



Foundations in Open Educational Resources (OER)

Sarah Adams (she/her/hers)
Open Education Librarian

Libraries and Cultural Resources
Block Week, August 2023



The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Region 3.





Learning Objectives

AT THE END OF THIS WORKSHOP, LEARNERS WILL BE ABLE TO...

1. Define open educational resources (OER), copyright, and open licences
2. Understand the implications copyright and open licensing have on the adoption, adaptation, and creation of OER
3. Describe the key considerations for assessing and adopting an OER.
4. Identify ways of incorporating OER into teaching and learning practices

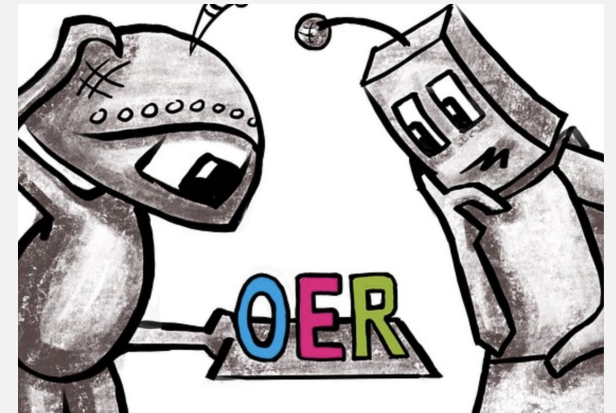


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Workshop Agenda

1. Open Educational Resources: What and why?
2. Copyright, Open Licensing, Attribution
3. OER in Teaching and Learning
4. OER Searching and Evaluating
5. UCalgary Supports



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OER Handout:
<https://bit.ly/oerhandoutuc>



Open Educational Resources (OER): What and why?

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Open Educational Resources (OER): Defined

Open Educational Resources (OER) are:

Learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.

- UNESCO, 2021

Open Educational Resources: Material Types



Videos



Images



Open Textbooks



Course Elements



Podcasts



eBooks



Infographics



Learning Tools



Tutorials



Quizzes

MOST

LEAST

FREQUENTLY USED

Jhangiani, R. S., Pitt, R., Hendricks, C., Key, J., & Lalonde, C. (2016). *Exploring faculty use of open educational resources at British Columbia post-secondary institutions*. BCcampus Research Report. Victoria, BC:BCcampus., [CC Attribution 3.0 Unported](#)

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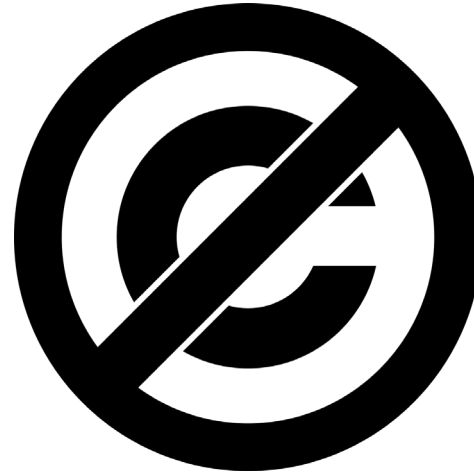
Other Open or Free Course Materials



**Library
Collections &
Subscriptions**



Open Access



**Public Domain
Materials**



**Other Free and/or
Open Resources**



Open Educational Resources: Why?

