

To Boldly Go: First-year exploration of OER Initiatives

Virginia Libraries Association Annual Conference

Williamsburg, VA - October 23, 2014

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My charge (25%)

- **Explore and disseminate information** regarding Open Educational Resources (OER) (to include digital textbooks and multimedia) to the library community and interested faculty at Virginia Tech.
- Identify current **faculty practices**
- Survey peer institutions for:
 - 1) Ways that **librarians** are providing support and services in this space;
 - 2) Ways that **instructors** are currently using open educational resources and
 - 3) Uncover any **advocacy** for OER and their **impact** on teaching/learning
- Identify **opportunities for the Libraries to lead or partner** in initiatives regarding OERs at VT.



Virginia Tech

~ 3,700+ faculty

29,000 students on campus + some off campus

“Residential Undergraduate Experience”
+ plus online options

Tenure, academic freedom and faculty choice

= Decentralized faculty decision-making

Session Objectives

By the end of this presentation **you** should be able to:

- Describe the **concept** of Open Educational Resources
- Articulate **rationale** for OER
- Summarize existing & potential **contributions** by libraries

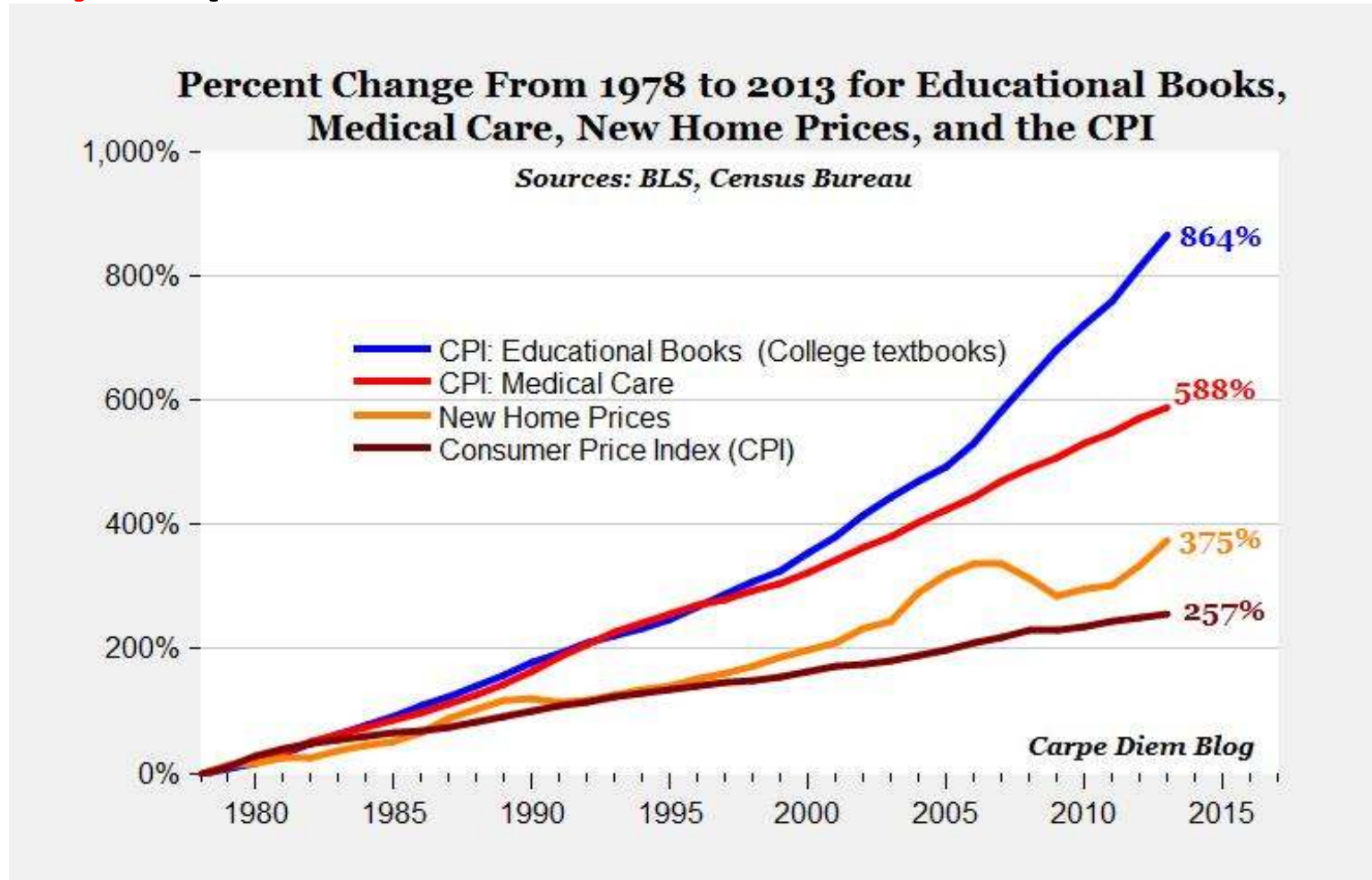
Why Open Educational Resources?

OER have the potential to . . .

- reduce the **cost of education** for students
- increase **student retention** (saving institutions \$)
- allow innovative pedagogy (which may increase **student achievement**)



Why Open Educational Resources?



