



ACC Learn OER

SPARC Capstone Project
Created by Carrie Gits

Module 1: Introduction to this course

Welcome to *ACC Learn OER*! Your learning includes a series of self-paced online learning modules. The nine modules can serve as an introduction to open educational resources (OER) as well as an opportunity for further exploration and discovery of OER and open education practices. Throughout the modules there are opportunities for you to test your knowledge or further explore a concept. The modules allow you to learn at your own pace. While you can follow the modules in any order, it is recommended that you start with Module 1 and progress through in order.

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 the six currently available 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
- Create an open educational resource
- Identify ACC's process for teaching a ZTC/OER course and making the course discoverable by students



Unless otherwise noted, ACC Learn OER by Carrie Gits is licensed under a Creative Commons [Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/) License. Created 2019. Revised 2020.

Course Module Outline

1. [Introduction to this course](#)
2. [Understanding OER](#)
3. [Why OER?](#)
4. [Introduction to Open Licensing](#)
5. [Finding & Evaluating OER](#)
 - 5.1. [Finding OER](#)
 - 5.2. [Evaluating OER](#)
6. [Accessibility](#)
7. [Creative Commons Licensing In-Depth](#)
8. [Adapting, Creating, & Sharing OER](#)
9. [Teaching ZTC/OER at ACC](#)



Unless otherwise noted, ACC Learn OER by Carrie Gits is licensed under a Creative Commons [Attribution 4.0 International](#) License. Created 2019. Revised 2020.

Module 2: Understanding OER

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

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

Introductory Video: What is OER?

[What is OER?](#)

What are Open Educational Resources (OER)?

The nonprofit organization [Creative Commons](#) provides the following definition of open educational resources (OER):

“Open Educational Resources (OER) are teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities.”

In Texas, [Senate Bill 810](#) (SB 810), which was signed into law in June 2017, further defines OER as follows:

“‘Open educational resource’ means a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge.”

The key distinguishing factor, of this type of educational resource, is the copyright status of the material. If course content under a traditional, all-rights-reserved copyright, then it's not an OER. If it resides in the public domain or has been licensed for adaptation and distribution, then it is an OER.

The 5 Rs of OER

You recently viewed the introductory video where the presenters discussed how the 5Rs are important in defining and distinguishing open educational resources from other types of learning materials. These 5R permissions are what make OER different from material which is copyrighted under traditional, all-rights-reserved copyright. Another way to frame this is that *open* in open educational resources doesn't simply equate to being *free*; in fact, it more accurately can be described as:

open = free + permissions (the 5Rs)

The 5Rs are a useful way to appreciate the value of OER. These permissions help you, the user of openly licensed content, understand what you are allowed to do with the work. These permissions are granted in advance and are legally established through Public Domain or Creative Commons license:

- **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)

Examples of OER

As you learned from the video and definitions above, 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 examples that faculty, students, librarians, and instructional designers may use or create ways to support the adoption of open educational resources.

Faculty

Many faculty already use OER in their classes — for example, showing an openly licensed course video or using worksheets created and shared by other faculty. Faculty can create and share syllabi, lesson plans, and even entire textbooks for their courses. They can collaborate with faculty at their own institutions, or other institutions around the world. They can access and remix existing OER and re-publish them to share with others.

Students

Students can play a significant role in creating and improving OER - from simple assignments to full textbooks. One example from Plymouth State University includes 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. The result became [The Open Anthology of Early American Literature](#).

Librarians

Librarians play a key role in OER initiatives by advocating, developing, exploring, and managing OER. Along with helping you find OER, librarians can help you better understand copyright and licensing concepts, and guide you through your Creative Commons licensing options if you choose to create materials yourself. ACC Libraries have a robust [online library guide](#) with additional information and resources related to OER; you will explore this further in [Module 5](#), *Finding OER*.

Instructional Designers

Instructional Designers can work with faculty and students to integrate OER into teaching and learning and also share and publish their 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, and other course learning platforms.

Review of Open Licensing & OER

Going back to our definition, we need to remember that OER reside in the public domain or have been released under an intellectual property license permitting their 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 Licensing. Creative Commons licenses work with legal definitions of copyright to automatically provide usage rights pertaining to that work.

As you progress along your learning journey, [Module 4](#) and [Module 7](#) will provide you with the opportunity to fully explore Creative Commons licensing and to learn how to apply the appropriate licenses to the OER you and your learners create and use.

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 - adopted the [2012 OER Paris Declaration](#), an international commitment to OER
- 2019 - UNESCO updates [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

Want 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). London: Ubiquity Press. DOI: <https://doi.org/10.5334/bbc.b>.

Wiley, D. (2020, January 16). Clarifying and Strengthening the 5Rs. *Iterating Towards Openness: Pragmatism Before Zeal*. <https://opencontent.org/blog/archives/6271>

Knowledge Check!

Which of the following describes an OER?

- ☐ Free of cost and having an open license
- ☐ Sourced from a reputable publisher
- ☐ Available in high-resolution formats
- ☐ Free to view online
- ☐ open + permissions

The 5R permissions include which of the following Rs?

__Rebrand
__Retain
__Resource
__Regulate
__Revise
__Reputable
__Reuse
__Remix
__Revamp
__Recommend
__Redistribute

Attributions

Information for this module was consulted and adapted from

["Defining the "Open" in Open Content and Open Educational Resources"](#) by [David Wiley](#) is licensed under [CC BY 4.0](#)

["Defining OER"](#) in [Welcome to Understanding OER](#), by [SUNY OER Services](#) is licensed under [CC BY 4.0](#)

["Defining Open Educational Resources"](#) by [William Meinke](#) is licensed under [CC BY 4.0](#)

["What is OER"](#) by [The Council of Chief State School Officers](#) is licensed under [CC BY 4.0](#)

Module 3: 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
- Explore further benefits OER supports, such as equity and inclusion

Understanding the *why* behind adopting OER

Before we discuss the benefits of OER in detail, please take a few minutes to watch this video from Abbey Elder, Open Access & Scholarly Communications Librarian at Iowa State

University. The video reviews the definition of OER, but also provides a broad overview of why OER is an effective solution in addressing student barriers to high-quality learning materials. The video also provides examples of how faculty can use OER to enhance their teaching and improve student learning.

[An Introduction to Open Educational Resources](#)

You'll notice that this module contains many external links to additional readings on the impact and benefits of OER. Take the time to read these resources to explore further the concepts and points presented in this module. No quiz is at the end of this module; your activity is to explore the supplemental reading.

Why use OER?

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. A future where educational resources can be easily adapted to fit within the context of specific courses, and to meet the needs of specific students. A future where the cost of creation, use, and maintenance is much lower than the current rising costs of textbooks and other classroom resources.

