2019 Open Education Symposium Poster Session

Conference Proceedings

March 4th, 2019
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Introduction

The 2019 Open Education Symposium is in celebration of Open Education Week, an internationally recognized initiative sponsored by the Open Education Consortium with the goal of raising awareness of open education.

The theme of the 2019 Open Education Symposium at Virginia Tech is “Expanding Open Education in Colleges & Universities.” Supporting topics include open educational practices and open pedagogy; connecting the opens; student perspectives; and policies and strategies for open education in formal educational spaces.

The poster session includes faculty, instructional designers, graduate students, and librarians from six institutions of higher education will briefly present an overview of peer-reviewed posters on diverse topics including: Creating open educational resources, linking open education and the career center, a cMOOC for exploring open education, class book projects, introduction to an open learning object repository, open software for graphic, and campus responses to the use of open educational resources. Further details about the 2019 Open Education Symposium can be found at https://guides.lib.vt.edu/oer/oeweek.

March 4th - Newman Library, 1st Floor Multipurpose Room
1:30pm Opening Remarks
1:35pm Lightning round presentations
1:50-3:30pm Poster presentations and refreshments
The Career Center and Open Education

**Garnett Kinniburgh**

**Abstract:** Openness, a key principle and practice of digital and critical pedagogy, continues to take hold in university classrooms and libraries across the United States. This presentation considers ways in which the values of the open might inform the futures of another area of the American university: career services. The career center and library may have similar functions — providing access to resources, fostering skill development, offering guidance for future paths — yet ongoing conversations about information, media, data, and digital literacies have largely overlooked the career center. To bring this new site of knowledge (and those who work in it) into conversations about open education, this presentation begins with notions of the glitch or the breakdown in the spirit of Alex Saum-Pascual and Sharon Mattern. In the context of career development, the glitch refers to the moment in which students encounter the limits of their individual resources, frequently in the discovery that career interest assessments and personality inventories lie beyond paywalls. The career center is in a unique position to eliminate that particular barrier for students, a position that deserves closer examination. This presentation then explores the potential for the career center to take a role in teaching information literacy, with the Association of College and Research Libraries' Framework for Information Literacy for Higher Education providing a valuable starting point for this conversation. This presentation concludes with an overview of Lisa Spiro’s proposed values for digital humanities as a community of practice and a call for these values to enter the space of the career center. This work is particularly important for institutions that may not have access to the funding or personnel to invest in large-scale open education initiatives at this point but still wish to convey the values of open education to their community.

**Keywords:** career development; open education; community; information literacy
Writing and Publishing OER for an Upper-Level Genetics Course

Christine H. Terry, Ph.D.

Abstract: Use of open educational resources (OER) in academia is rapidly gaining momentum; much of this activity is happening at two-year colleges, which currently provide more than 80 all-OER degree programs. Large research universities are also stimulating OER growth by providing incentives to their faculty to develop and use open materials in their courses. To maximize impact, much of this growth has centered on introductory courses which typically have the largest enrollments on campus. In Virginia, multiple consortia are working to inform and educate faculty about the existence and benefits of using OER in their classrooms. Creating OER can be especially challenging for faculty at small, private, primarily undergraduate academic institutions, who cannot easily obtain the necessary resources (financial, teaching release, etc.) to create these materials. Therefore, adoption of existing open textbooks is the most straightforward way to integrate OER into a course. These are readily available for introductory science courses (such as chemistry and biology), however, there is a dearth of OER in upper-level science courses. Therefore, I am using my current sabbatical to write open access material for a majors-level genetics text. This presentation will provide insight into writing open text chapters to complement traditionally published textbooks.

Keywords: genetics; chapter; OER; open textbook; upper-level
Open Learning ‘19: a cMOOC

Sue Erickson

Abstract: This lightning talk (and poster) will discuss how the upcoming iteration of the “Open Learning” connectivist MOOC builds on what we’ve learned from offering the cMOOC in 2017 and 2018. The project began as a Faculty Collaboratives initiative, sponsored by the Association of American Colleges and Universities, with project administration supplied by the State Council for Higher Education in Virginia (SCHEV) It sought to create sustainable networks for professional development related to the AAC&U’s “Liberal Education and America’s Promise” (LEAP) signature program. Now an independent project supported by three faculty across Virginia, Open Learning ‘19 will provide a more condensed connected learning experience over a three week period this spring. Open Learning ‘19 is for anyone interested in exploring issues in Open Education. The cMOOC will offer both synchronous and asynchronous activities for participants to engage with each other and with issues around open learning.

Keywords: open learning; open education; pedagogy; networks
Class Book Projects and Collaborative Technologies

Robert Browder

Abstract: Leveraging collaborative technology to explore the publishing process through class book projects creates opportunities for students to learn about research, authorship, editorship, the peer review process, intellectual property rights and licensing, and last but not least, the value of team work. Structuring a class book project is easy when roles and responsibilities are clearly defined. Collaborative technology can help organize the group, organize the work, and minimize the technical processes of creating the physical publication. In my poster, I will provide a model for class book projects including roles, responsibilities, processes, and useful technologies.

