Open Educational Resources and Creative Commons Licenses

Open Educational Resources (OER) are educational materials that are released under an open copyright license, rather than under traditional all rights reserved copyright.

Except where otherwise noted, this work is licensed under: https://creativecommons.org/licenses/by/4.0
From Adopting to Creating OER
From adopting to creating

DECISIONS

How to support student learning . . .

Anita
From adopting to creating

DECISIONS

How to support student learning . . .

Environment: online, blended, face to face

Timing / scheduling

My teaching philosophy and role as an instructor

Activities

Content: texts, videos, case studies, lab simulations

Tools for communication and sharing

Anita

Learning outcomes
From adopting to creating

Content in support of student learning:

1. What do you like about your current course materials? What do you dislike?
2. What came with your commercial text?
3. What do you absolutely need to be able to teach?
4. What can you reasonable build - with help?
5. What could you ask students to “build together” as part of their learning?

Adapted from: Alyson Indrunas
https://spokeandhub.wordpress.com/2017/03/25/adapt-adopt-build-hospitality-oer
From adopting to creating

**ADOPT:**

- Videos
- Podcasts
- Articles
- Books
- Open textbooks
- Simulations
- Activities
- Case studies
- Lab exercises
- Syllabi
From adopting to creating

1. Curate

2. Adapt

3. Create original content
From adopting to creating

1. Curate

Graphic: "Open Textbooks" by Giulia Forsythe [CC BY NC SA 2.0]
From adopting to creating

1. Curate

http://hdl.handle.net/10919/96912
From adopting to creating

2. Adapt

17 chapters

372 pages  
440+ pages (2018)

Free online

(2016) http://hdl.handle.net/10919/70961
(2018) http://hdl.handle.net/10919/84848

Editable (CC BY NC SA)

Print options
From adopting to creating

3. Create

- 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.

http://doi.org/10.7294/W4M61HDZ
From adopting to creating

3. Create

Virtual Reality Dog

[link: https://guides.lib.vt.edu/vetmed/vranatomy]
From adopting to creating

3. Create

Includes:

Screen-reader friendly PDF
Slide decks of figures
Problems & solutions
LaTeX sourcefiles

https://www.faculty.ece.vt.edu/swe/oem

Cover design: Robert Browder
Cover image: (c) Michelle Yost. Total Internal Reflection (cropped by Robert Browder) is licensed with a Creative Commons Attribution-ShareAlike 2.0 license.
Building Successful Open Textbooks Projects
Building a program / Building community

- Start small
- Assess your program capacity
- Identify partners
- Identify partnerships
  - OTN Co-Op
- Define expectations
- Define roles
- Community of Practice

Karen
What do I mean by open textbooks?

● Structured publications with consistent pedagogical elements
  ○ Openers: Overviews, key terms, case studies...
  ○ Closers: Reflective questions, quizzes, summaries...

● Not monographs

● Complete portable files

● Openly licensed to allow for editing

Karen
What do I mean by publishing?

- Faculty focus on the writing and pedagogy, not the formatting or tool
- Structured documents that can be easily updated
- Contributions from professional copy editors, proofreaders, illustrators, designers and other publishing experts
- High-finish printed product, plus additional file types
- Potentially create an imprint or brand for publishing services
Open Textbook Network Publishing Co-Op

Co-op is grounded in professional development and community. It’s a flexible publishing model that features...

- Community practice: Google Group, Tea Time, orientation which leverages everyone’s experience
- Training in publishing workflows: Pub 101
- Press services: Editing, design and production
  - Customized project support and consultation
  - Guidelines and templates: https://canvas.umn.edu/courses/106630

Karen
Chapter Eleven

STATISTICS: MAKING SENSE OF THE NUMBERS

Data do not give up their secrets easily. They must be tortured to confess.

Jeff Hopper

WHAT NUMBERS CAN TELL US

Here is a chart that seems to say quite a lot.

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What Numbers Can Tell Us

Here is a chart that seems to say quite a lot.

After the disastrous recession of 2008, the story about jobs in the United States seems rosy indeed. The trend from July 2010 until July 2018 shows a dramatic decline in the national unemployment rate. As I write these words in the summer of 2018, "job openings hit record highs and the unemployment rate dipped to the lowest level in decades." Ordinarily, all this would have resulted in higher wages for workers and the illusion of recovery. However, as the following chart shows, we have an increase in our standard of living. The national unemployment rate remains low, but it may be that we have not recovered from the recession.
Planning OER Creation
The Rebus Guide to Publishing Open Textbooks (So Far)

Aurva Ashok and Zoe Wake Hyde

*The Rebus Guide to Publishing Open Textbooks (So Far)* is a living repository of collective knowledge, written to equip all those who want to publish open textbooks with the resources they need. Representing two years of collaboration, innumerable conversations and exchanges, and a wide range of collective knowledge and experience, the Guide is a book-in-progress and will evolve and grow over time. Join the project discussion and help shape its development!
Narrow your focus