[SPARC](#) summarizes the *why* behind using OER with these four points:

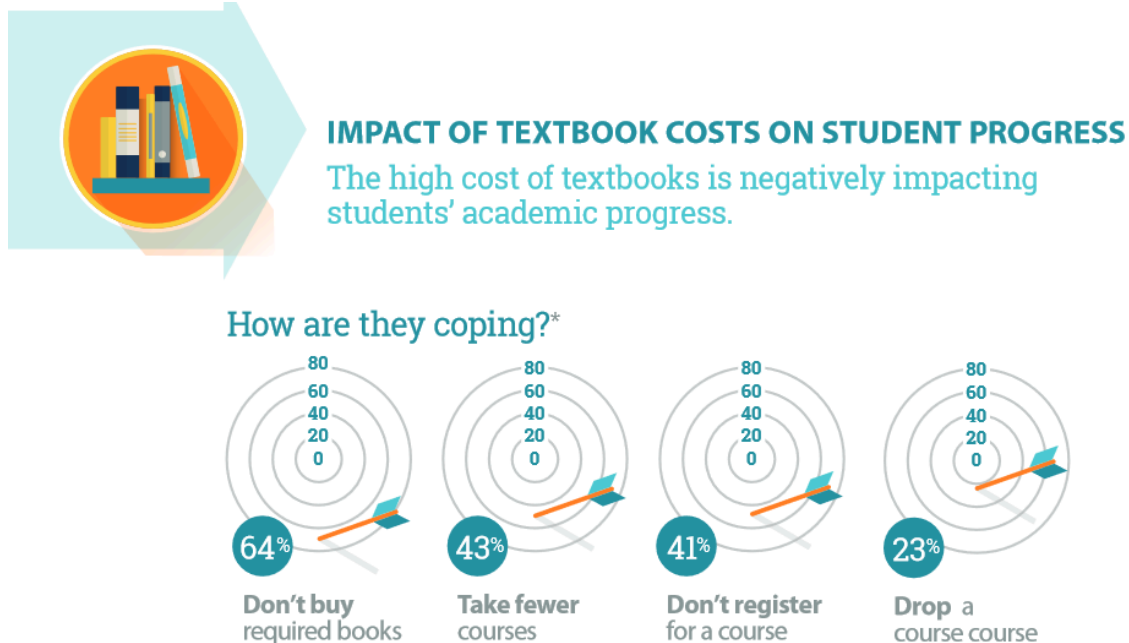
- Textbook costs should not be a barrier to education
- Students learn more when they have access to quality materials
- Technology holds boundless potential to improve teaching and learning
- Better education means a better future

Benefits for Students

Using OER can provide tremendous cost savings for students as well as impact student success and completion rates. The cost of textbooks can be a huge financial burden on students, which not only affects student success, but could also delay graduation for students who are taking fewer classes per term because of that cost, further increasing financial costs for students over time. OER provide students with day-one access to free course materials, and 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.



["Infographic: Impact of Student Textbook Costs on Student Progress"](#) by Florida Virtual Campus Office of Distance Learning & Student Services, 2018 is licensed under [CC BY 4.0](#)

Benefits for Faculty

Imagine being able to edit, modify, update, and improve your course materials so the learning outcomes are met and the course material's content is, "exactly the way you want it." OER allows for this!

The faculty member in this video shares his experience with learning material he's curated over the years and why he chose to adopt OER. Can you relate?

[Open Educational Resources at Santa Fe College](#) {view snippet 0:00 - 1:40}

Faculty using OER enjoy great freedom in selecting course materials that they customize to fit the specific needs of their students and the goals of their classes. Since most OER permit

adaptation, educators are free to edit, reorder, delete from, or remix OER materials. OER provide clearly defined rights to users, so educators are not faced with interpreting Fair Use and TEACH Act guidelines.

Other key benefits to 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

Network and Collaborate with Peers

- Access educational resources that have been peer-reviewed by other experts in your field
- Explore reviews and annotations that provide more in-depth knowledge of the resource
- Collaborate on creating new resources that can be used within or across disciplines

Lower Costs and Improve Access to Information

- Reduce the cost of course materials
- Enable all students to have equal access to course materials
- Provide students with the opportunity to explore course content fully before enrolling

OER: Equity & Openness

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

This video, *Equity in Open Education*, explores how equity intersects with open education.

[Equity in Open Education](#)

The Community College Consortium for Open Educational Resources (CCCOER), recently organized a call to action for individuals in the open community. They asked for individuals to share their thoughts and experiences surrounding equity, diversity, and inclusion in OER. You can read the posts and presentations here, [Equity & Openness](#).

As you learn more about OER, consider how open education practices and the use of OER can enhance your own teaching practices and learning materials to become (more) equitable, diverse, and inclusive.

...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.](#)

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. & Sire, D. (2017, November 15) [How OER can Support Student Equity and Diversity](#). CCCOER Webinar.

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.

Grimaldi, P., Basu Mallick D., Waters A., Baraniuk, R. (2019, March 6) [Do open educational resources improve student learning? Implications of the access hypothesis](#). PLOS|One

Hilton, J. (2016) [Open educational resources and college textbook choices: a review of research on efficacy and perceptions](#). Education Tech Research and Development, 64(4), 573 – 590.

This video synthesizes the research results discussed in John Hilton's article above, [A Review of the Effectiveness & Perceptions of Open Educational Resources As Compared to Textbooks](#)

Attributions

Information for this module was consulted and adapted from

["An Introduction to Open Educational Resources"](#) by [Abbey Elder](#) is licensed under [CC BY 4.0](#)

["Leveraging the Benefits of OER"](#) in [Welcome to Understanding OER](#) by [SUNY OER Services](#) is licensed under [CC BY 4.0](#)

["Open Education"](#) by [SPARC](#) is licensed under [CC BY 4.0](#)

["Why Open Education?"](#) by [CCCOER](#) is licensed under [CC BY 4.0](#)

Module 4: Introduction to Open Licensing

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

- Define an open license
- Distinguish between materials that are all rights reserved, in the public domain, and openly licensed
- Identify the four factors of fair use

Did you realize these course modules are an OER? Do you want to reuse the content, modify it for your students or colleagues? Guess what ... you can, with attribution of course!

You'll learn more about reusing open content and explicit open license permissions, such as attribution, in [Module 7](#). However, first, it is important to understand what makes it possible for you to reuse, modify, and reshare this work. All of this is legal because when it was created the author released it with an open license. When discussing open licensing it is also important to review definitions of important terms and legal requirements of laws and principles applied to a creator's work and how it can be used or reused. In addition to introducing and defining open licenses, this module will review and define copyright, fair use, and public domain.

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 (ARR) works. Activities such as copying, modifying, publicly displaying, publicly performing, and distributing copies of ARR work may be illegal unless legal 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) described below.

What is Fair Use?

Start with an overview of fair use by viewing this short video:

[Fair Use in Seven Words](#)

Fair use is a copyright principle based on the belief that the public is entitled to freely use portions of copyrighted materials for purposes of commentary and criticism. 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

Unfortunately, if the copyright owner disagrees with your fair use interpretation, the dispute may have to be resolved by a lawsuit or arbitration. If it's not a fair use, then you are infringing upon the rights of the copyright owner and you may be putting yourself or the institution at risk. The only guidance for fair use is provided by a set of factors outlined in copyright law. These factors are weighed in each case to determine whether a use qualifies as a fair use.

Understanding the Fair Use principle is important to fully recognize the differences between how Copyrighted material and openly licensed or material in the public domain can be reused and shared legally.

Additional information on Fair Use and the TEACH Act can be found at the [University of Texas Libraries - Crash Course on Copyright](#) website.

Understanding an open license

In [Module 2](#) you learned that an open educational resource is 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. A Public Domain license and the variety of open license permissions known as Creative Commons (CC) are the predominant standards for open licenses. You will learn more about the six different CC license permissions in [Module 7](#).