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https://twitter.com/Mark_J_Perry/status/459395162032988160/photo/1

<http://www.aei-ideas.org/2012/12/the-college-textbook-bubble-and-how-the-open-educational-resources-movement-is-going-up-against-the-textbook-cartel>

Publishers respond with



Rental options and Custom textbooks

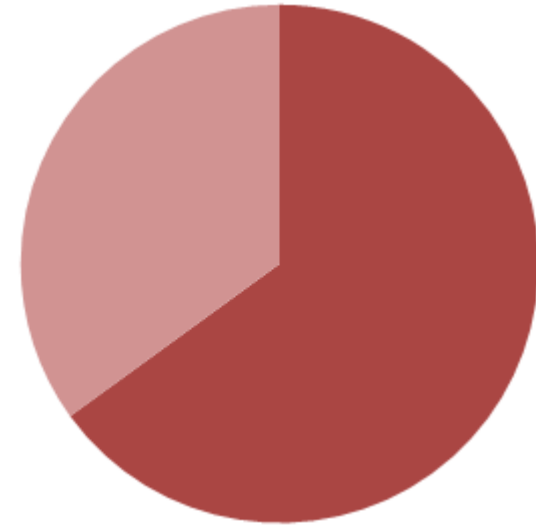
Custom Editions \$\$ from Wiley, Pearson & McGraw Hill

Software access codes continue to be bundled.

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Why Open Educational Resources?

65% of [college] students surveyed said that they had decided against buying a textbook **because it was too expensive.**



94% of students who had foregone purchasing a textbook **were concerned that doing so would hurt their grade** in a course.



What are

Open Educational
Resources

anyway?

Open Educational Resources . . .

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

What kind of “open” did you mean?

- **Free** (Open Access)



- **Free** (Openly licensed)

redistribute, edit, remix/tweak, build upon;

no need to navigate fair use & copyright exemptions



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Attribution

Others can copy, distribute, display, perform and remix your work if they credit your name as requested by you



No Derivative Works

Others can only copy, distribute, display or perform verbatim copies of your work



Share Alike

Others can distribute your work only under a license identical to the one you have chosen for your work



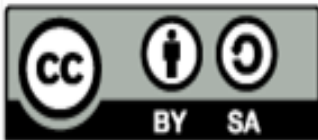
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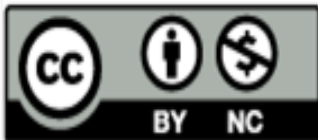
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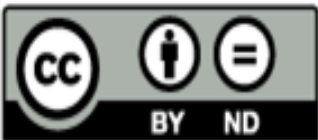
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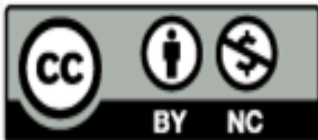
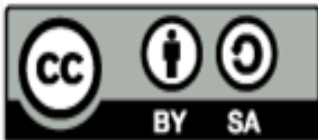
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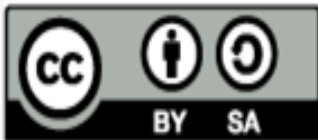


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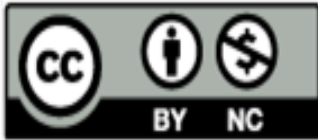
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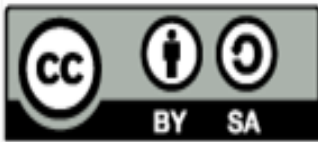


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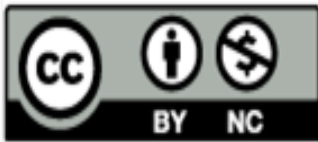
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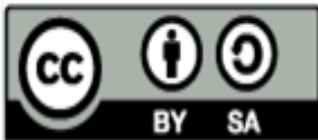


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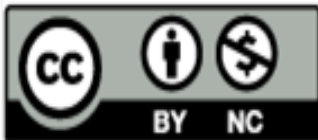
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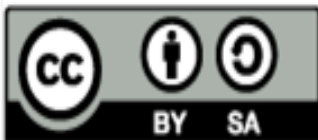


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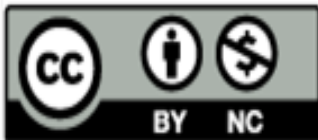
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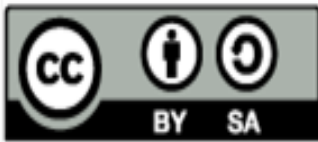


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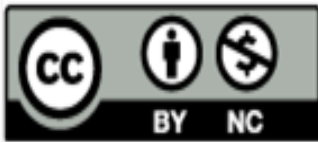
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How to attribute **openly licensed** works

