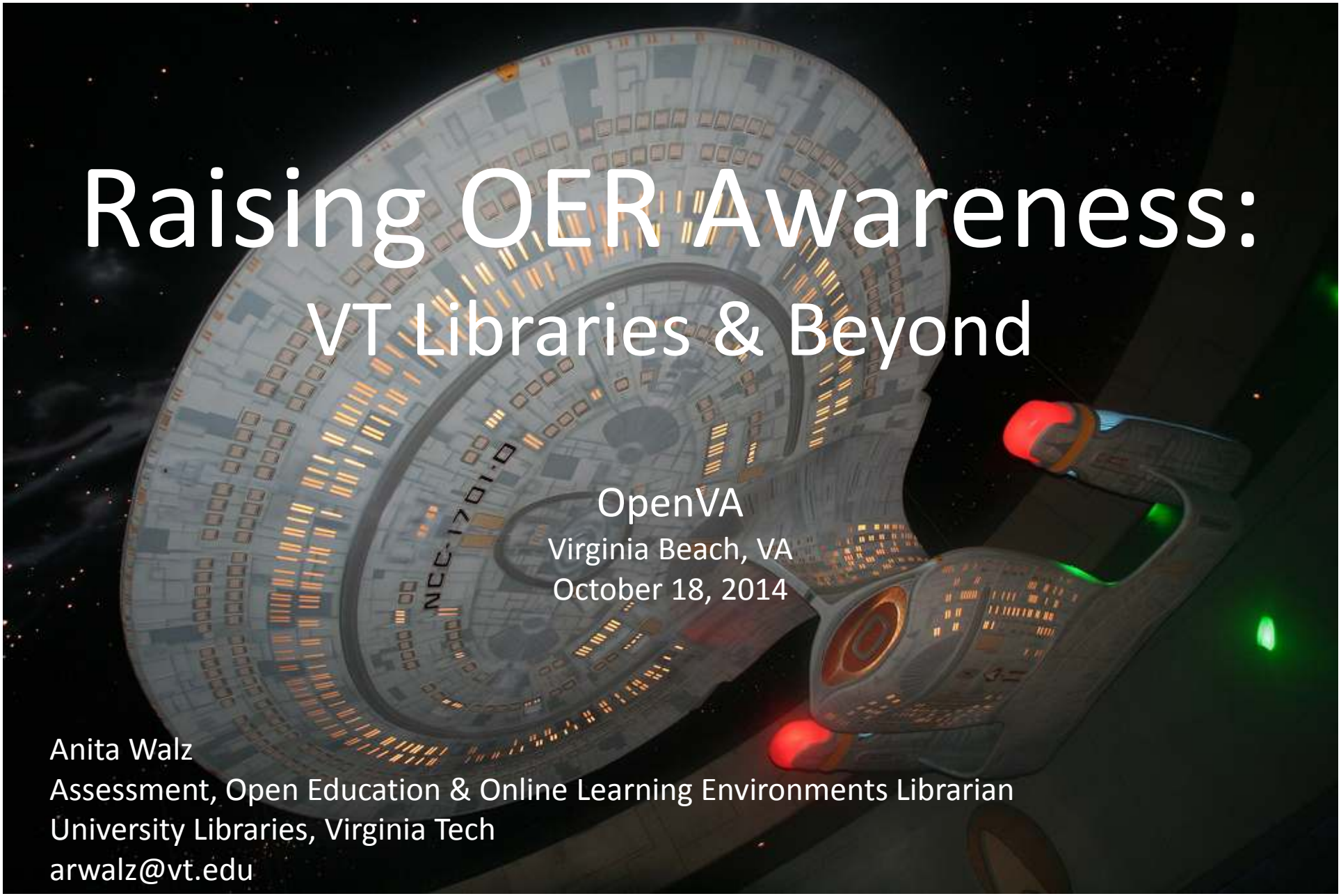

Raising OER Awareness:
VT Libraries & Beyond

OpenVA
Virginia Beach, VA
October 18, 2014

Anita Walz
Assessment, Open Education & Online Learning Environments Librarian
University Libraries, Virginia Tech
arwalz@vt.edu

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My charge (25%)

- Explore and disseminate information regarding OER

- Survey
  1) What librarians do
  2) What instructors do
  3) Identify OER advocates and impact on teaching/learning

- Identify opportunities for VT Libraries to lead/partner in OER initiatives

The Context

Virginia Tech

~ 3,700+ faculty

29,000 students on campus + some off campus

“Residential Undergraduate Experience”
+ plus VT Online

Tenure, academic freedom and faculty choice

= Decentralized faculty decision-making

Key Messages to Convey

WHY? "OER" is a compelling concept

WHAT is available?

WHERE to learn more/get help

HOW (and how much work is it for me?)

Key Messages to Convey

WHY? The importance of Copyright and the freedom of open licensing

WHAT? High quality free, online, copyright-unrestricted educational resources of various formats exist in your subject area! (Hurrah!)

WHERE? Finding OER can be challenging. VT Libraries can help.

HOW? OER use often requires pedagogical innovation and adaptation

You can choose to share your work by "Open Licensing" and archiving your work

---

What will you look for? What will you share?

The importance of Copyright and the freedom of open licensing

© Screenshot from "Get Creative"
Creative Commons CC BY-NC-SA

Molly Kleinman

The beauty of "Some Rights Reserved"

Introducing Creative Commons to librarians, faculty, and students

These are dif cult times when it comes to copyright on campus. Big music companies are suing fans, publishers are suing librarians, and the principle of fair use is under siege everywhere. Litigation-happy content holders have fostered a climate of fear in which every student is a music pirate and every professor a book thief. While I don t doubt that there is some copyright infringement happening on university campuses, the bigger problem by far is the chilling effect of all these lawsuits and copyright awareness campaigns.

the moment a work is xed in a tangible medium of expression. Now, every new work is copyrighted lecture notes, e-mails, snapshots, doodles, presentation slides. And where once copyright lasted for 14 years, with the option to renew for another 14, now copyright lasts for the lifetime of the author, plus an additional 70 years after the author s death, for an average duration of more than a century. That s a very long time, and it leaves thousands of works orphaned: under copyright but without a locatable copyright holder. Between the fear

Kleinman, Molly (2008) "The Beauty of 'Some Rights Reserved': Introducing Creative Commons to Librarians, Faculty, and Students" *College & Research Libraries News* 69(10): 594-597 http://crln.acrl.org/content/69/10/594.full.pdf

The importance of Copyright and the freedom of open licensing

I found it on the web. I can use it – right? Um, no.

