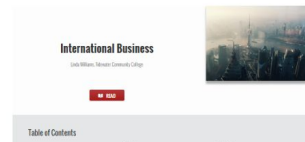
lumen

Candela: Solving Textbook Affordability with Open Content

Candela courseware from Lumen Learning provides an extremely low cost e-textbook alternative to expensive commercial textbooks in high enrollment college courses. Designed using open educational resources (OER), Candela courses offer much more than just an OER textbook.

Value-added Open Educational Resources

To create each Candela course, we curate open content including text, video and a variety of supplemental materials such as assessments, assignments, quiz question banks, study guides, online homework problem sets for quantitative courses, slide decks and other contributions from faculty members across the open education community.



Open Education is Global

Implementing the Paris OER Declaration



CC BY-Julien Hamou - Delegates at the OER Inception Meeting, UNESCO Headquarters.

The Paris OER Declaration, adopted during the World Open Educational Resources (OER) Congress held in June 2012 at UNESCO Headquarters, was the first step for the development of policies supporting OER. The Declaration aimed at encouraging governments to contribute to the awareness and the use of OER and to develop strategies and policies to integrate OER in education. UNESCO, in collaboration with the Commonwealth of Learning (COL), now wants to apply these guidelines and proposes to implement a series of global activities based on the 10 points of the Paris Declaration. UNESCO will organize, with the relevant stakeholders, advocacy and capacity building events, and will provide recommendations for developing educational policies supporting OER in 5 countries, representing 4 world regions.

<http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/implementing-the-paris-oer-declaration/>



Building African education capacity through openness

<https://jjisc.ac.uk/guides/open-educational-resources>

- In the United States resources from thousands of courses have been made available by university-based projects, such as **MIT OpenCourseWare** and **Rice University's Connexions project**
- In China, materials from 750 courses have been made available by 222 university members of the **China Open Resources for Education** (CORE) consortium
- In Japan, resources from more than 400 courses have been made available by the 19 member universities of the **Japanese OCW Consortium**

100 educational resources from around 100 teaching units have been made available by the universities of the **ParisTech OCW project**

Universities received government funding to build **open access institutional repositories** to develop a federated harvesting and discovery service via a national portal. It is intended that this service will be expanded to embrace all Irish research institutions

In the UK, the Open University has released a range of its distance learning materials via the **Open University Open Project**, and over 80 **UKOER projects** have released many resources (via **Jorum**) designed to support teaching in institutions and across a range of **subject areas**

Open Education is National



David Wiley
Nicole Allen
Quill West
Cable Green
Larry Lessig

Friday, November 6th @ William & Mary

Join us for an upcoming OER event featuring Dr. Cable Green from Creative Commons!

9am Keynote: Why OER and why now?

10:30am: Session for librarians and academic technologists on being OER leaders on campus

See event recording here: <http://tinyurl.com/ofpz8pz>



Open Education is Local



OpenVA

Virginia's Summit on Open and Digital Learning

[HOME](#) [REGISTER](#) [BLOG](#) [PREVIOUS EVENTS](#) [CONTACT](#)



<http://www.openva.org>

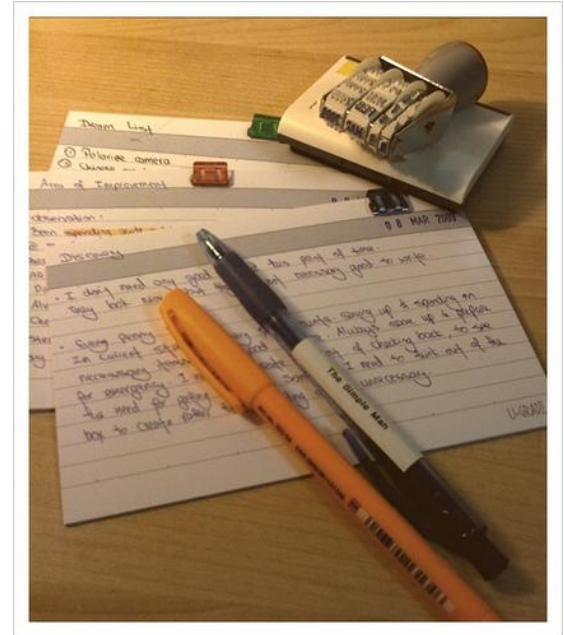
Open Virginia Advisory Committee

Definition of OER

Write down a brief definition of Open Educational Resources.

