Open Educational Resources: A Key Component of Inclusive Pedagogy

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Inclusive Pedagogy:
... shifting educational practices away from a system in which most can learn and some who experience difficulties can learn with something additional or different ... toward educational practices that involve providing rich learning opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life. (Florian, Black-Hawkins, 2011)

Faculty Opportunities for further enabling student engagement may include:
• Implementation of learning supports for learning, behavioral, physical, and emotional problems (Adelman and Taylor, 2006);
• Continual personalization of teaching materials (Forsyth, 2016);
• Rethinking the role of content and content delivery in a course (Bain, 2004); (Weimer, 2010);
• Revisiting methods, policies, and course contents to ensure appropriateness and fairness to students in classes (Stulberg and Weinberg, 2011); (Kurek, 2016);
• Creation or adaptation of content related to high impact practices: Collaborative assignments & projects, writing-intensive courses, service & community-based learning (Kuh, 2008);
• Adopting open educational resources to reduce student learning resource costs (Hilton, 2016)

Institutional Opportunities
• Development of institutional technology strategies which have social learning at the core, use open and shareable resources, span instructional communities inside the institution, and have porous boundaries to communities and resources beyond the institution. (Bass and Eynon, 2016);
• Sustained faculty development around digital literacy and digital pedagogy which are learner-centered, networked, integrative, and adaptive (Bass and Eynon, 2016);
• Development of support and time for faculty skill development and workload models for academic teaching (Gregory and Lodge, 2015); (Bain, 2004);
• Use of complex online learning design and adaptive systems (Bolder, 2011)

Open Educational Resources
... are not just free textbooks:
OER 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 Educational Resources
... are not just static 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. (Hewlett, 2012)
The Five “Rs”
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 (Wiley, 2014)

Identifying Open Educational Resources
Items with these Creative Commons or GPL licenses, or content in the Public Domain can be customized or remixed into the same or entirely different formats -- and redistributed anywhere with attribution.

Finding Open Educational Resources

Attribution requirements for use/redistribution https://wiki.creativecommons.org/wiki/Best_practices_for_attribution

References
Kuh, D. (2016). How to support the Common Core state standards with the five “Rs” of open educational resources. 35(4), 170-174. doi: 10.1007/s11423-015-9434-0

Electronic version and further resources
Explore resources linked from this digital poster at: http://hdl.handle.net/10919/73989
Getting started guide to OER from Virginia Tech Libraries: http://guides.lib.vt.edu/oer

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References


Gregory, M., Lodge, J. (2015). Academic workload: The silent barrier to the implementation of technology-enhanced learning strategies in higher education, Distance Education 36(2), 201-230 doi: 10.1080/01587919.2015.1055056


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