

Supporting students through the process of creating accessible, high-quality Open Educational Resources (OER)

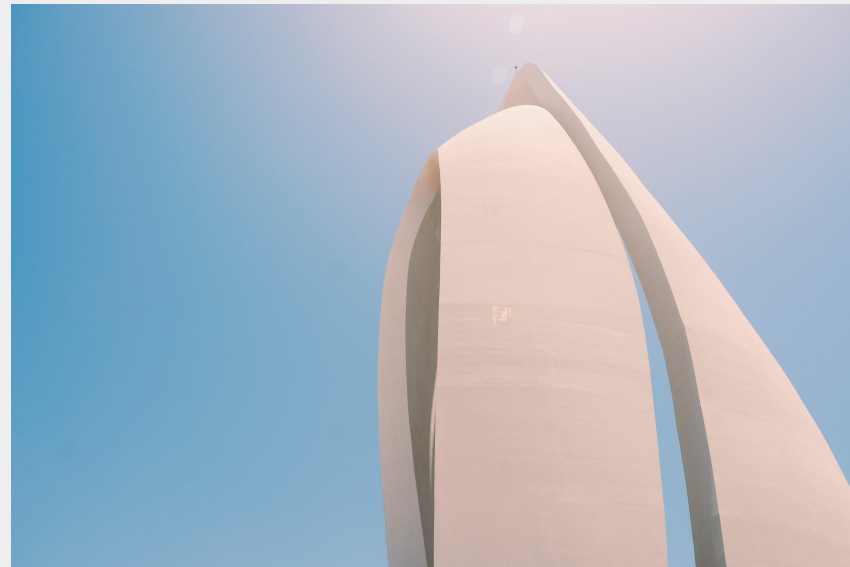


Photo by [Sam Mogadam](#) on Unsplash

Panelists: *Hannah Davidson*, Accessibility Specialist at Plymouth State University, *Will Cross*, Director of the Copyright & Digital Scholarship Center in the NC State University Libraries, *Stacy Katz*, Assistant Professor and Open Resources Librarian-STEM Liaison at Lehman College, CUNY, and *Steel Wagstaff*, Educational Product Manager at Pressbooks

Moderated by NEBHE Fellow for Open Education, *Lindsey Gumb*

Before we begin...

- Please use the **Question and Answer box** for questions.
- The webinar will be recorded.
- This presentation, and any other resources referenced, will be available at **nebhe.org/openeducation**.
- Please feel free to tag @NEBHE when tweeting



Welcome to NEBHE

We support innovation, engage conversation and drive change by working with New England's higher education stakeholders in public and private education, government and business.

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Meet our panelists



Hannah Davidson



Will Cross



Stacy Katz



Steel Wagstaff

What is OER?

“Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.” - UNESCO

OER are broadly considered to meet the “5Rs Framework,” meaning that users are free to:

Reuse: Content can be reused in its unaltered form;

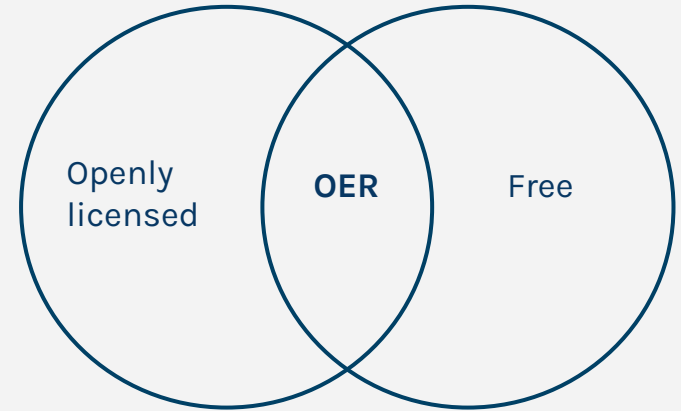
Revise: Content can be adapted, adjusted, modified or altered;

Remix: The original or revised content can be combined with other content to create something new

Redistribute: Copies of the content can be shared with others in its original, revised or remixed form;

Retain: Users have the right to make, own, and control copies of the content (added 2014)

Original blog post, [The Four R's of Open Content](#) by David Wiley (2007)



[Andria Tieman](#)



What is Open Pedagogy?