- Credit the **author** or other parties (as they specify)
- List the **title** & **URL** of the work (if available)
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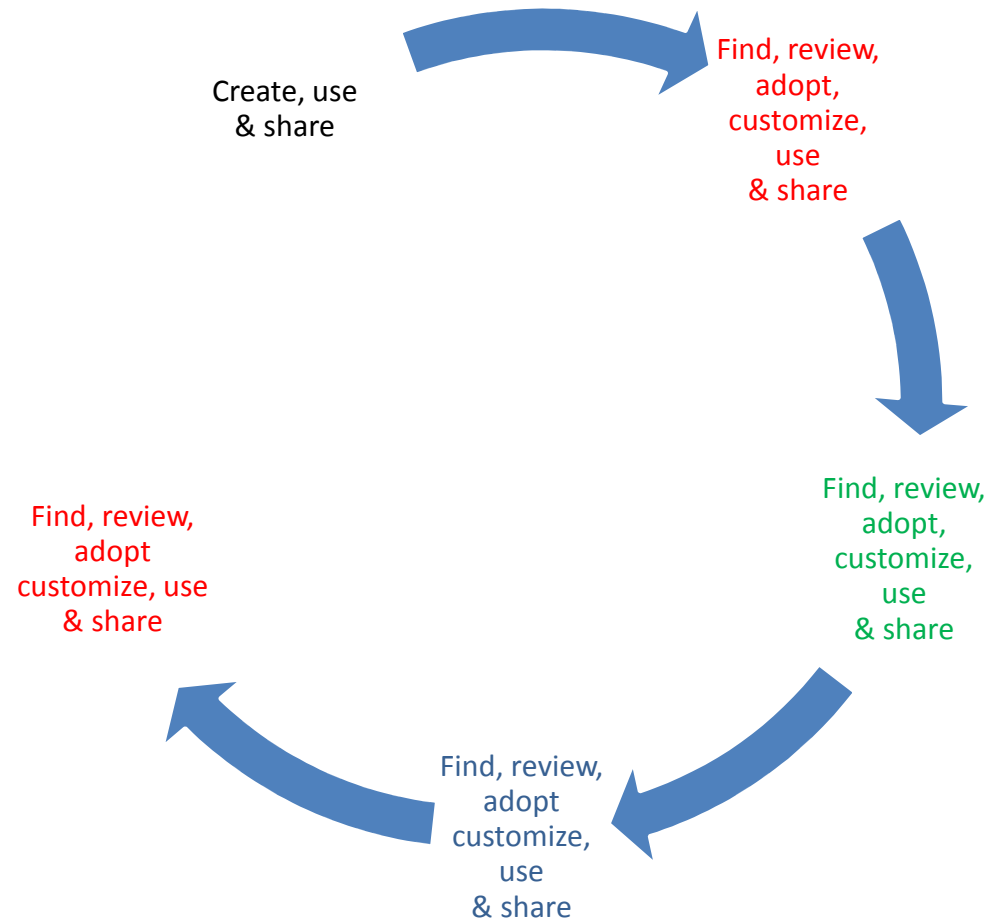
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OR

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

Adopt, Adapt, Build & Share



An alternative to navigating copyright



You **might want to** (legally) ...

- **Reproduce**
- **Distribute**
- Publically perform
- Publically **display**
- Publically perform by means of a digital audio transmission, and/or
- **Create derivatives of . . .**



. . . works for which someone else owns copyright.

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. . . works for which someone else owns copyright.

Molly Kleinman

The beauty of “Some Rights Reserved”

Introducing Creative Commons to librarians, faculty, and students



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These are difficult 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 fixed 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



Open Educational Resources . . .

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

... (nearly) **any** type of resource imaginable

http://www.americanyawp.com/

The American Yawp

A Free and Online, Collaboratively Built American History Textbook



"Under Development - Academic Year 2013-2014"
"Call for Contributors"

BEFORE 1877	AFTER 1877
The New World 1	Industrial America 1
Colliding Cultures 2	Conquering the West 2
British North America 3	Capital and Labor 3
Colonial Society 4	American Empire 4

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 'nummusical' or any intermediate state there may be. {...}

It does not matter whether we take attainment, 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.

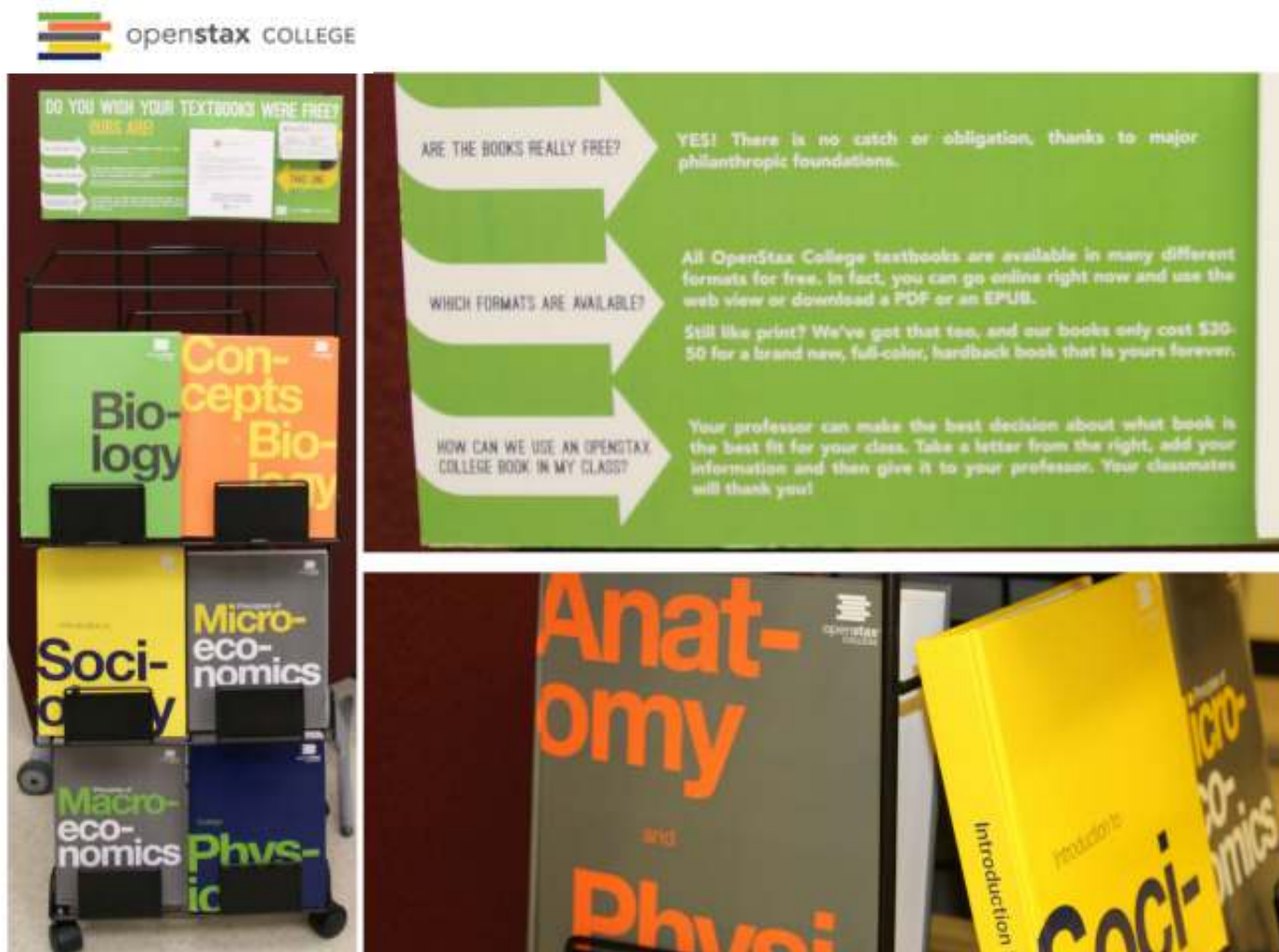
Aristotle has been arguing that in any case of change, something must persist – that is, there must be something that undergoes the change. Why is he so sure of this? How would you describe a case where a change happens, but there is nothing numerically identical throughout it?