- Free ($)

  and

- Free (Openly licensed)

  edit, remix/revise, redistribute;

  no need to navigate fair use & copyright exemptions

See also: http://www.knowyourcopyrights.org/bm~doc/kycrmatrixcolor.pdf
4Rs http://opencontent.org/blog/archives/1123 and the 5th R http://opencontent.org/blog/archives/3251

The importance of Copyright and the freedom of open licensing

An invitation to learn about:

1. Copyright, a few facts
2. Open licensing via Creative Commons
3. Overview of Creative Commons licenses
4. How to use openly-licensed materials
5. Finding openly-licensed works
6. How (and why) to openly license

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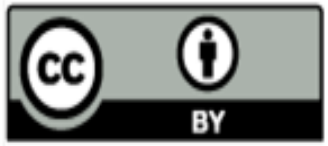
"Copyright- all rights reserved" by MikeBlogs - http://www.flickr.com/photos/mikeblogs/3020966268/sizes/o/in/photostream/. Licensed under Public domain via Wikimedia Commons - http://commons.wikimedia.org/wiki/File:Copyright-_all_rights_reserved.png#mediaviewer/File:Copyright-_all_rights_reserved.png

6 Creative Commons Licenses



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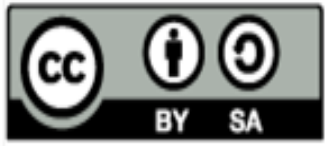

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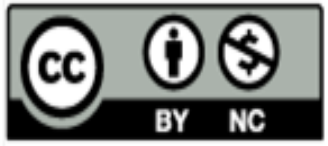

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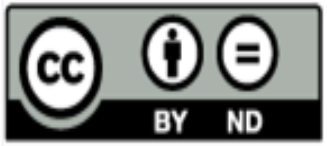

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The importance of Copyright and the freedom of open licensing

Use of ANY and ALL Creative Commons licensed works requires attribution

- Credit the author or other parties (as they specify)
- indicate the title & URL of the work (if available)
- Indicate the license & URL of the license

Examples:

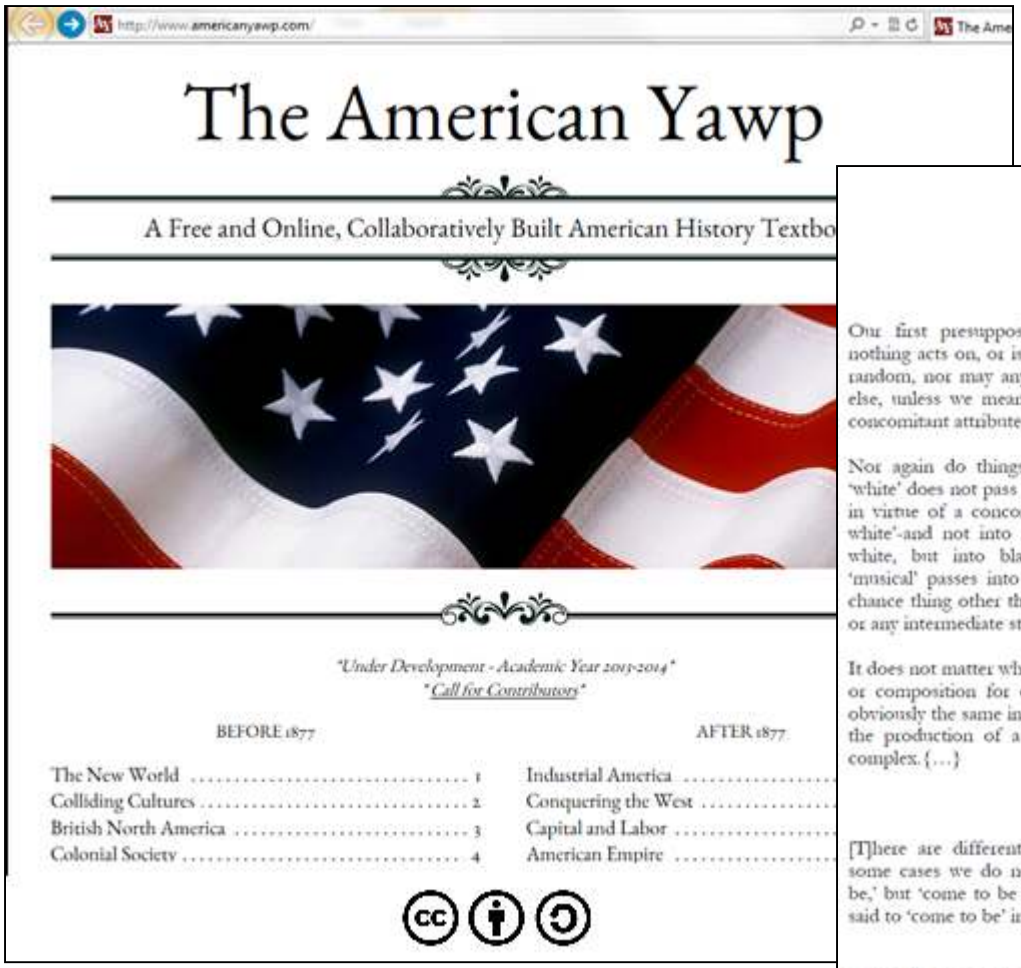
"Copyright Camp" by Greg Grossmeier from http://www.flickr.com/photos/grggrssmr/4846187035, used under a Creative Commons Attribution-ShareAlike license: http://creativecommons.org/licenses/by-sa/3.0 (Adapted)

OR

Adapted from "Copyright Camp" by Greg Grossmeier CC BY-SA

(See also https://wiki.creativecommons.org/Best_practices_for_attribution and making notices machine readable: https://wiki.creativecommons.org/Marking_Works_Technical

Growing availability of relevant OER



http://www.americanyawp.com/

The American Yawp

A Free and Online, Collaboratively Built American History Textbo

"Under Development - Academic Year 2013-2014"

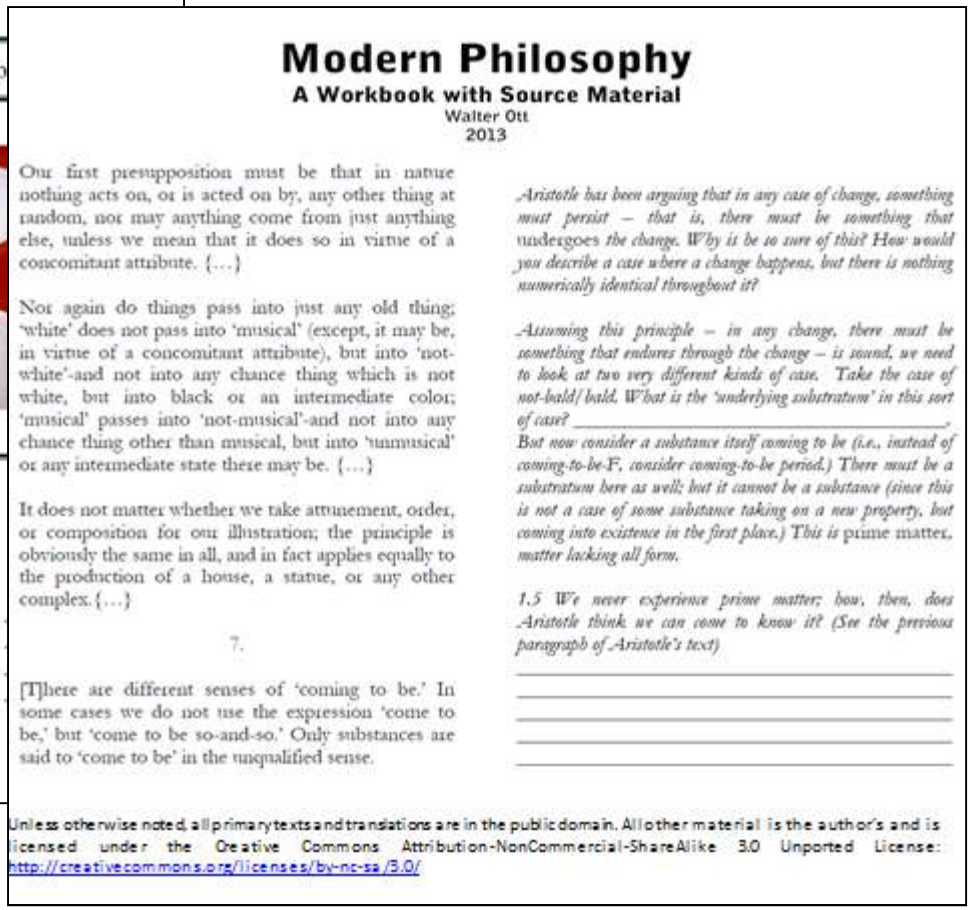
"Call for Contributors"

BEFORE 1877

The New World 1
Colliding Cultures 2
British North America 3
Colonial Society 4

AFTER 1877

Industrial America .....
Conquering the West .....
Capital and Labor .....
American Empire .....



