

Making It Easy Easier:

Reducing Perceived and Real Barriers to Finding and Sharing Open Educational Resources

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Summary: Perceptions of time and effort required to locate open educational resources (OER) remains the most significant barrier to wider faculty adoption of OER.

This poster reflects my current thinking regarding what librarians can do to make finding and sharing openly licensed resources easier. I hope that this poster stimulates conversation, collaboration, and further work in these areas – and I look forward to talking with you!

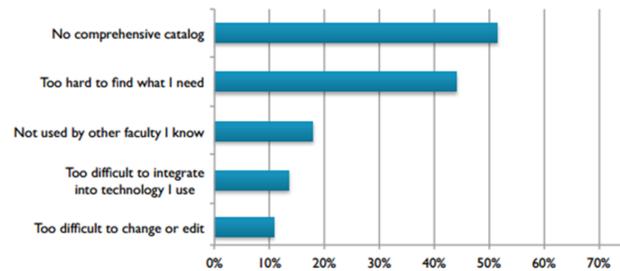
Benefits of OER adoption in higher education

There seem to be four major benefits to adoption of Open Educational Resources within higher education:

- 1) OER are no cost (or low-cost if printed); All students have the same access;
- 2) OER are editable. They can be customized, remixed, and rearranged to better fit a course;
- 3) The process of a faculty member adopting openly licensed resources for their course *can* lead to better alignment with course objectives;
- 4) Deeper faculty engagement with course materials and course design *may also* lead to enhanced student engagement -- and achievement;
- 5) With proper attribution OER can be shared with the whole world -- without Copyright concerns.

Evidence from Tidewater Community College indicates that students in “Z-courses” are **more likely to complete the course, and earn better grades than students in traditional classes**. (See the resources section for links to more research on OER.) <http://www.tcc.edu/academics/degrees/textbook-free>

(Selected) Deterrents to Adopting Open Educational Resources



© CC BY <http://www.onlinelearningsurvey.com/reports/openingthecurriculum2014.pdf>

Open Educational Resources (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.

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.

Source: <http://www.hewlett.org/programs/education/open-educational-resources>

Five “R”s describe open content

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

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

Many people say that we need “one place to look,” a repository, or a search engine. This problem is a little like trying to catalog the open web. We need to think about both strategies *and* technical solutions – for our individual institutions and for a broader group of stakeholders.

Within and among Higher Education Institutions multi-pronged solutions

- Create a smaller pool of vetted resources;
- Encourage discipline-specific cross-institutional collaboration around OER creation and adaptation;
- Leverage self-service systems (new or integrated with existing places) where faculty look for learning resources to enable easier finding, adaptation, and sharing;
- Leverage librarians as a “sales force” for OER;
- Collaborate with instructional designers, educational technologists, and pedagogy experts to train faculty regarding innovative pedagogies and content strategies to include traditional textbooks and far beyond traditional textbooks;
- Select systems, tools, and advocate for policies that benefit your institution AND allow sharing of openly licensed resources outside of your institution;
- Consider “downstream” users when developing or remixing content.

Why involve libraries?

- We care about access to information!
- Librarians are experts regarding content, user-experience, inquiry, classification, organization, retrieval, coding, and teaching and learning environments.
- We not only know about print, eBooks, but are familiar with a wide range of content-types.
- We are creative problem solvers; We collaborate.
- We are trusted and knowledgeable campus partners.

