

## D.I.Y O.E.R: So You Have Been Tasked with Making Your Course OER, Now What?



*by Wendy Torres*

*Twitter handle: @Tech\_snacks*

*Senior Instructional Technologist*

*E-mail: wvelez-torres@coppin.edu*



For a text listing of all the links in this presentation in the order they appear click here:

<https://tinyurl.com/ydymqetn>

## Evaluate Sessions and Win!



👍 Evaluate Session

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation\*

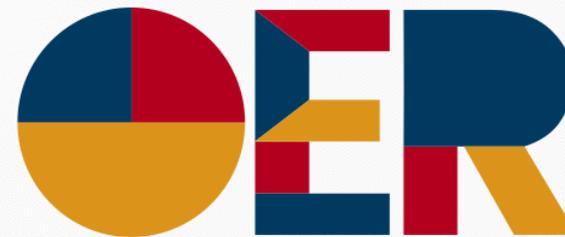
\*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) \$25 gift cards** will be awarded

Must submit evals using the OLC Conferences mobile app or website

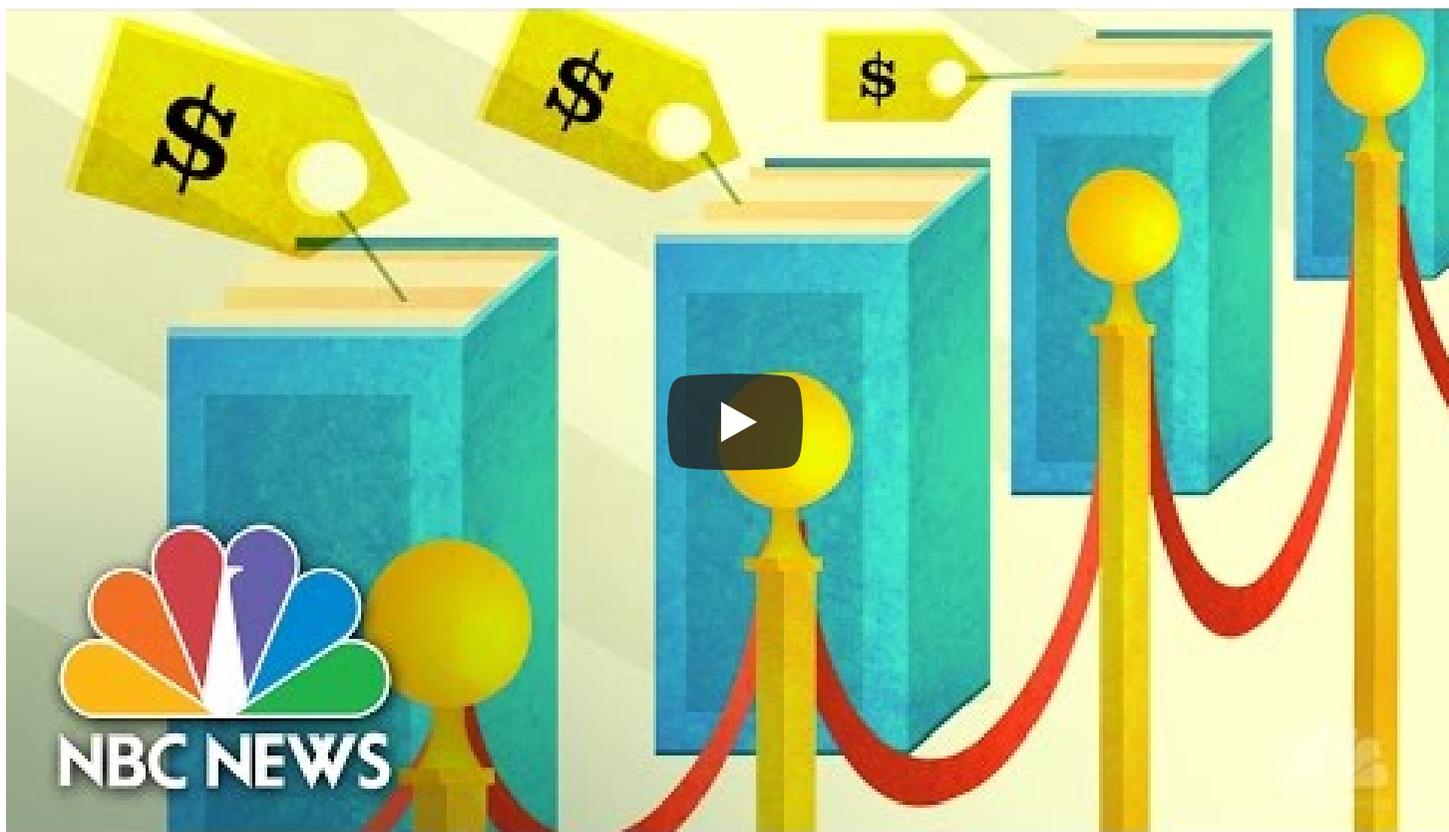
## What are Open Educational Resources?