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 a tricky 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)

... (nearly) **any** type of resource imaginable

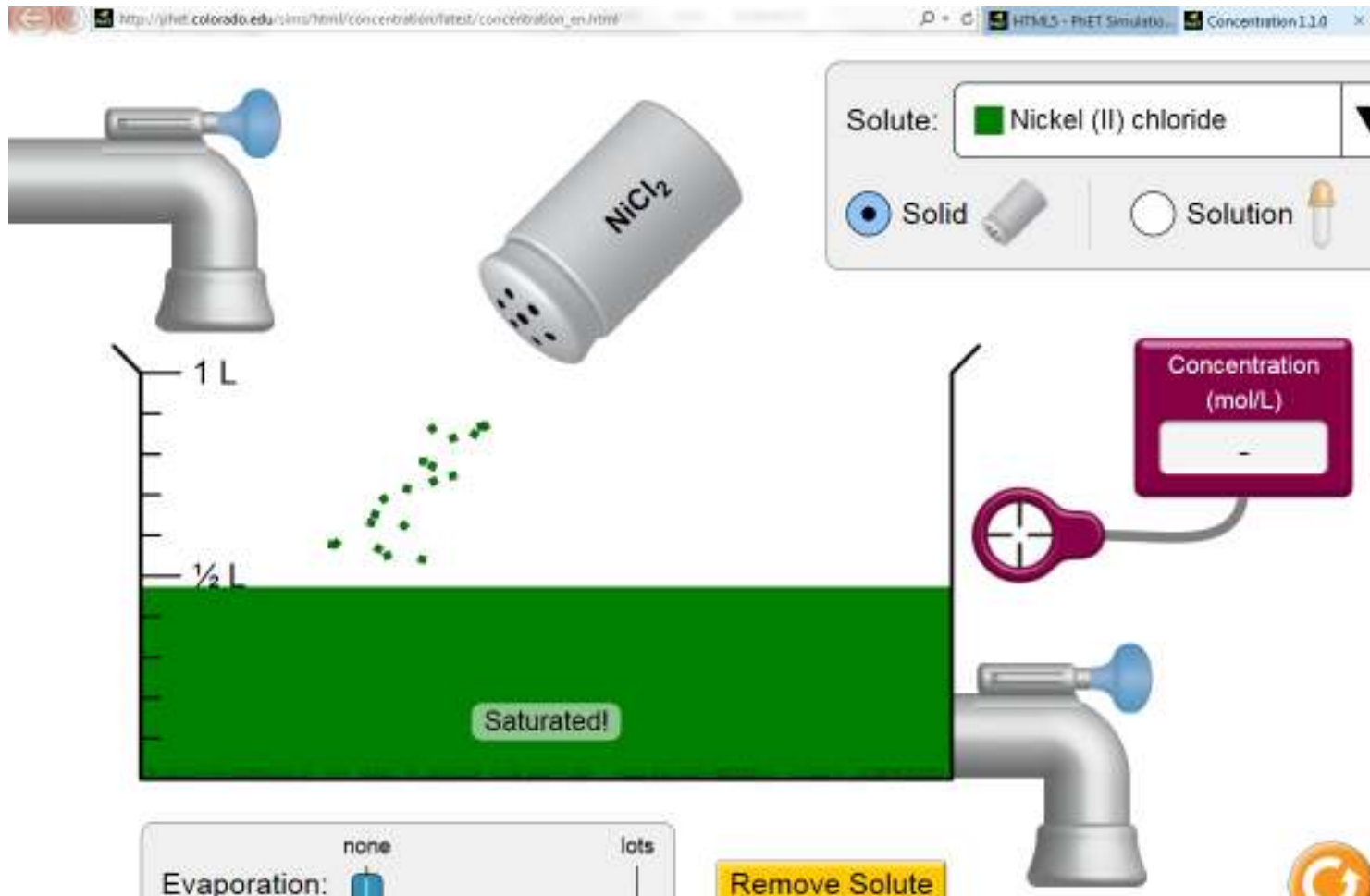


... (nearly) **any** type of resource imaginable

The screenshot shows the MIT OpenCourseWare website for the course "Introduction to Algorithms". The page features a navigation menu with "Courses" highlighted. The main content area includes a sidebar with links to "LECTURE VIDEOS", "RECITATION VIDEOS", and "ASSIGNMENTS", which are circled in red. The main content area displays the course title, instructor information (Prof. Erik Demaine and Prof. Brigitte Deveras), the MIT Course Number (6.006), and the level (Undergraduate). A central image shows a Rubik's Cube with the number 6. Below the image, there are social media sharing options and a "CITE THIS COURSE" button. The footer contains various logos and text, including "MIT Massachusetts Institute of Technology", "OPEN EDUCATION CONSORTIUM", and "OUR CORPORATE SUPPORTERS" with logos for Dow, Ab Inno, MathWorks, and Accenture.

“[Introduction to Algorithms](#)” © MIT [CC BY-NC-SA](#)

... (nearly) **any** type of resource imaginable



“[Concentration](#)” ©University of Colorado [CC BY](#)

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The image shows a screenshot of a YouTube search results page. The browser's address bar displays the URL: https://www.youtube.com/results?search_query=yellowstone+geyser%2Ccreativecommons. The search bar contains the text "yellowstone geysers,creativecommons". The page shows four video results, all featuring geysers. The first result is "Yellowstone geysers & hot springs (part 2)" by jsj1771, with 1,903 views and a duration of 10:20. The second is "Relaxing 3 Hour Video of Geyser at Yellowstone" by hansende, with 3,881 views and a duration of 2:50:56. The third is "Yellowstone geysers & hot springs (part 12) (HD)" by jsj1771, with 113 views and a duration of 8:19. The fourth is "Yellowstone geysers & hot springs (part 10) (HD)" by jsj1771, with 135 views and a duration of 7:38. The page also includes a sidebar with navigation options like "What to Watch", "My Channel", and "My Subscriptions", and a filter for "Creative Commons".

Filters Creative Commons About 983 results

Yellowstone geysers & hot springs (part 2)
by jsj1771 • 10 months ago • 1,903 views