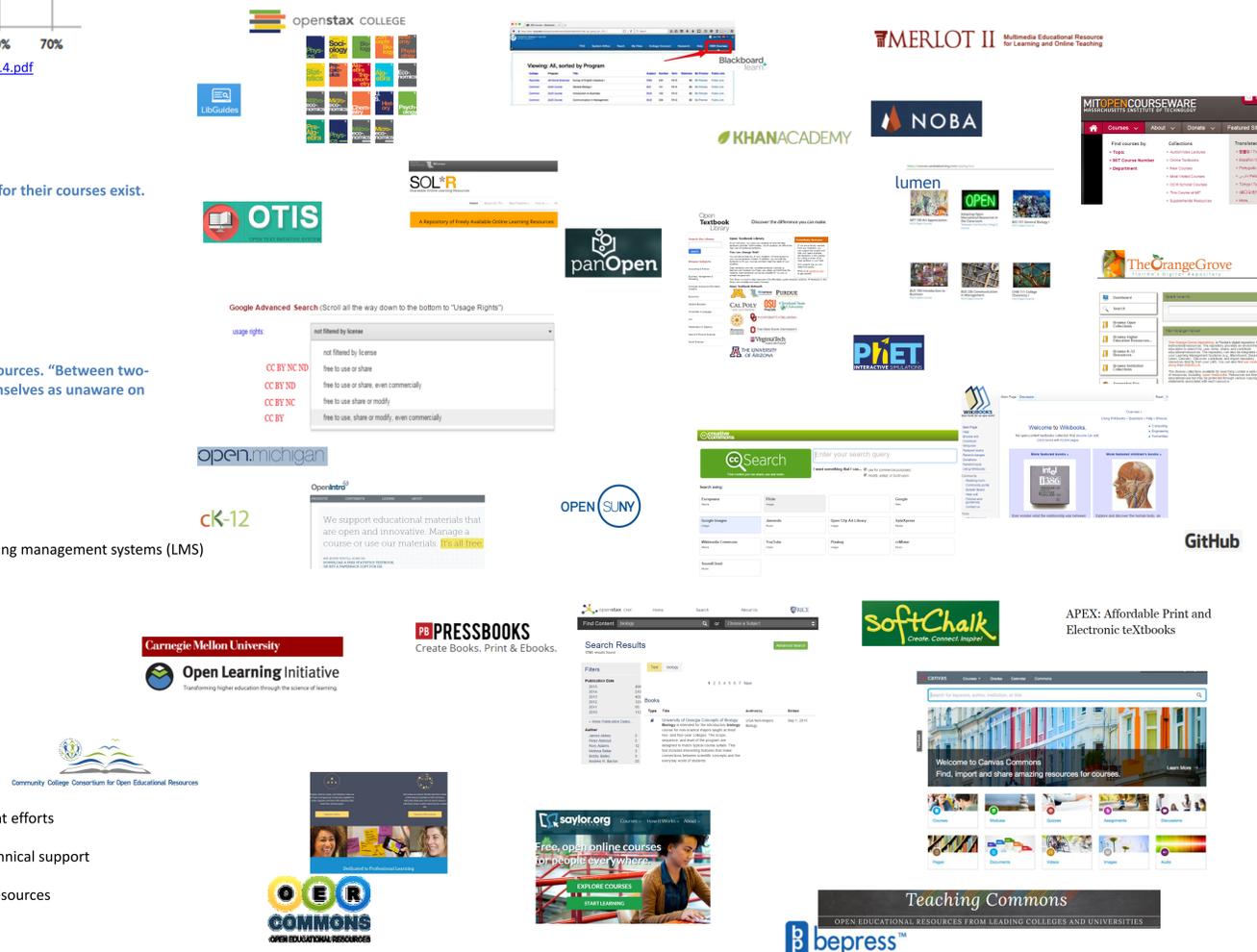
Problem statement: Faculty don’t know that high quality, free and editable resources appropriate for their courses exist. Where to look for them, how to adapt and sharing them are often challenges.

“Resource adoption decisions are driven by a wide variety of factors, with the efficacy of the material being cited most often. These decisions are often made without any awareness of the specific licensing of the material or its OER status.” – Babson Report

Faculty are not very aware of open educational resources. “Between two-thirds and three-quarters of all faculty classify themselves as unaware on OER.” – Babson Report

Libraries (and others’ open initiatives) are currently using:

- Integration / surfacing OER records via library catalogs and discovery layers
- LTI (Learning Tools Interoperability) integration of software in campus learning management systems (LMS)
- Open office hours / reference consultations to meet with faculty
- Open textbook review workshops with stipends
- Incentive programs for Open textbook / OER adoption
- Grant funding from various sources to support authoring/adoption
- Building faculty support networks for OER with campus partners
- A proliferation of LibGuides and Library InfoGuides
- A variety of workshops, lunch time meetings, and other faculty development efforts
- Partnerships with commercial and non-commercial entities for training/technical support
- A wide variety of strategies to find, adapt, use, and share openly licensed resources



On the importance of sharing . . .



Image: Public domain

Walled gardens are nice, except when you’re on the outside.

Questions for further research:

To whom/what/ or where do faculty go to get information for learning resource selection?

How can we encourage “walled gardens” or collections of openly licensed content to be accessible and editable for anyone?

What solutions can we develop to manage version control and encourage use of persistent URLs?

How can content be easily transmitted among systems?

Is there a metadata solution for finding OER?

References and suggested resources:

ASERL Webinar (2015) *Join the Library-OER Community: Lessons from the Field* <http://www.aserl.org/archive>

BC Open Textbook Authoring Guide (for BC plug-in Pressbooks users) <http://opentextbc.ca/opentextbook>

Babson (2014) *Opening the Curriculum: Open Educational Resources in U.S. Higher Education* <http://www.onlinelearningsurvey.com/reports/openingthecurriculum2014.pdf>

Rogers, Everett (1962) *Diffusion of Innovations*

Shank, John (2014) *Interactive Open Educational Resources: A Guide to Finding, Choosing, and Using What’s Out There to Transform College Teaching*. ACRL/Wiley

West, Quill (2015) *On Becoming Open Education Leaders* <http://bit.ly/1dhoboa>

Wiley, David. Blog: *Iterating toward Openness* <http://opencontent.org/blog>

Research on Open Educational Resources:

- <http://openedgroup.org/review>
- <http://lumenlearning.com/research>
- <http://oerresearchhub.org>

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