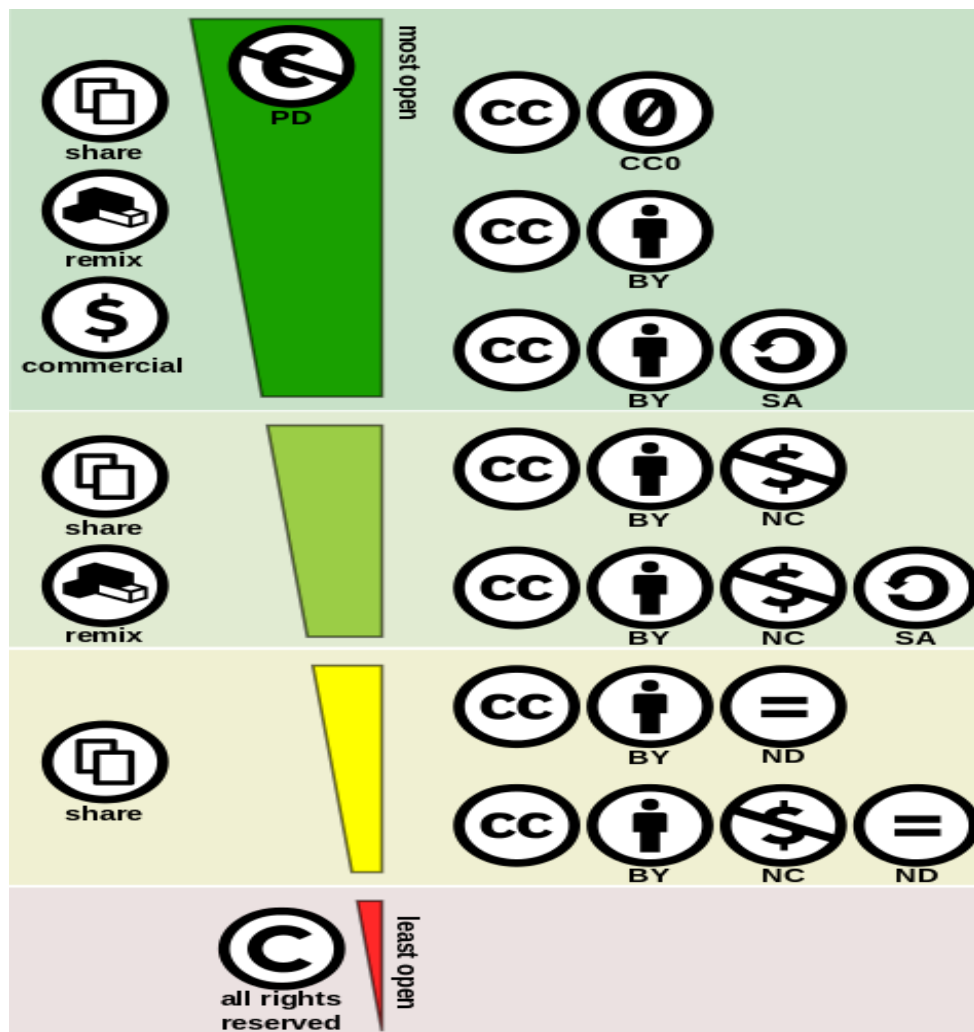
This video *Understanding an open license* provides more information about the benefits of an open license and how this standard makes sharing and reusing resources easy.

[Understanding an open license](#)

Why is an open license important?

It is the copyright status and license applied to a work which determine what you can and cannot do with the creative work of someone else. Knowing how to identify and differentiate between common types of copyright status will be useful when determining which content you may reuse, and how. One should assume that a work is all rights reserved, unless the creator explicitly states otherwise or the user of the work can prove it differently.

As you search for OER, you will become familiar with the markings of each copyright type.



["Creative commons license spectrum"](#) by Shaddim is licensed under [CC BY 4.0](#)

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 whose 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, [such as pictures taken by NASA](#)
- Materials in which Copyright Protection has lapsed, such as "[New Hampshire](#)" by Robert Frost
- Works released to the public domain when their terms expired, such as images on [Pexels](#)

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](#) is a useful tool for understanding what works might fall into the public domain.

What is the difference between public domain and open license?

It is important to understand the difference between public domain and open license (such as Creative Commons licenses). They both grant free access to the materials, but the scope and nature are completely different.

Open licensing does recognize 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 license, and all rights reserved copyright.



["Difference between open license, public domain and all rights reserved copyright"](#) by Boyoung Chae is licensed under [CC BY 4.0](#)

In Module 7 you will spend more time learning about the permissions behind the six different Creative Commons Licenses. In that module, you will focus on distinguishing between the different permissions for adoption, adaptation, creation, attribution, and reuse. This module served as an introduction and overview of copyright, fair use, public domain, and open licenses.

Knowledge Check!

1. In the U.S. _____ is automatic and does not require registration.
2. Works for which Copyright has expired or were created by the Federal Government are in the _____.
3. _____ is a copyright principle based on the belief that the public is entitled to freely use portions of copyrighted materials for purposes of commentary and criticism.
4. When a creator _____ a work, they are giving the public explicit rights to reuse the work under the terms of those _____.

{Keywords to select from: copyright, copyleft, creative commons, public domain, permission attribution, fair use, openly licenses}

Attributions

Information for this module was consulted and adapted from

["An Overview of Copyright"](#) by Linda Williams, Tidewater Community College is licensed under [CC BY 4.0](#)

["Copyright, Creative Commons, and Public Domain"](#) by William Meinke is licensed under [CC BY 4.0](#)

["Creating, Licensing and Publishing OER"](#) by SUNY OER Services is licensed under [CC BY 4.0](#)

["Module 7: Public Domain"](#) by Open Washington, Washington State Board for Community and Technical Colleges is licensed under [CC BY 4.0](#)

["What is an open license and how does it work?"](#) by The Council of Chief State School Officers is licensed under [CC BY 4.0](#)

Module 5: Finding & Evaluating OER

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

- Recognize the different types of OER
- Apply effective search strategies when looking for OER
- Identify several online repositories for OER
- Utilize other OER search tools available
- Investigate the available reuse options for OER - adopt, adapt, combine and create
- Identify perspectives on evaluating and defining 'quality' as it relates to course materials
- Utilize relevant rubrics for evaluating OER

Modules 1-4 provided you with a solid introduction to various aspects of open educational resources such as the benefits to using OER, the 5R Framework, and open licensing. In this module, you will apply what you now know about OER and start finding the variety of open resources available to you. Through this module, you will be exposed to a variety of search strategies used in locating and finding relevant OER, and you will explore some of the more useful online repositories and sites which host OER.

Finding OER

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

- Recognize the different types of OER
- Apply effective search strategies when looking for OER
- Identify several online repositories for OER
- Utilize other OER search tools available

Recognizing different types of OER

Remember, OER refer to educational materials that include permission for anyone to use, modify and share. In its simplest form, the term OER 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 are 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 library resources available through ACC Libraries such as ebooks, online articles, and streaming media. You can use these materials only within fair use provisions or copyright exceptions.

What are you looking for?

Perhaps the most important first step when searching for OER is knowing what you are looking for. Are you seeking OER video lectures that discuss Microeconomics? Alternatively, are you looking for a full OER course on Psychology? If you can narrow down your search to a particular discipline and have an idea of the types of OER content you are seeking, your searching will be much easier.

As you begin your search for relevant open educational resources, it is important to take a few pre-planning steps before diving into the various search tools available. For a moment, put yourself in the shoes of your students when they are asked research a topic for a paper. They **identify** a topic, outline keywords, plan their search strategy, **compile** relevant resources, and **evaluate** their results. Your search for OER won't be very different from this approach. Below is a great list of questions to ask yourself and pre-thinking approaches to do BEFORE you begin your search.



