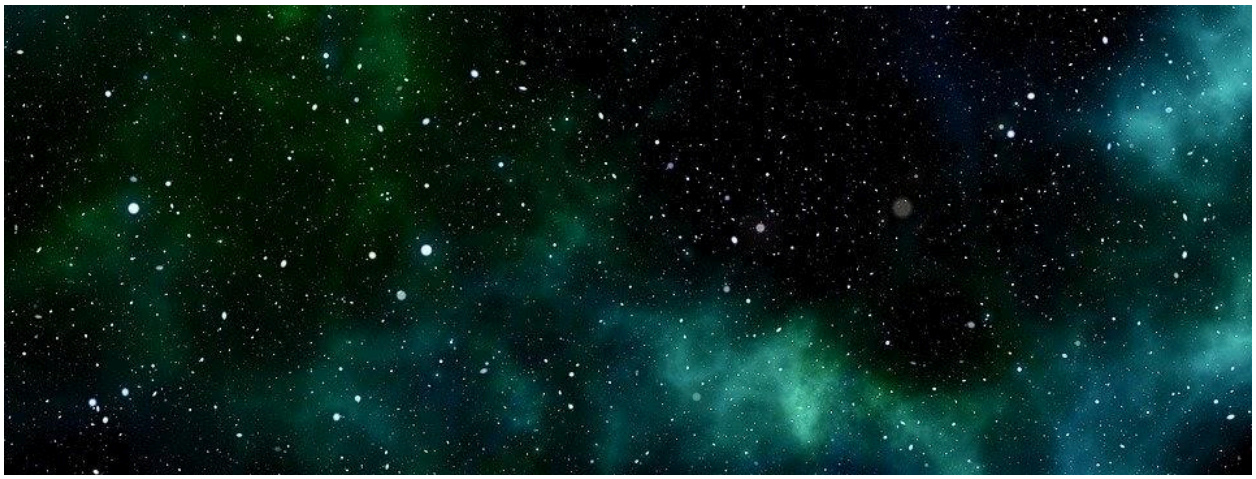


MI ExplOER

A Self-Paced Course Designed for Higher Education

Introduction

Launch into the OER Universe! This course includes eight self-paced online learning modules that serve as an introduction to Open Educational Resources (OER) in Higher Education. An additional section provides opportunities for further exploration and discovery of OER initiatives in Michigan. While the modules may be completed in any order, it is recommended that they be completed in order. Each module concludes with Concept Review sections to test your knowledge.

By the end of this course, you should be able to:

- Define Open Educational Resources
- Explain the rationale for OER adoption and use
- Explain the differences between types of Creative Commons licenses
- Identify repositories and other resources for finding relevant OER
- Use tools and criteria to evaluate OER
- Recognize steps and associated criteria for adapting and creating OER with proper attribution and licensing
- Understand the process of creating and sharing open educational resources
- Review the current landscape of OER in Michigan

Course Outline

Introduction to this course
Module 1: Understanding OER
Module 2: Why OER? (info about the limitations of OER? Will it be a separate module?)
Module 3: Introduction to Open Licensing
Module 4: Finding OER
Module 5: Evaluating OER
Module 6: Accessibility
Module 7: Creative Commons Licensing In-Depth
Module 8: Adapting, Creating, & Sharing OER
A Look at OER in Michigan
Final Assessment (CEU?)

Earn a Certificate of Completion!

A certificate of completion will be granted to anyone earning a score of 80% or higher on the final assessment. The assessment may be taken more than once. A certificate of completion will be generated with a passing score. This certificate can be submitted to the appropriate department at your institution to potentially earn hours toward professional development or continuing education units (CEU). The recommended number of hours is three (or .3 CEUs).

We Welcome Your Feedback

If you have questions about or suggestions for these modules, please contact:

Kendra Lake
MiALA OER IG Chair
oer@miala.org

Copyright & Attribution

Copyright:

Team Editors:

Teresa Biegun, Electronic Information Services Librarian, Macomb Community College
Veronica Bielat, Student Success Librarian, Wayne State University
Zia Davidian, Reference & Instruction Librarian, University of Michigan - Flint
Emily Hayes, Global Campus Librarian, Davenport University
Kendra Lake, Librarian, North Central Michigan College
Molly Ledermann, Faculty Librarian, Washtenaw Community College
Tina Mullins, Research and OER Librarian, Saginaw Valley State University
Michele Pratt, Manager of Library Programs & Services, Delta College
Christina Radisauskas, Public Services & Outreach Librarian, Aquinas College
Jenn Sams, Instruction and Learning Team Leader, Michigan Technological University

Suggested Attribution for Reuse:

MI ExplOER by MiALA OER IG is licensed under a Creative Commons Attribution 4.0 International License CC BY 2021

Reviewers:

Thanks to the following individuals who served as peer reviewers for MI ExplOER, providing invaluable feedback toward its improvement during the development process: Gabrielle Likavec, Instructional Designer, Saginaw Valley State University

Acknowledgement:

A special thanks to Heather Ladiski and MiALA for their support and guidance throughout this project.
Thank you to Judith Sebesta, Executive Director of the Digital Higher Education Consortium of Texas (DigiTex) for offering resources and guidance to adapt these modules.

Additional Format:

These modules are also available as a Google doc for easy reuse or modification. Please select Make a Copy to save a local editable file.

Attribution:

MI ExplOER was adapted from the following resource:
Texas Learn OER by Carrie Gits for DigiTex, licensed under Creative Commons Attribution 4.0 International License CC BY 2020.

Module 1: Understanding OER

By the end of this module, you should be able to:

- Define Open Educational Resources (OER)
- Describe the 5R permissions
- Identify types of OER
- Recognize the role licensing plays in OER

What are Open Educational Resources (OER)?

Video: **What is OER?**

The Council of Chief State School Officers provides the following definition:

> OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.

The 5 Rs of OER

What makes OER truly "open," are the permissions to Revise, Remix, Reuse, Retain, and Redistribute the content contained in them. These 5R permissions are what make OER different from material which is copyrighted under traditional, all-rights-reserved copyright.

The creator/licensor retains copyright while granting permissions.

Another way to frame this is OER accurately can be described as:

open = free + permissions (the 5Rs)

These permissions help users of openly licensed content understand what they are allowed to do with the work. These permissions are granted in advance and are legally established through Public Domain or Creative Commons licensing:

- **Revise** – the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
- **Remix** – the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
- **Reuse** – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
- **Retain** – the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)

- **Redistribute** – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

OER in Higher Education

OER can encompass a variety of teaching and learning materials. Types of OER include (but are not limited to) syllabi, lesson plans, learning modules, lab experiments, simulations, course videos, discussion prompts, assignments, assessments, library guides, and course design templates.

Listed below are a few of the ways in which faculty, students, librarians, and instructional designers may use or support the adoption of open educational resources.

Faculty

Many faculty already use OER — examples include showing an openly licensed course video or using curricular material created and shared by others. Open licensing allows faculty to create and share syllabi, lesson plans, and even entire textbooks for their courses. Further, OER provides opportunities for faculty in different institutions around the world to collaborate and to build off of each others' work.

Students

Students can play a significant role in creating and improving OER — from simple assignments to full textbooks. One example from Plymouth State University in New Hampshire is The Open Anthology of Early American Literature. This anthology was created by students working together to find public-domain materials, write topic introductions, craft discussion forum prompts, and create assignments to go along with the materials to create a full OER textbook.

Librarians

Librarians play a key role in OER initiatives by advocating, developing, exploring, and managing OER. Along with helping faculty find existing OER, librarians can often explain copyright concepts and provide guidance in adaptation and creation of OER.

Instructional Designers

Instructional Designers can work with faculty to integrate OER into courses; they can also help to share and publish course design templates as OER. Many instructional designers and technologists work with librarians and IT services to help integrate OER into learning management systems such as Blackboard, Canvas, Brightspace, Moodle, etc.

Open Licensing & OER

By definition, OER reside in the public domain or have been released under an intellectual property license permitting free use and repurposing by others.

The most commonly used intellectual property license for OER that permits free use and re-purposing is called Creative Commons (CC) Licensing. CC licenses work with legal definitions of copyright to automatically provide usage rights pertaining to that work.

Modules 3 and 7 address Creative Commons licensing more fully, and provide information that will be helpful in choosing appropriate licensing to newly created or adapted OER.

A (Very) Brief History of Open Educational Resources

- 1994 - Wayne Hodgins coined the term “learning object”
- 1998 - David Wiley coined the phrase “open content”
- 2001 - Larry Lessig, Hal Abelson, and Eric Eldred founded Creative Commons
- 2001 - MIT introduced their OpenCourseWare project (MOOCs)
- 2002 - UNESCO coined the term "Open Educational Resources” (OER).
- 2012 - UNESCO adopted the 2012 OER Paris Declaration, an international commitment to OER
- 2019 - UNESCO updated their definition of OER, creating conversation within the open community about the impact of this change on the ability to reuse OER

This movement continues to gain momentum, and the community of open education practitioners continues to expand. Educators around the world are increasing their use and creation of these resources in their teaching and learning.

Explore Further

Read the following resources to learn more about the history of OER.

Bliss, T. J. and Smith, M. (2017). A brief history of open educational resources. In: Jhangiani, R S and Biswas-Diener, R. (eds.) *Open: The philosophy and practices that are revolutionizing education and science*. (pp. 9–27). Ubiquity Press. https://doi.org/10.5334/bbc.b

Weller, M. (2017). *The battle for open: How openness won and why it doesn’t feel like victory*. Ubiquity Press. https://doi.org/10.5334/bam.

Wiley, D. (2020, January 16). Clarifying and strengthening the 5Rs. *Improving learning.* https://opencontent.org/blog/archives/6271

Module 1 Concept Review

1. Which of the following are defining qualities of an OER (check all that apply)?
   ___ Free of cost
   ___ Sourced from a reputable publisher
   ___ An open license OR Resides in the public domain
   ___ Available in high-resolution formats
   ___ Viewable online

2. Which of the following is NOT one of the 5Rs associated with Open Educational Resources?
   ___ Revise: the right to adapt, adjust, modify, or alter the content itself
   ___ Remix: the right to combine the original or revised content with other material to create something new
   ___ Reuse: the right to make, own, and control copies of the content
   ___ Reference: the right to control citations of the content
   ___ Retain: the right to make, own, and control copies of the content
   ___ Redistribute: the right to share copies of the original content, your revisions, or your remixes

3. OER can include:
   ___ Video
   ___ Textbook
   ___ Full course curricula
   ___ Assignment or homework
   ___ All of the above

4. Which of the following materials would be considered an OER? (check all that apply)
   ___ A textbook written by a faculty member and published under a Creative Commons license
   ___ Video of a course lecture shared on the instructor's website with the text "Please email for permission to use this content."
   ___ A lesson plan available for sale on a "for teachers" website
   ___ PDF of Shakespeare's Othello, found on Project Gutenberg (a site that houses public domain works)
   ___ A chapter copied out of a commercial textbook and handed to students

5. Reflection: In what ways have you used OER before participating in this course? (check all that apply)
   ___ I have used OER in place of commercial course materials
   ___ I have used OER to supplement commercial course materials
   ___ I have used OER as a student/learner in a formal course
   ___ I have used OER for informal learning

___ I have created or adapted an OER
___ None of the above

Check your Concept Review Answers

Attributions

Information for this module was consulted and adapted from:

Module 2: Why OER?

By the end of this module, you should be able to:

- Articulate motivations for OER adoptions and use
- Describe the benefits of OER for faculty
- Describe the benefits of OER for students
- Describe how OER supports equity and inclusion

Why OER?

Video: **Why OER**

The Scholarly Publishing and Academic Resources Coalition (SPARC) summarizes the why behind using OER with these four points:

- Textbook costs should not be a barrier to education
- Students learn more when they have access to quality materials
- Technology holds boundless potential to improve teaching and learning
- Better education means a better future

OER supports a future where:

- Students and instructors have free access to a wide variety of high-quality educational resources that have been collaboratively developed, reviewed, revised, and shared across institutions.
- Educational resources can be easily adapted to fit within the context of specific courses, and to meet the needs of specific students.
- The cost of creation, use, and maintenance of curricular materials is much lower than the current costs of traditional textbooks and other classroom resources.