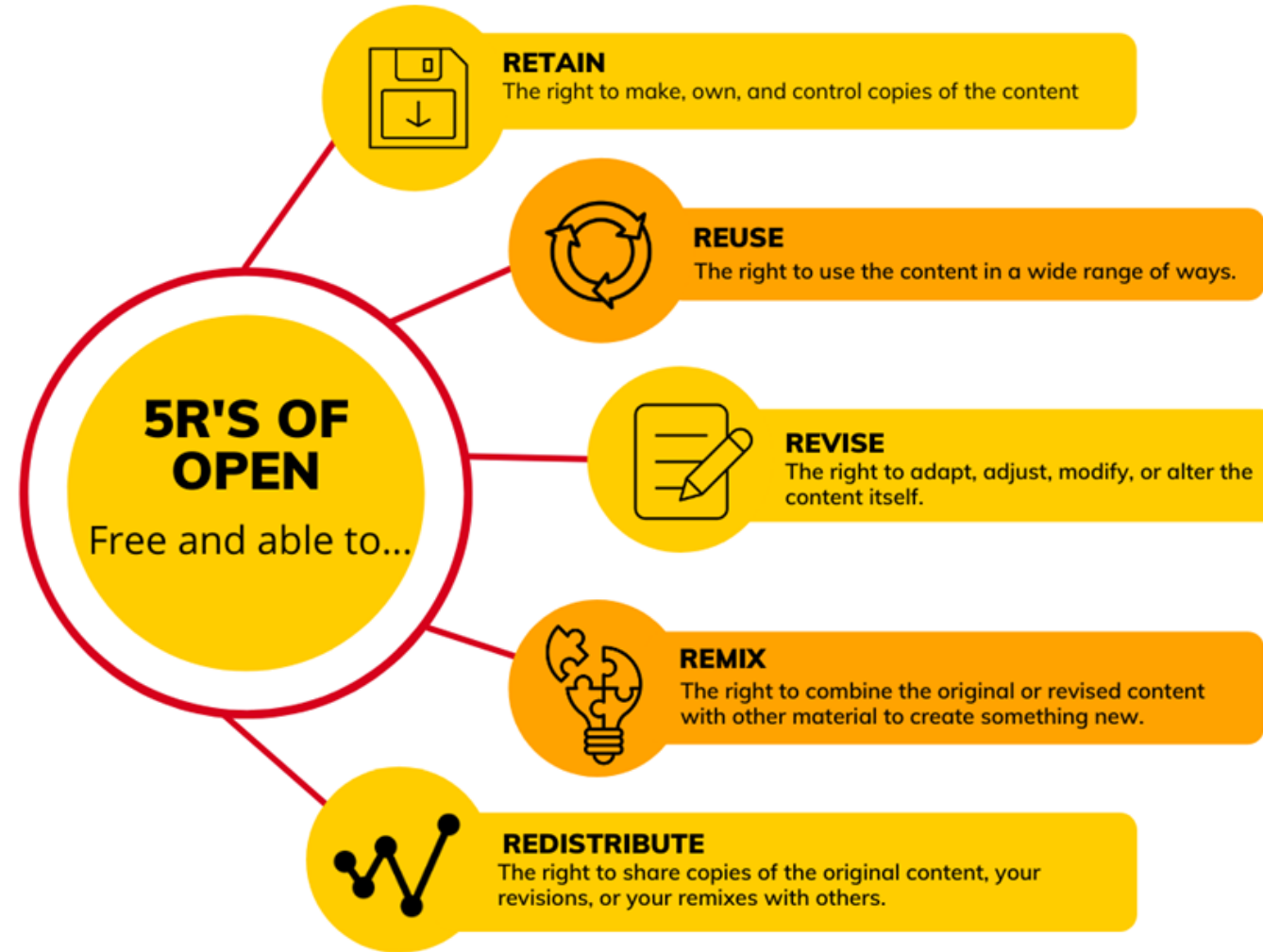
Students

- Reduce cost barriers
- Immediate, 24/7 access
- Retention, success, and engagement
- EDIA
- Digital literacy skills
- Collaboration

Educators

- Reduce costs
- Customize and localize course content
- Flexible course content and engagement
- Extend professional work in education
- Collaboration
- Digital literacy skills

Open Educational Resources: The 5R's of Open



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Another Indicator for OERs: Open Licensing

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Copyright and Intellectual Property

- Copyright is a form of intellectual property, governed by the *Copyright Act of Canada*.
- Copyright generally expires 70 years after the death of the creator, then works enter the public domain.
- Copyright balances the rights of creators and the rights of users.
 - Includes instructors and students

Want to learn more?

- [UCalgary Intellectual Property Policy](#)
- [FGS Intellectual property FAQ](#)
- [Copyright Office](#)



[Copyright symbol] by [Elionas](#) from [Pixabay](#).

Open Licensing and Copyright

- A resource's licence provides explicit guidance on what can be done with a resource
- Open licences are an additional licence to copyright that provide advanced permission for use

Copyright + Open Licence = Open Resource

- The most common licences for OERs?

