Welcome to the
Open Educational Resources
Preconference!

October 21, 2015
Virginia Library Association Annual Conference
Richmond, Virginia
We are:

Kathleen DeLaurenti
College of William & Mary

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Virginia's Community Colleges

Stephanie Fair
Tidewater Community College

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Ginny Pannabecker
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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 free and affordable access to higher education resources in B.C. by making available openly licensed textbooks for the highest-enrolled academic subject areas. A second phase was announced in the spring of 2014 to add at least 32 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 for 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.

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.

Open Education Conference
Open Education is Global

Implementing the Paris OER Declaration

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 into education. UNESCO, in collaboration with the Commonwealth of Learning (COL), now wants to apply these guidelines and processes 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.


- 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 and develop a federated harvesting and discovery service via a national portal. It is intended that this 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 Lorn project, and over 80 UKOER projects have released many resources (via Jorum) 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

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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

http://www.openva.org

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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
Open VS. Copyright
5 R’S OF OER PERMISSIONS

Redistribute
Reuse
Remix
Revise
Retain

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

Source: [http://opencontent.org/blog/archives/3221](http://opencontent.org/blog/archives/3221)
CC Licenses

FREE CULTURAL WORKS

**ATtribution**
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-NonCommercial-ShareAlike**
Can someone use my work to make money? ✓
Can someone change my work? ✓
(MUST ALSO BE LICENSED BY-SA)

**Attribution-NonCommercial-NoDerivs**
Can someone use my work to make money? ◯
Can someone change my work? ✓

**Attribution-NoDerivs-ShareAlike**
Can someone use my work to make money? ◯
Can someone change my work? ✓
(MUST ALSO BE LICENSED NC-BY-SA)
Let’s Practice

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
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](http://opencontent.org/blog/archives/3221)
Life-Long Learning

Ownership and ongoing

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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

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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.

Associated Power Point 14 SLIDES
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.
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.
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.
Introduction to Business
Do we need a break?
(10 minutes)
Librarians leading & supporting OER in Virginia
Kathleen DeLaurenti
Scholarly Communications Librarian
College of William & Mary

Librarians leading & supporting OER in Virginia

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.
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

<table>
<thead>
<tr>
<th>Course:</th>
<th>BUS 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Name:</td>
<td>Linda Williams</td>
</tr>
<tr>
<td>Instructor Email:</td>
<td><a href="mailto:lswilliams@tcc.edu">lswilliams@tcc.edu</a></td>
</tr>
</tbody>
</table>

CLO=TCC Course Learning Outcome  
MLO=Module Learning Outcome

<table>
<thead>
<tr>
<th>Module #</th>
<th>Learning Outcome</th>
<th>Module Title</th>
<th>Open Content Access Directions</th>
<th>Assessment</th>
<th>GE Core Competencies</th>
</tr>
</thead>
</table>
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

(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?
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?
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](http://openedgroup.org/review)