WELCOME!

Pre-Conference on OER & Open Education

Anita Walz, University Libraries, Virginia Tech @arwalz
June 11, 2018 ~ Association of Christian Librarians, Wilmore, KY
PRE-CONFERENCE AGENDA

8:00 - 8:20  Survey results, introductions & review agenda for the morning (20 minutes)

8:20 - 9:20  Interactive presentation: Philosophy, Practices & Potential (60 minutes, incl Q&A)

9:20 - 9:30  Break (10 minutes)

9:30 - 9:50  Advancing Open Education on campus
  Institutional goals & stakeholders (5 minutes)
  Activity: Connecting with Your Community (10 minutes)
  Discussion (5 minutes)

9:50 - 10:10 Hands on Practice: Finding OER (including discussion) (20 minutes)
10:10 - 10:30 Videos: Reference interviews for instructional content (20 minutes)
10:30 - 10:40 Tour of teaching materials: Teaching about OER and Creative Commons (10 min)

10:40 - 10:45 What kind of support to offer?
  Being realistic & setting boundaries. Open Education alignment rubric (5 mins)

10:45 - 10:55 Reflection and planning (10 minutes)

10:55 - 11:00 Sharing “next steps” (5 minutes)

11:00  Adjourn and off to lunch!
Traditional library services
+ Expanded focus on “making”

~34,000 (full time equivalent) students
Librarian since 2001 - government, international, school +
Academic libraries, since 2013
Working in Open Education, since 2013

- Open Education
- Copyright / Open Access
- Publishing
- Liaison: Economics, Math + legal studies
Spring 2014
Getting to know each other
Thank you (also) for taking the survey!

Does your institution currently have an open education initiative/program/area of focus etc. (of any size)?

12 responses

- 33.3%: Yes
- 25%: Its complicated. We have a big focus on affordable course materials but not OER.
- 16.7%: No
- 16.7%: No, but we are actively planning one
- 16.7%: No, but I might like to start something that fits my institution.
- 16.7%: I'm not sure.
- 16.7%: Its complicated.
What you said: What you want to learn

#1 This is a new topic!!

#2 Be able to **find** useful OER

#3 How to **educate faculty** about OER

#4 Understand what the library’s **role** could be / **Develop a program** at my institution

#5 **Adopting, authoring, sharing, creating** open textbooks and/or OER
LEARNING OBJECTIVES

- **Articulate** what open education and OER are

- Use several different methods to **find** openly licensed content

- Analyze *motivations* of various campus actors as relevant to OER

- Use a **rubric** to evaluate projects and conduct a **reference interview** for OER

- Create a DRAFT plan of what to **do next**, **investigate next**, or **learn next**

- Know **where to find more information** (for building expertise, about sources, documents helpful for planning, resources for adapting/publishing, and communities to join)
Philosophy, Practices & Potential of Open Education & OER
What is Open Education?
Open education encompasses resources, tools and practices that employ a framework of open sharing to improve educational access and effectiveness worldwide.
Knowledge sharing
Technology
Collaboration
in service of learning
Open Educational Resources

Open Pedagogy

+ value framework
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.

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

-Hewlett Foundation
Open Textbook Library

Make a difference in your students' lives with free, openly-licensed textbooks.

Textbooks every student can access and afford

Open textbooks are textbooks that have been funded, published, and licensed to be freely used, adapted, and distributed. These books have been reviewed by faculty from a variety of colleges and universities to assess their quality. These books can be downloaded for no cost, or printed at low cost. All textbooks are either used at multiple higher education institutions, or affiliated with an institution, scholarly society, or professional organization.

The Open Textbook Library is supported by the Center for Open Education and the Open Textbook Network.
The Normal Canine Video Series
Licensed: CC BY 4.0. Four videos and transcripts demonstrate methods for examining a canine. Disclaimer: The information in this video is intended for educational purposes only and is not meant to take the place of veterinary care or services your canine may need. Please see your veterinarian about any health concerns.

The Normal Canine:

Head and Neck Exam

with Dr. Michael Nappier
Assisted by Courtney Sneed

Virginia Maryland College of Veterinary Medicine & University Libraries at Virigina Tech

August 2017
Creative Commons Licenses

5 R permissions

Can anyone . . .
- Retain it?
- Reuse it?
- Revise it?
- Remix it?
- Redistribute it?

http://opencontent.org/definition
<table>
<thead>
<tr>
<th>Most open</th>
<th>Allows adaptation</th>
<th>Allows redistribution</th>
<th>Requires attribution</th>
<th>Eliminates fair use</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD (no known copyright)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>PD0 / CC0 (donated to public domain)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>CC BY</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>CC BY SA</td>
<td>Yes-under same license terms</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>CC BY NC</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>CC BY NC SA</td>
<td>Yes-under same license terms</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>CC BY ND</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>CC BY NC ND</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>In-Copyright with no additional license or permission</td>
<td>No</td>
<td>No</td>
<td>—</td>
<td>No</td>
</tr>
</tbody>
</table>
What’s the potential here?
Anyone can create, adapt & share if they:

Understand the licenses

Can extract content

Create in a format others can use

Attribute 3rd party works
Potential areas of growth: critical thinking, communication

Understand the licenses
  -- understanding of copyright, information ethics
Can extract content
  -- digital literacy / technical / software skills
Create in a format others can use
  -- reflection regarding barriers others may face
Attribute 3rd party works
  -- give credit

→ Leverages the power of the web  
  → Enormous creative potential
What problems could this solve?
Open Educational Resources

Open Pedagogy

+ value framework
Open Pedagogy
Non-disposable assignment
Aspects of Open Pedagogy

- Create
- Adapt or
- Modify with the intent of sharing

- Student agency / choice
- Valuing access by others
- Instructor as “coach”

- Themes:
  autonomy and interdependence;
  freedom and responsibility;
  democracy and participation
Student engagement & motivation
Deeper learning approaches
Real world connections
Produces value for the real world


What’s the potential here?
Allows learners to . . .

- Connect with people and ideas in the real world
- Get feedback beyond the instructor
- Explore areas of interest in a supportive context
- Explore developing their digital persona

Allows instructors to . . .

- Learn, alongside students
- Develop skill in coaching and authentic assessment
- Include students in research programs
- Obtain meaningful feedback
For more examples of open pedagogy see:

The Open Pedagogy Notebook
http://openpedagogy.org
Open Educational Resources

Open Pedagogy

+ value framework
+ value framework
Open Education Is:

a movement

a philosophy

a broad, expanding set of value-driven practices.
Expand possibilities

Reducing all sorts of barriers and expand possibilities . . .

Open Licenses

Feedback & Collaboration


© “Jumping Hurdle” Luis Prado CC BY 3.0
New Ideas

... about teaching

... about research

© “Jumping Hurdle” Luis Prado CC BY 3.0

What can I do to make what I do more OPEN?
If I choose to,

how do I convey this Information to others?
Discussion
Shall we take a break?
Advancing Open Education on Campus
Q: What should my campus offer?

... it depends
Institutional Goals
Institution name:

My institution aims to ___________________________________________________________

By providing __,____,____,____&____ to [whom]______________________________

Institutional Characteristics
# faculty, # students, levels & types of degrees offered, delivery formats (online, in person etc.), # of locations, etc...
Steakholders
Stakeholders

Stakeholder - A person, group or organization that has **interest or concern** in an organization or process. Stakeholders can affect or be affected by the organization's actions, objectives and policies.
Stakeholders

Stakeholders in higher education:

- Instructors (of all types)
- Students
- Administrators
- Librarians
- Board members
- Alumni
- Parents
- Student Services
- Staff
- Denominational regions
- Accrediting bodies

- IT people
- Instructional designers
Exercise:
Connecting with your Community

Part 1 only
You do not have to share unless you want to

Connecting with your community:

Part 1: Take ten minutes to create a persona of someone at your institution who you’d like to involve in an open education program. This should be someone engaged with teaching & learning but does not necessarily have to be a traditional faculty member or instructor.

<table>
<thead>
<tr>
<th>Name &amp; demographics: Name this person and draw a picture of this person’s face. How old is he or she? What stage of career is he or she?</th>
<th>Work life: What kind of work does this person do? What work does he or she love to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivators: What motivates this person at work? What does he or she most want to see happen (at work)? What kinds of things most worry this person (about work)?</td>
<td>Resources: What kinds of resources/gifts (skills, abilities, capacities, etc.) does this person have?</td>
</tr>
<tr>
<td>Unmet Needs: What does this person sometimes lack (at work) to reach her or her goals? And, how/where does he or she currently try to meet those needs?</td>
<td>Knowledge gaps: What knowledge gaps (at work) does this person have regarding things that contribute to or detract from student learning?</td>
</tr>
</tbody>
</table>

Part 2:
Do any of this person’s goals or values overlap with those seen in open education? If so, which ones?

What are two or three things you could tell this person about open education. Where and how could you tell this person these things?

1.
2.
3.
Anita’s example
## Institutional Roles in Open Education

<table>
<thead>
<tr>
<th>Functions</th>
<th>Which stakeholders do these things?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Instructors</td>
</tr>
<tr>
<td></td>
<td>- Students</td>
</tr>
<tr>
<td></td>
<td>- Administrators</td>
</tr>
<tr>
<td></td>
<td>- Librarians</td>
</tr>
<tr>
<td></td>
<td>- [add other stakeholders here]</td>
</tr>
</tbody>
</table>
More tools for Stakeholder analysis at your Institution

- Assessing Campus Readiness for OER
  MSWord worksheet from Achieving the Dream (2016)