Creative Commons



Image by [Manfred Steger](#) from [Pixabay](#)

Creative Commons Licenses

Attribution/BY

All of the licences require this condition. It means in order to use the work you will need to attribute the original author of the work.



NonCommercial/NC

This means the work is only available to be used for non-commercial purposes.

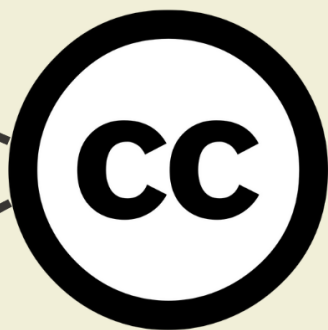
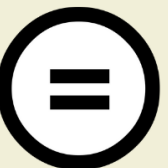
ShareAlike/SA

This means the adaptation of a work with this licence must be licensed under the same licence.



NoDerivatives/ND

This means that re-users cannot share an adaptation of the work.



most freedom

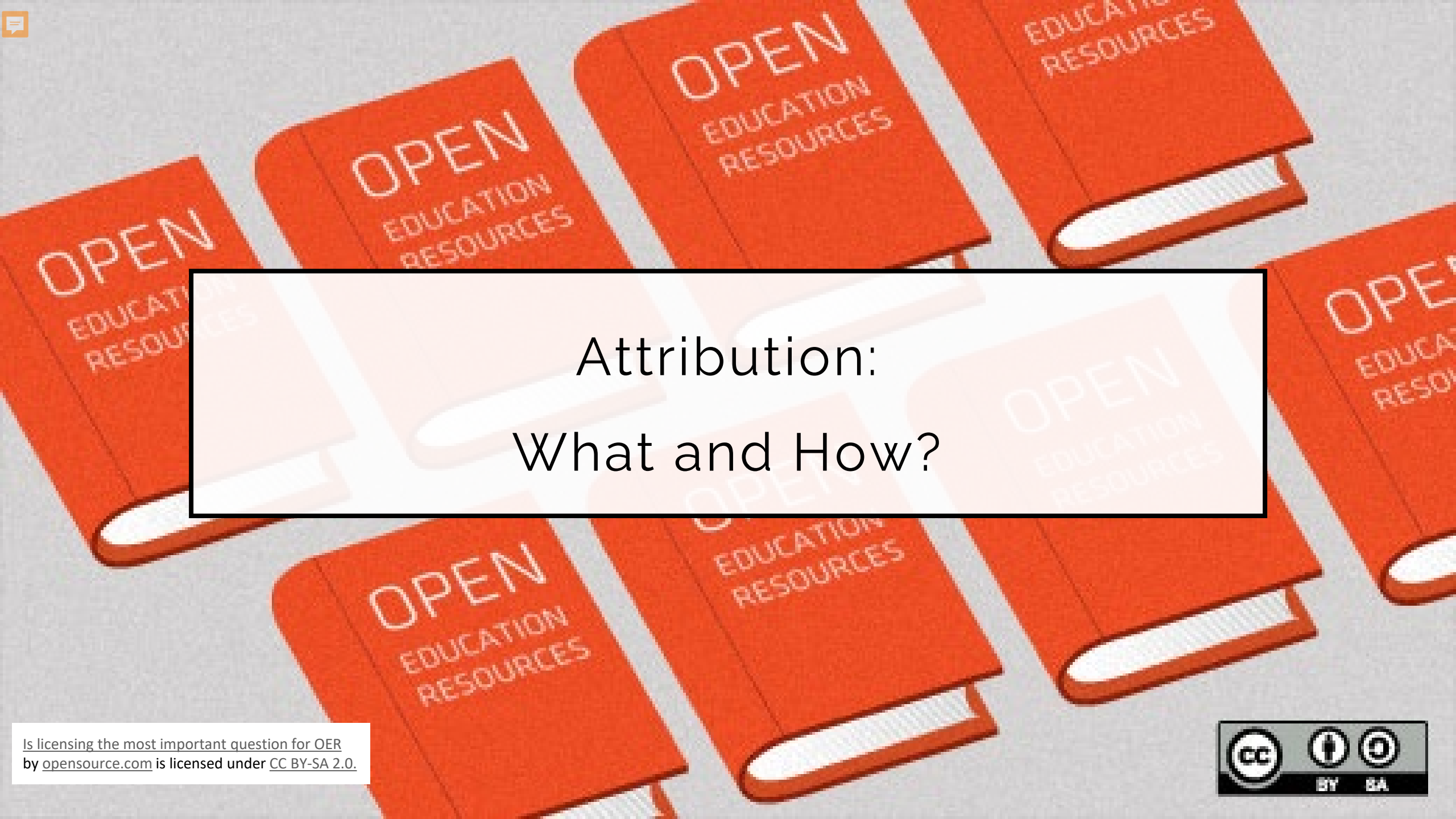


least freedom

"Anatomy of a CC Licence, Canadian version" by Sarah Adams, adaptation of "[Anatomy of a CC License](#)" by Rie Namba licensed under [CC BY 4.0](#)

Restriction Icons from [Creative Commons](#), [CC BY 4.0](#)

Note: Copyright status does not change when an open license is assigned



Attribution: What and How?

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Attribution: How-To



T = Title
A = Author
S = Source
L = Licence

Image adapted from [Finding Open Educational Resources \(OER\)](#) by Kira Vandermuelen is licensed under [CC BY-SA 4.0](#)

Building an Attribution Statement:

1. Find resource's licensing information
2. Locate and include item's title, hyperlinked to the hosted location (the original source)
3. Locate and include author's name, hyperlinked to creator's profile page
4. Locate and include item's licensing information, hyperlinked to the licence information page

Best Practices for Attribution

via Creative Commons Wiki:

https://wiki.creativecommons.org/wiki/best_practices_for_attribution

Web form tool for building an attribution statement:

The Open Attribution Builder

by Open Washington via:

<https://www.openwa.org/attrib-builder/>



Using OER in Teaching and Learning

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Four Ways to Incorporate OER in Courses