- Open Educational Resources(OERs) are free online teaching and learning materials.
- They are videos, textbooks, quizzes, learning modules and more.
- OERs are documents and media that are: freely accessible, openly licensed, and affordable.
- Open Educational Resources are licensed using Creative Commons Licenses.
- Open textbooks are available online to be freely used with an open license but can also be printed at a low cost.



Open Educational Resources

## Why should you consider using Open Educational Resources (OERs)?



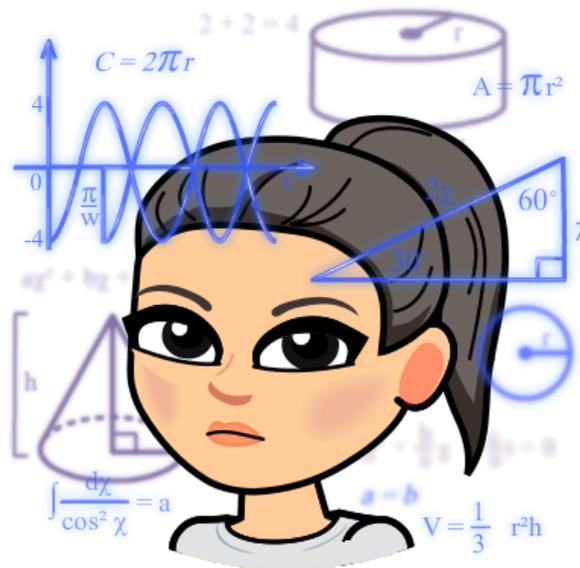
**Text books are expensive.** "The average cost of a textbook has risen by 73% since 2006, or four times that of U.S. inflation rates."

**-The use of OERs has shown to increase student learning while breaking down barriers of affordability and accessibility.**



- Feldstein et al. (2012) conducted a research study at Virginia State University, where OER were implemented across nine different courses in the business department.
- Researchers found that students in courses that used OER more frequently had better grades and lower failure and withdrawal rates than their counterparts in courses that did not use OER.

-According to the [Chronicle of Higher Education](#), 7 in 10 students didn't purchase a textbook because it was too expensive. [One in five college students has skipped or deferred a class due to the price of the required learning resources.](#) 60% of students have delayed purchasing textbooks until they've received their financial aid.



## Three types of Open Courses you can offer students

1) Fully OER: All material in course is licensed under [Creative Commons Licenses](#) and openly available over an Internet Connection.

2) OER low cost: Most of the material is openly licensed. Some material like a textbook, however may not be free, but the cost to the student cannot exceed \$40 total for course materials.