The set of pedagogical practices that include engaging students in **content creation** and making learning accessible ([Elder, A.K. & Katz, S., 2020](#)).

OER-enabled Pedagogy

OER-enabled pedagogy is “the set of teaching and learning practices that are only possible or practical in the context of the **5R permissions** that are characteristic of **OER** ([Wiley & Hilton, 2018](#)).”

Students as OER creators - What should you consider?

Accessibility and Open Education--where do they connect?

- OER provides no cost materials for students, which is one kind of access, but to be truly accessible we need to think beyond cost
 - Can all students see/hear/understand the materials?
 - Are diverse bodies/cultures/races/identities represented in the OER?
 - How can open pedagogy help ALL students thrive in their classrooms?

How can open pedagogy help ALL students thrive in their classrooms?

- Promotes inclusive design decisions
- Works in tandem with Universal Design (UDL)
- Flexibility for students to demonstrate strengths
- Reduces intersectional barriers to learning
- Access is “baked in”

What Does Copyright Have to Do With Open Pedagogy?

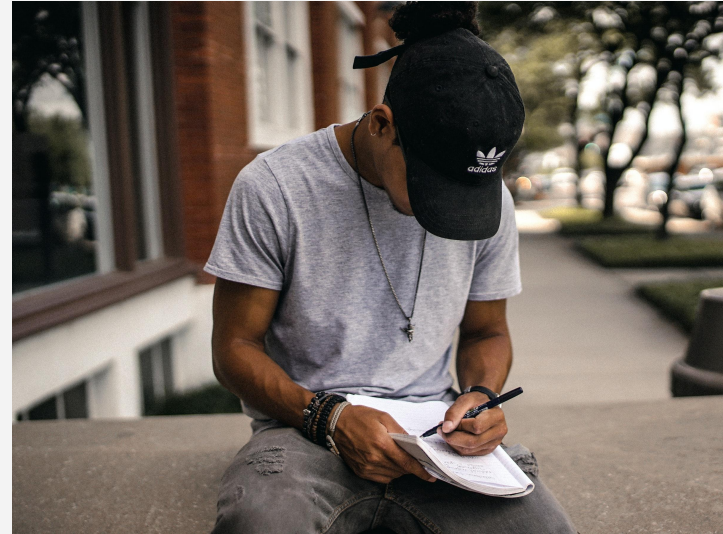
Copyright as Foundation

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Copyright as Agency



"[Sitting alone](#)" by Muhammad Haikal Sjukri is licensed CC0



"[Heart on Paper](#)" by Brad Neathery is licensed CC0

Copyright for Lived Experience



Phoebe Ayers
@phoebe_ayers

You want to know something depressing? As far as I can tell we don't have any pictures from protests in any of the "A" states on Wikimedia Commons - Alabama, Arkansas, Arizona, Alaska, all missing. Anyone have photos you are willing to open license?



Phoebe Ayers @phoebe_ayers · May 30

If you have #GeorgeFloydprotest pictures from anywhere in the country that you'd be willing to open license for Wikipedia - please upload them to Wikimedia Commons. I can help with how to do it.

[Show this thread](#)

Images of Protest by various anonymous artists and tweet by @phoebe_ayers are included on the basis of fair use as described in the *Code of Best Practices in Fair Use for Open Education*



A **renewable assignment** is an assignment or activity in which students are invited to openly license and publicly share the artifact that is created, which has value beyond the students' own learning.

Renewable Assignments

Criteria Distinguishing Different Kinds of Assignments

	Student creates an artifact	The artifact has value beyond supporting its creator's learning	The artifact is made public	The artifact is openly licensed
Disposable assignments	X			
Authentic assignments	X	X		
Constructionist assignments	X	X	X	
Renewable assignments	X	X	X	X

