Notes from OER Workshop on 1-10-19

Important links:
- LibGuide about OER: https://guides.lib.utexas.edu/oer
- COERLL: https://www.coerll.utexas.edu/coerll/
- Creative Commons: https://creativecommons.org/

Table 1: Finding & Evaluating OER (in LL 2)

Facilitators: Lea DeForest and Lydia Fletcher (slides)

Learning Outcomes: Participants will be able to locate and evaluate OER relevant to their discipline.

Introductions/Topic Scan (what do you want out of this session?)
- Get away from textbooks – more flexibility with curriculum
- Change teaching practice to make it more interesting
- Freely available professional development materials for adult learners
- Don't want to pay Pearson yet more money
- Wants to vary the objects talked about in class
- Data as OER
- Professor creating their own course packs
- Creating & using materials that already exist
- Want to know more about evaluation of OER
- Getting profs to use translation by her group
- Delivering content to non-UT students

Points of Confusion
- Question about giving students access -- upload files to Canvas or just provide a link to site?
- Clarification about using Creative Commons: CC offers materials that are great for building OER, but they don't offer OER ready-to-use.
- Asking about using journal articles with Canvas and whether that is "open"
- Do students want everything online?

Discussion notes
- Digital Public Library of America (DPLA): https://dp.la/
- Tenure track: does peer review for OpenStax count as peer-reviewed publishing?

Takeaways/Action Items
- Ask Colleen to add CC search to LibGuide - DONE

Table 2: Copyright & OER Licensing

Facilitators: Colleen Lyon and Gina Bastone

Learning Outcomes: participants will understand who owns copyright under the UT System intellectual property policy, and participants will know where to find information about open licenses.

Introductions/Topic Scan (what do you want out of this session?)
- Working with 20 years of online course material based on copyright content. Trying to figure out how to incorporate into OER.
- Working with radio students and have questions about copyrighted content
- Data & copyright
- Images and copyright – especially in Canvas and/or DASE

Points of Confusion
- Copyright ownership at UT
- Working with others outside UT
- How do Creative Commons licenses work?

Discussion Notes
- UT System IP policy states that students own their own copyright, staff are work for hire, and faculty own their copyright. UT System does claim ownership over research data.
- Most data can't be copyrighted, but you can control access to data.
- If you are working with data from outside companies, there will likely need to be a data use agreement in place covering who owns what and what information/data can be shared.
- If you have concerns about data you are creating and access to it after leaving the university, reach out to VP for Legal Affairs.

- Creative Commons (CC) licenses – good idea for sharing content you've created that you don't mind if others reuse. You retain copyright, but you grant blanket permissions for certain things. People still have to attribute.
- Lots of different CC licenses to cover different needs.
- Required for OER because you need to have the reuse rights in order for it to be real OER.
- Read CC licenses carefully before assigning one to your work.
- You can use non-CC licensed work in an OER, but would need to label it appropriately (so people realize it's got its own copyright) and your use would need to fall under fair use.
- UT has blanket licenses for the Copyright Clearance Center, BMI and ASCAP. These cover many of the uses of text and music that we do on campus. Does not cover uses that go outside campus community. Ask Colleen if you have questions.
- You can find CC licensed music online: https://creativecommons.org/about/program-areas/arts-culture/arts-culture-resources/legalmusicforvideos/
- If you have copyrighted content on Canvas, you can't automatically move it into a public space without checking copyright. Might need to rely on fair use or ask permission to share. You can always cite/link to copyrighted content.
- Gifs, viral videos, and other social media content seem to function under a different set of norms – sharing without attribution more common.
- Syllabi – faculty own copyright, but university retains a license to reuse it.
- Copyright lasts for life of the author plus 70 years – copyright can pass on to heirs.
- FERPA is a separate issue from copyright. If you are asking your students to share their work online, you should be having them sign a FERPA waiver and offering an alternative option (like publishing under a pseudonym) for those uncomfortable with sharing.