1

Adopting

Use OER as-is, no alteration

Can make-up whole or part of course materials and readings.

2

Adapting

Alter, remix, or modify existing OER by removing, adding, or changing content.

Build on a foundation.

3

Creating

Create openly licensed teaching and learning materials.

Host and share in a public repository, platform, or website.

4

OER-Enabled Pedagogy

Students engaged as co-creators through collaborative development, adaptation, or use.

Adopting and Developing an OER

Steps and Considerations:

1. Find a potential OER to adopt or adapt
2. Check if the license is compatible with your needs
3. Evaluate the relevance and quality of the OER
 - Course and learning outcomes
 - Quality and accuracy of material
 - Academic level
 - Teaching style and needs
 - Interactivity options
 - Accessibility
4. Consider the formats of the OER
5. Start small



Arrows by [FutUndBeidl](#) is licensed under [CC BY 2.0](#)

Resources:

- [UCalgary OER Guide: Evaluating OER](#)
- [Checklist for Evaluating Course Materials](#) by Open Oregon



Ways to Adapt Open Educational Resources

Adding

Content authored or suggested by students

Embedded media or resource links

Supplemental information or learning resources

Editing

Correct errors or inaccuracies

Update with current information and research

Remove content not applicable to the course.

Modifying

Adjust for different level or course

Translate to another language

Meet cultural, regional, or national preferences

Improve Learning & EDIA

Address teaching practice needs

Address diversity & representation needs

Accessibility needs: Technological, UDL

Check out the [BCcampus Accessibility Toolkit](#) for more ideas and for accessibility checklists

OER-Enabled and Open Pedagogy

- ★ Experiential learning opportunity
- ★ Enhances student agency as content creators through active learning, reflection, and their intellectual property rights.
- ★ Values “renewable assignments” over “disposable assignments”

- ★ Examples:

Writing or editing Wikipedia articles

Creating a student/course journal

Remixing audiovisual materials, podcasting

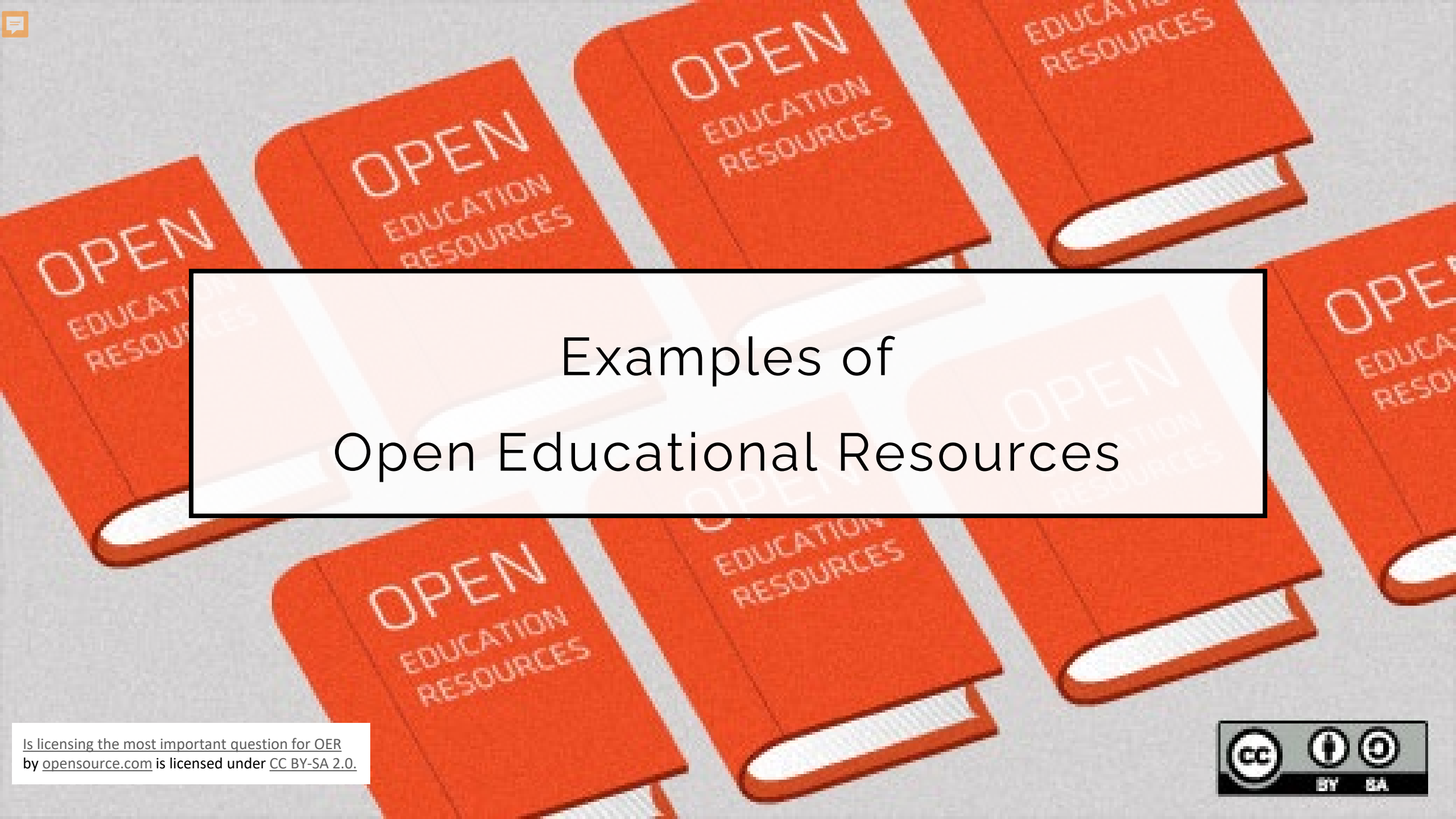
Blogs, course websites, digital exhibitions