Wiley & Hilton, 2018

Collaborative Design Framework



Katz & Van Allen, 2020

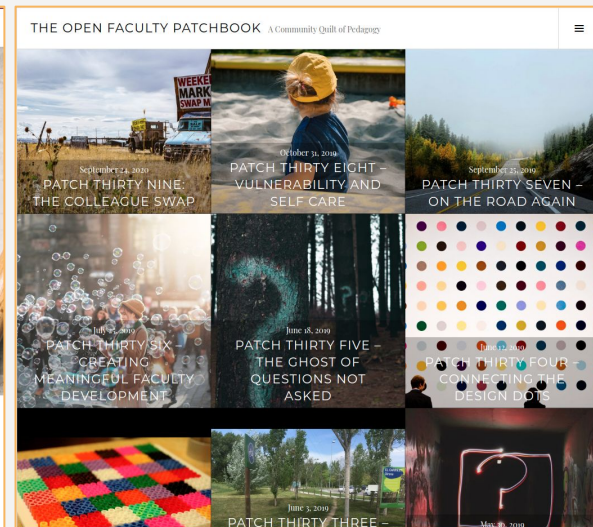
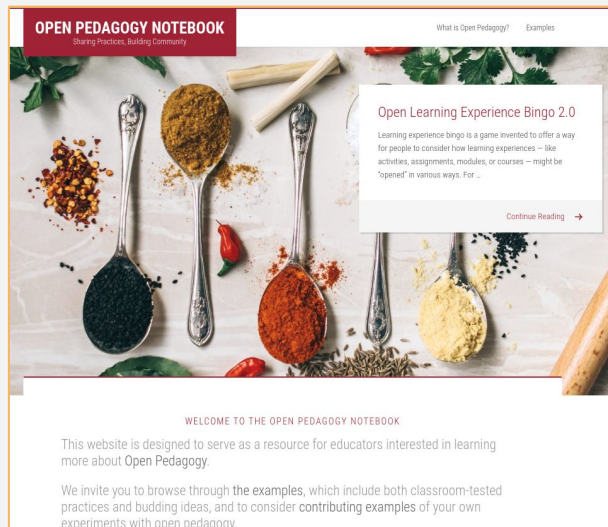
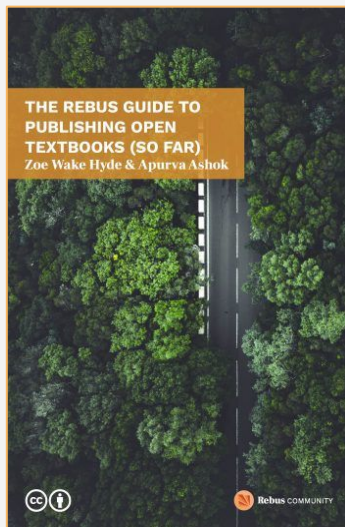
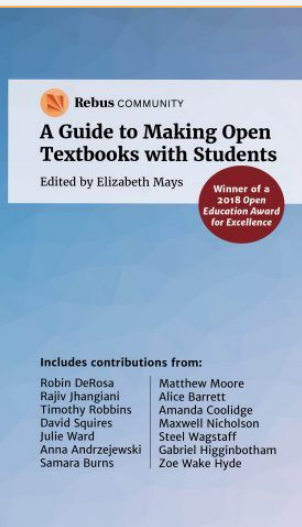
Example

For the culminating assignment in this course, you will design, adapt, or remix an OER resource to share on *OER Commons* (<https://www.oercommons.org/>), then implement it in your classroom. Your project should creatively demonstrate how to integrate technology/new literacies into your classroom to support literacy learning in meaningful ways as a result of what you learned during this course.

After designing, adapting, remaking, or remixing your OER resource, you are required to upload it in EDR 529's shared resource collection and invited to share it on *OER Commons* with a CC license using the resource or lesson builder.