Benefits for Faculty

OER allow faculty the ability to edit, modify, update, and improve course materials so that learning outcomes may be addressed specifically, and course content can reflect individual instructors' preferences.

Dr. Kevin Meyer from Saginaw Valley State University shares his experience in adopting OER in this video:

OER Faculty Features

Faculty using OER enjoy great freedom in selecting and customizing course materials to fit the specific needs of their students and the goals or Student Learning Outcomes of their courses. Since OER allow adaptation, educators are free to edit, reorder, delete, or remix content. OER contain clearly defined usage permissions, and thus relieve educators from the task of complying with fair use and TEACH Act restrictions.

Key benefits for faculty include:

Use, Improve, and Share

- Save time and energy by adapting or revising resources that have already been created
- Tailor resources to fit specific context within your courses and research
- Expand interdisciplinary teaching by integrating resources from multiple disciplines
- Update content to address current events and cultural relevance

Network and Collaborate with Peers (professional development considerations)

- Access educational resources that have been peer-reviewed by other experts in your field
- Collaborate on creating new resources that can be used within or across disciplines

Improve Access to Information

- Enable all students to have equal access to course materials
- Provide students with the opportunity to explore course content fully before enrolling
- Encourage life-long learning as students will continue to have access to materials after completing the course

Another benefit to OER is that they provide increased opportunities for faculty to engage in open pedagogical practices with their students. As mentioned above, students can play a vital role in OER. Student involvement in creating and revising OER can boost learning and engagement with course material. Open pedagogy focuses on instructional approaches which allow students to use, reuse, revise, remix, and redistribute open content. In other words, students move from knowledge consumers to knowledge creators. The ability for students to engage more actively with the OER is a key pedagogical benefit for faculty and students - one that commercially published copyrighted course materials do not provide. To explore the power of open pedagogy further, take a look at the recent publication Open Pedagogy Approaches: Faculty, Library, and Student Collaborations. This comprehensive collection is full of practical tips, ideas, and inspiring stories for faculty.

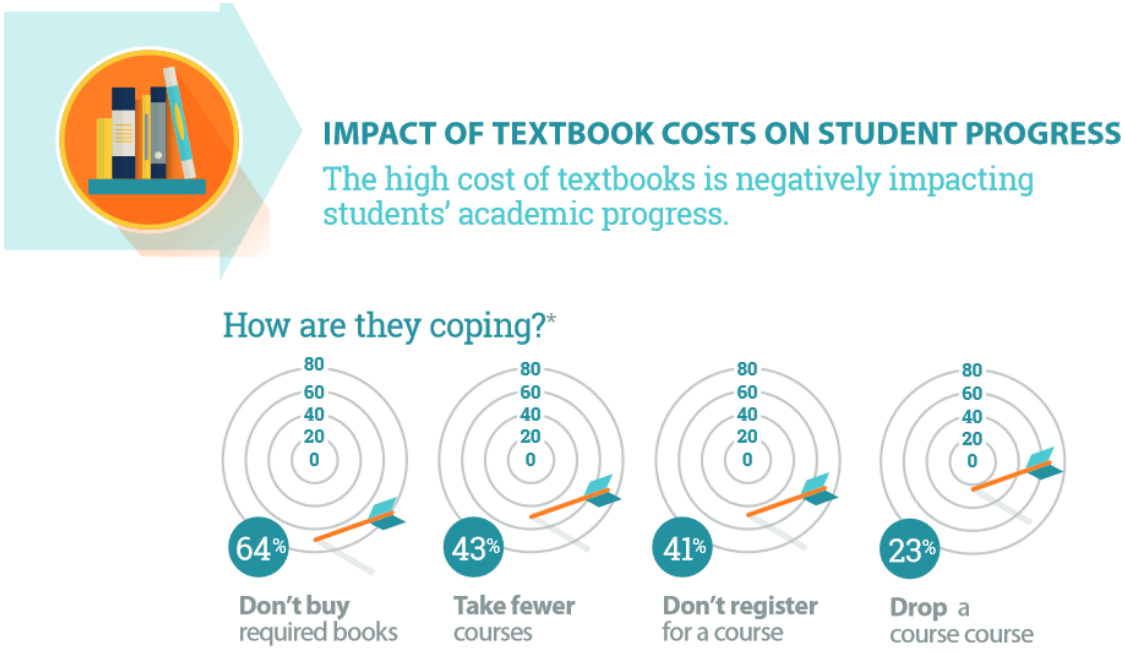
Benefits for Students

The use of OER can provide tremendous cost savings. The cost of textbooks can be a huge financial burden for many students. This affects student success, degree completion, and college retention rates. Paradoxically, students who take fewer classes per term in order to spend less on textbooks may not only delay their graduation date, but may also spend more on

tuition over time. OER provide students with immediate and long term access to free course materials. In addition, research reviewed by the Open Education Group shows that most students perform as well or better using OER course materials compared with students using traditional textbooks.

> When faculty use OER, we aren't just saving students money on textbooks: we are directly impacting that students' ability to enroll in, persist through, and successfully complete a course. ~ Jhangiani & DeRosa, 2017

The Florida Virtual Campus' 2016 and 2018 Student Textbook and Course Materials Survey demonstrates that the cost of commercial textbooks continues to negatively impact student access, success, and completion.



Student engagement and advocacy are additional benefits to OER. Students' voices are critical in the conversation surrounding affordability and inclusive course materials. Consider reaching out to your Student Government Association and/or other student groups on your campus to get them involved. National Student Public Interest Research Groups (StudentPIRGs) provide resources and strategies for students to use to advocate for textbook affordability on campus. Faculty and administrators can also invite students to serve on planning committees related to OER and textbook affordability. Other ideas for student engagement and advocacy can be found in these resources:

- OpenStax National Student Internship Program
- CCCOER Student Planning

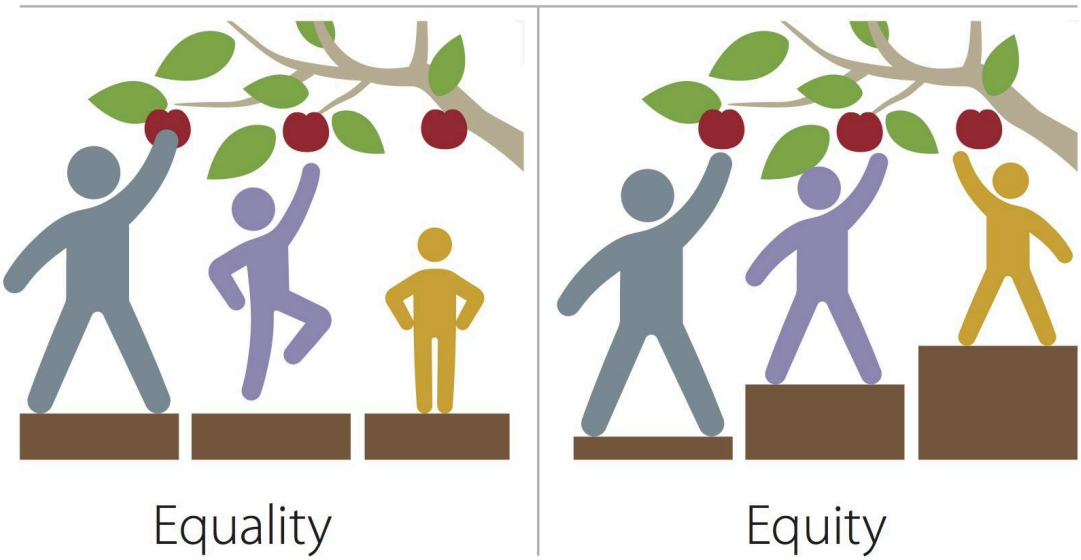
- BCCampus OER Student Toolkit
- #TextbookBroke campaign on Twitter

Benefits to Institutions

The decision to use OER can occur via a single course or departmental adoption, or it can happen on a college or university-wide scale. Both of these examples require support and investment at an institutional level. This commitment has benefits to institutions as well. For example, OER can increase student retention, progress, and completion by decreasing student costs. Additionally, a recent report from Achieving the Dream, OER at Scale: The Academic and Economic Outcomes of Achieving the Dream's OER Degree Initiative, reveals that when institutions strategically support and provide OER courses for students there is opportunity for financial return on investment for the institution. Students who enrolled in OER courses tended to enroll in more course credits than students who enrolled in non-OER courses, thus generating additional tuition revenue.

Equity & Openness

When discussing open educational resources and exploring their use and benefits, remember that access and equity are not the same.



"Equity vs Equality" by MPCA Photos, 2016 is licensed under CC BY-NC 2.0

There are challenges to OER, such as inequitable access to technology and resources among students and institutions.While open educational resources and open practices present opportunities to create and share diverse and inclusive resources, inequities in OER exist. For

example, the open community is lacking in diverse voices who author OER. There also are known difficulties finding openly licensed content that is culturally relevant and inclusive. Representation matters and there is work to do in this area!

The Community College Consortium for Open Educational Resources (CCCOER) has collected resources and articles exploring OER through the lens of equity, diversity, and inclusion. These resources are included (and continue to expand) on their Equity & Openness blog.

As OER users and promoters, faculty can work to resolve the known inequities that exist in educational resources. Creating or revising OER allows educators to make them truly culturally relevant, inclusive, and representative.

> ...OER provide a unique opportunity for educators to access learning materials, and then tailor them to the specific needs of their classroom. This is particularly important for teaching diverse groups of students. Where culturally-responsive curriculum redesign must include funding to print textbooks that often fail to reflect student diversity and quickly become outdated, OER could instead be used to give students access to high-quality learning materials that educators could then continue to adapt as understandings of student needs and identities change. ~ Prescott, S., Muñiz, J. & Ishmael, K., 2018

The Value of Open Demonstrated During a Time of Crisis

In early 2020 the world experienced a public health pandemic. Globally, researchers frantically turned to data, research, and reports to better understand the novel coronavirus and find a vaccine. In many cases research existed behind paywalls making critical scientific data and research inaccessible or unaffordable. Members of the scientific community responded by sharing their pre-print publications and datasets online (often via Twitter). Individuals used such hashtags as #preprint, #openaccess, #openscience, #opendata, and #covid19 to share their research openly. Other examples of communities sharing research and data during this crisis include the VODAN Network (Virus Outbreak Datanetwork), ASAPbio, and the WHO's global research on COVID-19 database.

As the impact of the pandemic grew, schools around the world from K-12 to colleges and universities closed their campuses. Institutions rushed to transition to remote learning and services in a matter of weeks. For students who previously relied on college and university libraries for access to physical copies of commercial textbooks (in collections or on course reserve), this access was no longer available. Within days of many institutions announcing their transition to online learning, commercial publishers and vendors aggressively marketed their resources and products to students and faculty as freely available for a limited-time (often with other hidden restrictions). Libraries responded by reaching out to faculty and students to connect them to freely available open educational resources or library-licensed content. An

example of this communication is articulated in this blog post from Florida State University Libraries, Supporting Students Through Open and Affordable Materials.

> Open education is not a short-term fix to a passing problem—it is a long-term solution to ensuring equitable, inclusive access to effective educational resources and learning opportunities. ~ Vézina & Green, 2020

Explore Further

Additional research and videos discussing the impact and benefits of OER for faculty and students are linked below.

