



Toolkit for Subject Librarians

A faculty member in your subject area has received a Textbook Affordability Project (TAP) grant award for the upcoming award year based on [TAP criteria](#). The Libraries' Open Education Group has asked each awardee to schedule a consultation with library experts who can help support their projects.

This toolkit is a collection of information, conversation starters, tips, and supplementary resources. It is intended to help you support faculty throughout the possible stages of their TAP projects and, more broadly, to advocate for open education in your subject areas.

Getting Started

1. Review the TAP awardee proposals that have been shared with you. Note the course and kind of project the faculty propose:
 - **Adopt:** Faculty are using existing library-licensed content and/or OER
 - **Adapt:** Faculty are revising, modifying, altering, or customizing existing OER
 - **Create:** Faculty are creating new OER
 - **Open pedagogical practice:** Faculty are developing renewable assignments
 - **Other (research, outreach, etc.):** Faculty are engaging in OER-related research, advocacy, etc.
2. Determine the range of support you can provide. Below are suggestions to help guide you.

I want to assist faculty....

- [Identify open textbooks and open educational resources \(OER\)](#)
- [Evaluate the appropriateness and usefulness of OER](#)
- [Interpret Creative Commons licenses](#)
- [Adapt OER](#)
- [Develop a renewable assignment with OER](#)
- [Discover like-minded peers and communities with whom to share their stories](#)

Assisting Faculty to Identify Open Textbooks and OER

Helping Faculty Get Started

Some faculty have applied for a TAP grant already knowing which OER they intend to use while others may be unaware of resources available. Faculty may need support identifying specific OER or they may just wish to be pointed in the direction of relevant search tools. Leverage your reference interview and advanced search skills to help faculty develop a search strategy.

Questions to Ask Faculty

- What are the learning objectives and goals for your course?
- What concepts and topics do you plan to cover?
- When you select course materials, do you decide first on your course content and learning goals and then look for course materials to support the content and goals, or do you choose course materials first and then build the structure of your course and its content around them?
- What kinds of course materials have you used in the past? What did you like/not like about them?
- What types of course materials would you need (e.g. textbooks, slidedecks, recorded lectures, etc.), and what formats would you desire (e.g. EPUB, HTML document, video, etc.)?
- How will these materials be delivered to students? How will students access them?
- What outcome(s) do you expect from students' use of the materials?

Having Conversations about OER

There are many ways to approach OER—from issues surrounding affordability and social justice to personalization and pedagogical styles. Below are few sound bytes about OER and their benefits to help make some of those conversations fruitful:

- OER, or open educational resources, are openly-licensed, freely available educational materials that can be modified and redistributed by users. For more definitions of OER, see the [Creative Commons Wiki](#).

- OER can include any type of educational resource, in print or digital format, from syllabi and textbooks to videos, assignments, and even full courses.
- OER have some key benefits in classroom settings, including being
 - **Affordable** – students save money
 - **Flexible** – reuse and redistribute materials
 - **Customizable** – revise and remix materials
 - **Up to date** – add the latest information
 - **Accessible** – can often be more accessible than print copies

Remember, there is no need to sell anything, nor is there a need to rack up OER points, so to speak. Knowing this might help remove any hesitancy concerning talking with faculty about OER.

Where to Search for OER

Open educational resources are distributed across the Internet in various repositories, aggregators, and portals. There is no one definitive search tool for finding OER which can be a unique challenge. Below are some best bets:

- [Open Textbook Library](#): Search or browse this collection of mostly college-level textbooks by general subject area, and read reviews written by other course instructors.
- [OER Commons](#): Search for textbooks, simulations, activities, lesson plans, and more used in K-16 settings by subject area, materials type, collections, and education level.
- [OASIS](#): Search for textbooks, multimedia, public domain works, and instructional materials used at other colleges and universities by subject, content type and license type.
- [Mason OER Metafinder](#): Search across multiple collections in a single search, including vast primary source collections like [DPLA](#).
- [CC Search from Creative Commons](#): Search for multimedia content—including images, video, and audio—across multiple collections in a single search.
- Canvas Commons: Search this space in the LMS to find, import, and share modules, pages, quizzes, and even entire Canvas courses. Faculty can import items to a sandbox course first to preview them. This may appeal to faculty because the content is right where they already are.

The [Discovering Open Educational Resources \(OER\)](#) topic guide lists additional search tools. Keep in mind, for some courses in certain disciplines or on certain topics, there may not yet be an appropriate open textbook or OER available.