- What sparked your interest in OER?
- What type of OER are you looking for? A textbook? A video? A set of lesson plans?
- Review your Course Objectives, Topics, & Outcomes
 - Identify any you are worried open resources can't address
- List what you like (or love) about your current course materials
- List what you don't like about your current course material
- Think about the quality of textbooks and course materials
 - Rank your top 5 elements? (currency, accuracy, reviews, etc.)
- Have you used any OER before? If yes, make a list of them

Once you've answered the questions listed above, you'll have a better sense of where to start your search for OER.

Where do you look for OER?

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

[How to Find & Evaluate OER](#)

Searching OER Repositories

Searching an OER Repository can result in a faster and more productive search experience since the resources have been curated and 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 supplementary resources from lesson plans to full courses. Due to the amount of material in OER Commons, they provide many options for limiting and filtering your searches such as discipline, material type of OER, format, education level and more. Use their Advanced Search features to your advantage to fine-tune your results.
- [MERLOT](#)- provides access to curated online learning and support materials and content creation tools, led by an international community of educators, learners and researchers. Like OER Commons, it is a go-to resource for supplementary resources. MERLOT also has an ISBN search feature. By using an ISBN, you can find MERLOT Open Educational Resources (OER) that can be used to supplement most textbooks. This allows you to find open courses, journal articles, other texts, and other learning materials that you can use to complement textbooks that you might consider adopting for your courses.
- [SkillsCommons](#) - is a comprehensive collection of workforce-related Open Educational Resources (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.

Searching for Open Textbooks

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

- [Open Textbook Library](#) - supported by the Open Textbook Network at the University of Minnesota, resources available 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 can also purchase print copies typically for less than \$65 if they prefer a print version - work with the ACC Bookstore to arrange for print copies for purchase. OpenStax books will also appear in search results from the Open Textbook Library.

Using Search Tools to Find OER

Google Advanced Search

https://www.google.com/advanced_search

Google is a popular and common search tool we all use daily, but you may not be aware of their advanced search features. The **Google Advanced Search** allows you to filter results by usage rights, but they do not offer a list of licenses to search by. Instead, they give their own descriptions of the licenses:

- 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)**

To find content that you can modify, select one of the two last options in the dropdown menu.

Then narrow your results by...

language:

region:

last update:

site or domain:

terms appearing:

SafeSearch:

file type:

usage rights:

You can also...

Find pages that are similar to, or link to, a URL

Search pages you've visited

Use operators in the search box

Customize your search settings

not filtered by license

free to use or share

free to use or share, even commercially

free to use share or modify

free to use, share or modify, even commercially

Help Privacy Terms

Google Advanced Search "usage rights" filter

Mason OER Metafinder (MOM)

<https://oer.deepwebaccess.com/oer/desktop/en/search.html>

This utility, from George Mason University Libraries, searches across 16 OER repositories at once. You can add or remove sources to modify your search targets.

OASIS Search

<https://oasis.geneseo.edu/>

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.

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

Finding More...images, videos, audio

ACC Libraries put together an extensive online [Library Guide](#) related to OER; it is a nice supplement to your learning in these modules. The guide has extensive lists of additional options for finding OER, look at what is also listed there:

- [Images, audio, and video](#)
- [More Repositories](#)

- [More Open Textbooks](#)

If you still haven't found what you're looking for, ask an [ACC Librarian](#) for help locating relevant OER or other zero cost course materials.

Knowledge Check!

Seek, and you shall find. Now it is time for you to find a few open educational resources you want to consider for adoption.

Step 1. ORGANIZE YOUR SEARCH - Using the list of pre-planning questions and strategies listed in the *"What are you looking for?"* section, complete this template to organize your search strategy.

- [OER Search Strategy Template - Organize](#) - Make a copy and save it locally

Step 2. IDENTIFY - Choose from a repository, open textbook search tool, or other OER search tool listed in this Module. Search and find two potential open educational resources.

Step 3. COMPILE - Use this template to start your list of relevant OER. Be sure to take note of the open license on that resource.

- [OER Search Template - Compile](#) - Make a copy and save it locally

Step 4. EVALUATE - actually we will cover this in Module 6 and will continue with the templates you've filled out in this Module.

Attributions

Information for this module was consulted and adapted from

["How to Find and Evaluate OER"](#) by [Abbey Elder](#) is licensed under [CC BY 4.0](#)

["Identifying, Finding, and Adopting OER"](#) by [SUNY OER Services](#) is licensed under [CC BY 4.0](#)

["Knowing Where to Find OER"](#) by [William Meinke](#) is licensed under [CC BY 4.0](#)

["Library as Open Education Leader: Searching for Open Materials Template 1 & 2"](#) by [Quill West](#) is licensed under [CC BY 4.0](#)

Evaluating OER

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

- Investigate the available reuse options for OER - adopt, adapt, combine and create
- Identify perspectives on evaluating and defining 'quality' as it relates to course materials
- Utilize relevant rubrics for evaluating OER

In the previous section, [Finding OER](#), you focused on organizing your search and finding relevant OER. This section will focus on elements of evaluating OER.

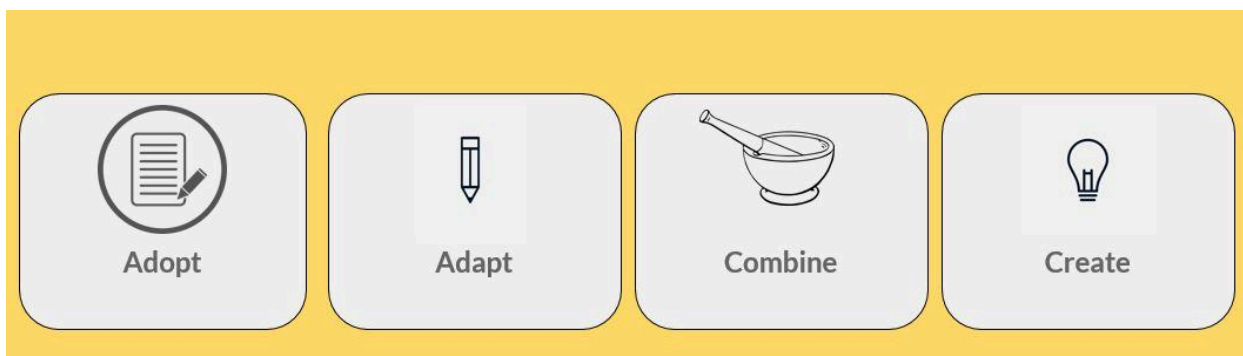
Watch the last few minutes of this video which focuses on evaluating OER.

[How to find and evaluate OER](#) {snippet 4:06 -5:52}

First things first, what do you want to do with that OER?

The first part of evaluating an OER is asking yourself what you want to do with that OER. Do you want to adopt and use as is? Or, do you want to adapt and modify the content to meet your needs? If you found an OER that matched your learning outcomes perfectly, but some modification was required, does the license on that resource allow you to modify? Or, is it licensed in a way that does not allow for modifications or derivatives? If modifications are not allowed, you may want to consider another resource. 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 Learn 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?

Accessibility

- 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?

More on evaluating accessibility can be found at these supplementary resources
[Open Washington - Evaluation Module - Accessibility](#)
[BC Campus Accessibility Toolkit](#)

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?

Rubrics & More

There are plenty of rubrics and evaluation tools available. Your department may already use one for evaluating other course material or textbooks for adoption. If they do, use that! Outside of considering if you want to exercise the 5Rs and whether the licensing on the resources allows for it, evaluating OER should not be any different than evaluating other course material under consideration for adoption.