Some more modern hydrothermal features (geysers and hot springs) at the Yellowstone Hotspot Volcano in northwestern ...

♥ Relaxing 3 Hour Video of Geyser at Yellowstone
by hansende • 1 year ago • 3,881 views
Please SUBSCRIBE by clicking here: http://www.youtube.com/subscription_center?add_user=Hansende Another video you might ...

Yellowstone geysers & hot springs (part 12) (HD)
by jsj1771 • 3 months ago • 113 views
Some modern hydrothermal features (geysers and hot springs) at the Yellowstone Hotspot Volcano in northwestern Wyoming, ...

Yellowstone geysers & hot springs (part 10) (HD)
by jsj1771 • 4 months ago • 135 views
Some modern hydrothermal features (geysers and hot springs) at the Yellowstone Hotspot Volcano in northwestern Wyoming, ...

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The image shows two overlapping browser windows. The top window is a Flickr search page for 'umbrella'. The search results are filtered by 'Any License', with a dropdown menu showing options: 'Any License' (selected), 'Creative Commons only', 'Commercial use allowed', and 'Modifications allowed'. The main image is a long-exposure photo of a person with an umbrella on a snowy street at night. The bottom window is the CCMixer.org website, titled 'A Cappella Browser'. It features a search bar with the text 'BIG Fest pells, samples, remixes, all + MORE'. Below the search bar is a navigation menu with 'Home', 'Picks', 'Remixed', 'Samples', 'A Cappellas', 'People', 'Extras', and 'Playlists - Podcast'. The main content area is a list of a cappella tracks with columns for 'Type', 'Artist', and 'Display'. A dropdown menu for 'All Licenses' is open, showing options like 'Attribution', 'Attribution Noncommercial [3.0]', 'Attribution Noncommercial Share-Alike', 'Attribution Share-Alike', 'CC0 (CC Zero)', and 'Noncommercial Sampling Plus'. To the right of the list is a 'Featured A Cappellas' section with two featured tracks: 'Do What You Love #XOXO' by Colin Mutchler and 'Get up FORENSIC'.

<http://www.flickr.com>

<http://ccmixter.org>

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

Teaching, Learning & Instructional Design

Environments/Pedagogies/Resources

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



Resources, pedagogies and environments require adaptation.

Roles for Libraries?

Beyond raising awareness . . .

Libraries are . . .