Turn to your neighbor and discuss.

Large group



What are Open Educational Resources?



Hewlett Definition of OER

OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.

Hewlett Definition of OER

Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

OPEN VS. FREE



© FraserElliot [Yes, We're Open](#) CC BY NC



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Open VS. Copyright



© JustinC [Neon sign: Open 2005 CC BY SA](#)



5 R'S OF OER PERMISSIONS

Redistribute

Reuse

Revise

Remix

Retain

The 5 R's

1. **Retain** – the right to make, own, and control

2. **Reuse** – the right to use the content

3. **Revise** – the right to adapt, adjust, modify, or alter

4. **Remix** – the right to combine the original or revised content with other open content

5. **Redistribute** – the right to share copies of the original content, your revisions, or your remixes



CC Licenses

THE LICENCES

FREE CULTURAL WORKS



ATTRIBUTION

Can someone use my work to make money?

Can someone change my work?



(MUST ALSO BE LICENSED BY-SA)

ATTRIBUTION-SHAREALIKE

Can someone use my work to make money?

Can someone change my work?



ATTRIBUTION-NONCOMMERCIAL

Can someone use my work to make money?

Can someone change my work?



ATTRIBUTION-NODERIVS

Can someone use my work to make money?

Can someone change my work?



ATTRIBUTION-NONCOMMERCIAL-NODERIVS

Can someone use my work to make money?

Can someone change my work?



(MUST ALSO BE LICENSED NC-BY-SA)






ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE

Can someone use my work to make money?

Can someone change my work?

Let's Practice

License Icons

	Public Domain (PD)
	Attribution (CC-BY)
	Attribution Share Alike (CC-BY-SA)
	Attribution Noncommercial Share Alike (CC-BY-NC-SA)
	Copyright

License Compatibility Rules

- PD cards and CC-By Cards may be remixed with all others except © cards.
- CC-BY-SA cards may only be remixed with PD, CC-BY, and other CC-BY-SA Cards.
- CC-BY-NC-SA cards may only be remixed with PD, CC-By, and other CC-BY-NC-SA cards
- © cards can not be remixed at all

Want to play online? See: [The OER Remix Game](#)



Benefits of Open Resources

Joy Yaeger, Reference Librarian,
Tidewater Community College

We are Evolving

<https://vimeo.com/43323388>

OPEN EDUCATION RESOURCES
FREE ACCESS

FULL COURSES
COURSE MATERIALS
TEXTBOOKS
STREAMING VIDEOS
SOFTWARE



Next Level of Learning: 5 Rs

- **Retain** - the right to make, own, and control copies of the content
- **Reuse** - the right to use the content in a wide range of ways
- **Revise** - the right to adapt, adjust, modify, or alter the content itself
- **Remix** - the right to combine the original or revised content with other open content to create something new
- **Redistribute** - the right to share copies of the original content, your revisions, or your remixes with others