Modern Philosophy

A Workbook with Source Material

Walter Ott

2013

Our first presupposition must be that in nature nothing acts on, or is acted on by, any other thing at random, nor may anything come from just anything else, unless we mean that it does so in virtue of a concomitant attribute. {…}

Nor again do things pass into just any old thing; 'white' does not pass into 'musical' (except, it may be, in virtue of a concomitant attribute), but into 'not-white'-and not into any chance thing which is not white, but into black or an intermediate color; 'musical' passes into 'not-musical'-and not into any chance thing other than musical, but into 'unmusical' or any intermediate state there may be. {…}

It does not matter whether we take attunement, order, or composition for our illustration; the principle is obviously the same in all, and in fact applies equally to the production of a house, a statue, or any other complex. {…}

7.

[T]here are different senses of 'coming to be.' In some cases we do not use the expression 'come to be,' but 'come to be so-and-so.' Only substances are said to 'come to be' in the unqualified sense.

Aristotle has been arguing that in any case of change, something must persist – that is, there must be something that undergoes *the change. Why is he so sure of this? How would you describe a case where a change happens, but there is nothing numerically identical throughout it?*

Assuming this principle – in any change, there must be something that endures through the change – is sound, we need to look at two very different kinds of case. Take the case of not-bald/bald. What is the 'underlying substratum' in this sort of case? _____.
But now consider a substance itself coming to be (i.e., instead of coming-to-be-F, consider coming-to-be period.) There must be a substratum here as well; but it cannot be a substance (since this is not a case of some substance taking on a new property, but coming into existence in the first place.) This is prime matter, *matter lacking all form.*

1.5 We never experience prime matter; how, then, does Aristotle think we can come to know it? (See the previous paragraph of Aristotle's text)

_____
_____
_____
_____
_____

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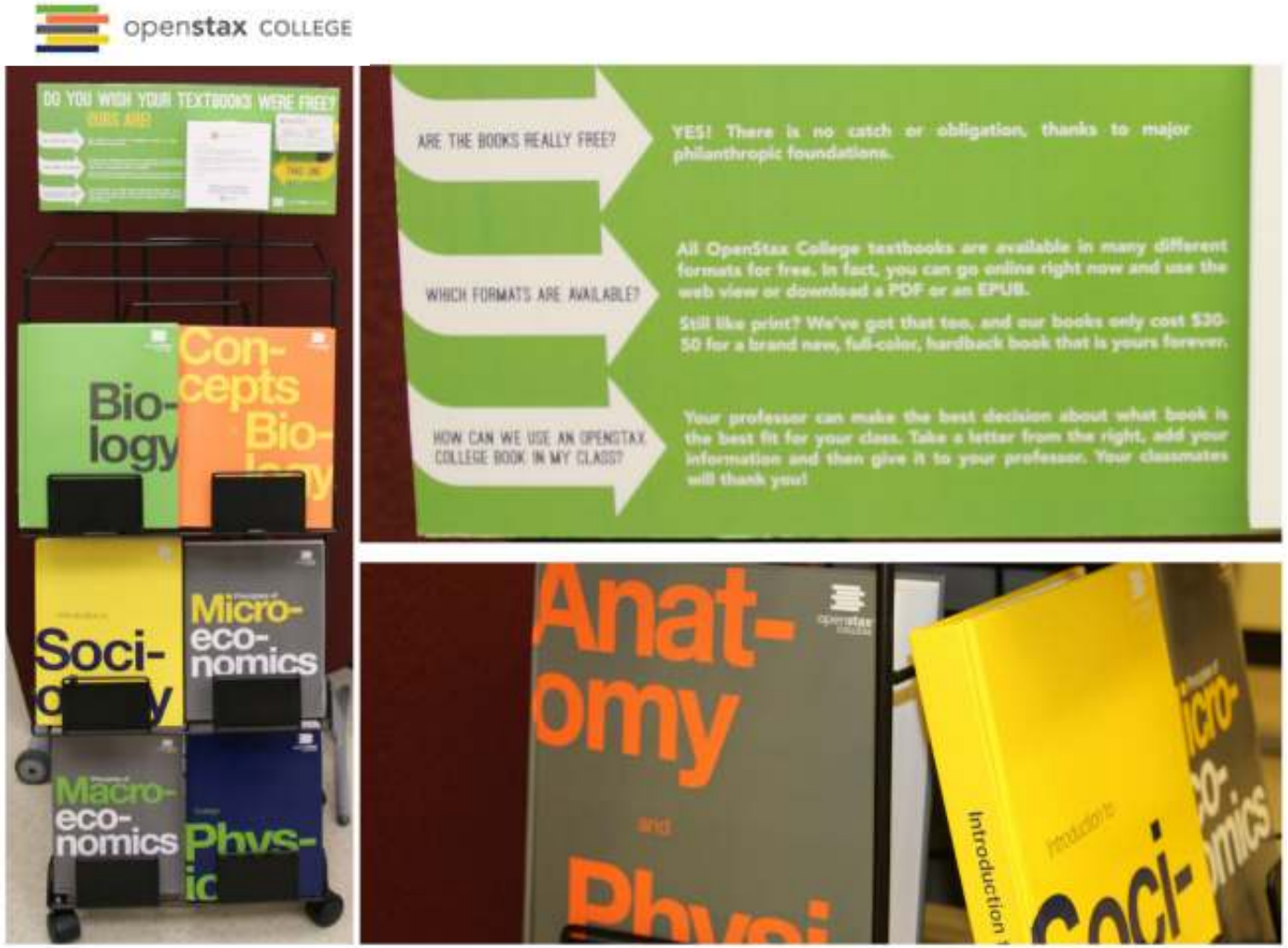
Growing availability of relevant OER