Takeaways/Action Items
- Helpful resources:
  - Perma.cc: https://perma.cc/
  - UT IP policy: https://www.utsystem.edu/board-of-regents/rules/90101-intellectual-property
  - Creative Commons license compatibility: https://wiki.creativecommons.org/wiki/Wiki/cc_license_compatibility
  - Copyright LibGuide: https://guides.lib.utexas.edu/copyright
  - Fair use: https://guides.lib.utexas.edu/copyright/fourfactors
  - TEACH Act: https://guides.lib.utexas.edu/copyright/teachact
- Jeff Graves, in VP for Legal Affairs, is a good resource for FERPA questions: https://legal.utexas.edu/jeffery-l-graves

- Steve Rosen, in VP for Legal Affairs, is a good resource for copyright questions: https://legal.utexas.edu/steve-rosen

Table 3: OER Pedagogy

Facilitators: Amanda Hager and Jocelly Meiners

Learning Outcomes:
- Define the common concerns and outline pro-OER responses
- Participants will be able to reimagine the design of courses that they teach in more OER-friendly ways
- Participants will be able to design a course incorporating OER-enabled pedagogy.

Introductions/Topic Scan (what do you want out of this session?)
- Commercial materials are out of date or non-existent
- Trouble with getting professors to share their syllabi with an open license
- Want to involve students in more contemporary active learning activities
- Needs answer to uninspiring textbooks
- Developing activities and lessons for faculty to use in their courses
- Want ideas for course
- What skills do international students need?
- Needs materials from a lot of sources
- Using OER materials with non-UT students

Points of Confusion
- If you write a lesson plan based on a copyrighted item that is available on the internet and that item disappears, what happens? Are you allowed to retain a copy of that article for future use?
- What is the difference between educator use under TEACH act and fair use? Aren't we allowed to use stuff?
- Do we need FERPA releases if the students are creating work and sharing it?
- Sometimes work has to stay inside the class, otherwise the instructor has to file as a PI and the students have to do IRB training. Where can we get information on where this line is exactly?
- Is it ethical to ask students to license their IP for future use during the course? Do we have to wait until the semester is over or publish some sort of assurance that the students' grades will not be affected by their granting or withholding a license?

Discussion Notes

- Conversations with radio students about what they can and cannot use, but there are no formal assignments covering copyright and licensing. KUT has an agreement with ASCAP allowing them to use whatever they want, but instructors aren't covered under that.
- The South Asian Languages Institute has published notes and lesson plans.
- Problem with access to recorded materials that can fairly/legally be used by students. She has, for example, senate hearings, but more engaging materials are lacking.
- Open materials in art history are hard to create because you can't afford to pay for images of artworks.
- Industry partners are often happy to share materials, but the materials are poor in terms of grammar, syntax, and engagement. These are experts, not instructors. Additionally, these firms are often highly concerned about their public image and proprietary information, which affects their level of cooperation.
- HDFS and art history are not well-represented in current repositories of OER.
- Participants noted a concern that in lower-division courses, a clarity of structure is needed. If you hand students a large pile of articles and small readings, they will feel overwhelmed. Having a single object to base the course on is a powerful organizational tool.
- When there is a large disparity of student ability (students have wildly varying degrees of information literacy), what to do? If you include an OER as a resource, then students ignore it. So there has to be an assessment included with it? What should that look like?

Takeaways/Action Items
- Jocelly shared a link to the National Heritage Language Resource Center: http://www.nhlrc.ucla.edu/nhlrc
- Perhaps https://www.lib.utexas.edu/research-help-support/teaching-learning can help with information literacy courses or assignments.

Table 4: Affordable Options on the OER Spectrum

Facilitators: Carolyn Cunningham, Sarah Brandt, Natalie Hill

Learning Outcomes:
- Participants will be able to describe affordable textbook or materials options.
- Participants will be able to select affordable options and provide them to students, with an emphasis on library materials.

Introductions/Topic Scan (what do you want out of this session?)
- Interest in how materials are chosen for courses
- Getting on the spectrum of affordability, not necessarily totally free/OER
- Needs source materials that are high quality, often industry materials are poorly written
- Book she liked went out of print, wants class to be more interactive
- Looking for course material
- Considering creation of an open textbook
- Exploring more options of OER

Points of Confusion
- What do ebook licenses allow in terms of copying, posting, simultaneous readers?
- Online courses in the iSchool - video content issues (helps avoid link rot, use Panopto for video capture, in-line quizzes, restricts access, students can control access over their own content)
- How do instructors make decisions about course materials?
  - HDF instructor guided toward newest ed by dept, but has gone her own way to allow older eds
  - Very aware of poor quality of some textbooks, looking to move away
  - This instructor already uses Canvas heavily