Source: <http://opencontent.org/blog/archives/3221>

Life-Long Learning

- Ownership and ongoing



© [COD Newsroom](#) CC BY 2.0

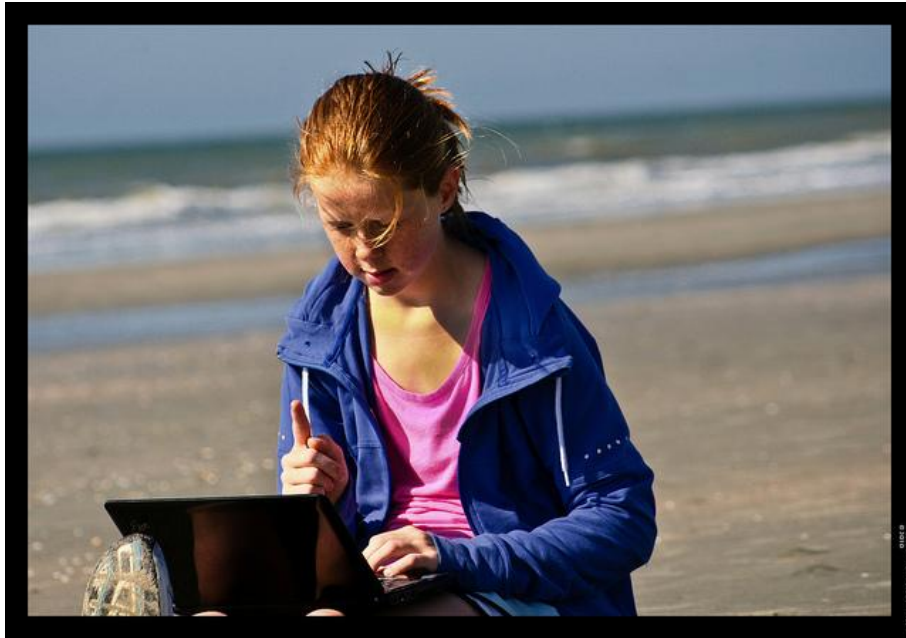
Updated Materials

- New concepts and cutting-edge information



Promoting Creativity and Exploration

- Freedom for exploration



Changing the Format of Education from Old School...



=



To New School



openstax COLLEGE

lumen

Open
Textbook
Library

Faculty Examples: Chemistry Example

REMIX ENG 131 Technical Writing

Faculty Information

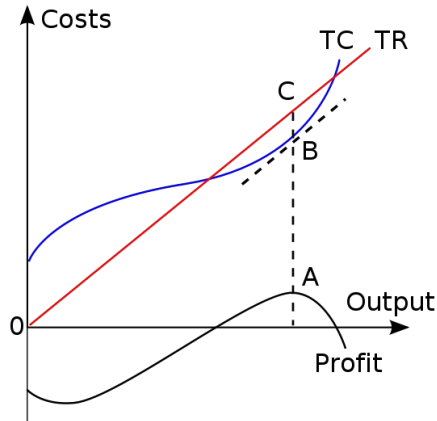
- CORE COMPETENCY: Written Communication
A competent written communicator can use writing to communicate with others, with result of understanding and being understood.
- COURSE LEARNING OBJECTIVE: Understand the ethical international, social and professional constraints of audience, style and content for writing situations. *This power point addresses a subset of the objective.*
- BLACKBOARD DISCUSSION BOARD *Engaging In Posts*: Lumen Learning Anatomy and Physiology

SPECIFIC SECTION: *Engaging in Posts*

<https://courses.candelalearning.com/ap2xmaster/chapter/engaging-in-discussions/> CC BY

NOTE: Attributions appear at the point where the material occurs.

What Is a Business?



- In mainstream economics, the concept of a market is any structure that allows buyers and sellers to exchange any type of goods, services, and information. The exchange of goods or services for money is called a transaction. Market participants consist of all the buyers and sellers of a certain good, thus influencing its price.

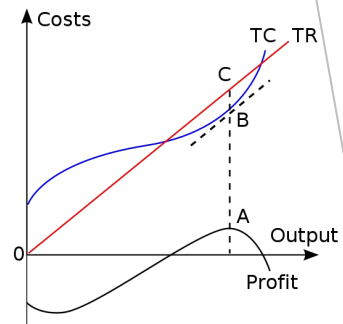
- This influence is a major study of economics and has given rise to several theories and models concerning the basic market forces of supply and demand. There are two roles in markets, that of a buyer and that of a seller. The market facilitates trade and enables the distribution and allocation of resources in a society.

-

- Can you describe a local market need in your area?