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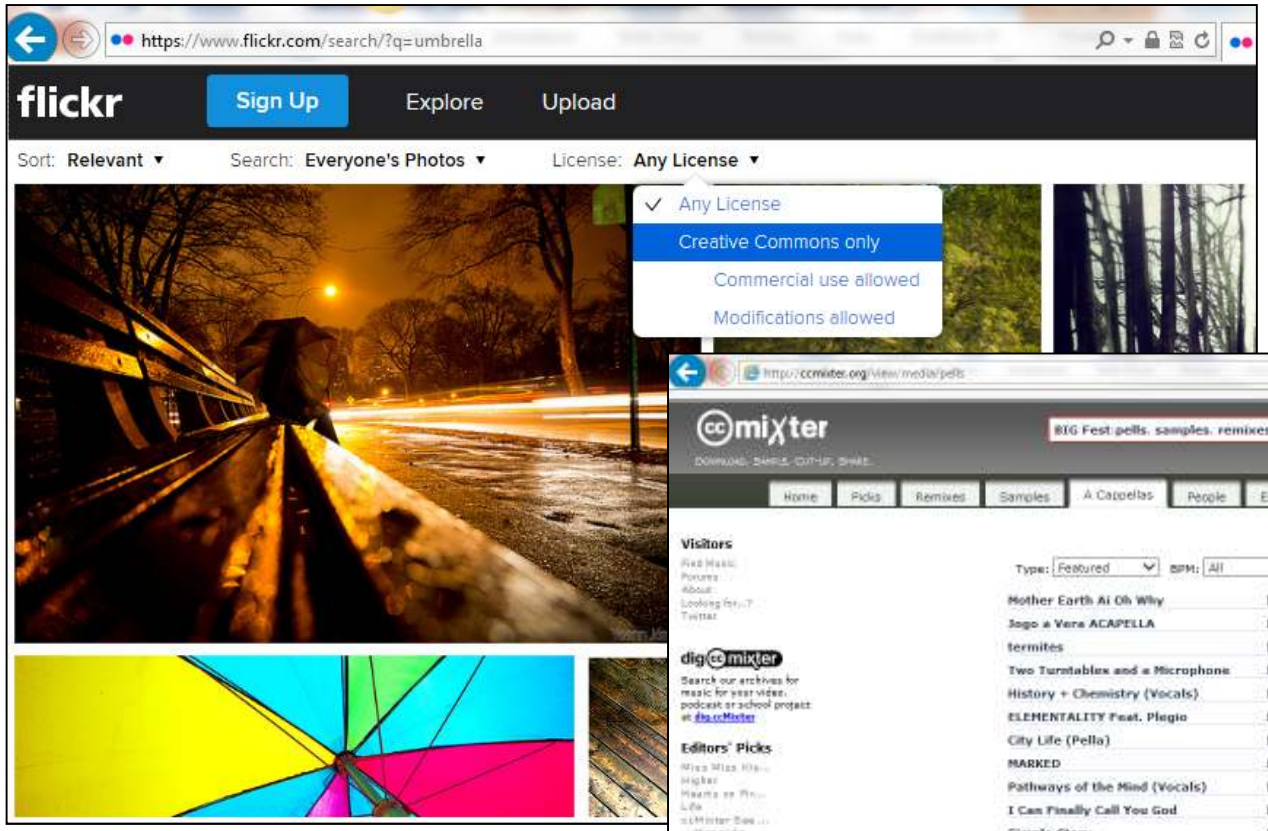
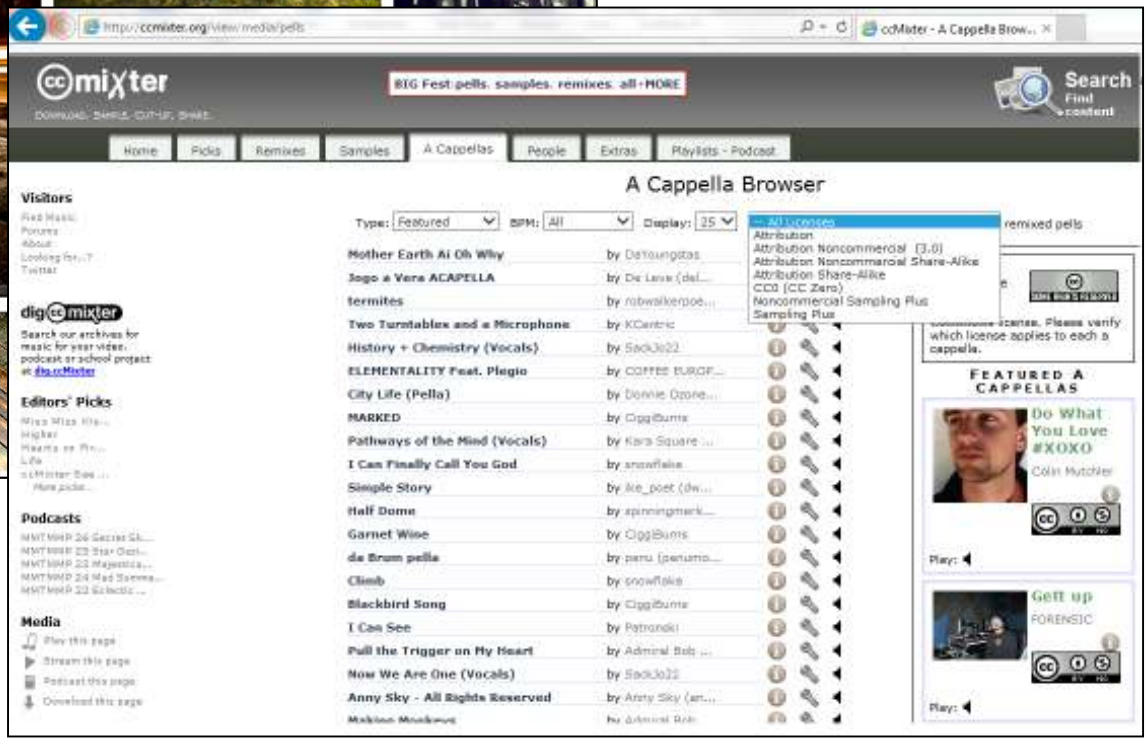
Growing availability of relevant OER



http://www.flickr.com

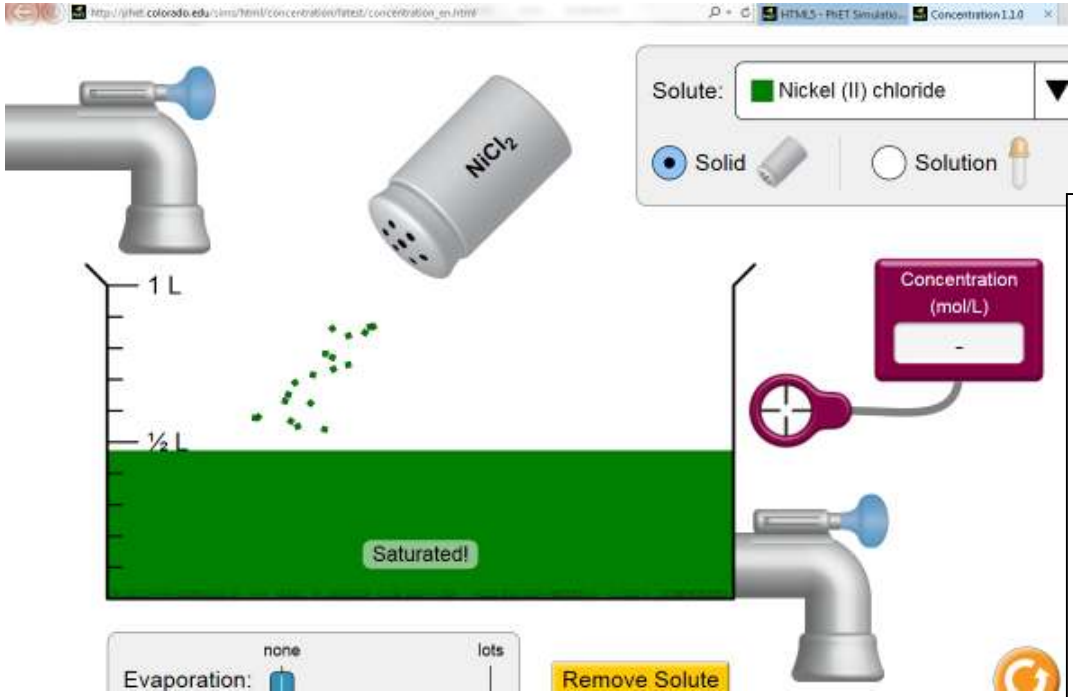


http://ccmixter.org

Growing availability of relevant OER

"Introduction to Algorithms" © MIT CC BY-NC-SA

Growing availability of relevant OER



About PhET > **Licensing**

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University of Colorado
http://phet.colorado.edu.

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Contact PhET at phethelp@colorado.edu.