- OER Campus Policy Development Tool

- Open Education Campus Action Plan
  Created by SPARC (CC BY 4.0)
  www.sparc.arl.org

- Roadmap to OER Adoption Worksheet
  CC BY. Provided by the CCCOER.

https://guides.lib.vt.edu/oer/lib-toolbox (RH column)
Q: What services should my library offer?
Connect Open education & OER with what you already do.
Stories of “getting started”

Librarian story (Anita’s)
To Boldly Go: First-year exploration of OER Initiatives (2014)
http://hdl.handle.net/10919/50612

Faculty story
My Open Textbook: Pedagogy and Practice
https://robinderosa.net/uncategorized/my-open-textbook-pedagogy-and-practice
Nearly 5 years later at Virginia Tech

Hosting and making open educational resources findable

Connecting / Awareness / Education / Building collaborations

Learning opportunities
“Open Education Week” events & recordings, Open Textbook Adoption Workshop, Teaching Inquiry/Discussion Group

Consultations: Copyright, Creative Commons, Publishing (broadly defined), Technology, Collaborations
Find/locate OER LibGuide

Run Listservs OpenVT (& OpenVA)

Administer grants & provide technical support for creating (publishing) and adapting OER

And more marketing/persuasion...
Library Roles in Open Education

<table>
<thead>
<tr>
<th>Core functions</th>
<th>Additional functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find OER</td>
<td>Host / publish OER</td>
</tr>
<tr>
<td>Reference interview for OER</td>
<td></td>
</tr>
<tr>
<td>Teach about Creative Commons</td>
<td></td>
</tr>
<tr>
<td>Strategize ways to advance Open Ed</td>
<td></td>
</tr>
<tr>
<td>Encourage OER adoption</td>
<td></td>
</tr>
<tr>
<td>Assist faculty OER creators in finding information</td>
<td></td>
</tr>
</tbody>
</table>

Think: Connecting Open education & OER with what you already do.
Where and how to find OER

Curated lists: https://open4us.org/find-oer

Search engines (Google Advanced search - Filter by rights) example

Indexed collections (OER Commons, MERLOT, Open Textbook Library, BCOpen Campus)

Find links to ALL OF THESE and more at: http://guides.lib.vt.edu/oer
Hands on Practice (in groups)

Create a scenario, Can you find a relevant:

1) CC/PD image
2) CC/PD text
3) © text (fair use)

*Don’t forget to cite everything and to provide attribution for CC-licensed works:
https://wiki.creativecommons.org/wiki/Best_practices_for_attribution
Reference interview process for instructional content

https://libraryasleader.org/searching-for-open-materials

Three videos + templates

Searching for OER: A tool for librarians #1

© Quill West CC BY 4.0
Teaching about Creative Commons

Article: *The Beauty of Some Rights Reserved*

Slides: https://libres.uncg.edu/ir/uncg/f/B_Williams_Intro_2010.pptx

Video: https://creativecommons.org/about/videos/get-creative

---

PPT: *Get Creative (and Stay Legal): Copyright Compliance with Creative Commons and Open Educational Resources* http://hdl.handle.net/10919/50583
Open Textbook Adoption focus

Open textbook “adopt to adapt” workshop (Walz/Guimont)
https://docs.google.com/presentation/d/1UaiGuQYAYiZIN9Dg4yFbD73SS_gL8esbJWdDoStJjyw/edit?usp=sharing

Open Textbook Network ($1,500/year + first year fee) (slides are a member benefit); Video: http://hdl.handle.net/10919/51599 (2015)

BCOER Librarians group https://open.bccampus.ca/bcoer-librarians
Adopting workshop slides (with Canadian data/currency):
https://docs.google.com/presentation/d/18jUn-EyozYk_z73QOle_XwzDXp2EHjr-f-hswCmYnY/edit?usp=sharing
Tools for teaching how to search for OER

Introductory presentation about OER + Creative Commons

+ Resource list
+ Exercises:

http://bit.ly/OERScenario1


Contact: Melissa Cantrell, University of Colorado, Boulder melissa.cantrell@colorado.edu
And finally

Tools and resources for open textbook creation

https://guides.lib.vt.edu/oer/authors
The Open Education Alignment Rubric

How do we know if a project fits our scope?

Can we **say yes** or should we **say no** to a proposed project?

How do we **communicate our limits** in a way that is fair to all requesters?

What **evidence** can we provide that we need more funding or staff in order to meet possible project needs?

<table>
<thead>
<tr>
<th>Disciplinary focus</th>
<th>Our Open Ed program</th>
<th>Proposed project</th>
<th>Aligned?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Impact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>License</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Sharing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Anita Warfield. Open Education Alignment Rubric. Licensed under a Creative Commons Attribution 4.0 International License.
What will you take home?

What are your next steps? (10 minutes on your own or at your table)

Sharing (if you wish) (5 minutes large group)

THANK YOU for your time and attention!

Anita Walz
arwalz@vt.edu