REHB 507 101 SPRING 19 REMOVE COURSE x



**ASSISTIVE TECHNOLOGY**  
REQUIRED | By BOUCK  
EDITION: 17  
PUBLISHER: SAGE  
ISBN: 9781483374437

from

RENT USED <small>(Return by 05/17/2019)</small>	\$34.80	SAVE 53%
RENT DIGITAL	\$37.00	

## Three types of Open Courses you can offer students

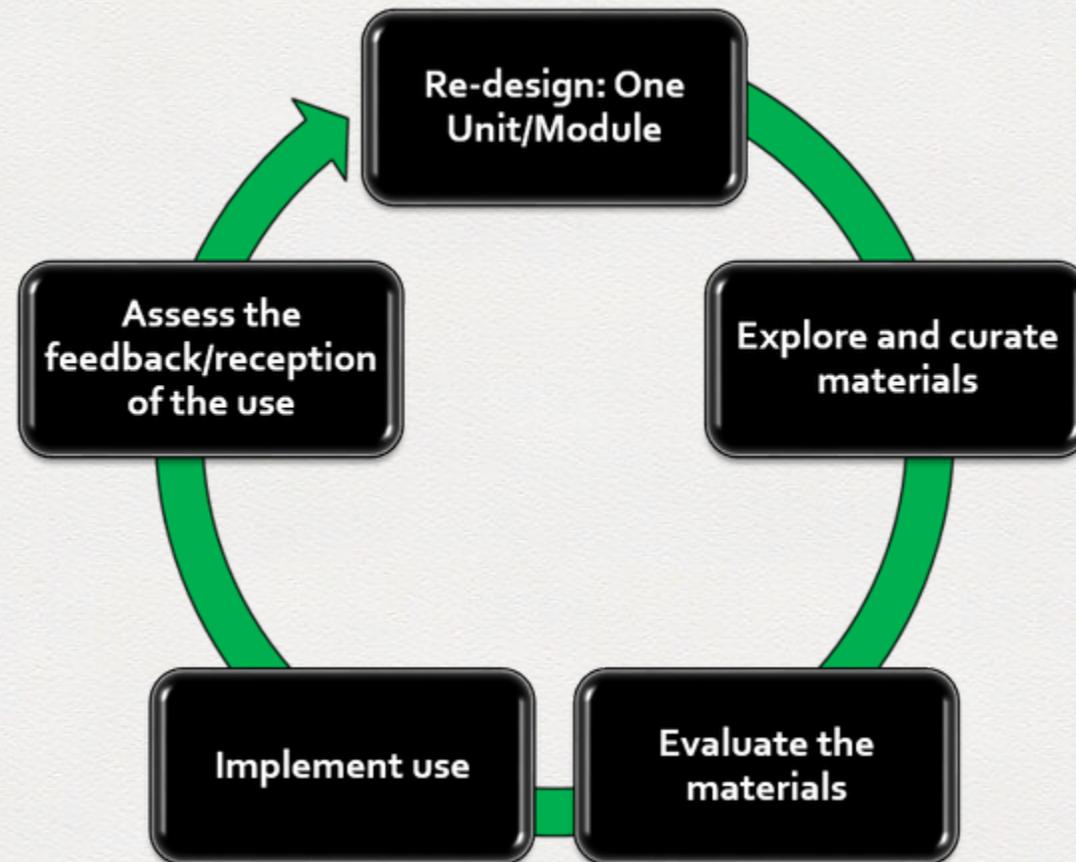
3) Z-courses( Zero cost to student) : Material in the course contains both Openly licensed material as well as paid subscription services.

Paid subscription services like databases or video repositories are paid by the institution and are not open to the public. However, the students do not have to pay to use the services. (Example: NBCLearn)