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Quantum Bound States Simulation, and
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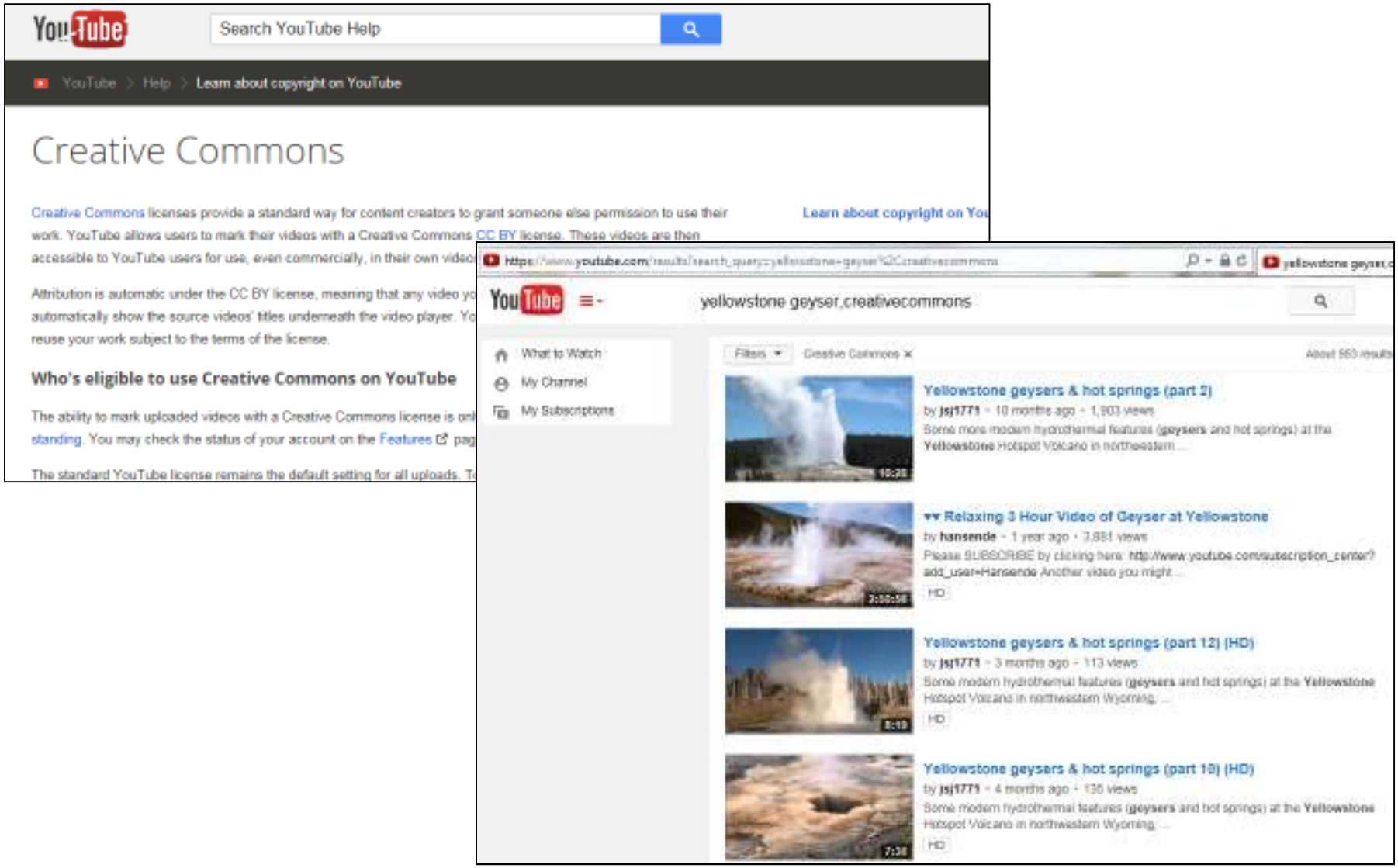
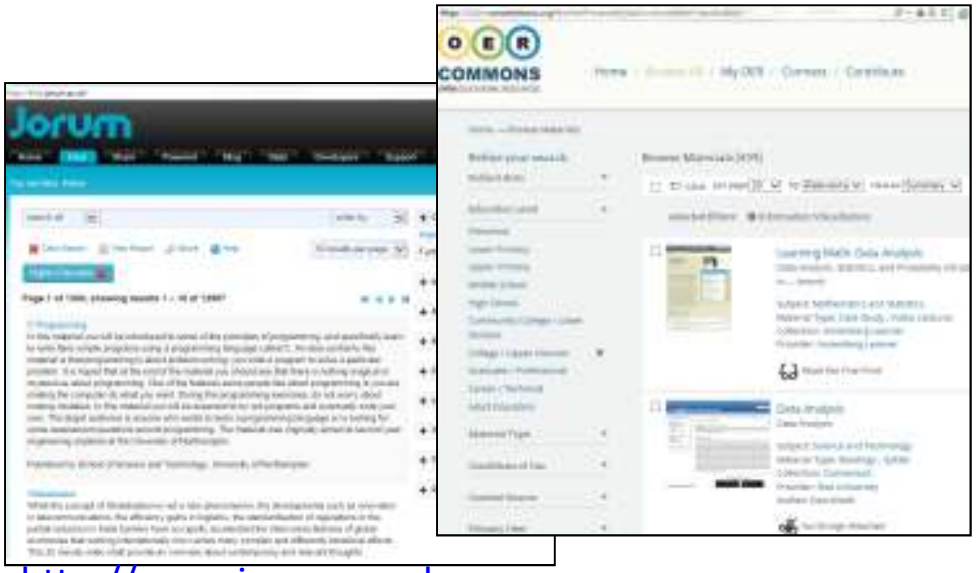
Growing availability of relevant OER



Growing availability of relevant OER

http://www.merlot.org



http://www.jorum.ac.uk

http://guides.lib.vt.edu/OER

https://www.google.com/advanced_search (scroll down to “usage rights”)

OER use often requires pedagogical innovation and adaptation

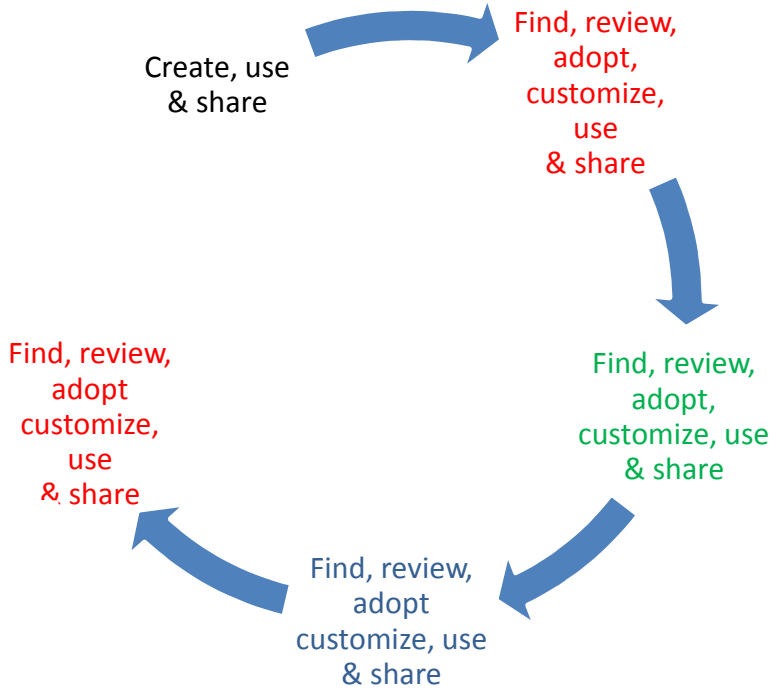
Implementing new resources, pedagogies and environments require adaptation.