Carpenter, F., Davis, W.P. & Sicre, D. (2017, November 15) How OER can support student diversity and equity. CCCOER Webinar. https://youtu.be/gBUKVRN86sw

Colvard, N., Watson, C. & Park, H. (2018) The impact of open educational resources on student success metrics. *International Journal of Teaching and Learning in Higher Education*, 30 (2), 262-276. http://microblogging.infodocs.eu/wp-content/uploads/2018/07/IJTLHE3386.pdf

Grimaldi, P., Basu Mallick D., Waters A., Baraniuk, R. (2019) Do open educational resources improve student learning? Implications of the access hypothesis. *PLOS|One*. https://doi.org/10.1371/journal.pone.0212508

Hilton, J. (2020) *Open educational resources, student efficacy, and user perceptions: A synthesis of research published between 2015 and 2018*. *Education Technology Research and Development*, 68, 853 – 876. https://doi.org/10.1007/s11423-019-09700-4

Jenkins, J. J., Sánchez, L. A., Schraedley, M. A., Hannans, J., Navick, N., & Young, J. (2020). Textbook broke: Textbook affordability as a social justice issue. *Journal of Interactive Media in Education*, 1(3), 1-13. http://dx.doi.org/10.5334/jime.549

Reynado, Kharl. (2018, October 11) OER Diversity discourse: Bring in the student advocates. *OpenStax Blog*. https://openstax.org/blog/oer-diversity-discourse-bring-student-advocates

Vézina, B. and Green, C. (2020, March 31) Education in times of crisis and beyond: Maximizing copyright flexibilities. *Creative Commons Blog*. https://creativecommons.org/2020/03/31/education-in-times-of-crisis-and-beyond-maximizing-copyright-flexibilities/

Module 2 Concept Review

1. The following are benefits to adopting OER (check all that apply):
   ___ All students have equitable access to course materials
   ___ OER can be retained by the student indefinitely
   ___ OER saves faculty money
   ___ Since OER can be revised, faculty can curate resources to meet the needs of the students and course outcomes
   ___ OER can improve outcomes for underrepresented students

2. What are examples of ways that OER can be modified and improved based on instructor preferences? Check all that apply.
   ___ Add new review questions
   ___ Replace entire chapters of a textbook with different material
   ___ Rewrite a confusing example
   ___ Adapt content from a written OER into a video

3. Choose the words that correctly fill in the blanks: OER lower _____ for students and increase their _____ by providing opportunities for open pedagogical practices that encourage knowledge creation.
   ___ engagement, frustration
   ___ costs, engagement
   ___ anxiety, workloads

4. Reflection: Consider your own opinions on OER. Rank the following benefits in order of importance to you.
   __ Adaptability of content to fit specific course needs
   __ Low cost to students
   __ Collaborative development and revision of materials by peers in the field
   __ Opportunity to engage in open pedagogy, where students participate in knowledge creation
   __ Ability to easily integrate interdisciplinary resources
   __ Ensure students will have long-term access to course content
   __ Ability to increase equity and inclusiveness in course materials

Check your Concept Review Answers

Attributions

Information for this module was consulted and adapted from:

Module 3: Copyright and Open Licensing

By the end of this module, you should be able to:

- Identify the exclusive rights for U.S. copyright holders
- Identify the four factors of fair use
- Define open licensing
- Distinguish between materials that are all rights reserved, in the public domain, and openly licensed

Copyright, Public Domain, and Fair Use

[Video] **Fair Use and Copyright**

What is Copyright?

Copyright is a form of legal protection automatically provided to the authors of "original works of authorship," including literary, dramatic, musical, and artistic works. Copyright in the U.S. is automatically assigned to creators of work, with no registration necessary.
It can be unlawful to use copyrighted works of others without their permission, and no permissions are granted in the case of All Rights Reserved works. Activities such as copying, modifying, publicly displaying, publicly performing, and distributing copies of All Rights Reserved work may be illegal unless permission is granted by the creator. U.S. copyright law generally gives the author, creator, or owner of an original creative work an exclusive right to

- Reproduce, copy, or distribute the original work to the public (e.g., create and sell copies of a film)
- Create new works based upon the original work (e.g., make a movie based on a book)
- Perform or display the work publicly (e.g., perform a play)

Violation of one of these rights is called copyright infringement. However, the use may be authorized by copyright limitations such as fair use.

What is the Public Domain?

A public domain work is a creative work that is not protected by copyright, which means it's free for you to use without permission. Works in the public domain are those for which intellectual property rights have expired, have been forfeited, or are inapplicable.
Here are some examples of works in the public domain:

- Material created by the US Government
- Materials for which Copyright Protection has expired
- Works released to the public domain when they were created

Determining if a work is in the public domain can be difficult because the terms of copyright protection in the United States have changed over time. The Cornell University Library Copyright Information Center has comprehensive tables for understanding what works might fall into the public domain.

What is Fair Use?

This short video offers a brief overview of the doctrine of fair use.

Video: **Fair Use**

According to the U.S. Copyright Office, fair use is

> a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. Section 107 of the Copyright Act provides the statutory framework for determining whether something is a fair use and identifies certain types of uses—such as criticism, comment, news reporting, teaching, scholarship, and research—as examples of activities that may qualify as fair use.

Whether or not a specific use falls under fair use is determined by four factors:

- the purpose and character of your use
- the nature of the copyrighted work
- the amount and substantiality of the portion taken, and
- the effect of the use upon the potential market

The Center for Social and Media Impact has developed Codes of Best Practices in fair use for various disciplines and formats. The Code of Best Practices in Fair Use for Open Educational Resources offers guidelines for using copyrighted materials in OER. These codes can help faculty and others determine if their use falls within the fair use factors.

The four factors are weighed in each case to determine whether a use qualifies as a fair use. If use of copyrighted material is not found to fall under fair use guidelines, then it is considered an infringement of the copyright holder's right. Copyright owners may disagree with one's fair use interpretation and request the removal of the material. If the material is not removed, the dispute may be resolved by a lawsuit or arbitration.

Recognizing the differences between how copyrighted material and public domain material can be reused and shared legally, allows for a comprehensive understanding of the fair use principle.

Additional information on fair use can be found at the University of Michigan Library - Copyright Basics.

Open Licensing

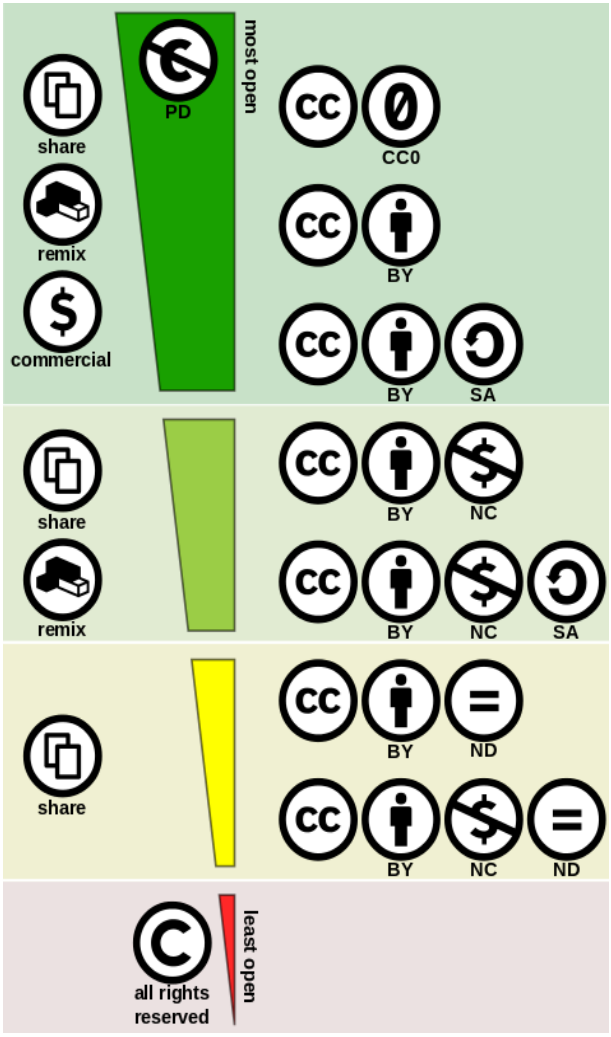
Module 1 explained that OER are either in the public domain or released with copyright permissions which allows for free use and repurposing by others. Specifically, an open license exists as a way for the original creator to clearly inform others how their work can be used by granting permissions to share and adapt their work. The variety of open license permissions known as Creative Commons (CC) are the predominant standards for open licensing. The different CC license permissions are described in detail in Module 7.

This video below provides more information about the benefits of an open license and how this standard makes sharing and reusing resources easy.

Video: Understanding an open license

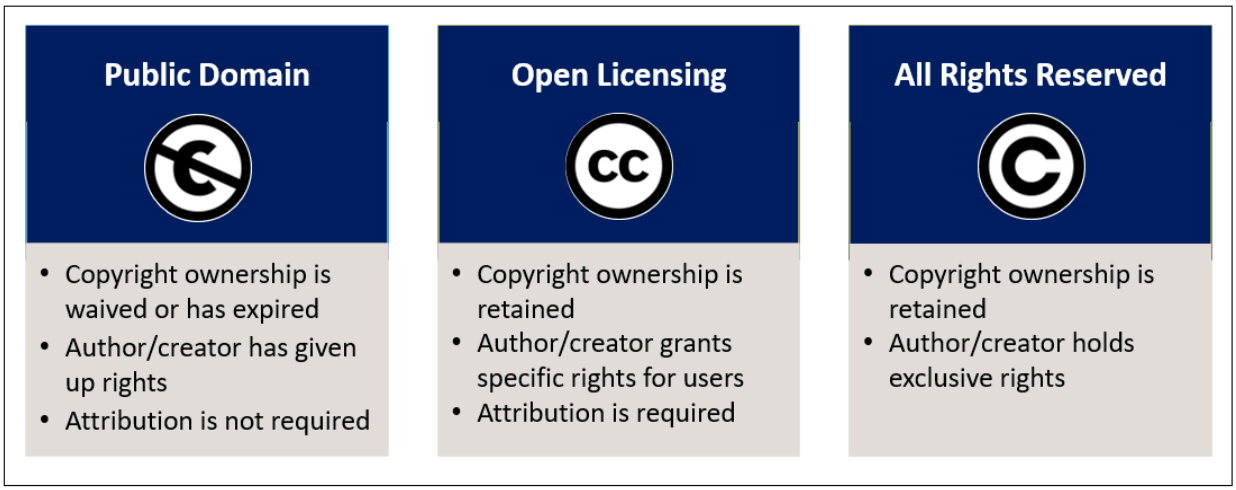
Why is an open license important?

The copyright status and license applied determine what one can and cannot do with the creative work of someone else. Knowing how to identify and differentiate between common types of copyright status is useful when determining which and how content may be reused. One should assume that a work is All Rights Reserved, unless the creator explicitly states otherwise, or the user of the work can prove otherwise.
The chart below shows the Creative Commons licenses and their level of openness



What is the difference between public domain and open license?

Public domain and open licensing grant free access to the materials, but the scope and nature are different. Open licensing recognizes clear ownership of intellectual property and the work is still protected under copyright law, whereas works in the public domain are not protected by copyright law. Therefore, users are required to follow the license requirements when using openly licensed materials.
This infographic illustrates the differences between public domain, open licensing, and all rights reserved copyright.



Why Open Licensing Matters

The power of open licensing lies in its ability to clearly communicate how the creator intends the work to be used. A creator can explicitly share the work and control the licensing provisions while retaining ownership. Remember, for a work without a copyright notice, all rights reserved is assumed. Displaying an open copyright license statement with work intended to be shared openly ensures its ability to be reused, retained, revised, remixed, and/or redistributed in the way the author or creator intended.

Module 3 Concept Review

1. True or False: In the U.S. copyright is automatic and does not require registration or a copyright statement.

2. You find a copyrighted (all rights reserved) textbook that you would like to use in class. Under copyright laws, you may do the following with the textbook:
   __ Request students acquire a copy and only read specific chapters
   __ Scan the book and distribute the pdf to your students
   __ Rewrite portions of a chapter so that it uses examples specific to your sub-discipline
   __ Scan a small portion of the book and distribute the pdf to your students

3. True or False: A public domain work is free to be used in any way without permission.

4. Choose the words that correctly fill in the blanks: When a creator licenses a work under _____, they are giving the public explicit rights to reuse the work under the terms of that _____.