Discussion Notes
- Publishers create confusion about what students will actually pay for textbooks, instructors don't always keep up with the cost of newer eds.
- Publisher sales reps can negotiate on price and packages - instructors can negotiate! There are benefits of directing students to buying from the co-op - they can return books if they have to withdraw from the class, etc. It behooves reps to get the sale, so instructors can say hey this publisher is offering me this, can you beat that?
- Using Canvas to create an electronic coursepack is allowed - use a chapter from an ebook, link to free material, link to an article from the library, etc. Canvas content can be shared between instructors.
- iSchool has an instance that supports students in that dept
- Canvas bought Arc Video, which may be a video option in the future
- There is a desire to make the video assignments and lessons available in Canvas Commons
- One participant has the students go out and find the next big thing in web technology, sharing and creating platforms, and then use the class to give the information professional perspective or context of using that information
- For large course, she is still tweaking how she delivers the material, not necessarily going in linear order - she allows for older editions

- Others use a mix of book chapters, articles, TED talks - do not require students to purchase anything, but he explicitly tells students they cannot reproduce the materials
- Class work includes annotating readings in Google Doc
- Uses material from GitHub and other sources
- Video link rot is an issue

Takeaways/Action Items
- Requested a desk copy of a textbook from the publisher
- One way to find OER video from the start - limit to CC in youtube search, etc.
- Have the students find the next big thing in IT
- We need to get better at practicing mindful consumption
- Instructors often have to create their own content, and it is important to do it in a way that shows your expertise, can make it available for others to re-use
- Costs for source material is prohibitive

Table 5: Remixing and Creating OER

Facilitators: Sarah Sweeney and Nathalie Steinfeld-Childre

Learning Outcomes: participants will be able to list what kinds of OER they can create and what tools to use to create them; and with the benefits of OER in mind, participants will come up with an idea for remixing/adapting one resource they already use or have come across in the workshop.

Introductions/Topic Scan (what do you want out of this session?)
- Adapt resources activities about leadership/ soft skills, especially for graduate students coming to iSchool with lower English proficiency
- Accessibility and OER
- Create/adapt resources for heritage and non-heritage Bengali/Bangla students in the same classroom
- Creating lesson plans for Bengali/Bangla classrooms
- Where to find syllabi for Data Management (LBJ school) (e.g. github)
- Crowdsourced project / data management / training
- 20 yrs of content needs to be reused and recycled
- Replace textbook with OER
- Private video repository (scrape Youtube / Ponopto) integrates with Canvas
- Want to replace textbook with OER

- Share lesson plans for existing copyrighted textbooks/literary works

Points of Confusion
- How does remixing work?
  - Creative Commons has great resources on their site: https://creativecommons.org/use-remix/
- NIH grant: What open license do they require or is it up to the author?
- What does it take to create an OER ?
- Do I have to post OER myself? Is there a group who certifies that it's OER?
- Is the resource going to determine which OER license I can use?
- Are all OER accessible ; what are the accessibility standards?
- What is a CC license?
- How can I feature my OER?
- Can I create an open resource/ textbook based on the structure/ideas of a copyrighted textbook?
- Is it legal to print course packs of copyrighted readings for students?
- It is confusing to apply an open license because of UT bureaucracy
- Students are not necessarily digital natives and are often lost in digital activities/tools
- Will my OER resource help me in my tenure process?
- Where to find collaborators?
- Publishing platforms: which one to use (e.g. Scalar, Wordpress, etc.)

Discussion Notes
- To find information on how to create a course with OER: Open Pedagogy Notebook
- Students can create their own materials to develop their communication skills
- Digital badges (example on COERLL's website)
- Collaborate on materials with your students: It is great to teach students how to search for materials and contribute them to an OER.
- The Rebus Community can be a great place to collaborate on textbooks. They use the Pressbooks platform.

Takeaways/Action Items
- Need to confirm that syllabi are in the public domain
  - NSC: UT Syllabi are not public domain or OER by default. Teachers retain the copyright and can add open licenses to their syllabus, but it is up to them to do so.
- You can upload your OER on repositories (Merlot , OER Commons http://www.oercommons.org)
- It would be useful to have a workshop on how to publish and host your materials

- Try to find a similar resource (e.g images) that could replace a specific copyrighted or illegally shared work. Most of the time students can grasp the same ideas from another work.
- Contact Alyssa Guzman (UT library) for question about Scalar, a platform to publish resources / digital scholarship
- Have students contribute to a resource
- [OASIS](#) a website to find summaries of open language research studies