Keywords: open pedagogy; collaboration; publishing; scholarly communication
Connecting the Opens: Open Science, OER Creation, and OER Advocacy

Matt DeCarlo

Abstract: During the spring 2019 semester, the presenter and a colleague are collecting data on textbook cost burdens among social work students. After data collection is complete and the data are anonymized, the researchers will share their data in the Center for Open Science repository. In this short talk, the researchers will describe their plans to integrate this data into an OER textbook on research methods. The proposed OER content will consist of practice questions for qualitative and quantitative data analysis. Because the material will be of high relevance to social work students, the authors anticipate that students will be more engaged in the data analysis process. Furthermore, the authors will create textbook content reviewing and modeling best practices in sharing open data and conducting scientific inquiry in the open. Future directions for the project include collaborative annotation from students on the final report and soliciting feedback on the measures used in the study.

Keywords: Textbook cost; OER; open science
Open, Accessible, Reusable: Creating an Open Learning Object Repository for Learners and Educators

Kayla B. McNabb and Lisa Becksford, Virginia Tech

Abstract: Odyssey is an open learning object repository created and maintained by the University Libraries at Virginia Tech; it features tutorials, videos, and handouts related to many aspects of library instruction, including data, digital, and information literacy and undergraduate research. This poster will describe Odyssey’s story and mission to this point and explore Odyssey’s next steps and goals. While Odyssey was created in response to specific needs at Virginia Tech, the vision for it has broadened to address the needs of learners across the world. Because it contains open, accessible, and reusable content, the repository addresses the difficulty that many instructors have in finding appropriately-licensed content that they can repurpose or adapt for their classes, regardless of location or accessibility needs. As an open repository, Odyssey helps Virginia Tech fulfill its land-grant mission, both locally and globally. Next steps include further development of broadly applicable content as well as resources to support the reuse and repurposing of Odyssey’s materials in a variety of contexts.

Keywords: learning objects, open educational resources, library instruction

Odyssey is an open collection of tutorials, videos, and other learning materials created and maintained by the University Libraries at Virginia Tech. Odyssey’s content is dedicated to all aspects of library instruction, including data, digital, and information literacy; undergraduate research; and more:

- 45 videos
- 10 handouts
- 9 interactive tutorials

While some items are VT-specific, many others are applicable to all learners.

We value openness, accessibility, and reusability, and we want to offer unique content to support learning. It’s important for Odyssey to be as open as possible to help fulfill VT’s mission and address the difficulties mentioned earlier. To be in Odyssey, objects must have a Creative Commons license, and most have a simple attribution license. This license allows educators to take our objects and integrate them directly into their contexts or use our work as the basis for a resource that will better fit the needs of their students, including adapting materials to address any number of additional accessibility needs.

Why Odyssey?

Odyssey was created in part because it can be hard to find free, high-quality, openly-licensed educational content to teach research skills and data, digital, and information literacy concepts. Beyond YouTube, it’s hard to find other types of learning materials, like interactive tutorials. Odyssey brings these different formats together, and the use of Creative Commons licenses makes it clear that the content can be reused. Other repositories contain content from nearly every discipline imaginable, but Odyssey is unique in its narrow scope, making it easier for users looking for this kind of content to find what they need.

While Odyssey was designed to serve the needs of the Virginia Tech community, its content could be useful for learners and educators across the globe. In this way, Odyssey helps Virginia Tech fulfill its mission of being a global land-grant university.

WHERE TO NEXT?

We will continue to evaluate the content needs of our community. Next steps include developing more broadly applicable content, such as resources for grant submissions and research ethics, as well as resources to support the reuse and repurposing of Odyssey’s materials, including educator guides to make it easier to customize and/or curate our objects. Our objects’ accessibility has been important from the beginning, and our web interface will undergo its own full accessibility review over the next year. Finally, we have primarily promoted Odyssey locally so far. This year, we will look for opportunities to promote beyond our campus community and hope to work closely with a wide range of partners.

Contact:

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Additional Resources:

Open, Accessible, Reusable: Creating an Open Learning Object Repository for Learners and Educators

Kayla B. McNabb and Lisa Becksford

2019 Open Education Symposium
No graphing calculators, no license fees: free software for the mathematics classroom and beyond

Jason Lachniet, Wytheville Community College

Abstract: With the cost of popular graphing calculators in excess of $100 and software license fees for high-end software often even higher, there is as much potential for student savings by adopting free and open source software alternatives as there is with adoption of open source textbooks. It is now possible to do anything a graphing calculator can do (and much more) using free software, and in many fields, knowledge of the relevant software alternatives has more long term value for students than intimate knowledge of the buttons and menus of a particular calculator. Several free programs now rival even the dominant commercial software options like Maple, Mathematica, MATLAB, or SPSS.

Keywords: free software; scientific computing; statistics; computer algebra; graphing
A Discussion on the Use of Open Educational Resources on Campus

Britton Hipple, Darren Maczka, Sarah Donnelly, and Leanna Ireland

Abstract: The Open Educational Resource (OER) movement has grown steadily over the past decade with more institutions supporting teaching and learning resources for higher education. Literature cites cost savings, increased access, versatility, social justice, increased support, and collaborative networking. Despite these many benefits, the adoption of OER into curriculum development and course preparation has been slow. We led a facilitated discussion session at the 11th Annual Conference on Higher Education Pedagogy in 2019 on this topic to inform the development of a new OER repository at Virginia Tech, called PrepLab. Here, we summarize information gleaned from that discussion for why instructors do or do not use OERs in their classes. The conversation on the benefits and barriers unique to OERs can continue through this interactive poster.

Keywords: barriers; OER; benefits; interactive