The Goals of a Business

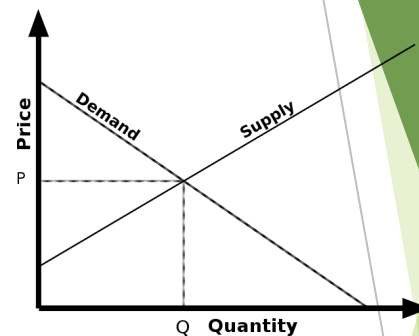
- Economic value added suggests that a principal challenge for a business is balancing the interests of parties affected by the business, interests that are sometimes in conflict with one another.
- Alternate definitions state that a business' principal purpose is to serve the interests of a larger group of stakeholders, including employees, customers, and even society as a whole.
- Many observers hold that concepts such as economic value added are useful in balancing profit-making objectives with other ends.
- Social progress is an emerging theme for businesses.



Profit Maximization
[View on Boundless.com](https://www.boundless.com)

Addressing Market Needs

- A market is one of many varieties of systems, institutions, procedures, social relations, and infrastructures whereby parties engage in exchange.
- Many companies today have a customer focus (or market orientation). This implies that the company focuses its activities and products on consumer demands.
- Market research is for discovering what people want, need, and believe; and how they behave.
- Market segmentation is the division of the market or population into subgroups with similar motivations.



Supply and Demand
[View on Boundless.com](#)

Profit and Value

- Normal profit represents the total opportunity costs (both explicit and implicit) of a venture to an investor, whereas economic profit is the difference between a firm's total revenue and all costs (including normal profit).
- Given that profit is defined as the difference in total revenue and total cost, a firm achieves a maximum profit by operating at the point where the difference between the two is at its greatest.
- The value of a firm is linked to profit maximization. A firm looking to maximize its profits is actually concerned with maximizing its value.



Analysis, Statistics, Charts



Profit and Value
[View on Boundless.com](#)

Attribution

- **Power Point Presentation:**

- From Boundless.com

- Title: **Addressing Market Needs**

- **Creator: Boundless**

- Link: <https://www.boundless.com/business/textbooks/boundless-business-textbook/introduction-to-business-1/what-is-a-business-22/what-is-a-business-22-powerpoint-templates/>

- Source: Boundless. “Addressing Market Needs.” *Boundless Business*. Boundless, 15 Jul. 2015. Retrieved 15 Jul. 2015 from <https://www.boundless.com/business/textbooks/boundless-business-textbook/introduction-to-business-1/what-is-a-business-22/addressing-market-needs-131-7861/>

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- **Picture**

- Title: Analysis, Statistics, Charts

- Creator: Geralt

- Link: <https://pixabay.com/en/analysis-statistics-chart-graphic-227172/>

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Do we need a break?

(10 minutes)

Librarians leading & supporting OER in Virginia

Librarians leading & supporting OER in Virginia

Kathleen DeLaurenti

Scholarly
Communications
Librarian

College of William &
Mary

[Home](#) » [News & Events](#) » Library leads way in open access movement

Library leads way in open access movement

Posted October 19, 2015

Academic libraries nationwide are beginning to embrace the open access movement, an effort to provide unrestricted online access to research. By eliminating financial barriers to research, open access publishing can expand the reach of scholarly work across the globe. At William & Mary, one way Swem Library is leading the way is by bringing open educational resources (OER) to the campus.

This fall Swem launched the university's first pilot [OER grants](#). Supported by the Provost's Creative Adaptation Fund, the grants support the incorporation of open educational resources into courses for the 2015-16 academic year.