- Intellectually curious, service-oriented information **problem solvers**
- Already working on **information access** issues
- Have **trusted relationships** with constituents
- **Expert searchers** with **subject expertise**
- **Hubs** for teaching, pedagogy & instructional design
- **Repository infrastructure** experts (for access, retrieval, retention)
- **Copyright** knowledgeable
- Curators (identify, evaluate, and **curate collections**)
- **Already engaged** in open initiatives



Virginia Tech Libraries

Collaboration

- **Copyright** instruction and consultation (See also: <https://www.youtube.com/watch?v=io3BrAQl3so>)
- Faculty author IT **hosting** needs
- **OER development** planning collaboration
- **Student engagement**
 - VT Libraries Student Advisory Board
 - Student Government
- **Modeling** open licensing
- “**Finding OER**” resources for instructional designers
- Textbook adoption workshop (upcoming)
- Exploring open **publishing** initiatives (upcoming)



Virginia Tech Libraries

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

– THE TECHNICAL MOOC: AN INTERVIEW WITH TOM SANCHEZ – STUDENTS: APPLY FOR OPENCOM 2014 SCHOLARSHIPS! –

Open Textbooks Available for Review

by PHILIP YOUNG posted on SEPTEMBER 3, 2014

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Free electronic versions of OpenStax College textbooks are available from a VT library. Search for "OpenStax" at <http://www.vt.edu> or visit www.vt.edu.

Q: These are lengthy, full color, and organized like any other textbook. What's "free" about them?
A: PDFs, audio, ePub, & Kindle versions are available for free under a [Creative Commons Attribution License \(CC BY\)](http://www.vt.edu). Most reviews are available for \$2.99 each.

Windows print versions are available at cost of printing, usually \$28-50 depending on the book size. OpenStax College textbooks are also openly licensed with a Creative Commons Attribution License (CC BY). This allows anyone to copy, redistribute, remix, transform and build upon the material for any purpose, even commercially with attribution and without needing about copyright infringement, fees, or getting a license or permission. About Creative Commons: <http://creativecommons.org>

Q: These are free. They must not be very good. Who writes these answers?
A: Academic subject specialists are commissioned (i.e., paid) to write the textbooks, and other academic subject specialists are commissioned to peer review them. A list of senior and contributing authors, reviewers, and their institutional affiliations are listed at the front of each textbook.

Q: So... who pays for these to be produced?
A: OpenStax College is able to sustain itself primarily through mission support from partners such as online homework providers. Initial funding has come from a number of generous, including William and Flora Hewlett Foundation, Lora and John Arnold Foundation, Bill & Melinda Gates Foundation, 20 Million March Foundation, Marshall Foundation, Rice University, and others.



Q: Why were these textbooks were selected first? And who isn't the subject area covered?
A: High enrollment, introductory courses with high textbook costs received the greatest opportunity to save students the largest amount of money. Additional books have been announced and are currently being developed (i.e., Biology, Chemistry, Psychology and Pre-Calculus). Funding for an additional ten titles was announced in August 2014.

For additional sources of open textbooks and educational resources, visit <http://www.vt.edu>.
Your professor can make the best decision about what materials are right for your class. Faculty, please contact openstax@vt.edu or www.vt.edu for more information.

Libraries invites faculty to peruse a display of open textbooks on display at the Newman Library. These books tend to be very affordable. OpenStax College have various formats (the eBooks are much cheaper in the cost of printing, etc.). Students interested in how book costs can take advantage of information from the display to give to their students. Information is available in the [OpenStax College Display FAQ](http://www.vt.edu). Our hard copy display should be available for several weeks, or you can explore the books on the



THE CNN 10: HACKING COLLEGE

HACK BOOK COSTS WITH OPEN SOURCE TEXTS

Save money with open-source textbooks

By Emawella Greiberg, CNN

It's hardly a secret that the price of new college textbooks has risen 70% in the last decade, forcing students to find cheaper alternatives or forgo course materials altogether.

Rentals, buybacks and used textbooks are part of the solution, but they still

THE PROBLEM
College textbooks are notoriously expensive.

THE SOLUTION

Virginia Tech Libraries

Library Workshop

Exploring Innovative & Open Educational Resources: Three Current Projects



Join several Virginia Tech and Radford University faculty members as they discuss their current work of developing innovative or open educational resources for use in their teaching. Panel themes will be further explored in the after-panel hands-on workshop. Events begin with a pre-panel multimedia tour of innovative and open educational resources from Virginia Tech, Radford, and beyond.

9:30 am - 10:00 am — Refreshments and Multimedia tour
 10:00 am - 11:00 am — Panel Discussion
 11:00 am - 12:00 pm — Hands on Collaboration

Panelists:



Dr. Clifford A. Shaffer
 Professor of Computer Science
 Virginia Tech



Dr. Benjamin Jantzen
 Assistant Professor of Philosophy
 Virginia Tech

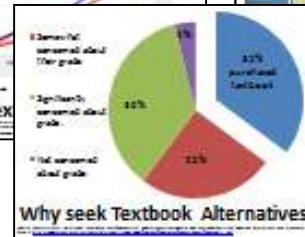
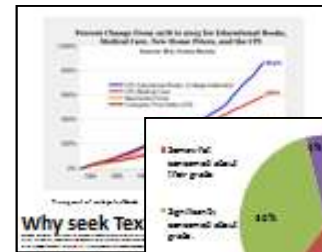
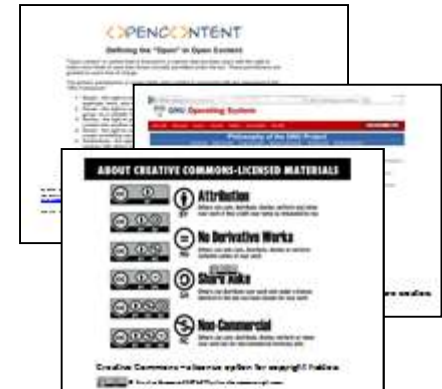
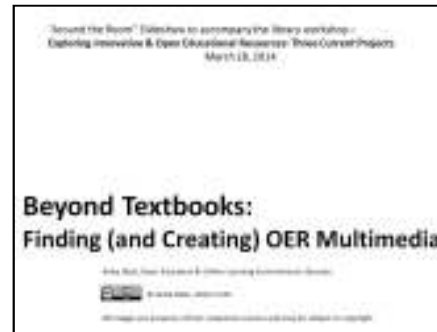