Where & how of teaching and learning

- Mobile
- Classroom – face to face
- Online
- Flipped/hybrid classes
- Personalized-learning models
- Independent/hobby/supplemental learning
- Assessing student learning

© EdTech Stanford University "HHD Flipped Classroom Session" CC BY-NC-ND

OER use often requires pedagogical innovation and adaptation



Adopt, Adapt/ReMix, Create

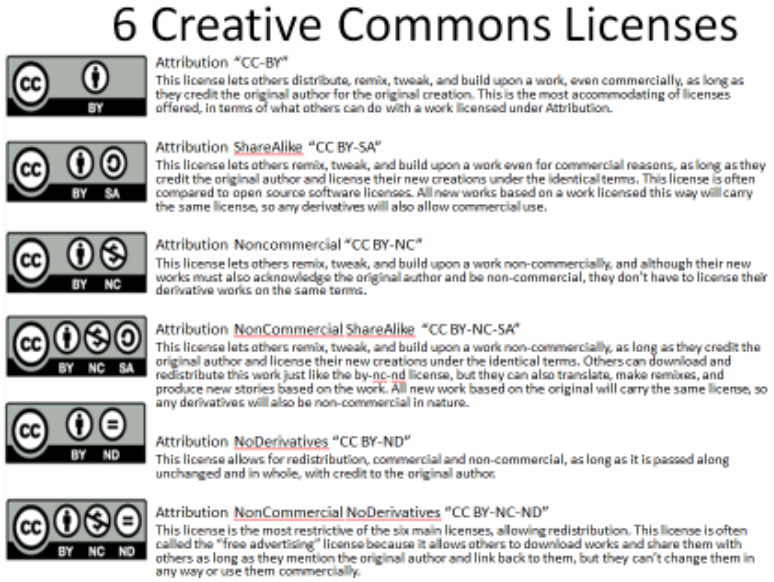
. . . but always with the need to address pedagogy

Choosing to openly license

- How?

- Human readable logo or text
- Machine readable

https://wiki.creativecommons.org/Marking_Works_Technical



- Where?

Sharing so your work can be found

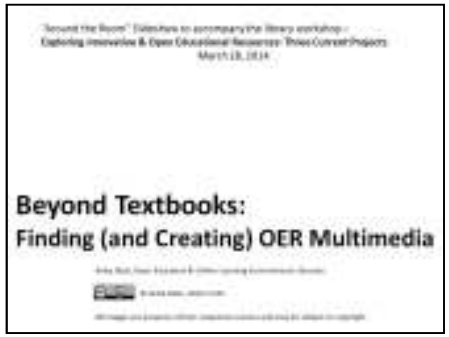
- Local: VTechWorks
http://vtechworks.lib.vt.edu/register

- MERLOT or OER Commons
http://www.merlot.com http://www.oercommons.org

- Your discipline's sharing networks

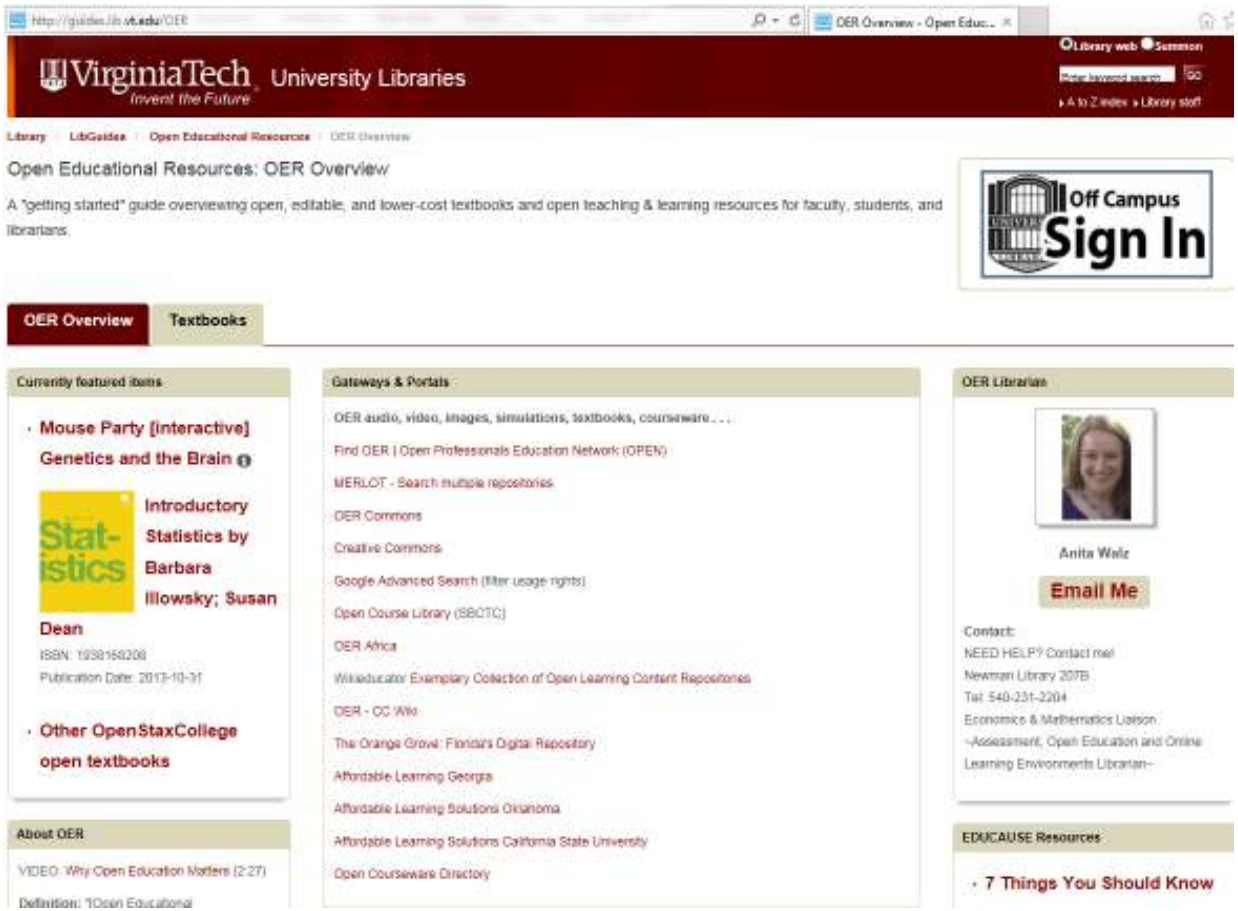
- How do you already share?