Creating or revising open textbook content

Contributing to test banks or problem sets

Contributing code to GitHub

Note: Always have opt-out and alternative sharing options available for students

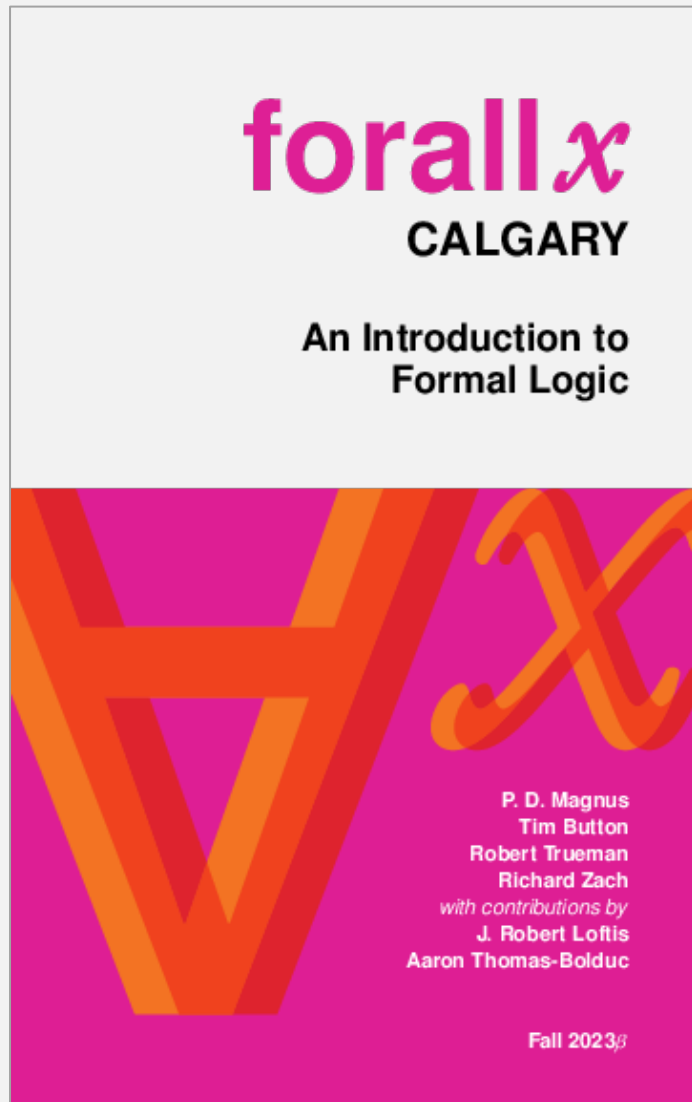


Examples of Open Educational Resources

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Example of OER Adaptation




Read more at <http://forallx.openlogicproject.org/> or at <https://openlogicproject.org>

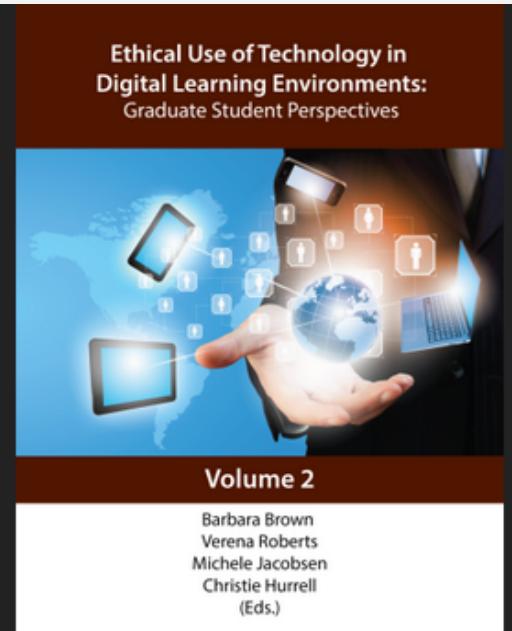
OER-Enabled Pedagogy: Open Textbook Example


Ethical Use of Technology in Digital Learning Environments: Graduate Student Perspectives, Volume 2

Dr. Barbara Brown; Dr. Verena Roberts; Dr. Michele Jacobsen; Christie Hurrell; Mia Travers-Hayward; Nicole Neutzling; Joel Templeman; Marcia Steeves; Rob Hendrickson; David Luinstra; Lindsay Humphreys; Lacey Dunham; and Michael Maciach

This book is the result of a co-design project in a class in the Masters of Education program at the University of Calgary. The course, and the resulting book, focus primarily on the safe and ethical use of technology in digital learning environments. The course was organized according to four topics based on Farrow's (2016) Framework for the Ethics of Open Education.

