Remixing Open Education Resources for Customized Courses and Student Impact
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Thursday March 31, 2022, 2:00pm-2:45 (virtual)

Overnight, the Covid19 pandemic turned college campuses into virtual learning spaces and many faculty scrambled to connect their students to resources they traditionally had physical access to. While this experience continues to prove stressful for faculty and students today, it has renewed interest in the ideas of open education, including open education resources.

Open Education Resources (OER) are resources that remove access barriers for all, including financial and disability barriers. OER provide faculty unique opportunity to customize their course content while simultaneously prioritizing the diversification of course content. A growing body of evidence supports research that OER contribute directly to student retention rates and sense of belonging through early resource access and inclusive and diverse representation in scholarly content.

Please join Instructional Designer Stephanie Korslund and Library Director Crissy Ross for a discussion about customizing your course content through OER selection and revision. Our session will focus on OER adaptation through the lens of copyright, licensing and fair use and how OER course re-design impacts student learning.

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Crissy Ross  
Director, Johnnie Mae Berry Library  
Cincinnati State Technical and Community College  
crissy.ross@cincinnatistate.edu

Stephanie Korslund  
Senior Instructional Designer  
University of Cincinnati  
korsluse@ucmail.uc.edu
Agenda

- Open Education Resources (OER), definition
- Open Licensing, 5 Rs
- Remixing, adapting content
- Student Success
- Questions

Objectives

- Define OER and the 5 Rs
- Identify the different types of licensing options for OERs
- Discuss how to adapt an OER for course customization

Let’s Start with a Poll

▶ Have you used an OER in your classroom?
▶ Have you ever adapted course content from an original OER?

Go to
https://forms.gle/EmZxiWFaLcDE9dzf6
to participate
Open Education Resource

“...teaching, learning, and research resources that reside in the public domain or have been released under a license that permits their free use, reuse, modification, and sharing with others.”

- Department of Education

Retrieved from: https://tech.ed.gov/open/
An OER can be... Anything

- Textbooks
- Syllabi
- Videos
- Pictures
- Entire Course
- Tutorials on a specific topic
- Worksheets
- Group activities
- Writing prompts
- Tests, quizzes, and other assessments
- Lesson plans
- Research assignments and activities

- Anything
Open Education... Not Just About Resources

- Open pedagogy/open practice
- Experiential learning
- Ethically working within boundaries of copyright, licensing, and fair use to free knowledge, diversify content, and impact students

... it’s a Movement.
Looking More Closely at the 5Rs

- Retain
- Reuse
- Revise
- Remix
- Redistribute
Why Adapt a Resource?

- Adjust for course level
- Adapt for a different discipline
- Accommodate a different learning environment
- Address diversity needs
- Amplify missing voices
- Meet a cultural preference
- Meet a regional or national preference
- Make the material more accessible for people with disabilities
- Add material contributed by students or material suggested by students
- Translate the material into another language
- Correct errors or inaccuracies
- Update the book with current information
- Add more media or links to other resources
- Use only a portion of the book for a course
Adapting a Resource in Eight Steps

1. Research to find out what currently exists
2. Locate a resource to adapt
3. Make a plan for adaptation
4. Determine what changes will be made
5. Make the changes
6. Choose a license
7. Write an adaption statement
8. Publish and distribute
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Where to Start - Open Resources

Open Databases:
- OER Commons: https://www.oercommons.org/
- Merlot: https://www.merlot.org/merlot/
- Internet Archive: https://archive.org/
- CC images: https://search.creativecommons.org/
- OpenStax: https://openstax.org/
- Open Textbook Library: https://open.umn.edu/opentextbooks
- Pressbooks Directory: https://pressbooks.directory/

Databases with CC Filter
- YouTube: https://www.youtube.com/
- Google Images: https://images.google.com/
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Evaluating Resources

- Purpose
- Relevance
- Accuracy
- Peer-Reviewed
- Timely
- Accessible
- Creator
- Licensing
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Considerations for Building in Consistency

- Language and Tone
- Layout
- How Resources are Used
- References and Citation Style
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Licensing Revisited

“Creative Commons License Spectrum” by Shaddim (CC BY)
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Best Practices When Writing a Statement

1. If a significant amount of new information has been added, briefly describe the content and where it can be found, e.g., as a new chapter or part of an existing one. Provide a title to the new work.

2. If significant changes have been made to existing material, describe what has been altered and where it can be found, by chapter or chapter section.

3. Overall updates and changes can be described with a general statement.
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How do OER contribute to student success?

Go to www.menti.com and Use the code 8033 6614
Student Success

- Current Content
- Early Access
- Diverse Representation
- Affordability
- Accessibility
- Experiential Learning
- Information Literacy
- Social Justice
- Removing Barriers (Access)
Questions?
Resources


- Community College Consortium for Open Educational Resources (CCCOER): [https://www.cccoer.org/](https://www.cccoer.org/)


- SPARC (the Scholarly Publishing and Academic Resources Coalition) works to enable the open sharing of research outputs and educational materials in order to democratize access to knowledge, accelerate discovery, and increase the return on our investment in research and education. [https://sparcopen.org/open-education/](https://sparcopen.org/open-education/)

- Getting Started with OER (Pressbook Query) [https://pressbooks.directory/?q=OER](https://pressbooks.directory/?q=OER)

- OER Research
  - SPARC: [http://openedgroup.org/review](http://openedgroup.org/review)
  - CCCOER: [https://www.cccoer.org/learn/research/](https://www.cccoer.org/learn/research/)
References


“Open Education.” *Office of Educational Technology*, tech.ed.gov/open/


Title Slide References