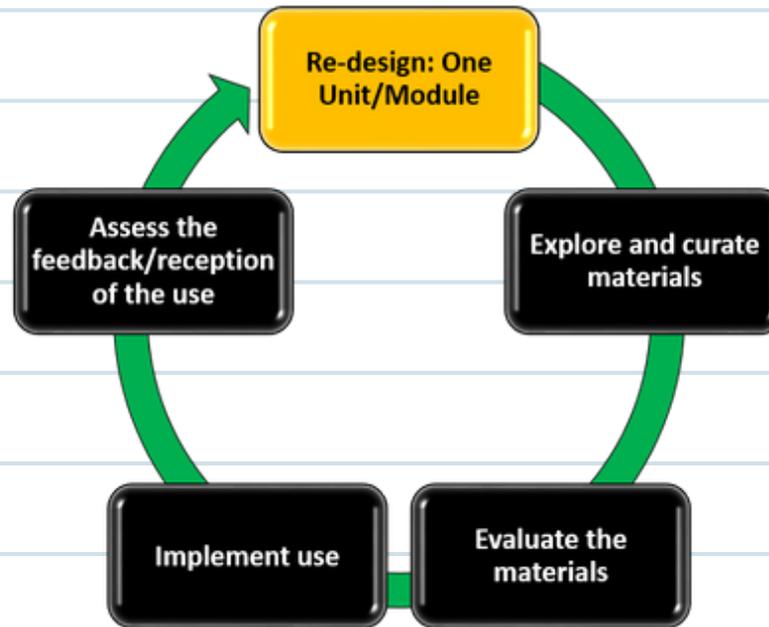
If you have this kind of course, you need to make sure you attribute the materials and abide by the licensing regulations of the subscription services.



- While there is plenty of research and case studies about how OERs help save students money and have many benefits, one of the main obstacles to implementing OERs in your courses is *TIME*.
- So here is a roadmap to implementation for individual courses.



**Start by redesigning one unit or module, instead of trying to re-design an entire course all at once.**



**Why redesign: What have you observed, heard or encountered regarding this Module/Unit?**

**What are the learning outcomes students get from this module/unit?**

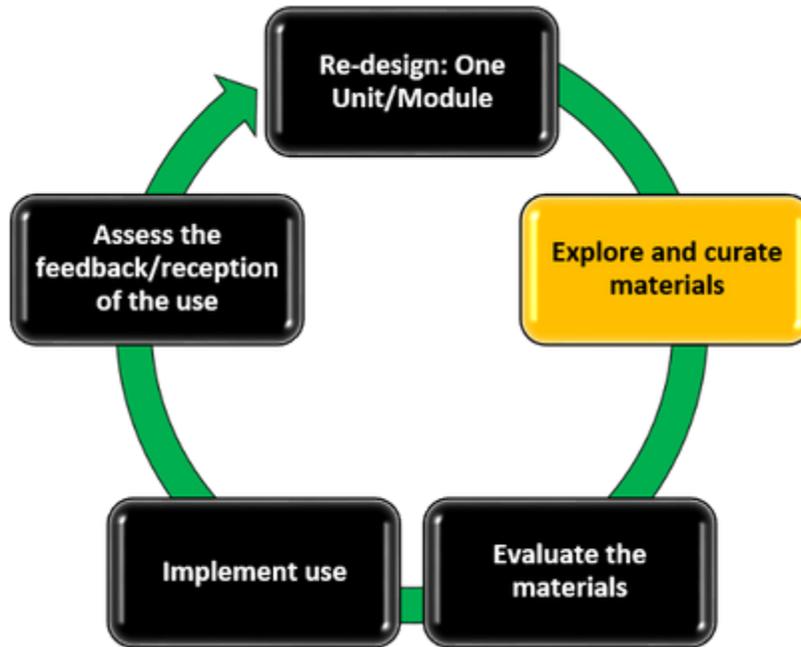
**What materials do you currently use for this unit?**

**What is the current cost to the student?**

Once you have your starting point or know which topics you want to cover in the unit/course, then you are ready to start looking for resources.



## Explore and curate materials



The starter page can be found at the following url:  
[oersresources.weebly.com/](https://oersresources.weebly.com/)

This is a [public page](#) available to anyone who has Internet access.

- Exploring and curating materials is the part of the process that takes the longest.
- For your convenience, a starter page has been created for you.
  - The starter page contains general and subject specific resources for OER materials.
- The starter page is just that: a collection of OER resources, but not the only resource you are limited to.