- A module
- A series of lesson plans
- An inquiry unit
- A collection of technological resources
- Exemplar models of projects

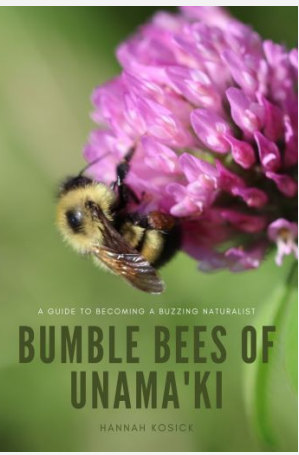
Learn from Others





The Open Anthology of Earlier American Literature

Edited by Timothy Robbins



Creators, Collectors & Communities

MAKING ETHNIC IDENTITY THROUGH OBJECTS

An eBook accompaniment to the Driftless Historical Museum Exhibit

Edited by Ann Smart Martin

COURTNEY ANDERSON
LAKENNA CANGIANO
ALYSSA KOWIN
JENNA MADDEN
JARED MCHENNEY
LAURA MCHENNEY
PETER THRELLHOLM



NEW ENGLAND BOARD of HIGHER EDUCATION

Antología abierta de literatura hispana

Julie Ann Ward, ed.

Una antología crítica de textos literarios del mundo hispanohablante. Se enfoca en autores canónicos y también se intenta incluir voces marginadas. Cada texto tiene una introducción y anotaciones creadas por estudiantes. // A critical anthology of literary texts from the Spanish-speaking world. A focus on canonical authors and an attempt to include voices that have been marginalized. Each text includes an introduction and annotations created by students.

This Anthology was put together by Dr. Julie Ward and the students in her Introduction to Hispanic Literature course. We are looking for faculty to implement a similar Edición Crítica assignment in their classrooms to produce student-created critical editions that will expand the Anthology. If you are interested, let us know in the [Rebus Community Forum](#).

Descargar este libro

An Open Guide to IMC

The Open Guide to IMC is a free resource for educators, activists, advocacy groups, and social justice leaders committed to driving change.

Andrea Niosi

This Guide has been created for those with the fewest number of resources and the smallest of budgets. It is dedicated to educators, activists, non-profits, charities, advocacy groups, and social justice leaders who are putting in the work to make our world a better place. It was created by 34 Kwantlen Polytechnic University students during the summer of 2020.

An Ecological Approach to Obesity and Eating Disorders

Clemson University Public Health Science HLTH 4150 Students

Zach Harley, Victoria Kellogg, Tyler Mandel, Ashley Jacoby, Sydney Worrall, Savannah Shope, Samuel Garrison, Randy Fang, Peyton Sutley, Nicole Barber, MacLaine Hanvey, Laurie Barton, Lauren Gohs, Kelly Berk, Katie Yacu, Katie Dzoba, Greg Goines, Federico Martinez, Drew Belsha, Conor Coleman, Chris Matlashewski, Brian Weaver, and Brandon Perdue

CC BY NC

Creative Commons Attribution NonCommercial

Badass Womxn in the Pacific Northwest

UWB Zine Queenz

This zine is a collection of biographies and portraits of badass womxn in the Pacific Northwest. Undergraduate students collaborated to create this resource that fuses multilingual poetry, art, and writing to celebrate and honor some of the strongest people you might not have heard of. It was created in an interdisciplinary gender, women & sexuality studies classroom led by Professor Julie Shayne, librarians Penelope Wood and Denise Hattwig, and peer facilitator Nicole Carter.

China's Magical Creatures

(and where to find them)

Tineke D'Haeseleer

A student-authored textbook

Folk Farmsteads on the Frontier

North Dakota Field School 2017

Anna Andrzejewski, editor

Perspectives on Place: North Dakota Field School 2018

Anna Andrzejewski, Ahmed Abdelazim, Jimmy Taitano Camacho, Kendra Greendeer, Carly Griffith, Joanna Wilson, Travis Olson, and Matthew Vivirito

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READ BOOK

Offer ‘Flexibility within Constraints’

Too much choice can be paralyzing, especially for novices.

Many successful open pedagogy projects use scaffolding and provide **clear constraints & expectations** for learners.

The amount of scaffolding or constraints needed is often inversely proportional to the learner’s experience level with the subject matter AND the form/format of the project.

Respect Learner Agency (& Privacy)

Working in public is exciting and enriching, and I have seen my students thrilled by the connections they have made & engaged by the ability to produce work for a larger academic commons. ... [A]sking students to work in public is [also] fraught with dangers and challenges. Students need to understand privacy and safety issues (and so do we)

— Robin Derosa

Q&A

Please use the Question and Answer box.





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of HIGHER EDUCATION 

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