___ Creative Commons, license
___ open access, use
___ academic freedom, license
___ fair use, use

5. Reflect: Consider an educational resource you have used recently. Based on what you have learned, do you think that resource and/or use was:
___ Copyrighted (i.e., All Rights Reserved)
___ Covered by fair use
___ Openly licensed
___ I have no idea

Check your Concept Review Answers

Attributions

Information for this module was consulted and adapted from

Module 4: Finding OER

By the end of this module, you should be able to:

- Apply effective search strategies when looking for OER
- Identify online repositories and search tools for OER

Modules 1-3 provided a solid introduction to various aspects of open educational resources such as the benefits to using Open Educational Resources (OER), the 5R Framework, and open licensing. This module will outline some approaches to searching for and finding OER.

[Video] **How Can I Find OER?**

OER vs. Library Materials

OER refer to educational materials that include permission for anyone to use, modify and share. In its simplest form, the term open educational resources describes any educational resource (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that is openly available for use by educators and students, without an accompanying need to pay royalties or license fees.
Materials that are under full copyright, or which are not accompanied by a specific license allowing anyone to copy, adapt and share them, are not open educational resources. An example of this would be resources only available through institutional library subscriptions such as ebooks, online articles, and streaming media. Linking to library materials in your LMS course site is not the same thing as using OER content. However, you can use these materials within fair use and institutional licensing provisions.

What are you looking for?

A good first step in searching for OER is to identify the type and format of the resources needed. For example, a video lecture about Microeconomics? A Psychology textbook? Having a clear idea simplifies the search. Use an OER Search Strategy Template or ask yourself some of the following questions.

- What type of OER are you looking for? A textbook? A video? A set of lesson plans?
- Identify Course Objectives, Topics, & Outcomes the OER will need to cover.
- List what you like (or love) about your current course materials.
- List what you don't like about your current course material.
- List what you would be willing to realign or let go of to use an OER textbook.
- Think about the effectiveness of your current textbooks and course materials.

    - Rank your top 5 elements (Are they current? Accurate? Cover course outcomes? Professionalism?)

Where do you look for OER?

There is an abundance of openly licensed resources out there; it is easy to feel overwhelmed when trying to find useful and relevant resources. This video provides a nice overview of some of the more common search repositories and tools for finding OER.

Searching OER Repositories

OER repositories are curated collections organized into various categories including discipline, format, and open license. Many repositories have either peer reviews or a rating scale where users have shared their perception or experience with the resource. Start by trying these well-known and user-friendly repositories:

- OER Commons - the go-to repository if you are looking for all types of resources from lesson plans to full courses. Due to the amount of material in OER Commons, there are many options for limiting and filtering your searches such as by discipline, material type of OER, format, education level and more.
    - Michigan Colleges Online, an initiative of the Michigan Community College Association has a Hub page on this site: https://www.oercommons.org/hubs/mco.
- MERLOT - repository of all types of online learning and support materials - many of which are peer reviewed, as well as content creation tools and hosting, and access to academic discipline and academic support communities.
- SkillsCommons - a comprehensive collection of workforce-related OER created by over 700 community colleges across the US. Created by the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program. SkillsCommons contains free and open learning materials and program support materials for job-driven workforce development.
- Mason OER Metafinder (MOM) This utility from George Mason University Libraries searches 16 OER repositories at once. You can add or remove sources to modify your search targets.
- OASIS Search Openly Available Sources Integrated Search (OASIS) is a search tool developed at SUNY Geneseo that aims to make the discovery of open content easier. This tool will simultaneously search 44 different open content sources.

Searching for Open Textbooks

If you are looking for an open textbook to replace your current, commercial textbook, start by visiting the two resources listed below.

- Open Textbook Library - supported by the Open Education Network at the University of Minnesota, available resources include mainly college-level open textbooks. The repository includes faculty peer reviews, licensing information, a summary of content, format availability, and direct links to resources. It can be searched by keyword or by browsing discipline areas.

- OpenStax - a non-profit out of Rice University, OpenStax offers peer-reviewed open textbooks in a variety of subject areas. Their focus is on high enrollment lower-level undergraduate textbooks. Student and instructor resources are available along with multiple digital formats for download. Students also can purchase print copies typically for less than $65 if they prefer a print version. Work with your institution's bookstore to arrange for print copies for purchase on campus.

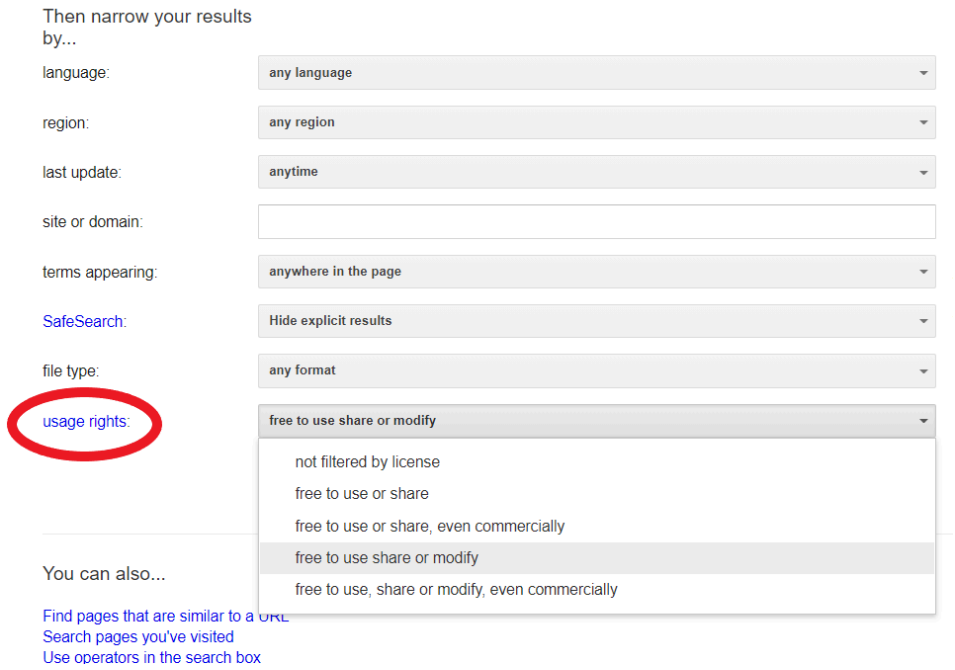
Using Search Tools to Find OER

Be aware that these search tools rely on license metadata being detected on the source webpage(s), and you should confirm the license on the content you want to reuse before doing so.

Google Advanced Search

Google is a popular and common search tool we all use daily, but you may not be aware of its advanced search features. The **Google Advanced Search** allows you to filter results by usage rights. Use the usage rights drop-down menu to filter results and select either of the last two options.

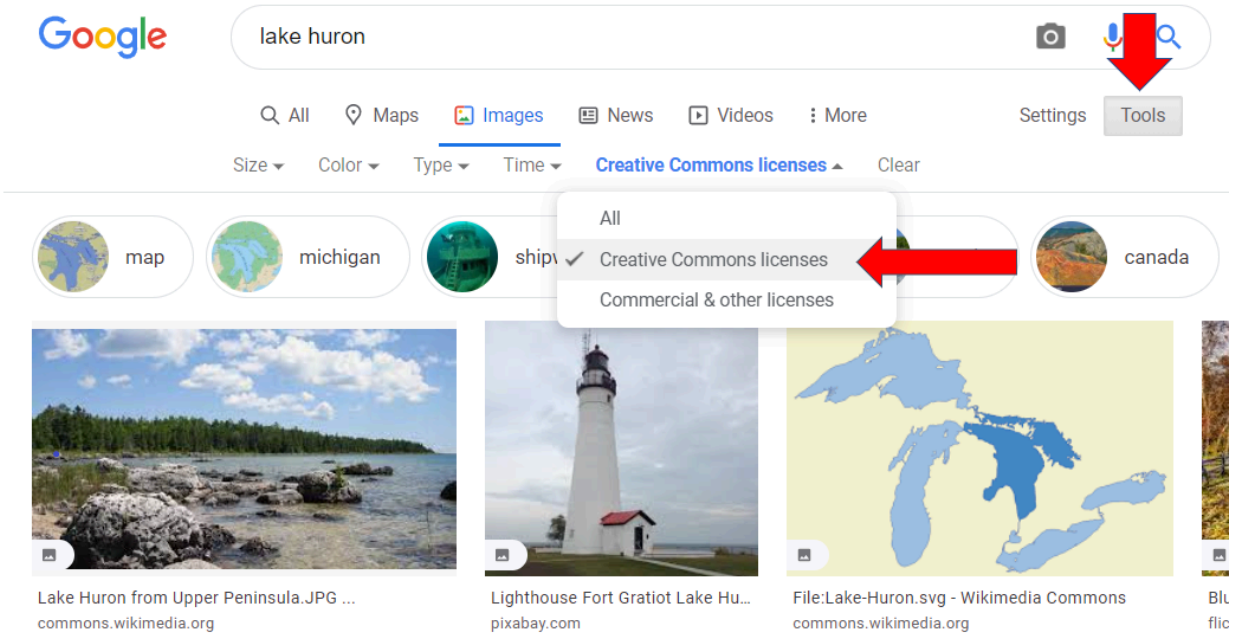
- not filtered by license (default)
- free to use or share (CC BY-NC-ND)
- free to use or share, even commercially (CC BY-ND)
- **free to use, share, or modify (CC BY-NC or CC BY-NC-SA)**
- **free to use, share, or modify, even commercially (CC BY or CC BY-SA)**



Google Image Search

You can also find open images, graphics, infographics, etc. using Google Image Search by clicking “Tools” on the results page and using the Usage Rights drop-down menu. Note that the menu options are a little different. Select “Creative Commons Licenses” to see open images.

- All
- **Creative Commons Licenses**
- Commercial and Other Licenses



Finding More...images, videos, audio

Video: Where to Find Videos and Images

- Images
  - Creative Commons Search
  - Pexels
  - Pixabay
  - Noun Project (great for icons)
  - Collection of links to openly-licensed or royalty-free diverse images of people
- Video (be sure videos include accurate captions or a transcript to allow for full accessibility)
  - YouTube (use the Creative Commons Filter)
  - Vimeo (use the Creative Commons Filter)
- Audio (be sure audio files include a transcript to allow for full accessibility)
  - Bandcamp

    - Library Of Congress Audio Files
- More Open Textbooks
    - LibreText
    - BCcampus Open Textbook Project

If you still haven't found what you're looking for, ask your campus or subject librarian for help locating relevant OER or other zero cost course materials. Many academic libraries curate online guides related to OER. Your institution's library may have curated online tools for finding OER. One example is from Washtenaw Community College's OER Research Guide. Check to see if your librarians created one. It can be a nice supplement to your learning in these modules.

Module 4 Concept Review

1. Choose the words that correctly fill in the blanks: A good first step in searching for OER is to identify the _____ and _____ of the resources needed.
   ___ length, scope
   ___ cost, format
   ___ type, format
   ___ number, author

2. True or False: To find open images, use Google Image Search to explore by keyword. Any images you find are open and can be saved.

3. Google Advanced Search allows you to filter results by: (check all that apply)
   ___ usage rights and licenses
   ___ creator contact info
   ___ cost to use
   ___ format/type

4. Which of the following repositories contain only open works and which allow you to filter results by license?
   Open Textbook Library
   YouTube
   OASIS Search
   Google Images

5. Reflect: Briefly describe one resource or piece of content that you currently use for teaching that you would be interested in replacing with an OER.