 Creative Commons Attribution



Download this book 

Read more:

<https://openeducationalberta.ca/educationaltechnologyethics2/>

Wikipedia Student Project: Indigenous Representation



Read more: <https://wikiedu.org/blog/2021/01/13/improving-wikipedias-coverage-of-indigenous-canadians/>

Improving Wikipedia's coverage of historically [marginalized populations](#) has long been a driving force behind our work, so we're proud to highlight the incredible work of two classes from [Fall 2020](#) that sought to advance Wikipedia's content around Indigenous populations of Canada. Both courses tackled the systemic biases that continue to pervade Canadian institutions as they relate to Indigenous peoples and communities and how these communities have sought to legally enshrine their rights.

OER-Enabled Pedagogy: Google Doc Example

The screenshot shows a Google Doc interface. The title bar reads "Human Genetics Group Worksheet 1". The menu bar includes "File", "Edit", "View", "Insert", "Format", "Tools", "Add-ons", and "Help". The toolbar shows various editing tools and a font size of 12. On the left sidebar, a list of genetic conditions is visible, including "Muscular Dystrophy (Duchen...", "Krabbe Disease", "Malignant hyperthermia- Alis...", "Omenn syndrome", "Tay Sachs Disease", "Wilson Disease", "ZAP70-SCID (Severe Combin...", "Hypertrichosis-osteocondro...", "Glanzmann Thrombasthenia", "Meckel Syndrome", and "Lysosomal Acid Lipase Defici...". The main content area displays text for "Dupuytren contracture".

Muscular Dystrophy (Duchen...
Citation:

Krabbe Disease

Malignant hyperthermia- Alis...

Omenn syndrome

Tay Sachs Disease

Wilson Disease

ZAP70-SCID (Severe Combin...
Problem:
Citation:

Hypertrichosis-osteocondro...
Citation

Glanzmann Thrombasthenia
Problem
Citation

Meckel Syndrome
Citation:

Lysosomal Acid Lipase Defici...

Individuals with Dupuytren contracture develop a deformity in one or more of their fingers into a permanent, fixed position. The condition is generally non-painful, though join inflammation and other uncomfortable sensations can occur. While anyone at any age can experience this condition, it is more likely after age 50, and it is four times more likely to affect men, with women also experiencing later onset and a less severe version. Half of all cases affect both hands, and half only affect one, usually the right, hand (unrelated to handedness).

<https://ghr.nlm.nih.gov/condition/dupuytren-contracture>

Citation:
Genetics Home Reference. Bethesda (MD): The Library; Reviewed 2017 May, Cited 2018 January Available from:
<https://ghr.nlm.nih.gov/condition/dupuytren-contracture>

Problem: Robert has many people on his mother's side of the family who develop Dupuytren contracture. His 2 Uncle's, his Maternal Grandfather's Brother, and 4 of his cousins (each from different family's) have it. His mother recently developed the condition as well. Currently there is no genetic test for the version of Dupuytren contracture in Robert's. Are the gene's for Dupuytren contracture in Robert's family likely to be dominant or recessive? What can we most likely tell Robert about his what chances of carrying the gene are?

Andrew Djach

They noted a WordPress version would be developed from this resource in the future.

Read more:

<https://docs.google.com/document/d/1X4BajQyaKt5EeeGMuUHYwHa64aFLvjARSvEIPcnfTPI/edit>

UCalgary Tools for OER Creation and Hosting



Use For	Journals	Book-like resources	Websites	Streaming Media	Other File Types	Digital Collections & Exhibitions; Multimedia
Supported by	Libraries and Cultural Resources	Libraries and Cultural Resources	Taylor Institute	Taylor Institute	Libraries and Cultural Resources	Libraries and Cultural Resources
Learn More	Public Knowledge Project (PKP) School Operating a Student Academic Journal LibGuide	Open Education Alberta BCcampus Open Education Self-Publishing Guide	UCalgary Blogs UCalgary Blogs Basics	Getting started with YuJa	How to deposit to PRISM	Omeka LibGuide: All about Omeka Omeka at Ucalgary Examples

OER Funding at UCalgary: Taylor Institute Teaching and Learning Grants Program

The Taylor Institute Teaching and Learning Grants Program includes an area of focus for OER adaptation and creation projects.