Dr. Bruce Mahin
 Professor of Composition and Music Theory
 Radford University

Friday, March 28 • 9:30 am - 12 noon • 1st Floor Multipurpose Room

RSVP: Anita Walz arwalz@vt.edu by March 25th

UNIVERSITY LIBRARIES



Student options	Faculty options
<ul style="list-style-type: none"> Buy used Rent Buy previous edition Borrow (from friends) Self-Cost Do it Yourself 	<ul style="list-style-type: none"> The previous edition an "out-of-print" edition an "out-of-print" edition an "out-of-print" edition Previous Library Request Self-Cost Request a Custom Edition Request a Custom Edition Request a Custom Edition Develop your own!

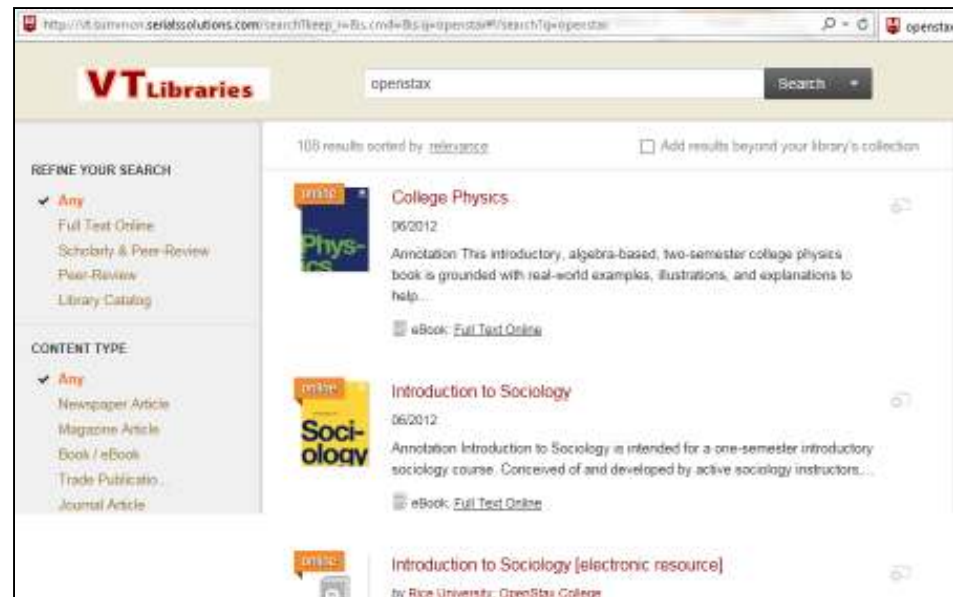
Overcoming costly textbooks...

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

Virginia Tech Libraries



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



Surfacing OER via Summon library catalog

Virginia Tech Libraries

Open Educational Resources
Background for your elevator speech

Introduction

- Open Educational Resources (OER) are freely available and openly licensed resources useful for teaching and learning.
- Open licensing (often with Creative Commons licenses allowing derivatives) allows anyone to distribute, remix, build upon CC licensed works without concern for Copyright compliance.
- Open Educational Resources (like other educational resources that faculty adopt and adapt) save time and effort in course development.
- Students may also benefit from knowing where to find CC-licensed images and resources for class projects.
- Some OER initiatives are aimed at fully replacing textbooks and reducing the overall cost of education. Faculty who are deeply concerned about student textbook costs may have additional incentives to consider replacing an existing textbook with open materials.


Types of Open Educational Resources


Open Educational Resources include digital textbooks, course materials, journals, and more. Some OER providers partner with (commercial) homework systems (Moodle, Blackboard, Canvas, etc.)


Incentives


Faculty control over educational resources (modification etc.), free & easy student access, good public relations due to lower or no cost materials, and opportunities for course redesign and improvement.


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“Elevator Speech” background
for Library subject liaisons

Virginia Tech Libraries

Integrating and Creative Commons licenses in VTechWorks institutional repository

The screenshot shows the VTechWorks submission interface. At the top, there is a navigation bar with the Virginia Tech logo, 'University Libraries', and 'VTechWorks'. Below this is a breadcrumb trail: 'VTechWorks Home → University Libraries → Research Presentations, University Libraries → Item submission'. The main heading is 'Item submission'. Below the heading is a horizontal flowchart of steps: 'Initial Questions', 'Describe', 'Describe', 'Upload', 'Review', 'Add License', 'Review', and 'Complete'. The 'Add License' step is circled in red. Below the flowchart is the 'Initial Questions' section, which includes two questions: 'Multiple titles:' with a checkbox and 'Published:' with a checked checkbox.

The following license files are associated with this item:

- Creative Commons

This item appears in the following Collection(s)

- Research Presentations, University Libraries [69]



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Current Challenges at VT

- Understanding the **current landscape**
- **Find**, learn from, and support faculty OER champions
- Make it *easier* for faculty to **find, adopt, adapt, build & share** openly licensed resources (possibly incentivize)
- Identify and **integrate support** into faculty workflows
- Encourage **student-led** engagement
- **Measure** our impact

Issues and constraints

How (and by whom) is the **cost** of OER development, support, findability etc. shared?