Check your Concept Review Answers

Attributions

Information for this module was consulted and adapted from

Module 5: Evaluating OER

By the end of this module, you should be able to:

- Investigate the available reuse options for OER - adopt, adapt, combine and create
- Evaluate OER using relevant rubrics and tools

Video: **How to find and evaluate OER [4:06-5:52]**

Evaluation Rubrics & Checklists

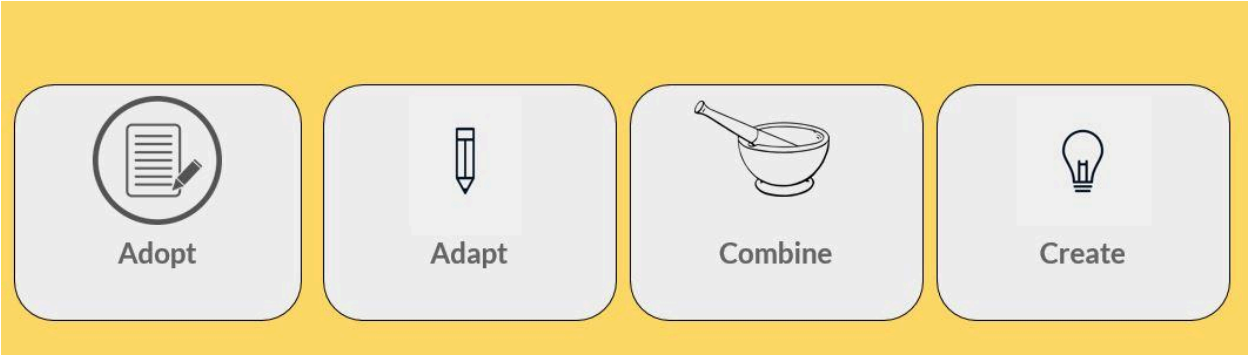
There are plenty of rubrics and evaluation tools available. In fact, many institutions or academic departments may already use one for evaluating traditional textbooks and course materials that can be used to evaluate OER. Outside of considering the 5Rs in Module 1 and whether the licensing on the resources allows for adaptation, evaluating OER should not be any different than evaluating other curricular material under consideration for adoption.
Suggestions for easy-to-use and widely-adopted rubrics and checklists for evaluation include:

- Achieve OER Rubrics
- Sample Checklist for Evaluating OER

What do you want to do with that OER?

As stated elsewhere in this tutorial, OER are flexible in that they can be used as they are, or are licensed to be adapted to fit a particular situation, course, or subject. So first, before diving into rubrics, consider the license for the OER and what the permissions allow.

What do I want to do with the OER I found?



The following questions can help guide you when selecting and evaluating OER. The list below is also available in PDF format from Affordable Learning Georgia

Clarity, Comprehensibility, and Readability

- Is the content, including any instructions, exercises, or supplemental material, clear and comprehensible to students?
- Is the content well-categorized in terms of logic, sequencing, and flow?
- Is the content consistent with its language and key terms?

Content Accuracy and Technical Accuracy

- Is the content accurate based on both your expert knowledge and through external sources?
- Are there any factual, grammatical, or typographical errors?
- Is the interface easy to navigate? Are there broken links or obsolete formats?

Adaptability and Modularity

- Is the resource in a file format which allows for adaptations, modifications, rearrangements, and updates?
- Is the resource easily divided into modules, or sections, which can then be used or rearranged out of their original order?
- Is the content licensed in a way which allows for adaptations and modifications?

Appropriateness

- Is the content presented at a reading level appropriate for higher education students?
- How is the content useful for instructors or students?
- Is the content itself appropriate for higher education?

Supplementary Resources

- Does the OER contain any supplementary materials, such as homework resources, study guides, tutorials, or assessments?
- Have you reviewed these supplementary resources in the same manner as the original OER?

Accessibility and Inclusion

- Is the content accessible to students with disabilities?
- If you are using Web resources, does each image have alternate text that can be read?
- Do videos have accurate closed-captioning?
- Are students able to access the materials in a quick, non-restrictive manner?
- Do visuals include multiple races and ethnicity?
- Do historical examples include traditionally underrepresented groups or viewpoints?

Module 6 will cover accessibility more in depth.

Getting Organized! Curriculum Mapping

Another successful approach to evaluate an OER is to use a course map template to track course outcomes, activities, and teaching resources. A course map, also known as a curriculum map, is a record of teaching and learning that can provide faculty an opportunity to align OER with course learning outcomes. An added advantage to course mapping is unearthing unintentional gaps or redundancies in your learning outcomes.

Curriculum mapping and redesigning courses are rewarding and, at times, necessary tasks. Unfortunately, these processes can also be cumbersome and time consuming. Many institutions of higher education have Distance Learning professionals or Instructional Designers who are equipped to help ease the process and provide guidance and helpful tools. It's a good idea to contact these offices before you start collecting course material.

This course and its modules were developed by adapting Texas Learn OER, and a course map was used to track, organize, and evaluate content. The template is available for use. Retrieve a copy below, as well as a sample course map:

- Blank Course Map Template
- Texas Learn OER Course Map Sample

A Comment On Quality

Often, in conversations surrounding the evaluation of OER, questions emerge related to quality. A typical question might be: Is the quality of the OER as good as commercially produced copyrighted course material? As with anything, OER content, formatting, and quality will vary. It is good practice to consider HOW quality is defined and measured. David Wiley addressed this in a 2013 blog post: On Quality and OER.

> "For educational materials, the degree to which they support learning is the only meaning of quality we should care about."

Module 5 Concept Review

1. When looking for content to adapt, what should you take into consideration?
   ___ A file format that allows for easy changes
   ___ Licensing that allows for adaptation and modifications
   ___ Content that is accessible to students with disabilities
   ___ All the above

2. True or False: Only the instructions, supplemental materials, and order of the content can be changed in OER. The in-depth content cannot be modified.

3. The quality of OER should be evaluated based on: (check all that apply)
   ___ Whether or not the license allows for adaptation
   ___ Number of “views” in the repository
   ___ The same criteria already used to evaluate curricular material

4. Choose the words that correctly fill in the blanks OER can be evaluated using a _____, which can provide faculty an opportunity to align OER with _____.
   ___ rubric; administrator opinions
   ___ curriculum map; learning outcomes
   ___ checklist; current events in the field
   ___ learning outcome; curriculum maps

5. Reflect: Consider the priorities you would focus on when evaluating and selecting OER. Rank the following statements from “most important criteria” at the top of the list (1) to “least important criteria” (5).
   ___ Is the content well-categorized in terms of logic, sequencing, and flow?
   ___ Is the interface easy to navigate and access for students?
   ___ Is the resource in a file format which allows for modifications, rearrangements, and updates?
   ___ Does the OER contain any supplementary materials, such as homework resources, study guides, tutorials, or assessments?
   ___ Is the content consistent with its language and key terms?

Check your Concept Review Answers

Attributions

Information for this module was consulted and adapted from

Module 6: Accessibility

By the end of this module, you should be able to:

- Identify steps for choosing and using accessible OER
- List three ways accessibility must be considered when adopting OER
- Reflect on accessibility of current teaching resources and how they can be improved
- Introduce the concept of universal design and how it improves accessibility for all learners

Video: **Open Dialogues: Open education and accessibility**

An Overview of Accessibility

As instructors, we have legal and ethical obligations to ensure that our courses are fully accessible to all learners, including those with disabilities. We use digital resources in our courses because we believe they enhance learning. However, unless carefully chosen with accessibility in mind, these resources can have the opposite effect for students with disabilities, erecting daunting barriers that make learning difficult or impossible. For example, consider the accessibility challenges students described below might face.

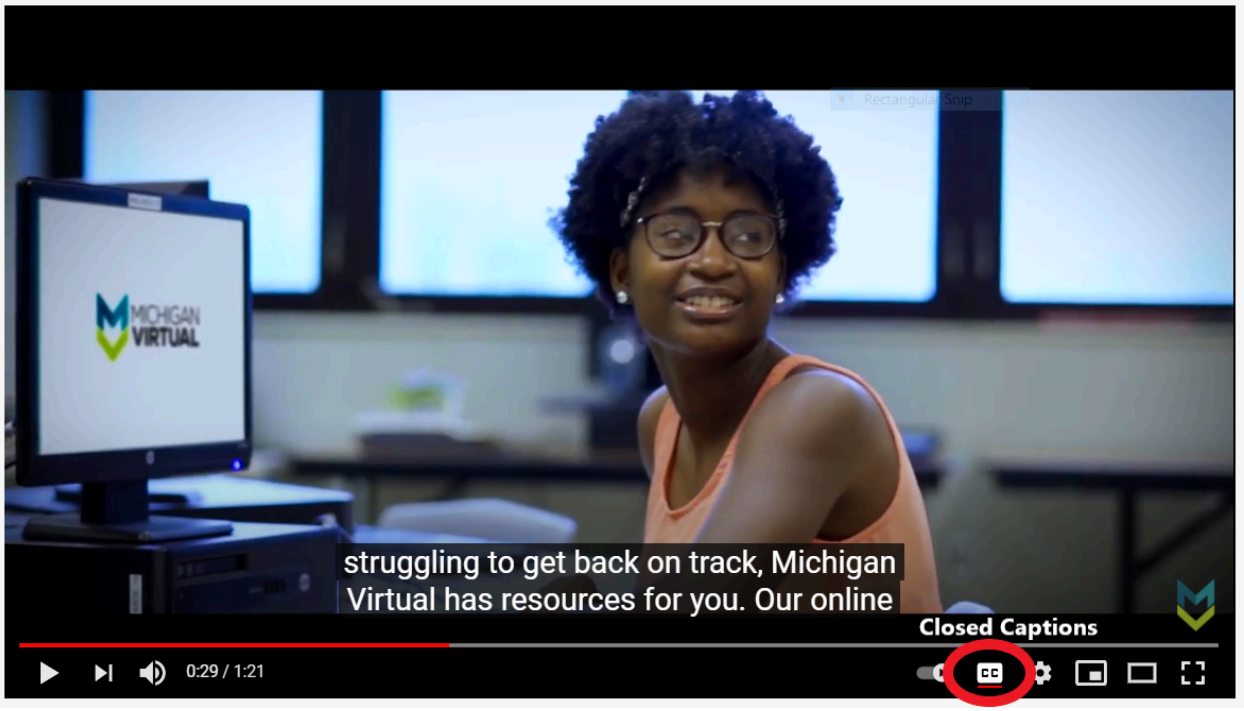
- Students who are deaf or hard of hearing are unable to access the contents of a video presentation unless it's captioned.
- Students who are blind or visually impaired use assistive technologies such as audible screen reader software or Braille devices to access the content of websites, online documents, and other digital resources. They depend on authors providing alternate text that describes the content of images as well as headings, subheadings, lists, and other markup that helps them understand the structure and outline of the resource.
- Some students who have learning disabilities such as dyslexia use assistive technologies that visibly highlight digital text as it's read aloud, and are therefore dependent on text being readable (as opposed to a scanned image).
- Students who are physically unable to use a mouse are unable to use interactive web and software applications unless these applications can be operated with a keyboard.
- Students who are color blind may be unable to understand content that communicates information solely using color (for example, a bar chart with color as the sole means of differentiating between the bars).

The Web Content Accessibility Guidelines (WCAG), developed by the World Wide Web Consortium, provide an international standard that defines accessibility of web-based resources. The principles of WCAG are applicable to other digital assets as well, including software, video, and digital documents. The DO-IT (Disabilities, Opportunities, Internetworking, and Technology) at the University of Washington has a wealth of resources available to instructors on universal design in the classroom and in digital resources. Their Accessibility

Checklist can help anyone creating or choosing digital resources to understand the accessibility requirements related to the features and functions of those resources.
The rest of this module provides tips for ensuring that the resources you're choosing for your course are accessible to all learners.

Choosing and Using Accessible Video

When selecting video, be sure to choose videos that include accurate closed captioning (CC). Closed captions provide a text version of the spoken audio and other critical sounds, displayed in sync with the video.
Closed captions make video accessible to students who are deaf or hard of hearing but also benefit many others: they help second-language students understand the spoken audio; they help all students learn the spelling of the words that are being spoken; they make it possible to search the video for specific content; and they can be repurposed as an interactive transcript, which is a great feature for everyone!
Captions are supported by all major video hosting services including YouTube and Vimeo. If a video is captioned, it will have a CC button on the video player.
Additionally, when selecting audio files (like a Podcast) be sure the file also has a full written transcript available.