Suggestions for easy-to-use and widely-adopted rubrics for evaluation include:

- [Achieve OER Rubrics](#)
- [Checklist for Evaluating Open Educational Resources \(OER\)](#)- From ACC Instructional & Faculty Development Department

Another successful approach used in assisting the evaluation of OER is to use a course map template to track various aspects of the resource. A course map can help you decide if the resource matches your learning outcomes. The map allows you to document the license for the resource, keep track of where the resource lives online, and organize comments as you compile more resources.

These modules were developed by adapting several existing OER; and a course map was used to track, organize, and evaluate content. The ACC Learn OER template that is available for adoption and the completed course map for this course are listed below:

- [Blank Course Map Template](#)
- [Learn ACC Course Map Sample](#)

A Comment On Quality

Often, in conversations surrounding the evaluation of OER, common 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 you find and evaluate OER, challenge yourself to consider *HOW* quality is defined and measured.

Take a minute to read this 2013 blog post from David Wiley, [On Quality and OER](#). After reading and reflecting, do you agree or disagree with this statement:

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

Knowledge Check!

Remember the OER you found in [Module 5](#)? Now it is time for you to evaluate what you found.

Step 1. Choose an OER to evaluate - Using one of the rubric or checklists listed above evaluate the OER.

- Go back to the template you filled out in Module 5 - [OER Search Template - Compile](#)
- Select an OER from that list to evaluate
- Choose your department's rubric or use this checklist - [Checklist for Evaluating Open Educational Resources \(OER\)](#)

Step 2. Map It - Practice course mapping. Start with one course learning outcome. Spend no more than 15 minutes (using the course map template) to fill it out for your specific course outcome and begin mapping the evaluated OER. Align the OER to the specific learning outcome(s), document the license, collect the URL, and add additional comments. Consider sharing the course map with a colleague for further review and discussion.

- [Blank Course Map Template](#)

Step 3. Decide - Now the choice to use the selected OER is yours. Will you adopt, adapt, combine, or create?

Attributions

Information for this module was consulted and adapted from

["How to Find and Evaluate OER"](#) by [Abbey Elder](#) is licensed under [CC BY 4.0](#)

["Identifying, Finding, and Adopting OER"](#) by [SUNY OER Services](#) is licensed under [CC BY 4.0](#)

["OER Evaluation Criteria"](#) by [Affordable Learn Georgia](#) is licensed under [CC BY 4.0](#)

Module 6: Accessibility

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

- Explain universal design and how it improves accessibility for all learners
- 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

Accessibility and Universal Design

Faculty are required to ensure that the teaching materials they use are accessible to all students. Applying a universal design approach to your curriculum allows you 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, a curb cutout, designed to accommodate wheelchairs transitioning from sidewalks to streets, also benefits people with strollers, bike riders, and people who may have depth issues.

What does UD mean for learning and curriculum design?

Universal design means that we design courses that are the most useful to the most different types of people. A proactive approach improves accessibility for all students. 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.

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 \(WCAG\) 2.0](#), developed by the World Wide Web Consortium, provide an international standard that defines accessibility of web-based resources. The principles of WCAG 2.0 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. 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 accurate enough to be relied upon (consider the effect of one missed “not” on the meaning of the video). 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:

- [YouTube: How to contribute subtitles and closed captions](#)
- [TED Open Translation Project](#)

- [Khan Academy: Volunteer](#)
- [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 you’re 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 you’re sharing these images on social media!

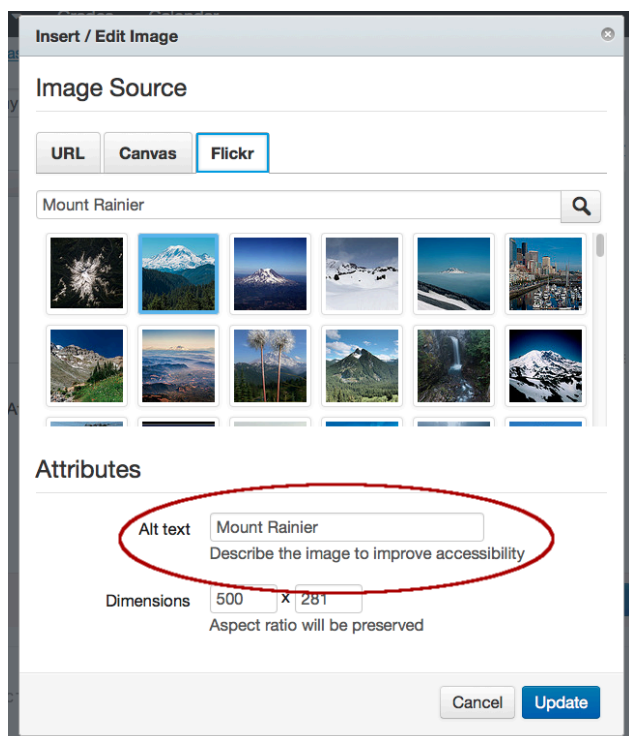


Image Resources

The alt text that you enter for a particular image depends on the context. Think about what you’re wanting to communicate by adding the image. Then, add alt text that will 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](#)
- [HTML5: Techniques for providing useful text alternatives](#)
- [Guidelines for Describing STEM Images](#) – from National Center for Accessible Media

If the image contains 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, you must provide a transcript.

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)?

If you find open course materials that are perfect for your course but you are unable to answer “Yes” to each of the above questions, contact the author and talk to them about accessibility. Your feedback may inspire them to improve the accessibility of their materials, which will benefit everyone!

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."

Resources

The following resources provide additional guidance for creating accessible documents, particularly in PDF, and on evaluating whether PDFs are accessible and if not, fixing their accessibility problems. 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](#)

If you find an open textbook that is perfect for your course but is not accessible, contact the author and talk to them about accessibility.

Knowledge Check!

When adopting OER, you must ensure:

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

Attributions

Information for this module was consulted and adapted from

["Open Washington Learn OER - Module 9: Accessibility"](#) by Open Washington is licensed under [CC BY 4.0](#)

Module 7: Creative Commons Licensing In-Depth

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

- Identify the differences between the six currently available Creative Commons licenses
- Identify the conditions including attributions when using open licensed material
- Recognize how different license permission impact remixing compatibility
- Use tools to guide you in choosing the appropriate license for your own work
- Use tools for creating attribution statements in your work

CCBY CCBYSA CCBYNC CCBYNCSA CCBYNCND

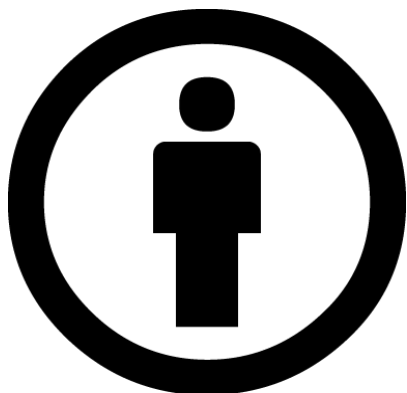
No, that wasn't a typo! The acronyms above are representative of the six different Creative Commons (CC) licenses. In [Module 4](#) you were introduced to open licenses and how they differ from all rights reserved copyright. In this module, you will learn about the different conditions and permissions of these licenses.

This short slide show presentation provides the nuts and bolts of creative commons licenses and their conditions. Review the presentation first, including the embedded video. Then, come back to this module and continue learning.