- OER development is time and likely **cost** intensive
- Course redesign is **effortful** and time consuming
- **Institutional support** has financial costs
- Need for greater awareness of **accessibility** (508 compliance) and **quality** criteria

Key **questions** we're asking

- Do faculty **use** open resources?
- **What** do they use?
- **How did they learn** about these?

- If they are not using open resources, **why not**?

- Are faculty **creating** open resources?
- Are they **sharing** them? How?
- Do faculty **openly license** their work?

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
- **Faculty instruction** “OER Pathways”(TCC)

UMassAmherst



What other libraries are doing

- **Temple University Library**'s Alternative Textbook Project assists faculty in developing and adopting alternatives to textbooks
<http://sites.temple.edu/alttextbook/photos>
- **Kansas State Libraries** allocates funds from the Kansas State Student Governing Association for development of Open/Alternative Textbooks <http://www.k-state.edu/today/announcement.php?id=13575&category=news&referredBy=todayRSSFeed>
- **Emory University**'s Emory Open Education Initiative trains faculty to create and use OER and library materials in lieu textbooks in support of student learning.
<https://scholarblogs.emory.edu/eoei/about/>
- The **UCLA Library** Affordable Course Materials Initiative incentivizes “instructors to use low-cost or free alternatives to expensive course materials”
<http://www.library.ucla.edu/libraries/affordable-course-materials-initiative-description>
- **Open SUNY Textbooks** is a State University of New York wide open textbook publishing initiative <http://opensuny.org/omp/index.php/SUNYOpenTextbooks/about/description>

Other major OER initiatives (non-library)

- BCCampus <http://open.bccampus.ca>
- OpenStax <http://openstaxcollege.org>
- Lumen Learning <http://lumenlearning.com>
- MIT Open CourseWare <http://ocw.mit.edu>
- Saylor Foundation <http://www.saylor.org>

Tools for your OER tool box

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 (ACRL 2014)
<http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/Environmental%20Scan%20and%20Assessment.pdf>
- John Shank (2014) *Interactive Open Educational Resources: A Guide to Finding, Choosing, and Using What's Out There to Transform College Teaching* (Jossey-Bass/ACRL)

Finding openly-licensed works

<http://www.merlot.org>



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

Also:

http://guides.ou.edu/oer/open_textbook_collections

<http://guides.library.umass.edu/oer>

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



<http://www.jorum.ac.uk>



<http://oercommons.org>



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

Finding openly-licensed works

The screenshot shows the CC Search website interface. At the top, there is a navigation bar with the Creative Commons logo and links for 'About', 'Licenses', 'Public Domain', 'Support CC', 'Projects', and 'News'. Below this is a search bar with the 'CC Search' logo and a search input field. To the right of the search bar, there is a checkbox for 'I want something that I can...' with options 'use for commercial purposes' (unchecked) and 'modify, adapt, or build upon' (checked). Below the search bar, there is a section titled 'Search using:' with a grid of search engine options: Europeana Media, Flickr Image, Fotopedia Image, Google Web, Google Images Image, Jamendo Music, Open Clip Art Library Image, SpinXpress Media, Wikimedia Commons Media, YouTube Video, Pixabay Image, and ccMixter Music. The SoundCloud Music option is highlighted in blue. Below the search engine options, there is a disclaimer: 'Please note that search.creativecommons.org is not a search engine, but rather offers convenient access to search services provided by other independent organizations. CC has no control over the results that are returned. Do not assume that the results displayed in this search portal are under a CC license. You should always verify that the work is actually under a CC license by following the link. Since there is no registration to use a CC license, CC has no way to determine what has and hasn't been placed under the terms of a CC license. If you are in doubt you should contact the copyright holder directly, or try to contact the site where you found the content.' To the right of the disclaimer, there is a yellow box with the text 'Add CC Search to your browser. Learn how to switch to or from CC Search in your Firefox search bar.' Below this, there is a language selector set to 'English' and a 'Help Translate' link. At the bottom of the page, there are social media icons for Facebook, Twitter, and YouTube, and the Creative Commons Attribution (CC BY) license logo.

Finding openly-licensed works



Find OER



CC licensed (BY) Flickr photo shared by David Amsler modified by Paul Stace

2.2 Wikimedia Commons



Wikimedia Commons

2.3 Flickr



Flickr

2.4 Google Images



Google Images

Be sure to scroll down in ad
If you want content for com

2.5 Pixabay



Pixabay

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2.6 Open Clip Art Library

2.6 Open Clip Art Library



Open Clip Art Library

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2.7 Fotopedia



Fotopedia

To find images openly licensed click "advan
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2.8 The Noun Project



The Noun Project is a platform empowering
everyone can understand. Symbols and icon

The sources above are online image databa
publications and journals with images embe
examples.

2.8 Encyclopedia of Life



The Encyclopedia of Life is an online collab
earth. Entries are composed as written cont
provided by a wide variety of contributors b
Commons (CC) licenses, but each contribut

<http://open4us.org/find-oer>

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



Idea: Virginia libraries OER group?



For example: BC OER Librarians

<http://bcoerguides.wikispaces.com>

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

Want to talk more?

VLA “UnConference” on OER



Friday 1-1:45pm

Conference Center Atrium, 1st Floor

Thanks for your time!

Questions?



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