OER GRANTS



Open
Educational
Resources

Interested in incorporating open educational resources into your course? Apply for an OER grant. Application deadline for the next round is Dec. 15, 2015. [More...](#)

Librarians leading & supporting OER in Virginia

Joy Yeager and Stephanie Fair

Reference Librarians

Tidewater Community College

Tidewater Community College-Z Degree



Z-Course Building Blocks

Objective

Activity

Assessment



The Process

Course:	BUS 100				
Instructor Name:	Linda Williams				
Instructor Email:	lswilliams@tcc.edu				
	CLO=TCC Course Learning Outcome				
	MLO=Module Learning Outcome				
Module #	Learning Outcome	Module Title	Open Content Access Directions	Assessment	GE Core Competencies

Pathways at Tidewater Community College

History and Beginnings

- Began by Linda Williams and supported by administration
- Trains faculty in OER concepts and resources for building Z-Courses
- [OER LibGuide](#)





Then Steps in the Library

- Library transition Spring 2015
- OER Cohort
- Online teaching training and OER training
- Rotating instructors by campus
- [The Pathways Shell www.tcc.edu](http://www.tcc.edu)

(See also: <https://courses.candelalearning.com/pathways>)

Outcomes



- **Relationships** developed among faculty (consultations)
- **Increased presence** overall at TCC (workshops and training)
- **Greater involvement** in faculty initiatives (impact on governance)
- **Support** for online learning
- **Plans** for Z-Course involvement

Librarians leading & supporting OER in Virginia

Anita Walz

Open Education, Copyright & Scholarly Communications Librarian

Virginia Tech

Librarians leading & supporting OER in Virginia

Virginia (Ginny) Pannabecker

Health, Life Sciences, & Scholarly Communications Librarian

Virginia Tech

Librarians leading & supporting OER in Virginia

Lucretia McCulley

Head of Scholarly Communications

University of Virginia

Librarians leading & supporting OER in Virginia

Tara Cassidy

Library Coordinator

Virginia Community College System

Discussion (then a short break)

Analyzing OER From Your Library's Perspective

- Based on what you have seen and heard so far, what is your analysis of OER and libraries?
- Use your notes and group members to focus on OER in the context of your institution.