• Range of possibilities for OER: replace a course, write/remix a textbook, create assignments, curate reading lists, etc.
• Varying timeframes
• Planning goes a long way
• Quick project scoping template
  – Who is your audience?
  – What are your needs?
Identify support and resources

• People:
  – We are not in this alone
  – Creation can be collaborative
  – Support and help at different levels
    • Locally: in department, on campus, in state/province
    • Globally: via the Rebus Community, Open Education groups, Creative Commons chapters

• Content:
  – No need to reinvent the wheel
  – Search for existing content to repurpose
Select your tools

• No crash course necessary for publishing tools
• Formats matter: web, offline, editable
• **Pressbooks** lets you quickly piece together content in easily shareable ways
  – Text and more!
  – Test it out via [Open & Online](#)
• Rebus Community offers publishing guides and a web-software to coordinate, communicate, and be public about your work
Example Template: Introduction to Philosophy

• **Who is the resource’s intended audience?**
  Students who have not taken any philosophy courses before, and are entirely new to the discipline. Some students in introductory-level philosophy courses may of course have done previous work in philosophy, but the book should not assume any prior knowledge and are written in an accessible way for those unfamiliar with philosophical terms and traditions.

• **Describe the project briefly.**
  This open textbook looks to provide students with an introduction to the canon of Philosophy, giving them the basic framework needed to pursue higher-level courses. It will begin with 1 book on Ethics. The project can branch into other philosophical sub-disciplines in future.

• **What is a realistic timeline by which the resource should be ready?**
  I need this book ready by Fall 2020.

• **What tools and resources do I have?**
  I have a project homepage on Rebus Community, an editorial team, my local librarian’s support, book cover and a Pressbooks book set up. I’ve identified 2 other existing Philosophy OER to draw on.

• **What tools and resources do I need?**
  I need more authors and a copyeditor for my content.

• **How will the resource be licensed?**
  The resource will be licensed CC BY to permit the widest range of uses.

Apurva
Coordinating OER Creation
# Step 1. Identify what exists

<table>
<thead>
<tr>
<th>Subject</th>
<th>OER Titles</th>
<th>Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year English</td>
<td>Writing for Success (BCcampus)</td>
<td><a href="https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=be97a141-078a-4644-a66b-e287b2b25c98&amp;contributor=&amp;keyword=&amp;subject=">https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=be97a141-078a-4644-a66b-e287b2b25c98&amp;contributor=&amp;keyword=&amp;subject=</a></td>
</tr>
<tr>
<td></td>
<td>English Literature: Victorians and Moderns (BCcampus)</td>
<td><a href="https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=f373dca8-65c1-4a28-974a-035fe581f15a&amp;contributor=&amp;keyword=&amp;subject=">https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=f373dca8-65c1-4a28-974a-035fe581f15a&amp;contributor=&amp;keyword=&amp;subject=</a></td>
</tr>
<tr>
<td>Stats</td>
<td>Introductory Statistics (OpenStax or Saylor)</td>
<td><a href="https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=1a2a3483-52e3-4700-b9d9-a4934aaceec4d&amp;contributor=&amp;keyword=&amp;subject=">https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=1a2a3483-52e3-4700-b9d9-a4934aaceec4d&amp;contributor=&amp;keyword=&amp;subject=</a></td>
</tr>
<tr>
<td>Calculus</td>
<td>Calculus (OpenStax)</td>
<td><a href="https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=51e22b7b-8964-4b5e-a741-39c95d4714f3&amp;contributor=&amp;keyword=&amp;subject=">https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=51e22b7b-8964-4b5e-a741-39c95d4714f3&amp;contributor=&amp;keyword=&amp;subject=</a></td>
</tr>
<tr>
<td>Math</td>
<td>Algebra – Elementary, Intermediate, College (OpenStax)</td>
<td><a href="https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=153fc184-0b98-488e-b8ee-4c59567b125&amp;contributor=&amp;keyword=&amp;subject=">https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=153fc184-0b98-488e-b8ee-4c59567b125&amp;contributor=&amp;keyword=&amp;subject=</a></td>
</tr>
<tr>
<td>Biology</td>
<td>Concepts of Biology – 1st Canadian Edition (OpenStax/BCcampus)</td>
<td><a href="https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=a2086095-a679-4e33-b0dd-f5b96192fb18&amp;contributor=&amp;keyword=&amp;subject=">https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=a2086095-a679-4e33-b0dd-f5b96192fb18&amp;contributor=&amp;keyword=&amp;subject=</a></td>
</tr>
</tbody>
</table>
Step 2. Review

Can you adopt as is?
Yes? Great, add the link to your course and use.