Video Resources

YouTube automatically captions most videos that are uploaded to its website. However, automatic captions, which are created by a computer, are not always accurate (consider the effect of one missed "not" on the meaning of the video). Videos containing technical or

discipline specific language can be problematic. To check whether a video has reasonably accurate captions created by humans, click the CC button on the video player to turn captions on, and watch a few short segments of the video.

Consult the following resources for additional information on finding videos that have captions:

- Searching YouTube for videos with captions
- Turning YouTube captions on and off

If you find an open-licensed video that is perfect for your course but does not currently have captions, caption it! Here's how

- Amara – a free tool for captioning and subtitling any public video
- Dotsub – another free tool for captioning and subtitling any public video

Choosing and Using Accessible Images

If images are used to communicate information, they should include short text descriptions for individuals who are unable to see the images. These short descriptions are typically referred to as "alternate text" or "alt text."
Most authoring tools that support adding images to content also support adding alt text to an image. When adding an image to a web page or document, simply look for an "alt text" field in the Image Properties dialog and enter a short description into the space provided. If the authoring tools do not support "alt text", include a description of the image after the figure title. Note, any images with words, such as screen capture of a quote or "tweet", should include a transcript of the words displayed in the images. This is also good practice when sharing images on social media.

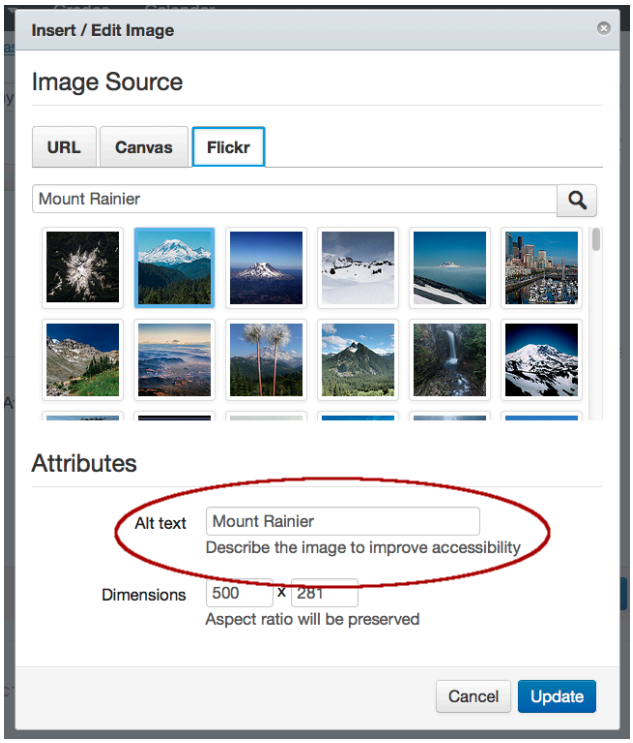


Image Resources

Consider the context of images used in course materials, and add alt text that conveys what the image is meant to communicate. The purpose of alt text is to communicate the same idea to someone who is unable to see the image.
The following resources provide additional guidance for writing good alt text.

- WebAIM: Alternate Text
- Guidelines for Describing STEM Images

If an image contains an important detail that is too complex to be described in one or two brief sentences (for example, a chart or graph), then the text description will need to be provided separately from the image, either

within surrounding text on the same page, or on a separate page that is accessible via a link on the main page. Remember, if it is an image of text, a transcript should be provided.

Choosing and Using Accessible Course Material

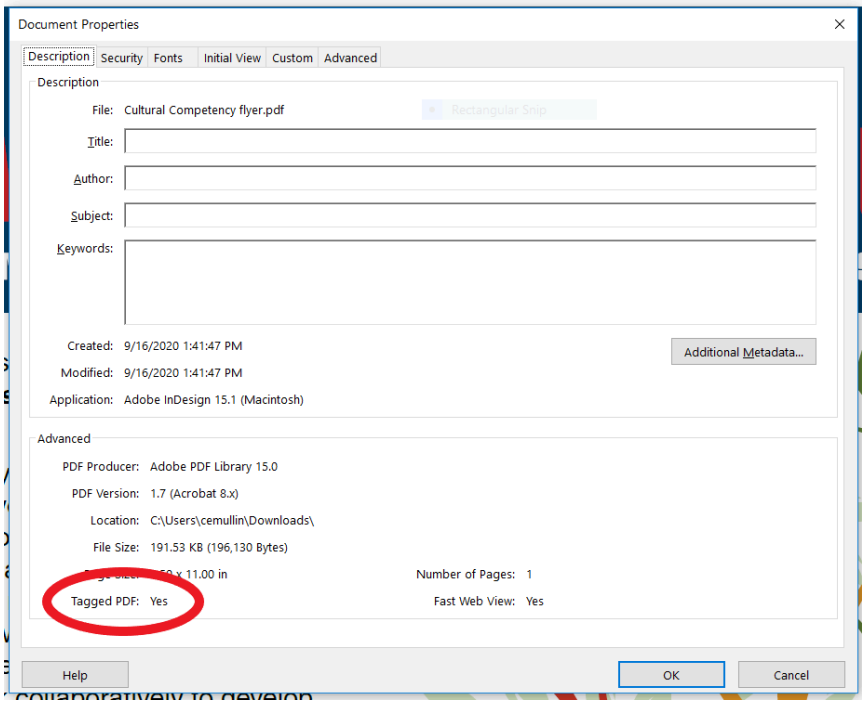
When choosing among the wide variety of course materials that are available be sure to consider whether these materials might present challenges or barriers for students with disabilities. Ask specific questions, such as:

- Is all written content presented as text, so students using assistive technologies can read it?
- If the materials include images, is the important information from the images adequately communicated with accompanying alt text?
- If the materials include audio or video content, is it captioned or transcribed?
- If the materials have a clear visual structure including headings, sub-headings, lists, and tables, is this structure properly coded so it's accessible to blind students using screen readers?
- If the materials include buttons, controls, drag-and-drop, or other interactive features that are operable with a mouse, can they also be operated with a keyboard alone for students who are physically unable to use a mouse?
- Do the materials avoid communicating information using color alone (e.g., the red line means X, the green line means Y)?

Not all OER will be fully accessible to all students. Instructional Designers and Accessibility experts at many campuses can help to adapt existing OER in order to meet accessibility standards. Contacting the original author or creator of the material may inspire them to improve their material as well.

Choosing and Using Accessible Textbooks

Many of the downloadable textbooks available through the sites like OpenStax or Open Textbook Library provide textbooks in PDF format. PDF, like most other document formats, includes support for accessibility features such as headings, subheadings, lists, and alt text on images, but the author and/or publisher must make a conscious effort to include these features. In order to support accessibility features, a PDF file must be tagged. A tagged PDF is a type of PDF that includes an underlying tagged structure that enables headings to be identified as headings, lists as lists, images as images with alt text, etc. Tags provide the foundation on which accessibility can be built. To determine whether a particular PDF is tagged, open it in Adobe Acrobat or Adobe Reader and go to Document Properties (Ctrl + D in Windows; Command + D in Mac OS X). In the lower left corner of the Document Properties dialog, "Tagged" is either "Yes" or "No."



Accessibility Resources

Often, Distance Learning and/or Instructional Design staff can be very helpful when working to ensure the accessibility of OER. The following resources provide additional guidance for creating accessible documents, particularly in PDFs and accessibility issues in using them. Additionally, reach out to staff at your institution, such as Instructional Designers or an accessibility support specialist for help and guidance.

- Adobe: PDF Accessibility Overview
- WebAIM: PDF Accessibility
- BC Campus Open Education Accessibility Toolkit

A Note About Universal Design

Faculty are required to ensure that the teaching materials they use are accessible to all students. Applying a universal design approach to course design provides an opportunity to improve accessibility for all learners.

> Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design - Ron Mace

Ron Mace and colleagues at North Carolina State University coined the term Universal Design (UD), with the understanding that designing to meet the needs of disabled people benefits everyone. For example, although closed captions are added for deaf students, many students

may use them when watching online videos in the library or if they are learning English. Using a UD framework makes our courses more user-friendly for all learners.

Module 6 Concept Review

1. True or False: Digital resources are inherently more accessible and present fewer barriers for students with disabilities than more traditional course materials.

2. When adopting or adapting OER, you must ensure:
   ___ All videos must have closed captions or a transcript
   ___ Images must have an 'alt' text describing the image
   ___ All scanned images must have a readable alt text or transcript
   ___ All of these: I must ensure all OER are accessible
   ___ None of these: Because I didn't create the OER, I'm not responsible for accessibility

3. True or False: In order to support accessibility features, a PDF file must be tagged. Tags provide an underlying structure that enables headings to be identified as headings, lists as lists, images as images with alt text, etc.

4. Faculty are required to ensure that the teaching materials they use are accessible to all students. Designing materials that can be used by all with minimal need for adaptation is known as:
   ___ learning for all
   ___ backwards design
   ___ universal design
   ___ instructional design

5. Reflect: Are your current course materials accessible?
   ___ Yes, all of my materials are accessible
   ___ Most of my materials area accessible
   ___ Most of my materials are not accessible yet
   ___ I'm not sure!

Check your Concept Review Answers

Attributions

Module 7: Creative Commons Licensing In-Depth

By the end of this module, you should be able to:

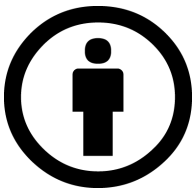
- Identify the differences between the six Creative Commons licenses
- Recognize how different license permissions impact remixing compatibility
- Choose an appropriate license for your own work
- Create attribution statements for works used

Video: **What are Creative Commons Licenses?**

Creative Commons

Four Conditions

Creative Commons (CC) licenses are created from the combination of four conditions. Understanding the meaning of each condition is useful for deciding how CC licensed content can be reused and how to license newly created work. As discussed in Module 5 (Evaluating OER), understanding the meaning of the conditions can also be useful in evaluating an open resource.



Attribution (BY)

The Attribution (BY) condition is fundamental to all CC licenses. Many creators care about receiving credit for their creative work. When reusing CC-licensed work, proper attribution must be given to the original creator — and to other contributors on the work, if any. The CC BY license is the most open of all the licenses and allows for the most reuse options.

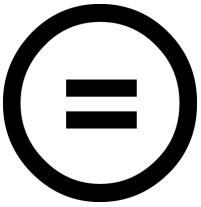
Share-Alike (SA)

The Share-Alike condition requires that anyone reusing a resource must also license their own creation under the same license. Both the CC BY-SA and CC BY-NC-SA licenses include this condition. While this condition effectively "locks open" the content, remixing SA content with non-SA or other-SA licensed work may not be straightforward or allowed at all.

Non-Commercial (NC)

The Non-Commercial condition allows for reuse and sharing but reserves commercial rights for the creator. The meaning of the NC material can be

tricky, but the license condition clearly indicates that commercial reuse rights are not granted.