## As you begin to explore.....

- Remember to only look for materials that will go with the unit/module you are trying to redesign.
- Start with the subject specific materials, then use the general resources.
- As you find resources, save the links/resources in any way that makes sense to you. (i.e. sandbox course, thumbdrive, on a word document, cloud,etc) so you can sift through them later.
- During the exploration process, you are simply collecting the resources you find.



OERs by discipline:

General resources:

A terrific resource for collecting content items: [Wakelet](#)

[Wakelet](#): Wakelet is a site that lets you store and collect all your content in one place.

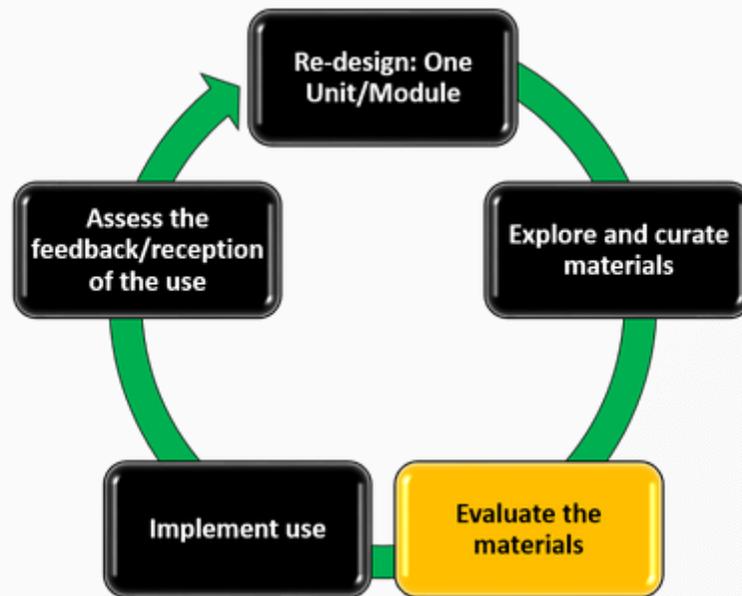


If you create a **free account** on the site you get a lot more features. With an account, you can create multiple "wakes" or pages/collections with different links/resources on it. Each "wake" page has its own unique url. You can add pictures, text, and website links to each "wake". You can then share your "wake" with others by clicking on the share button. Anyone who gets the link can see your "wake" on any Internet enabled device. No sign up or password required. You can edit your "wakes" as many times as you want using this method.

In addition, when you make a free account, you can also make "wakes" that other people can edit and add content to.

## Step three: Evaluate the resources

After you have curated and gathered your materials, it is time to evaluate them to see if they would fit well in your course. Choose the checklist/rubric that works best for you( or adapt the ones listed to meet your needs.)



### [OER individual resource evaluation checklist](#) :

Checklist part of the [OER implementation roadmap](#). CC-BY license and can be used accordingly.

[OER Instructor Survey Instrument](#) : Survey developed by SRI International as part of the Achieving the Dream OER Degree Initiative to capture faculty experiences with OER. Survey has a CC-BY license and can be used accordingly.

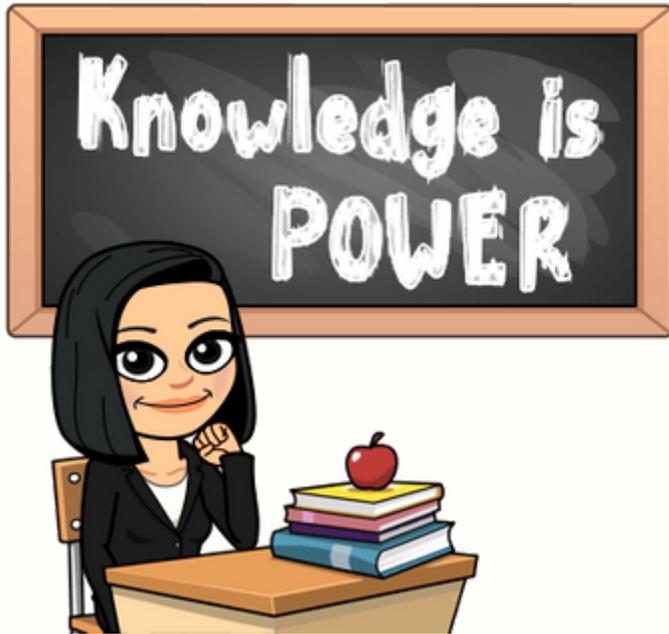
[OER Student Survey](#) : developed by SRI International as part of the Achieving the Dream OER Degree Initiative to capture student experience with OER. Survey has a CC-BY license and can be used accordingly.