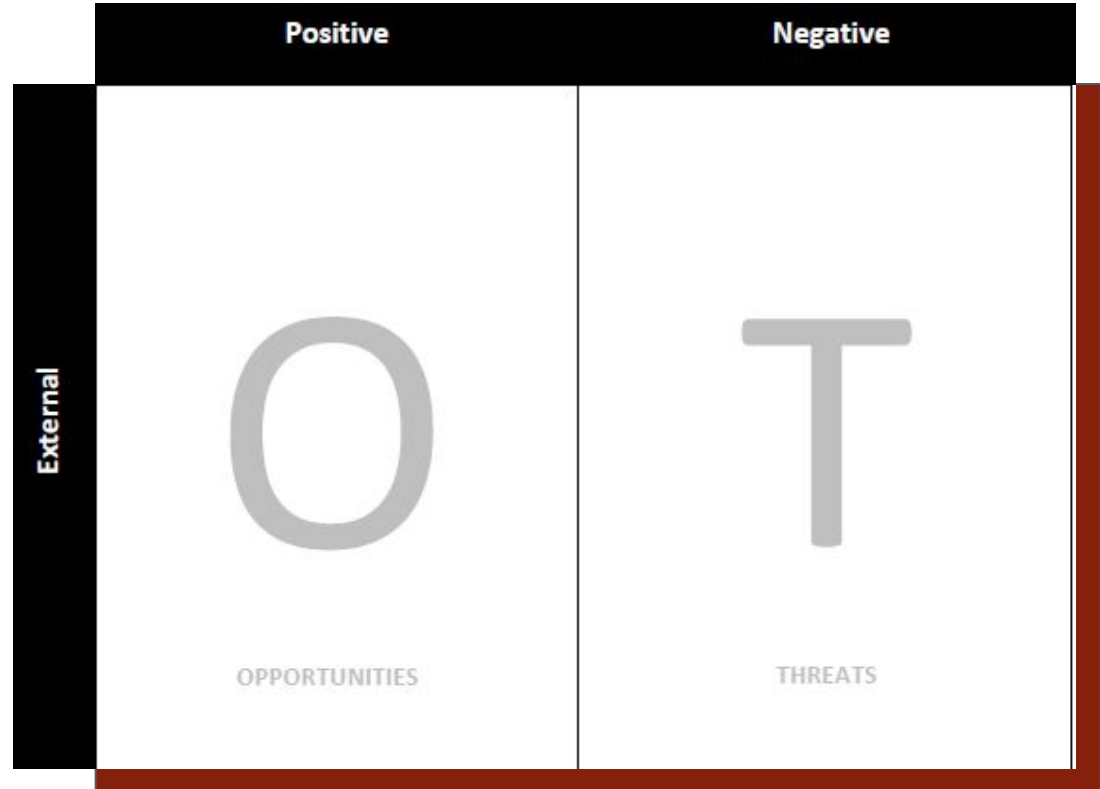
Notes: Strengths & Weaknesses

Based on your understanding of your environment and your stakeholders, identify and list your library's strengths and weaknesses.



Notes: Opportunities & Threats

Based on your understanding of your environment and your stakeholders, identify and list potential opportunities for (and potential threats to) your library relative to OER.



SWOT Achieved! Now, Prioritize Your Four Lists

- Based on your analysis, you now have 4 lists.
- This is an overall picture of the landscape. What do you need to address?
- In each list, determine what areas are the most important, and what can wait.

Anyone Care to Share Your Priorities?

Identify Potential Library Strategies to Engage OER

- [How should your library engage with OER?](#)
- Based on what you have seen and heard so far, what is your analysis of OER and libraries?
- Use your notes and group members to focus on OER in the context of your institution.

How should my library engage with OER? (OS)

- How can we use my library's **strengths** to take advantage of the **opportunities** OER present?
- How do these possible strategies connect with my library and/or institutional mission?

Opportunity-Strength Strategies (OS)
Use strengths to take advantage of opportunities

- 1.
- 2.

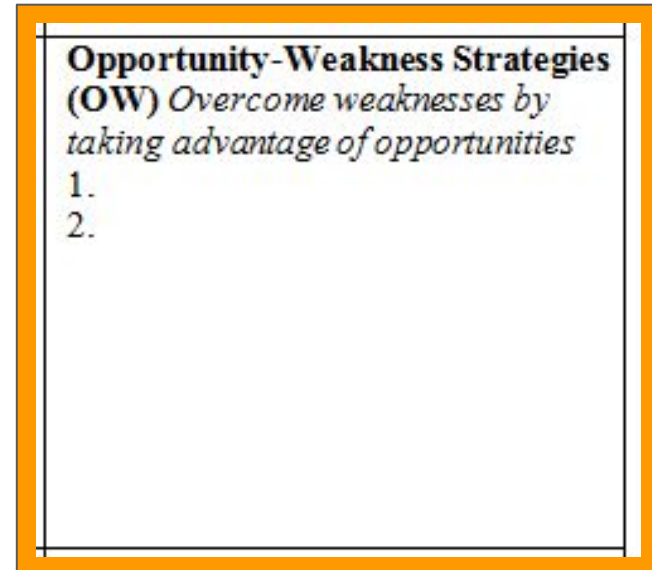
How should my library engage with OER? (TS)

- How can we use my library's **strengths** to avoid the **threats** OER present?
- How do these possible strategies connect with my library and/or institutional mission?

Threat-Strength Strategies (TS)
<i>Use strengths to avoid threats</i>
1.
2.

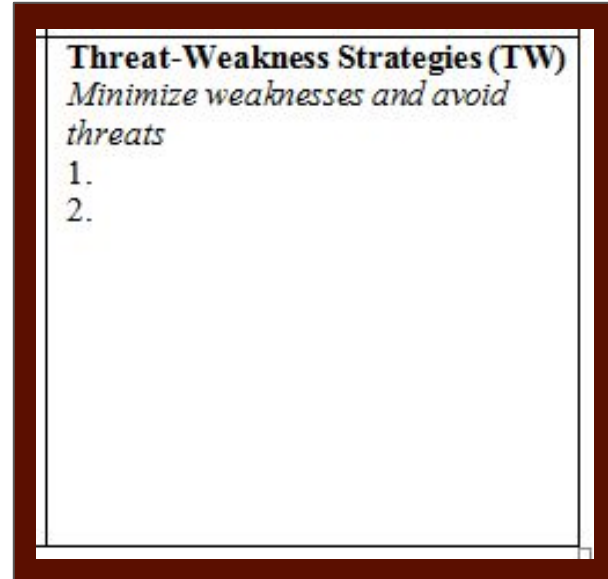
How should my library engage with OER? (OW)