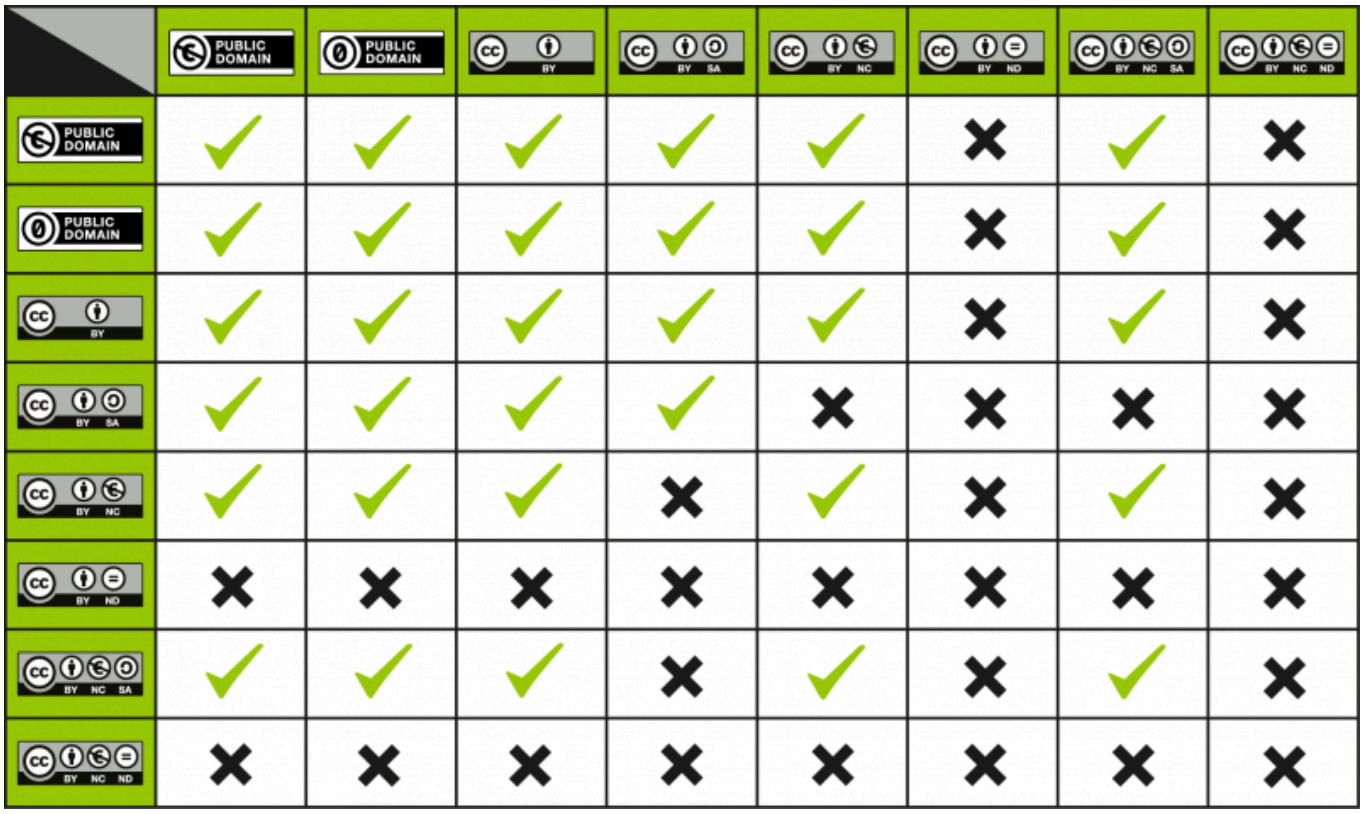
No-Derivatives (ND)

The No-Derivatives condition allows sharing and reuse but only if the content is left unchanged. For this reason, ND content is not considered true OER and can only be reused when no adaptations are needed.

Combining the Conditions

Together, the conditions form the six CC licenses:

The BY (attribution) condition is a part of all the licenses, but not all conditions work together. For example, the SA and ND conditions do not appear in the same license because there is no reason to include the share-alike condition when no derivatives are being allowed. Understanding how the different licenses can or cannot be combined is a critical step in reusing openly licensed material. The license compatibility chart below is a great resource in determining which licenses work together.



"License Compatibility Chart" by Creative Commons is licensed under CC BY 4.0

Giving Credit Where Credit is Due

All six of the creative commons licenses include the BY or attribution condition. This is a requirement of reuse. The original creator has explicitly informed the user of this requirement through the use of the BY condition. Citations and attributions are similar but different. Providing attribution is the legal requirement of the open license. While some tools, like CC Search, include the attribution in the resource, there are other tools available to help users easily create attribution statements for work they reuse, remix, or modify.

- Attribution Builder - created by Open Washington, this tool, similar to a citation generator, builds attribution statements that can be copied and pasted into documents and websites. Note: all the attribution statements for these modules were created using this tool.
- Creative Commons License Chooser - is a Google Add-on tool. It is easy to install as an Add-on for your docs. Attribution statements can be created within the document as you go, similar to how MS Word has a citation builder in their toolbar.

When creating attribution statements a good rule of thumb is to remember the acronym TASL:

- Title of the work
- Author of the work
- Source or where the work can be found
- License of the work

This is an example of an ideal attribution for a CC-licensed image.

"Late October on Lake Michigan" by mic stolz is licensed under CC BY-NC-SA 2.0.

It is an ideal attribution because it includes:

- Title: "Late October on Lake Michigan"
- Creator: mic stolz - with a link to their profile page
- Source: "Late October on Lake Michigan" - with a link to the original photo
- License: CC BY-NC-SA 2.0 - with a link to the license deed

See Best Practices for Attribution for more information.

Choosing A License For Newly Created or Adapted Work

When publishing newly created or adapted work, selecting and displaying a license with it ensures the work can be adopted and adapted how the author/creator intends. If a license is not selected, all published material may be assumed to be all rights reserved even if the intent was for it to be openly licensed.
When creating work to share, carefully consider the following:

- Do you want to allow derivatives?
- Do you want to allow for commercial purposes?
- Do you want the same license to be applied on derivatives?
- If this work was made using openly licensed material, is there a copyright provision you must abide?

Creative Commons designed the licenses to provide more options to the creator than all-rights reserved copyright. The CC License chooser is a simple tool designed to help creators decide which license is best for their work. After selecting preferred sharing permissions, a license icon, statement, and code -- similar to the one below -- is generated and can be copied and pasted into new work.

Remember, to be considered true OER, the rights assigned must permit the ability for others to retain, reuse, revise, remix, and redistribute (5 Rs).

Explore Further

Creative Commons Licenses Study Cards

Module 7 Concept Review

1. True or False: The four Creative Commons conditions are: Attribution, Share Alike, Non-Commercial, No-Derivatives

2. This image indicates that:

   ___ A work is in the public domain
   ___ The work is copyrighted, all rights reserved

___ This is a Creative Commons open license and means the work is free to use in any way. and you do not need to attribute the creator
___ This is a Creative Commons open license and means the work is free to use in any way, however, you must give attribution to the creator of the work

3. True or False: When reusing any work with a creative commons license, attribution is suggested, but not required as part of the license condition.

4. True or False: To be considered true OER, the rights assigned must permit the ability for others to retain, reuse, revise, remix, and redistribute.

5. Reflect: Which license do you feel like you would be most comfortable sharing your own original educational resources under?
___ Copyright: all rights reserved
___ CC-BY-NC-SA: material can be used non-commercially, must be attributed, and must be shared under the same license
___ CC-By: material can be used in any way but must be attributed
___ Public Domain: material can be used in any way

Check your Concept Review Answers

Attributions

Information for this module was consulted and adapted from:

"Best Practices for Attribution" by Creative Commons is licensed under CC BY 4.0

"Creative Commons Licensing: Nuts & Bolts" by Carrie Gits is licensed under CC BY 4.0

"CC License Compatibility Chart" by Creative Commons is licensed under CC BY 4.0

"CC License Conditions" by William Meinke is licensed under CC BY 4.0

"Putting a CC License on Your Work" by William Meinke is licensed under CC BY 4.0

Module 8: Adapting, Creating & Sharing OER

By the end of this module, you should be able to:

- Adapt & create OER with proper attribution and licensing
- Recognize the considerations in choosing a license for your work
- Recognize the variety of creation and authoring tools available
- Identify options for sharing OER

Video: **Adapting OER**

Adapting Existing OER

A major benefit of choosing an open educational resource is that it gives faculty the legal right to add to, adapt, or delete content from the open work to fit their specific course without obtaining permission from the copyright holder.

Here are six recommended steps to follow when adapting an existing open resource:

1. Check the license of the work - does it allow for modifications or derivatives?
2. Check the format of the work - common formats are HTML files (webpages), Word or open documents (Google Docs), Text files, ePub, LaTex files (if the original book includes math or science formulas and equations).
3. Choose tools for editing an open textbook (or other open resource) - there are many available. Choosing an editing tool may depend on the original format of the resource.
4. Choose the output for the work - students like having material in multiple formats. This allows them to choose what works best for them. Some may prefer printed versions of the textbook; others will prefer using a website. Still others will like to use an e-reader or e-reading software. By offering multiple formats you are making your content more accessible.
5. Determine access for the work - how will students access the content? Will it be available in an LMS, Google Classroom, OER Commons, or another online hosting service?
6. Choose a license - the open license chosen will depend on both the author's/creator's preferred permissions, and how the original resource was licensed. For example, if the original resource was licensed with a Creative Commons Attribution-ShareAlike (CC BY-SA) license, then the revised resource must be published with the same license to ensure it is compliant with the terms of use.

Remember only works that align with the 5Rs are considered Open Educational Resources.

For a complete guide to adapting OER Textbooks, see Modifying an Open Textbook: What You Need to Know, from the Rebus Community.

Creating OER

The ALMS Framework

For work to be truly "open" and allow the 5R permissions (reuse, revise, remix, redistribute, and retain), the work should be meaningfully accessible and editable for adopters. The ALMS framework, established by Hilton, Wiley, Stein, and Johnson (2010), highlights the vital importance of offering source files and creating work in easily adoptable formats.

- ACCESS: Offer in a format that can be easily edited with freely accessible tools
- LEVEL: Format should not require advanced technical expertise to revise content
- MEANINGFUL: Offer in an editable format
- SOURCE: Source file that is accessible and editable

Using the ALMS framework offers OER creators a structure guiding the openness of the content while ensuring access to adopters in a meaningful way. When creating work, consider sharing it in several formats that permits accessible classroom adoption: MS Word, PDF, and Google doc, etc.

Review the video below to get a brief introduction to creating OER.

Creating Open Educational Resources: Tips for New Creators

The video outlines 5 tips for creators:

- Determine how the resource will meet course needs
- Look at existing course material to see if anything can be used as a base for an OER.
- Evaluate tools and determine where the OER will be built.
- Consider which license option works best for the OER
- Decide where and how you want to share your OER

There are low tech, medium tech, and high tech tools and authoring platforms available to create OER. Check with your institution about institutional licenses and access to technology that is appropriate for the format of the resource. Listed below are some widely used tools:

- Google Docs
- Google Sites
- Google Slides
- Adobe Spark
- Pressbooks
- OER Commons Open Author

Be aware of any restrictions this tool may have on how the final work may be published or shared before creating a new resource. Educational Design experts or librarians may be able to answer any questions about this issue.

You can view examples of OER, including Open Textbooks, produced by your colleagues in the state in A Look at OER in Michigan

Licensing Your Work

Don't forget to choose a license for your work! Look at this extensive list of considerations for licensors and licensees before deciding which license to apply to your work. The Creative Commons Choose a License tool works nicely for this.

One Last Reminder:
Creative Commons licenses are non-revocable. This means that you cannot stop someone who has obtained your work under a Creative Commons license from using the work according to that license. You can stop offering your work under a Creative Commons license at any time you wish, but this will not affect the rights associated with any copies of your work already in circulation under a Creative Commons license. So, you need to think carefully when choosing a Creative Commons license to make sure that you are happy with people being able to use your work consistent with the terms of the license, even if you later stop distributing your work.

Sharing Your Work

Sharing work is a personal choice and can be daunting, but it also can be rewarding. Sharing work with others allows for increased use as well as opportunities for collaboration, enhancement, and improvement. Work can be shared on a small scale, like with an academic department at a particular institution; or, it can be shared globally with other educators and students, thus contributing to the open education community at large.

Whether shared locally or globally as an OER, consider the following actions as a guide to sharing work.

Decide on Terms of Use

Decide on the terms of use. OER can be published under a Creative Commons license or in the public domain. Be sure to review the difference between these two copyright terms:

- By releasing work under a Creative Commons license, the creator retains ownership while allowing others to use the work (with attribution) without needing to ask permission of you directly.
- By releasing work in the public domain, copyright ownership is waived. Users may still cite the creator when adopting or adapting the work, but they are not required to do so.