Virginia Tech Libraries



http://vtechworks.lib.vt.edu/handle/10919/46998

Virginia Tech Libraries



Explorer Inquiry Tools

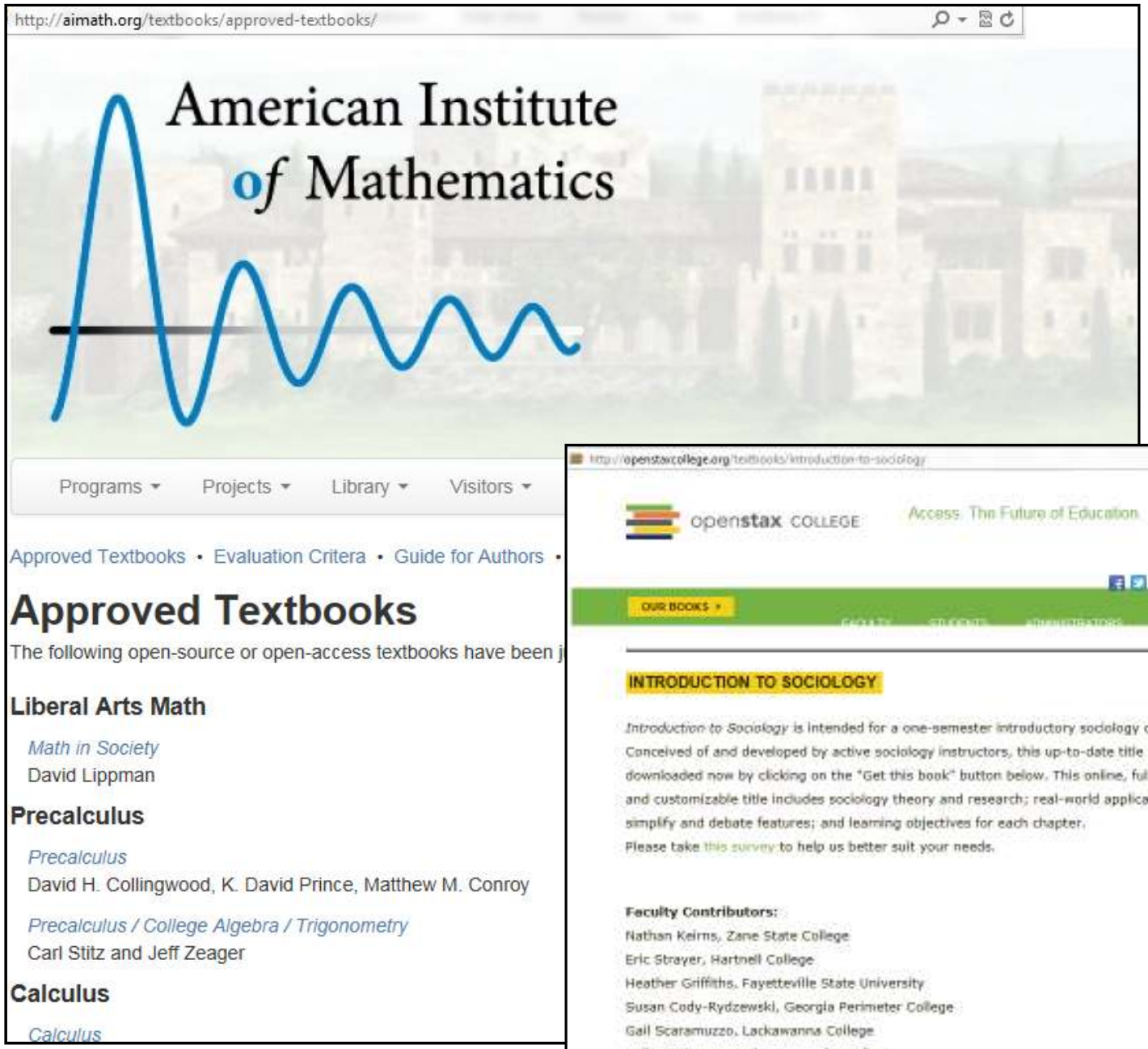
- Instructional Designers & New Media Faculty
- Literature and web searching
- Classes and faculty discussion groups
- Faculty survey (pilot)
- Library colleagues
- Cold calls

© CommanderKyle Star Trek Utility Belt CC BY-SA

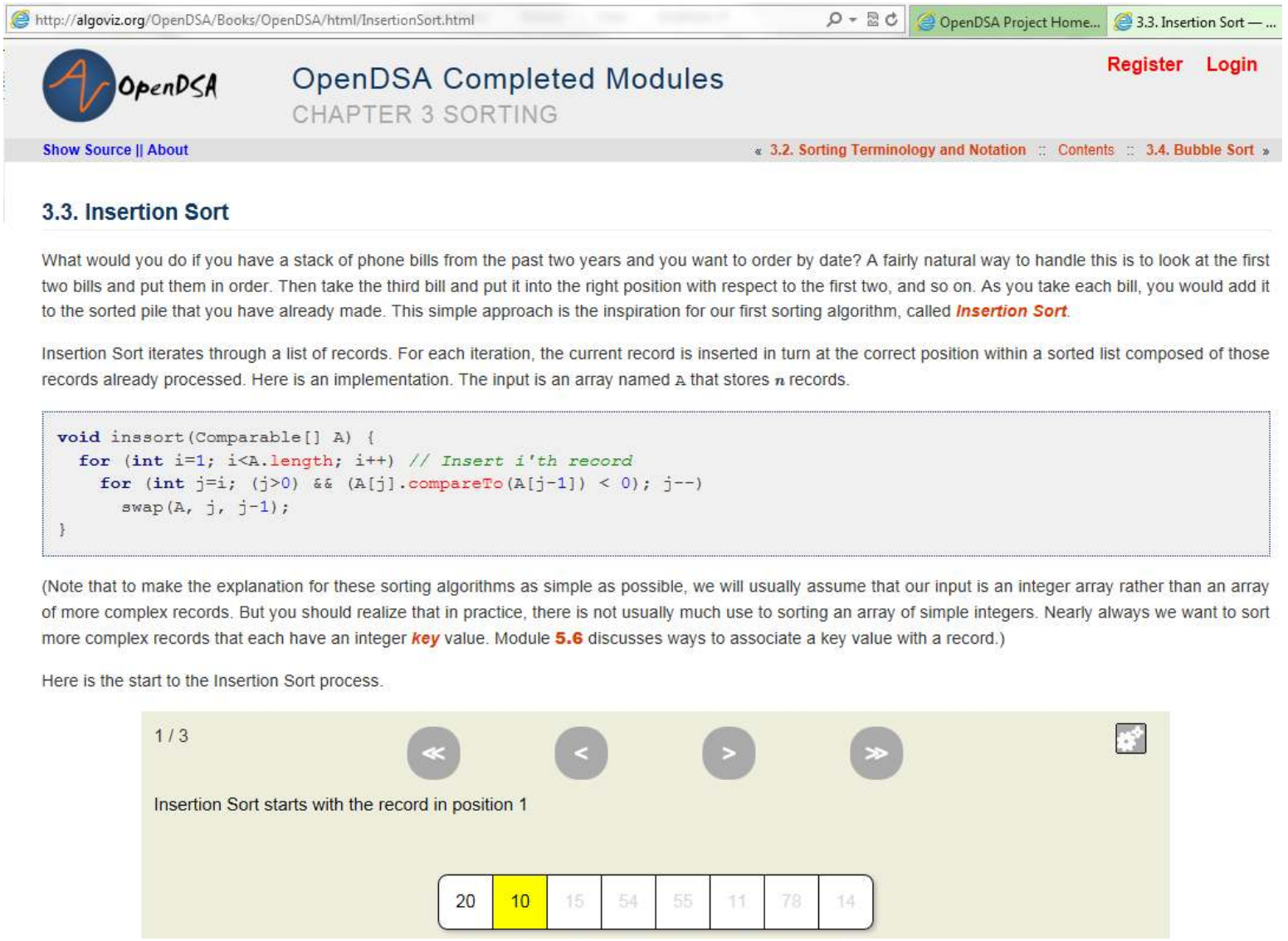
Virginia Tech Libraries

Collaboration

- Copyright instruction and consultation
- Faculty IT hosting needs
- OER development planning collaboration
- Student engagement
  - Student Advisory Board
  - Student Government
- Modeling open licensing
- Textbook adoption workshop
- Collaboration with instructional designers
- Exploring open publishing initiatives