- How can my library overcome **weaknesses** to take advantage of the **opportunities** OER present?
- How do these possible strategies connect with my library and/or institutional mission?



How should my library engage with OER? (TW)

- How can my library minimize **weaknesses** to avoid the **threats** OER present?
- How do these possible strategies connect with my library and/or institutional mission?



Anyone Care to Share Your Strategy Ideas?

Discussion: Virginia Libraries + OER

- Where does the work we are each doing with OER overlap with each other?
- Are there opportunities for librarians to work together on open projects that would benefit all of us?

Discussion Ideas (to seed the conversation):

- Raising awareness of “open” (grassroots and higher administration levels)
- Build a grassroots collection of “open” practitioners and advocates
- Make your own work “open” / lead by example
- Connect “open” to what we already do (how can we leverage the skills, systems, connections, goals etc. we already have to answer the “how can we make learning better for students” question?)
- Planning and leading OER initiatives
- Working with faculty who teach (instruction/pedagogy, course design, assessment, finding educational resources)
- Identifying areas to prioritize our future professional growth: instructional design, pedagogy, finding OER, project management, strategic planning
- Collaborating with others to economize on time and energy, and to reach shared goals
- Explore broader aspects of the “open” conversation: Open Pedagogy, Author Rights education, Copyright education, Publishing . . .
- Research on efficacy of open <http://openedgroup.org/review>



OPEN EDUCATIONAL RESOURCES

Join the Conversation!

SPARC LibOER listserv

<http://sparc.arl.org/resource/sparc-libraries-oer-forum>

CCCOER listserv

<http://bit.ly/1OQoaXp>

OpenVA listserv

<http://openva.org/contact/>

VIVA OER Listserv

<http://bit.ly/1M5dMWC>

VA ScholComm Interest Group:

Contact Claudia Holland, chollan3@zmu.edu

Learn More!

Pathways OER Course

<https://courses.candelalearning.com/pathways>

On becoming Open Education leaders by Quill West

<http://bit.ly/1dhoboa>

Campus Action Plan to Implement OER

<http://bit.ly/open-education-action-plan>

What is OER?

<http://bit.ly/18fZx5A>

Library Guides

Virginia Tech

<http://guides.lib.vt.edu/oer>

Tidewater Community College

<http://libguides.tcc.edu/OER>

University of Richmond

<http://libguides.richmond.edu/textbooks>

College of William & Mary

<http://guides.swem.wm.edu/oer>

San Jose State University

[http://libguides.sjsu.edu/
openresources](http://libguides.sjsu.edu/openresources)

Find OER

Open Stax

<http://openstaxcollege.org/>

Lumen Learning

<http://www.lumenlearning.com/courses>

Open Textbook Library

<http://open.umn.edu/opentextbooks/>

OER Commons

<https://www.oercommons.org/>

Directory of Open Access Books

<http://www.doabooks.org/>

Connexions

<http://cnx.org/>

Saylor Academy Textbooks

<http://www.saylor.org/books>

MERLOT

<https://www.merlot.org/merlot/>

BC Campus OpenEd

<http://open.bccampus.ca/find-open-textbooks/>

SUNY Open Textbooks

<http://opensuny.org/omp/index.php/SUNYOpenTextbooks>

VCCS Zx23 Project

<http://edtech.vccs.edu/oer/z-x-23-project>

Creative Commons Search

<http://search.creativecommons.org>

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