[Creative Commons Licensing: Nuts & Bolts](#)

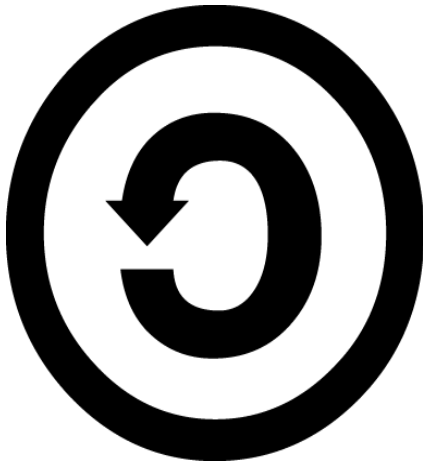
Six Licenses

There are six different Creative Commons (CC) licenses that are useful combinations of conditions, all including the primary condition of Attribution. Understanding the meaning of each condition can be useful when deciding which CC license to use on your own work. As discussed in Modules 5 and 6 (Finding and 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. What many creators care about most is 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.



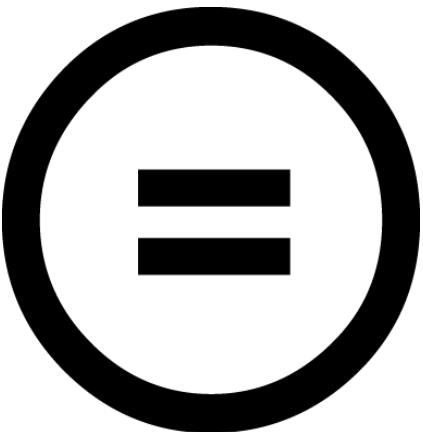
Share-Alike (SA)

The Share-Alike condition adds a requirement for anyone reusing your work to also license their own creation (based on your work) under the same license. Both the CC BY-SA and CC BY-NC-SA licenses include this condition, effectively making them 'copyleft' or 'viral' licenses. 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 condition itself and its ability to prevent commercial reuse is not always clear, but the license condition does clearly indicate that commercial reuse rights are not being granted.



No-Derivatives (ND)

The No-Derivatives condition allows sharing and reuse but only if the content is left unchanged. This presents an issue when searching for OER, as no customization or adaptation is allowed by the license. For this reason, ND content is not considered OER and should be considered for reuse only in situations where no adaptations are needed.

Giving Credit Where Credit is Due

All six of the creative commons license 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. As you learned in the slide show presentation earlier in this module, 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.
- [CC Attribute - ify](#) - since ACC is a Google Apps for Education institution, this tool 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 them is to remember the acronym **TASL**:

- **T**itle of the work
- **A**uthor of the work
- **S**ource or where the work can be found
- **L**icense of the work

Combining the Conditions

The BY (attribution) condition is a part of all the licenses, but not all of them 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. Together, the conditions form the six CC licenses:



As you find different types of OER to use in your courses, you may find the need to remix and modify the content. 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.

	PUBLIC DOMAIN	PUBLIC DOMAIN	CC BY	CC BY SA	CC BY NC	CC BY ND	CC BY NC SA	CC BY NC ND
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
CC BY	✓	✓	✓	✓	✓	✗	✓	✗
CC BY SA	✓	✓	✓	✓	✗	✗	✗	✗
CC BY NC	✓	✓	✓	✗	✓	✗	✓	✗
CC BY ND	✗	✗	✗	✗	✗	✗	✗	✗
CC BY NC SA	✓	✓	✓	✗	✓	✗	✓	✗
CC BY NC ND	✗	✗	✗	✗	✗	✗	✗	✗

"License Compatibility Chart" by [Creative Commons](#) is licensed under [CC BY 4.0](#)

Choosing A License For Your Work

When creating work to share, choosing which open license to apply can be daunting. You as the original creator of your work have choices. The CC License chooser is a simple tool designed to help creators decide which license is best for their work. Remember, when remixing content to create something new, if any of your adapted content includes the SA (share alike) condition - you *must* apply the SA condition to your newly remixed finished work.

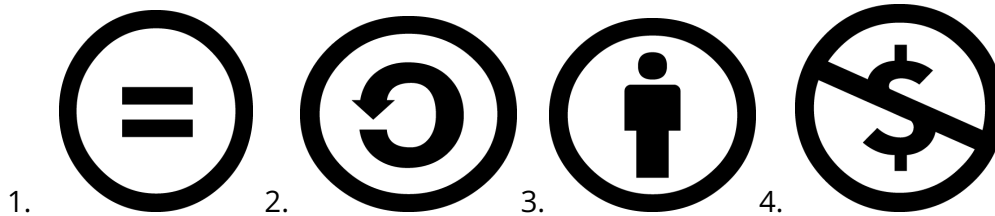
Visit the [CC license chooser](#). With two questions the tool will prompt you to select conditions for sharing your work. A license icon, statement, and code to embed is generated for you to easily copy and paste into your work. Similar to the one below.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Knowledge Check!

Match the condition icon with the description of the condition:



- ☐ A. Attribution
- ☐ B. Share Alike
- ☐ C. Non-Commercial
- ☐ D. No-Derivatives

True or False:

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

- ☐ True
- ☐ False

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:

- Determine reasons for adapting & creating
- Apply needed steps for adapting & creating 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
- Create your own OER

In the previous seven modules, you've learned a great deal about open educational resources and how they can be used as effective teaching and learning material in your courses. In this module, you will gain experience in applying what you've learned to successfully adopt, adapt, and create an OER.

Adapting an Existing Open Educational Resources

The term, adaptation, is commonly used to describe the process of making changes to an existing work. Though we can also replace “adapt” with revise, modify, alter, customize, or other synonym that describes the act of making a change.

One advantage of choosing an open educational resource is it gives faculty the legal right to add to, adapt, or delete the content of the open work to fit their specific course without obtaining permission from the copyright holder. As you learned in Module 7, this is possible because the copyright holder has already granted permission by releasing their work using an open — or Creative Commons — license.

If you are considering making changes to an open resources, such as an open textbook, ask yourself:

- How much content do I wish to change? Do I want to remove chapters, or rewrite entire chapters of content?
- What technical format is the original textbook in - a Word doc, Google Doc, a PDF? A Word document is much easier to modify than a PDF document.
- What type of license is the content released under? Does it have a Creative Commons license that allows for modification or adaptation of the content?
- How comfortable are you with using technology and creating content?

If you decide to adapt an existing open resource, here are 6 recommended steps to follow:

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 your choice of editing tool may vary depending 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 your students access the content? Will it be available in Blackboard, Google Classroom, OER Commons, or another online hosting service?
6. Choose a license - The open license you choose will depend on how the textbook you adapted was licensed. For example, if the original textbook was licensed with a Creative Commons Attribution-ShareAlike (CC BY-SA) license, then you must release your book with the same license to ensure it is compliant with the terms of use.

Creating Open Educational Resources

In most cases, you may find yourself adopting existing open educational resources, sometimes in whole as is, at other times with some modifications or remixing. However, there may also be instances where you have not been able to find an OER that meets your needs. Perhaps, you've found the perfect open textbook, but it may be lacking ancillary material such as powerpoint slides or test bank questions. Alternatively, maybe the open textbook you were hoping to adopt doesn't exist yet. In those examples, you may find the need to create your own OER to fully meet your needs and the needs of your students.

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 your OER will meet your course needs
- Check if you've already created something you can use as a base for your OER
- Evaluate tools and determine where you will build your OER
- Consider what license you will apply to your OER
- Decide where and how you want to share your OER

There are plenty of great resources and creation tools available to get you started. Take a look at the ACC Library OER Guide's section on Creating OER for links to these resources:

- <http://researchguides.austincc.edu/oer/create>

While ACC does not require the use of one creation platform over another, [OER Commons Module Builder](#) is used by several faculty at ACC and is supported. Other faculty have successfully created open textbooks use [OpenStax CNX](#) authoring tool. Additionally, consider using tools you already know and are familiar with such as Google Docs, Google Slides, or Blackboard.