[OER Institute Rubric](#): A checklist developed by ACC Instructional Development Department for evaluating OER under consideration for adaptation.

[OER Evaluation Criteria](#): A six component checklist for evaluating OER from Affordable Learning Georgia. Checklist has CC-BY license.

[Open Education Course Rubric](#) : Developed by Pierce College for use by their faculty to evaluate open courses. This POP (Pierce Open Pathway) rubric is used to evaluate an overall course, not individual course materials.

## Step four: Implement use



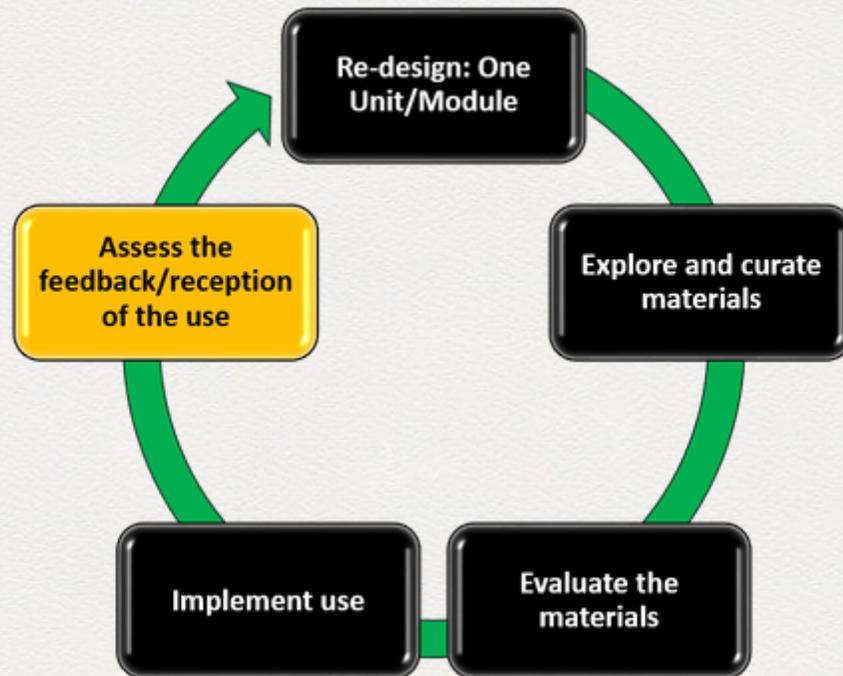
-Once you have determine which resources you want to use for your unit, you need to start putting the content in your course.

-Make sure you are clear as to how the materials and information is organized.

-Make sure that you explain to the students how they are expected use the materials.

-Provide the links for the resources so students can access it on their devices.

## Step five: Assess the feedback/data



- Determine what success looks like and how you will measure it.
- What kind of data do you need to collect?
- Whom might you need to consult to collect the data?
- What kind of feedback did the students provide?

Refine, Reframe, Redo or scale your solution.

## Creative Commons License

•Under the following terms:

- Attribution** — You must give [appropriate credit](#), provide a link to the license, and [indicate if changes were made](#). You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- NonCommercial** — You may not use the material for [commercial purposes](#).
- ShareAlike** — If you remix, transform, or build upon the material, you must distribute your contributions under the [same license](#) as the original.



Attribution-NonCommercial-ShareAlike 4.0 International



For a text listing of all the links in this presentation in the order they appear click here: <https://tinyurl.com/ydymqetn>