- ★ 2023-2024 grant applications are open, closing January 15, 2024
- ★ Use **Development & Innovation** funding stream for OER adaptation and creation projects
- ★ The OER grants are supported in partnership with Students' Union Quality Money.

Read more at <https://taylorinstitute.ucalgary.ca/grants>.

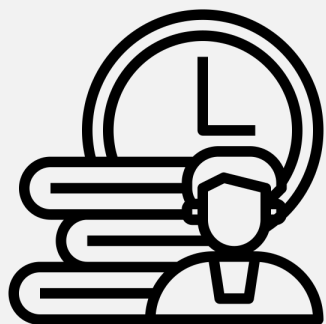


Searching for Open Educational Resources

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OER: Some Challenges



Time and effort spent adopting, adapting, or creating OER



Sustainability and permanence



Copyright, licensing, and intellectual property



Quality of materials varies



Adapting to change in format and pedagogical opportunities

Finding OER: Where to Look

LIBRARY RESOURCES

- LCR Open Education Services
- UCalgary OER Research Guide
- UBC Open Education Guide
- BCcampus OpenEd Resources
- eCampusOntario Open Library



OER REPOSITORIES & DATABASES

- OASIS Search
- Mason OER Metafinder
- OER Commons
- Merlot
- Open Textbook Library
- Pressbooks Directory



Finding OER: What to Consider in Your Search

1. How will you use the resource?

- ? Will you be adopting or adapting the OER?
- ? Do you need or prefer a particular format or platform?
- ? What license will be compatible with how you want to use the material?

2. What are your learning and teaching objectives?

- ? What type of learning objects are you looking for (*textbook, video, image, podcast, simulation, etc.*)?
- ? Would you prefer that the OER is peer-reviewed and/or used by others in your discipline?
- ? Are you looking for subject-specific or interdisciplinary material?
- ? What accessibility needs do your students have?



LCR Supports & Wrap-Up

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LCR OER Supports

General

- Open Education Services
- OER Research Guide
- Copyright and Open Licensing Guide
- OER adoption and creation project consultations

OER Adoption

- Open Course Materials Matching Service (OCOMMS)
- *OER by Discipline Guide: UCalgary*

Learning Opportunities

- Taylor Institute OER Workshop Series
- LCR Workshops and Events



GETTING INVOLVED IN OPEN EDUCATION

Using or created OER?

Let us know!

Use our self-reporting form:

<https://ucalgary.libwizard.com/f/oeradoption>

Open Educational Practices Community of Practice

Open to the UCalgary community - educators, staff, students, and partners.

Contact Sarah Adams
(sarah.adams1@ucalgary.ca) to join.



Have Questions?
Contact Us!

Questions about OER or to request a consult: oyer@ucalgary.ca

- Sarah Adams: sarah.adams1@ucalgary.ca
- Contact your subject librarian.

Wrap-Up Questions

Please share: One thing from this session that...

 Surprised you

 You will take away or incorporate into your teaching.

SEARCHING ACTIVITY: FINDING OER

Search one of the following OER repositories:

- [BCcampus OpenEd](#)
- [OER Commons](#)
- [Merlot](#)

You can search by subject area

Try to find an OER that might be useful for one of your classes

Things to think about:

- Were you able to find a resource in your subject area?
- What could you adopt/adapt from this resource?
- Was it easy to find the licensing and format information?



Chat:

Share the OER you found and any thoughts.



Materials Adapted From...

Alisaukas, A., & Grey, A. (2019). *Moving your OER project forward: Open educational resource training series* [Google Slides]. Open UBC.

https://docs.google.com/presentation/d/1G1u4dglX969H8_Vkjp6uhz0-FRRqL4FpJ8Yi4Gn--pM/edit#slide=id.g8399aa56a1_1_0

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