OER examples created by ACC Faculty include:

- [Effective Learning Strategies](#) (OER Commons) by Heather Syrett
- [Texas Government](#) (OER Commons) by Kris Seago
- [United States Government](#) (Lumen Learning) by Deborah Smith Hoag
- Biotechnology Foundations, 2nd ed (multiple platforms) by Jack O'Grady
 - [OpenStax CNX eBook](#)
 - [PDF](#)
 - [Instructor Resources & Ancillaries](#) (Google Drive)
- [Technical Writing](#) (website HTML) by David McMurrey

If you need help during your creation of an OER reach out to TLED staff including - [Instructional Designers](#), [Librarians](#), and [Instructional Web/Technology](#) staff.

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. Use the Creative Commons [license chooser](#) as well.

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

Are you interested in sharing your material? Do you have an engaging course activity, image, assessment item, video, or a whole course that might be beneficial to your fellow ACC or discipline faculty? Sharing your work is a personal choice, it can be daunting, but it can also be rewarding. Sharing your work with others not only allows for greater use of your work but also opportunities for collaboration, enhancement, and improvement of your work. You can start small, by sharing your work with others in your department or just at ACC. Or, if you are ready, you can share it more widely with other educators and students globally.

Whether you share it locally or globally as an OER, consider the following steps as your guide to sharing your work.

Step 1: Terms of Use

Decide on the terms of use. Do you wish to release your work under Creative Commons license or in the public domain? Please make sure to review the difference between these two copyright terms:

- By releasing your work under a Creative Commons license, you **retain ownership** while allowing others to use your work (as long as they attribute it to you) without needing to ask permission of you directly.
- By releasing your work in the public domain, your **copyright ownership is waived**. It is as if you are GIVING your work to the public as a gift. Users may still cite you when adopting your work, but they are not required to do so.

Please see [“What is the difference between public domain and open license?”](#) in Module 4 for details.

Step 2: Seeking Copyright Clearance

Be sure that the work is eligible to be shared. To release your work with a CC license or in the public domain, your work should be cleared from all copyright issues. To do so, your 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: For any third-party materials, whether openly licensed or copyrighted, those materials need to be attributed as not governed by the CC license you chose for your work, but under different terms and by different authors.

Getting Permission to Use Copyrighted Materials

If you must use any items that are copyrighted with all-rights reserved, please be sure to obtain the permission letters from the authors. Please find a sample permission *request* email.

A sample letter to ask for permission to use the work:

Hello Dr. R.B Bbhoggawact,

I am a faculty member with the ____ project. The purpose of this project is to design openly licensed Science and Technology courses that can be taught face-to-face, hybrid and/or online. These courses will be freely available on the internet for anyone to copy, modify and use. One of the purposes of this project is to offer educational resources to regions where formal educational opportunities are scarce or expensive.

I am creating a course entitled "Migration of the Purple Riverbat" and I would like to use a post from your blog entitled "Environment and Climate: Impacts On the Purple Riverbats of Central Texas" from February 2019.

I am seeking your permission to distribute this material as part of our course. You will maintain your copyright but will be giving us permission to distribute this material for reuse as part of the teaching of this course. We will mostly likely copy the text of your post into a Google document and attribute you. A full citation for the work will accompany it, as will a statement of copyright ownership.

Please contact me at xxxx@startheregetthere.edu or by telephone at 512-xxx-xxxx with information about this request. Thank you for your time and attention.

Regards,

Your name

Step 3: Selecting a Repository

For Images

Consider [Flickr](#) or [Wikimedia Commons](#). As you upload your image to these repositories, you will see the option to select the terms of use. Open Washington has created simple

[instructions](#) if you need help 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 the captions are correct. They can be easily edited, follow these [simple instructions](#) for editing your captions on YouTube.

For Course Materials

Consider [OER Commons](#). Alternatively, since ACC is a Google Apps for Education institution, choosing a 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 a CC-licensed or the public domain work by placing the copyright notice somewhere visible and (2) make the link accessible by the public.

Knowledge Check!

The last exercise for these modules is for you to create your own OER. This will allow you to apply all that you've learned in Modules 1-8.

Choose one of the three prompts to create an open educational resource about the topic of this module. This can be a blog, vlog, libguide page, a slide deck, a short video, a handout, or other. For this exercise, be sure your resource is licensed CC BY. Here are some topic ideas; feel free to create your own based on your department culture or course needs.

- Create an OER that informs faculty or students on the importance of active and engaged teaching
- Create an OER on the strengths and weaknesses of various Creative Commons licenses for different purposes
- Create an OER on five (or so) tips you deem important for faculty to ensure they are following best practices in regarding adopting, adapting, or creating OER
- Create an OER which reflects something you need for your course

Your assignment should be about 300-500 words or 3-5 minutes in length, including outside sources that are documented using in-text or oral citations and listed at the bottom or on a slide in APA format. Be sure your resource is properly marked with an open license and publicly accessible (public link sharing in Google Docs is acceptable if you're not ready to make it broadly discoverable). If you'd like to adapt a resource that already exists, make sure to provide a link to the original version so we can see the improvements you made.

Here's an example of an openly licensed handout on open education for faculty. It was created with a Google Docs template. The handout was adapted from an existing OER (see attribution statement) and modified to meet the needs of the creator for a faculty workshop.

- [Open Education \(OE\): A Fact Sheet for Faculty](#)

Once you've created your OER, email the link to your resource to HLC Head Librarian and Open Education Librarian, Carrie Gits at carrie.gits@austincc.edu.

Attributions

Information for this module was consulted and adapted from

["6 Steps to modifying an Open Textbook"](#) by [BC Campus](#) is licensed under [CC BY 4.0](#)

["Adaptation Guide: What is an Adaptation"](#) by [BC Campus](#) is licensed under [CC BY 4.0](#)

["Considerations for licensors and licensees"](#) by [Creative Commons](#) is licensed under [CC BY 4.0](#)

["Creating Open Educational Resources: Tips for New Creators"](#) by [Abbey Elder](#) is licensed under [CC BY 4.0](#)

["Modifying an Open Textbook: What You Need to Know"](#) by [Open Textbook Network](#) is licensed under [CC BY 4.0](#)

["Module 4: Copyright & Open Licensing - Assignment: Create OER"](#) in the [Open Education Primer](#) by [SPARC](#) is licensed under [CC BY 4.0](#)

["Module 8: Sharing OER"](#) by [Open Washington](#) is licensed under [CC BY 4.0](#)

Module 9: Teaching ZTC/OER At ACC

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

- Review the history of OER, Z-Degrees, and ZTC at ACC
- Recognize the differences between OER and ZTC
- Identify the steps in FacultyEnlight for identifying ZTC/OER courses
- Identify resources and ACC staff and faculty who can help you and your department

OER Degree Pathways At ACC: Z-Degrees: Brief History

ACC faculty across the district have successfully taught with OER or zero cost resources for a number of years. However, the widespread adoption of OER at an institutional level started in 2016. From 2016-2019 ACC participated in the [Achieving the Dream OER Degree Initiative Grant](#). The college officially launched two OER degree pathways (now branded Z-Degrees) in the Associate of Arts and Associate of Sciences in General Studies. These pathways create opportunities for students to earn a degree by enrolling in courses which use OER or other freely available course materials, hence zero textbook cost (ZTC).