No? Time to start reviewing. B.C. Open Textbooks Review Rubric [Word file] (CC BY)

- Identify what needs to be changed, removed or added

Amanda
Step 3. Find a team

https://opentextbc.ca/geography/

https://opentextbc.ca/introtourism/

https://pressbooks.bccampus.ca/ancientandmedieval/
Self-Publishing Guide

A reference for writing and self-publishing an open textbook

Lauri M. Aesoph

The BCcampus Open Education Self-Publishing Guide is a reference for individuals or groups wanting to write and self-publish an open textbook. This guide provides details on the preparation, planning, writing, publication, and maintenance of an open textbook.

Creative Commons Attribution

Download this book
Where Does OER Expertise and Source Material Come From
Very quick copyright basics (more at: auw.cl/oer)

- Broad subject matter: “original works of authorship”
- Automatic protection and long duration
- Closed list of reserved rights
- Even then, limited protection -- idea/expression
- More limits - specific exceptions (108/110)
- Supplemented by general, flexible fair use doctrine
OER creation is not a closed book test

- Idea/expression - structure, theories, methods
- Duration - most of recorded history
- Open licensed - OTL, CC Search, Wikimedia, auw.cl/oer
- Closed resources - classroom and transformative uses
Copyright, Fair Use & Creative Commons Licenses

Protected by copyright law?

- yes

  Fair use or other copyright limitation?

  - yes
    - Creative Commons Licensed
  
  - no
    - Public Domain
      
    - no
      - Idea (not expression)

  - no
    - Institutional license or subscription
      
    - Allowed free classroom use (not open license)
      
    - Permission

Meredith
Fair use: two core questions

1. Are you doing something new or different (something “transformative”) with the material?

   AND

2. Is the amount you are using -- whether a part or the whole -- appropriate?

If yes to both, it’s unlikely that you’ll be providing a “substitute” for the copyright work in its intended market - which is the only pocketbook issue relevant to fair use.

Meredith
Examples of fair use in action

- Subjecting works to critique and analysis
- Using works to illustrate arguments
- Copying works to promote accessibility
- Providing texts for language learning
- Promoting media literacy
- Developing new educational materials
- Employing “orphan works”
- And many more…
Relying on fair use to create OER

A few examples include:

- Excerpting a passage for close reading (glossing, discussion questions, language learning, etc)
- Including an image for illustration of a teaching point or documentation of an historical event
- Including an image or a text from source material for student activities or assessment
How to implement

Ask:
- What is my purpose?
- Is it transformative? (How is it different than the purpose of the original?)
- Does it substitute in the market for the original?

Document:
- What’s excluded from the open license
- Identify the 3rd party materials
- What your reasoning was (doesn’t have to be in the resource itself)

Meredith
Fair use caution flags in education

- Uses designed mainly to set a mood or grab attention
- Uses that aren’t proportionate
- Uses of commercial educational materials
- And . . .
Fair use in context

Everyone does it -- from journalism and big software to Hollywood & publishing

- That includes the textbook and testing industry!

But they don’t always acknowledge it! In fact, they

That makes things hard
Fair use in context -- the background

Everybody’s doing it -- from journalism and big software to Hollywood & commercial publishing.

★ That includes the textbook and testing industries, by the way.

But they don’t always acknowledge it. In fact, information businesses often deliver mixed messages about fair use where their own stuff is concerned.

That can make things hard for the rest of us!

Peter
Fair use in context -- the case law

The courts have been helpful here -- especially since 1994 -- in exploring the some of the domains in which fair use operates:

-- Parody and remix (the old standards)

-- “Appropriation” art

-- Scholarship

-- Programming and database development

-- And many more

Peter
Fair use in context -- the Best Practices approach

Since 2005, we’ve been helping practice communities take charge of fair use -- see Codes of Best Practices for more. A few examples:

- Documentary Filmmakers
- K-12 Media Literacy Teachers
- Poets
- Communications Scholars
- Research Libraries
- Artists, Art Historians, and Museums

These are guidance documents by and for practitioners, not “guidelines” handed down to them.

Peter
Existing different purpose OER

- Lots of great material (see auw.cl/oer)
- Localize/customize
- Borrow portions (images, charts, etc.) for a new project

Will
Libraries can be your best partner

- Course design
- Finding open materials
- Copyright and open licenses
- Advocacy
- Accessibility
- Making your work discoverable
- Community of practice
- Much, much more . . .

Will
What Those Projects Might Look Like
Localization/Customization

Anita/Amanda

https://otn.pressbooks.pub/fundamentalsofbusiness/
https://ecampusontario.pressbooks.pub/businessfuncdn
Assessment
Keep things simple

- Consider smaller projects besides full textbook replacements
- Think about your students’ needs and what they can handle
- Also look into your own capacity and needs
- Simpler can sometimes be better!
- Improvements can be made to OER over time
What’s Coming for Fair Use
Best Practices
Questions and Discussion
Join us on Fridays for the rest of the spring:

auw.cl/oer

Next Week:

“Universal Design - ensuring equitable access to education in the transition to online teaching and learning for students with disabilities and vulnerable students”