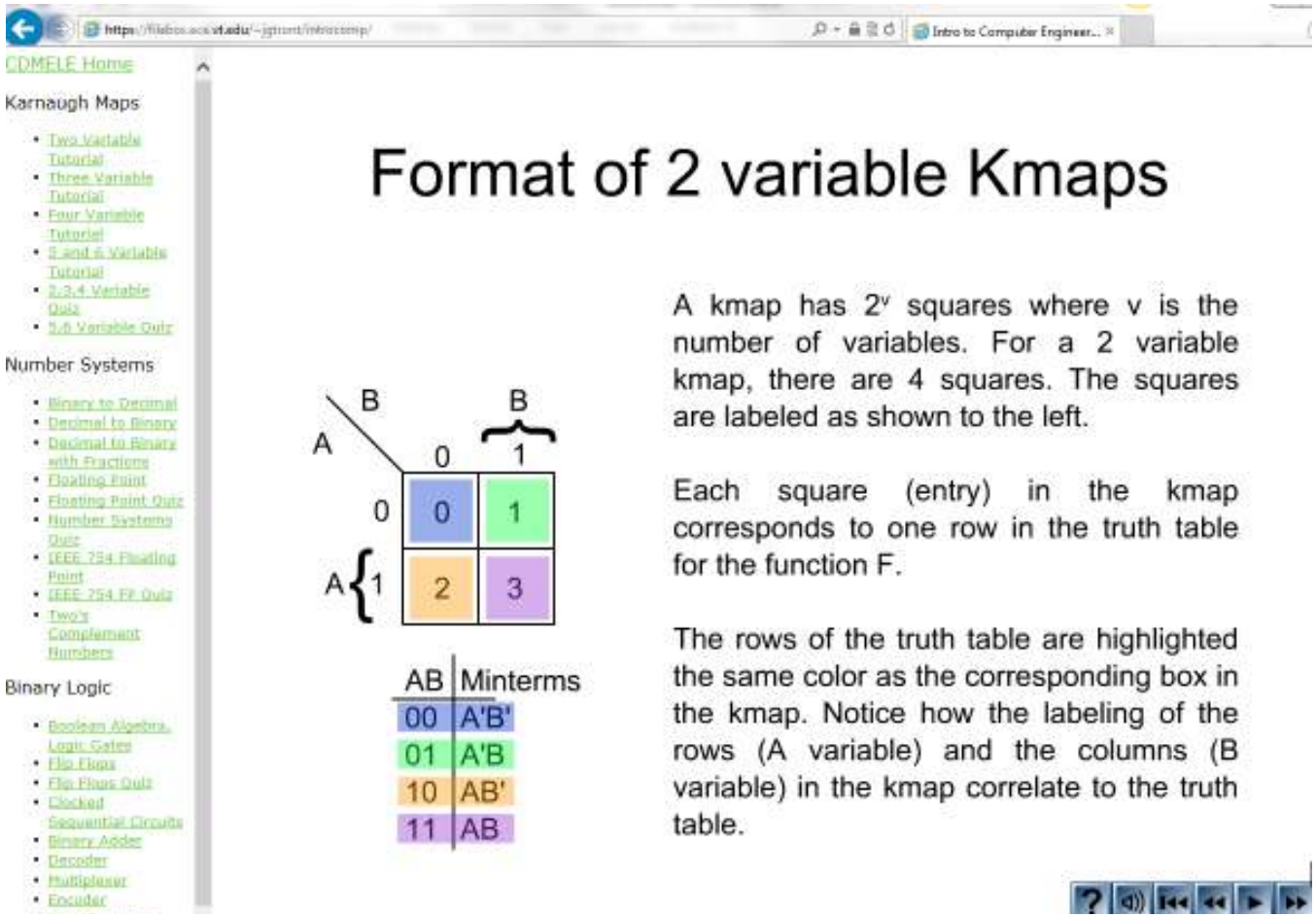
Open textbooks adopted!!



Open Access & interactive textbooks. . .

OpenDSA Active-eBook Project / Cliff Shaffer

© 2009-2010 AlgoViz.org



Open Access interactive learning modules.

Introduction to Computer Engineering Learning Support Materials / Joe Tront

. .

Virginia Tech Libraries

http://blogs.lt.vt.edu/openvt/2014/09/03/open-textbooks-available-for-review/

– THE TECHNICITY MOOC: AN INTERVIEW WITH TOM SANCHEZ

STUDENTS: APPLY FOR OPENCON 2014 SCHOLARSHIPS! –

Open Textbooks Available for Review

by PHILIP YOUNG posted on SEPTEMBER 3, 2014

The University Libraries invites students and faculty to peruse a collection of open textbooks on display next to the reference desk on the second floor of Newman Library. Traditional textbooks tend to be very expensive, but open textbooks such as these from OpenStax College have several free online formats (the iBooks are $4.99) and are much cheaper in hardback form (the cost of printing, usually $30-$50). Students interested in reducing textbook costs can take pre-printed information from the display to give to their professors. More information is available in the OpenStax College Textbook Display FAQ. Our hard copy display should be around for a few weeks, or you can explore the books on the OpenStax website.

What other libraries are doing

- Incentivizing $ OER adoption and authoring
- Instructional design / course redesign (Integrating OER and subscribed library resources)
- Curating local and subject collections of OER
- Open textbook development & publishing

UMassAmherst

TEMPLE UNIVERSITY

Open Textbook Library

UNIVERSITY LIBRARIES
The UNIVERSITY of OKLAHOMA

OPEN SUNY Textbooks

OER Support by & for Librarians

SPARC Libraries & OER Forum

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

- Monthly topical teleconference
- Listserv

Blended Librarian Community

https://www.facebook.com/BlendedLibrarians
http://www.scoop.it/t/blended-librarianship

- Free webcasts/webinars

Community College Consortium for Open Educational Resources

https://groups.google.com/forum/#!forum/cccoer-advisory

- Focused on Community Colleges
- Monthly webinars
- Listserv

Libraries are . . .

- Intellectually curious information problem solvers
- Concerned about information access issues
- Have trusted relationships with faculty
- Expert searchers with subject expertise
- Hubs for teaching, pedagogy & instructional design
- Repository infrastructure experts (for access, retrieval, retention)
- Copyright knowledgable
- Curators (identify, evaluate, and curate collections)
- Already engaged in open initiatives

Current Challenges at VT

- Find, learn from, and support faculty OER champions
- Make it *easier* for faculty to find, adapt & use openly licensed resources (possibly incentivize)
- Identify and integrate support into faculty workflows
- Encourage student engagement
- Measuring our impact

Idea? Virginia OER library working group?

For example: BC OER Librarians

http://bcoerguides.wikispaces.com

http://open.bccampus.ca/2014/05/20/one-heck-of-a-hackfest-id-say

Suggested Reading

- The roles of libraries and information professionals in Open Educational Resources (OER) initiatives (JISC CETIS) August 2012 http://publications.cetis.ac.uk/wp-content/uploads/2012/08/OER-Libraries-Survey-Report.pdf

- Environmental Scan and Assessment of OERs, MOOCs and Libraries: What Effectiveness and Sustainability Means for Libraries' Impact on Open Education http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/Environmental%20Scan%20and%20Assessment.pdf

http://hubblesite.org/newscenter/archive/releases/2005/01/image/ahttp://www.spacetelescope.org/images/html/opo0501a.html
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