In the Fall 2018 semester ACC offered 410 Zero Textbook Cost/OER (ZTC/OER) course sections, saving more than 9,000 students \$960,000. The number of ZTC/OER sections has steadily increased from 29 to 410 since the Spring of 2017. Spring 2019 had over 400 ZTC/OER course section offerings. As of 2019, faculty who have adopted ZTC/OER materials for their courses have saved ACC students over \$3 million!

- [Course Map - Z- Degree - A.A. in General Studies](#)
- [Course Map - Z - Degree - A.S. in General Studies](#)
- [Z-Degree Information for Students](#)

More zero textbook cost courses are absolutely in ACC's future, as more and more faculty are choosing to adopt OER or zero cost resources in their classes.

Zero Textbook Cost: ZTC (free) vs. OER (open = free + permissions)

Looking back at [Module 2](#), you learned that free and open are not synonymous. A resource, like an eBook or streaming video from a library database, may be free to use by your students, but it is not openly licensed. Instead that eBook and video are copyrighted all rights reserved. They can still be used as a zero cost resource as course material, but the permissions on reuse, modification, and redistribution are different. Institutionally ACC has branded ZTC courses in such a way that allow for faculty to use free zero cost resources

(such as library resources) AND/OR free open educational resources. The current terminology noted in the course schedule for students states:

This is a ZTC-class (Zero Textbook Costs section). In place of required textbooks, all textbook materials needed for the class will be available online to students free of charge. Students may print copies of the resources but will be responsible for printing costs. Course materials may be Open Educational Resources (OER), see syllabus for specifics.

As classroom faculty, whether you choose to use an open educational resource or other freely available course material is the decision of you and your department. However, it is important to keep in mind everything you've learned in these modules. Keep the distinctions between free and open clear. Fully understand the reuse, adaptation, and redistribution permissions for the material you've chosen. Routinely, adopt the tools you used in Modules 5 and 6 to track, organize, and evaluate your resources. Fully understanding the differences between free and open can save you, your department, and the institution from copyright violations as well as challenges to the fair use permissions.

Marking Your ZTC/OER Courses

In 2017 the Texas Legislature passed [SB 810](#) relating to open educational resources. This was discussed earlier in Module 2. One aspect of this legislation establishes protocols for OER course designations in course catalogs. Below is an excerpt from the legislation:

If an institution of higher education or a college bookstore publishes a textbook list with a course schedule on an Internet website that provides a search function, the institution or bookstore must:

(1) ensure that the search function permits a search based on whether a course or section of a course requires or recommends only open educational resources; or

(2) provide a searchable list of courses and sections of courses that require or recommend only open educational resources.

If you are teaching with zero cost resources, be sure to formally mark your course material selection as such in [FacultyEnlight](#). This informs the bookstore of your course materials adoption so it can show students on its site that your course is a ZTC/OER section. This also allows the course to be discoverable by students as a ZTC/OER course section in the registration system and course schedule. Lastly, this assures that we are in compliance with the requirements of SB810.

To make this a simple process for faculty, the ACC Bookstore has created a generic ISBN for faculty teaching ZTC/OER sections. This ISBN can be used in FacultyEnlight during the course material adoption process.

Currently the ISBN is **2816000129614**. This will generate a "Zero Textbook Cost Section" note for students to see. Students will be instructed to refer to the course syllabus for details.

Student Discoverability of ZTC/OER Courses

Recent surveys of ACC students enrolled in ZTC/OER course sections reveal that the number one factor a student considers when choosing one course section over another is; that the chosen section best fits their schedule. Additional factors include that the course is a requirement for their major, personal interest in the course, course format (online, hybrid, F2F), the course material cost, and the instructor reputation. Students have access to a variety of tools to help them navigate the registration system and gain access to their course materials. It is important for faculty to continue to appropriately identify their course material selection (as discussed above) so students can continue to make a well-rounded and informed choice about the courses for which they register. Below are several examples of how ZTC/OER course sections are presented to and discovered by ACC students.

Course Schedule:

Other Sorts

[Instructor List](#)

[Instructor by Discipline](#)

[Honors](#)

[Dual Credit](#)

[Early College High School](#)

[Canceled Sections](#)

[Session by Date](#)

[Block and Co-required Sections](#)

[First Day](#)

[Open Educational Resources/Zero Textbook Cost](#)

[Hybrid Classroom Courses](#)

13 G +	[11/24/0]	68786	Lec	025	RVS	RVSA	2219	M	3:00pm- 5:50pm	Textbooks Directory	Villarreal, Felix	Register
			Lab		RVS	RVSA	2219	W	3:00pm- 5:50pm	Directory	Villarreal, Felix	

68786 - BIOL-1406-025 is a **ZTC**-class (Zero Textbook Costs section). In place of required textbooks, all textbook materials needed for the class will be available online to students free of charge. Students may print copies of the resources but will be responsible for printing costs. Course materials may be Open Educational Resources (OER), see syllabus for specifics.

Self-Service Registration: (Filter Course Types)

Course Types ^

☒ Zero Textbook Cost (45)
☐ Standard (43)
☒ Open Educational Resource (38)
☐ Hybrid Classroom (9)
☐ Dual Credit (6)
☐ Honors (6)
☐ Vocational (6)
☐ Early College High School (5)
☐ Block Scheduled (4)
☐ Hybrid Distance Learning (4)
☐ Paired Course (4)

ACC Bookstore:

ANTH 2351 002 SPRING 2019 REMOVE COURSE x

Image
Not
Available

ZTC COURSE
REQUIRED | By AUSTIN CC
EDITION: N/A
PUBLISHER: AUSTIN CC

ISBN: 2816000129614

from
SELECT FORMAT

ACC Support for ZTC/OER

There are faculty and staff across the district who can help you with adoption, use, and creation of open educational resources. Start the conversations with the colleagues in your department, many of whom have experience with open educational resources. You are also encouraged to reach out to the departments or individuals listed below:

Name	Contact	Department
Ursula Pike, Instructional Initiatives Coordinator	512.223.7364 upike@austincc.edu	Academic Programs
Carrie Gits, Head Librarian and Open Education Librarian	512-223-7386 carrie.gits@austincc.edu	TLED Library Services

ACC Instructional Designers	Instructional Designers by Campus	TLED Faculty & Instructional Development
ACC Faculty Librarians	Faculty Librarians by Subject & Campus	TLED Library Services
ACC Instructional Technology Staff	Project Request Form	TLED Instructional Technology
Amy Hankey, Textbook Manager	512.476.1921 ext 2 512.474.2607 ext 2 tm523@bncollege.com	ACC Bookstores

Support from the Open Community

ACC is an institutional member of several organizations supporting open education and open educational resources. 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.

- [Community College Consortium for OER](#) (CCCOER)
- [SPARC](#) (Scholarly Publishing and Academic Resources Coalition)

Celebrate ACC Textbook Heroes

Library Services identified [ACC faculty](#) who are supporting student success by working toward removing the barrier of high-cost course materials. These individuals are teaching with Open Educational Resources, free, or other low-cost course materials.

Are you a textbook hero? Is someone in your department a textbook hero ? Tell us more [here!](#)

Congratulations!

You've successfully completed *ACC Learn OER*. You are well on your way to joining your Textbook Hero colleagues! If you have questions about or suggestions for these modules, please contact:

Carrie Gits, HLC Head Librarian & Open Education Librarian
carrie.gits@austincc.edu
 512-223-7386