See "What is the difference between public domain and open license?" in Module 3 for details.

Seek Copyright Clearance

Be sure that the work is eligible to be shared. To release work with a CC license or in the public domain, a resource should be cleared from all copyright issues. To do so, the work should be one or a combination of the following types:

1. your original work,
2. built from open resources,
3. built from the public domain,
4. built from copyrighted work that you obtained permission to use and distribute for the life of your openly licensed work, or
5. combination of above works

Note: Third-party materials, whether openly licensed or copyrighted, need to be attributed as not governed by the CC license you chose for your work, but under different terms and by different authors.

Select a Repository

For Images

Consider Flickr or Wikimedia Commons. Terms of use may be selected when uploading images to these repositories. Open Washington has created simple instructions to assist in uploading an image to your Flickr account and marking it with a CC license.

For Videos

Consider YouTube or Vimeo. For help, consult these instructions created by Open Washington for uploading videos in Youtube. Always provide captions to your videos. YouTube automatically creates captions; always verify that the captions are correct. They can be edited easily by following these simple instructions.

For Course Materials

Consider OER Commons or MERLOT. Additionally, if your institution has an institutional repository, work with your librarians to add your work to your institutional collection. Alternatively, web storage space like Google Drive allows for easy and free access. If you choose a web storage space, make sure to (1) manually mark your work as CC-licensed or in the public domain by placing the copyright notice somewhere visible and (2) make the link accessible by the public.

Promote Your OER

If you have taken the time to adapt or create a quality open textbook or OER course materials, you should be recognized for your work. Here are some ways to do so:

- If you are associated with a community college in Michigan, consider adding your OER to the MI OER Commons Hub.
- Include usage statistics of your OER in your annual review documents. The OER Commons records the total number of views and downloads for each listed resource.

If you are using OER in your course, let your campus know about it:

- Ask your bookstore how they identify courses that use OER or have $0 textbook cost.
- Inquire with your Registrar to see if their office identifies courses as OER or $0 textbook cost in your course catalog.
- Contact your librarian or Office for Teaching and Learning to find out if your institution has a designated staff member or department who tracks and promotes open textbook and OER use at your campus.

Module 8 Concept Review

1. Which of the following is **NOT** one of recommended steps to follow when adapting an existing open resource?
   ___ Check the license of the work
   ___ Contact the original creator of the work
   ___ Choose tools for editing an open textbook
   ___ Determine access for the work

2. The ALMS framework highlights that work should be meaningfully accessible and editable for adopters. ALMS stands for:
   ___ access, level, meaningful, source
   ___ assessable, level, mastery, source
   ___ author, length, meaningful, synthesis
   ___ achievement, length, MOOC, sequence

3. True or False: Creative Commons licenses are non-revocable. Once someone has obtained a CC licensed work, they cannot be prevented from using it as the license dictates.

4. When selecting an authoring tool, be aware of: (check all that apply)
   ___ Restrictions this tool may have on how the final work may be published or shared
   ___ Institutional licenses to authoring software (check with IT and/or the library!)
   ___ The level of technology you are comfortable with
   ___ All of the above

5. Reflect: Evaluate your comfort level with creating OERs after completing this module on a scale from “I’m comfortable with the ideas and tools that are needed to author OER” to “I don’t know where I would start.”

Check your Concept Review Answers

Attributions

Information for this module was consulted and adapted from

A Look at OER in Michigan

This section:

- Describes the current landscape of OER in Michigan Higher Education
- Identifies resources across the state and locally that can help you and your department

OER in Michigan Higher Education

This module will provide an overview of current Open Educational Resources (OER) efforts, support networks, and legislation across the state of Michigan. This information can be especially useful if you need to make the case for OER on your campus, find Michigan colleges who already have OER projects underway, or want to connect with faculty in specific departments who are already using OER in their courses.

Statewide OER Support Initiatives

Michigan Colleges Online

Michigan Colleges Online (MCO) is a Center of Excellence of the Michigan Community College Association. The MCO Steering Committee guides statewide community college OER efforts which include: OER platform hosting assistance; creation of policies/procedures; promotion of statewide OER activities; OER resource sharing, and professional development opportunities. Members of the steering committee include faculty, librarians, distance education administrators, chief academic officers, and other staff from the MCO member institutions.

MCO OER Projects:

- **MI OER Summit** - Since 2017, MCO has hosted an annual statewide conference. This one-day event brings together educators from K-12 and higher education to share projects, learn new ideas, and build networks. For more information about the summit, visit http://www.mioersummit.org/.
- **MCO OER Faculty Grants** - This MCO opportunity focuses on high-impact and collaborative projects that support the use of open educational resources (OER) to increase student retention and student success and reduce instructional costs for students. Twelve grants have been awarded to a total of 26 faculty representing six colleges and one ISD collaborator. The three grant categories are:
    - Adoption of an open textbook
    - Adaption (remix/reuse) of an existing open textbook
    - Development of ancillary resources or complete open textbook not already available.
- **OER Commons Michigan Colleges Online Hub** - This curated online OER collection makes it easy to discover OER content actively being used across the state.

- **OER Usage Statistics** - MCO collects semester data from community colleges across the state and makes it publicly available.
- **Faculty Professional Development** - Starting in 2018, the MCO OER Faculty Conversations series has featured faculty from across the state who are currently using OER or other free or low-cost materials in their courses. These free online events feature subject-specific faculty panels, making it easy for faculty to learn about OER and connect with others in their discipline.

MI OER Network

The MI OER Network was formed with the support of the Midwestern Higher Education Compact (MHEC) following a November 2018 OER Policy and Implementation Summit held by the MHEC. The mission of Michigan OER Network is to support institutions and organizations in the fair and equitable use of Open Educational Resources for all learners in Michigan. The MI OER Network steering committee consists of representatives from public universities, private colleges, community colleges, Michigan Colleges Online, the Midwest Collaborative for Library Services, the Library of Michigan, and the Michigan Department of Education.

MI OER Network Projects:

- Helpful OER Resources - Curated list of repositories, finding tools, and training opportunities.
- OER Network Community - Email list and Google group for networking, event promotion, troubleshooting, and posting questions to the OER Community.

Michigan OER Legislation

HB 5579 (2018)

Appropriations bill including funding for the Michigan Virtual University with a provision requiring that funds be used to provide leadership for the state's system of virtual learning education by:

- providing an internet-based platform that educators can use to create student-centric learning tools and resources for sharing in the state's OER repository.
- facilitating a user network that assists educators in using the content creation platform and state OER repository.
- working collaboratively with districts and intermediate districts to establish a plan to make available virtual resources that align to MI K-12 curriculum standards.

The State School Aid Act of 1979 (EXCERPT)
Act 94 of 1979

388.1698 Michigan Virtual University; Michigan Virtual Learning Research Institute; Michigan Virtual School; online and blended educator professional development programs; virtual course offerings; home-schooled or nonpublic school student; report; advisory group; submission of budget; definitions.

Sec. 98.
(ix) Provide an internet-based platform that educators can use to create student-centric learning tools and resources for sharing in the state's open educational resource repository and facilitate a user network that assists educators in using the content creation platform and state repository for open educational resources. As part of this initiative, the Michigan Virtual University shall work collaboratively with districts and intermediate districts to establish a plan to make available virtual resources that align to Michigan's K-12 curriculum standards for use by students, educators, and parents.

#GoOpen State

Michigan joined the U.S. Department of Education's #GoOpen campaign for openly licensed educational resources in K-12 education. To become a #GoOpen State, states meet a set of criteria including adding OER into the statewide education technology strategy.

Open Textbook Publishing Programs

Michigan State University Open Textbook Catalog MSU Libraries provides no-cost access to Pressbooks for the MSU community interested in creating or modifying open textbooks. Pressbooks is a web-based publishing tool that allows authors to easily import content and export the resulting publication to a variety of formats, including MOBI, EPUB, and PDF. Additionally, the platform and compatible plugins support embedded multimedia, interactive assessment, and web annotation.The MSU Libraries provides Pressbooks training, technical support, accessibility checks, cover design, and intellectual property guidance.

OER Degree (Z-Degrees) Pathways

Two-year institutions are leading the way in OER degree pathways. OER Degrees, often branded Z-Degrees, first emerged at Tidewater Community College in Virginia. Their zero textbook cost degree, an AS in Business Administration, launched in 2013. A zero textbook cost degree program is a set of courses in a specific program area that allows a student to earn a credential, such as an associates degree or certificate program, with zero textbook costs. These degree pathways use open educational resources and/or materials provided to students free of charge, e.g., via the library.

From 2016-2019, 38 community colleges across the country, including Michigan's Bay College, participated in the Achieving the Dream OER Degree Initiative Grant. In February 2020, Achieving the Dream released a research and evaluation report. This report looked at the academic and economic outcomes of the OER Degree programs: OER at Scale: The Academic and Economic Outcomes of Achieving the Dream's OER Degree Initiative.

Support for OER

Support Locally at Your Institution

Support and training for faculty adoption of OER varies widely from institution to institution. Success depends on collaboration and commitment from departments and divisions across a college or university. Libraries, Centers for Teaching & Learning, or Faculty Development Departments are often at the forefront of OER support and training. There are also other valuable stakeholders ensuring faculty and students are successful with the adoption and use of OER. These include administrators, department chairs, advisors, counselors, institutional effectiveness or assessment offices, marketing, bookstores, and, most importantly, students. Reach out to those at your institution who can help you with adoption, use, and creation of open educational resources. Start the conversations with the colleagues in your department or on your campus who already have experience with open educational resources.

Many institutions have incentive programs to support faculty who want to transform their teaching and adopt OER. Below is a sampling of Michigan institutions with current OER/Z-Degrees, extensive OER course offerings, or faculty incentive programs for OER:

Two-Year Institutions

- Bay College
    - Achieving the Dream Initiative
- Mid-Michigan College
    - Z-Degree - Liberal Studies Transfer Pathway
- Washtenaw Community College
    - OER Learning Cohort Incentive Program

Four-Year Institutions

- Michigan State University
    - OER Award Program
- Oakland University
    - Affordable Courses Materials Initiative
- University of Michigan Dearborn
    - OER Grant Initiative

Support from the Open Community

Education is sharing. The open community values this commitment to sharing resources and expertise with others. Several organizations supporting open education and open educational resources are listed below. These communities, which are made up of open education experts from around the world, are excellent resources for questions, support, and collaboration. You are encouraged to take advantage of the free training, listservs, and the wealth of knowledge this community can provide.

- Michigan Colleges Online
- Michigan OER Network
- Community College Consortium for OER (CCCOER)
- SPARC
- Open Education Network
- OE Global (Global Open Education Network)
- Creative Commons Certificate Program
- Student Public Interest Research Group (PIRG) - Make Textbooks Affordable campaign

---

Congratulations! You've successfully completed MI ExplOER. Please complete the Final Assessment to earn a certificate of completion.

If you have questions about or suggestions for these modules, please contact:

Kendra Lake
MiALA OER IG Chair
oer@miala.org

Final Assessment

Congratulations!
Thank you for taking the time to complete this course! We understand learning about OER and applying open licensing concepts to adapt or create your own work is an incremental process. Please come back to these modules to review at any time. We will update the modules and the Michigan-related information. To receive a certificate of completion for these modules, please complete and submit the final assessment linked below.
Before moving on to the final assessment, check your Concept Review Answers.

About the Final Assessment & How to Claim a Certificate of Completion

The Final Assessment will test your knowledge of the material presented in these modules. Complete the final assessment below; you may retake it as many times as you wish. When you achieve 80% or above, you will receive the Certificate of Completion. This certificate can be submitted to the appropriate department at your institution to potentially earn hours toward professional development or continuing education units (CEU). The recommended number of hours is three (or .3 CEUs).

- MI ExplOER Final Assessment & Certificate of Completion