Pro Tips

- Encourage faculty to begin defining what they need prior to any searching.
- Identify subjects and keywords related to course descriptions, themes, and learning objectives. Consider referring to the table of contents of prior textbooks for additional ideas.
- Search across multiple OER search tools using broad searches.
- Remember that search strategies may vary depending upon types of materials sought.
- Keep track of search tools and terms used, revising searches as needed.

Additional Campus Experts Who Can Offer Support

The Libraries' Open Education Group can offer subject librarians some assistance with suggesting additional OER repositories to explore. Additionally, the Libraries' [Special Collections Research Center \(SCRC\)](#) and [Blockson Collection](#) archivists can provide consultative services to faculty to help identify relevant primary sources and archival materials in their respective collections that may be out of copyright and reside in the public domain. They may also be able to offer some considerations related to the ethics of using culturally sensitive primary source materials.

Reflective Checklist

These questions are for your personal reflection, offering content review and practical preparation. Imagine you are having a conversation with a faculty member or sharing information at a department meeting or collegial assembly:

1. How confident am I explaining OER and their benefits to someone else?
2. What are 2-3 search tools I can recommend to search for OER?
3. Can I think of 1-2 instances of how other faculty in my subject areas have used OER?
4. Are there other relevant experts or stakeholders whom I should invite to join or refer?

Additional Resources

- [Reference Interview for OER Templates](#) includes three templates and corresponding videos on how to structure a reference interview with faculty around OER. There are three templates: #1 is for the faculty to fill out pre-consultation, #2 is for the subject librarian to work with the faculty member to fill out, and #3 is where the subject librarian can curate options and share with the faculty member.
- [Find OER Worksheet](#): is a fillable (and downloadable) form that can help faculty identify keywords for OER searches.

- [OER Mythbusting](#) addresses common myths about OER that can be useful in conversations about OER.
- Videos to share:
 - [An Introduction to Open Educational Resources](#) (3:46)
 - [A Review of the Effectiveness & Perceptions of Open Educational Resources as Compared to Textbooks](#) (4:40)
- Slidedecks to use or share: [Make Your Courses Affordable with Open Textbooks and Open Educational Resources \(OER\)](#)

Assisting Faculty to Evaluate the Appropriateness and Usefulness of OER

Helping Faculty Get Started

With so many open educational resources available and more being created, choosing materials can become overwhelming to faculty. Faculty can evaluate OER for the quality and utility in their courses using many of the same methods they use to review commercial textbooks and other materials. Leverage your evaluation skills to help faculty discern overall value for a diverse set of learners and whether adopting multiple OER as-is and/or adapting existing OER may be worthwhile.

Questions to Ask Faculty

- What process do you typically follow to review and evaluate materials for your course?
- When thinking about quality of course materials, how would you rank your top 5 considerations? (Example: currency, accuracy, reviews, topics covered, etc.)
- What steps do you take to ensure students can easily access the materials you use?
- Are you interested in revising/remixing found materials to bring them up to your (or the university's) standards? Do you have the opportunity to do so?

Sample Evaluation Criteria for OER

Below are five suggested criteria for evaluating OER¹:

1. That the content under consideration **covers the subject area** appropriately
2. That the content of the OER is **accurate** and free of major errors and spelling mistakes
3. That the **license** of the content can be used or altered for the course's needs
4. That the OER is **clearly written** and appropriate for the students' level of understanding
5. That the **accessibility** of the content is appropriate for all students

Considering Accessibility and Inclusive Design

In addition to evaluating the quality of OER, it is also important to consider the accessibility and inclusivity of OER. Because OER frequently are digital in format, they can often be accessed by more students; however, that does not always mean that the learning materials are *accessible*.

¹ Abbey Elder, "[Evaluate OER](#)" in *Open Educational Resources (OER)*.

Become aware of common open file formats for OER (e.g. HTML, ePub, RTF, Mobi, PNG, XML, PDF) and simple accessibility checker tools (e.g. like those built-in to word processing applications as well as the [WAVE evaluation tool](#)) for assessing documents and websites for readability and navigability.

Beyond the technical accessibility of OER, the means of engagement, interaction, and representation should also be considered—with an eye toward inclusive design. Inclusive design is “design that considers the full range of human diversity with respect to ability, language, culture, gender, age, and other forms of human difference.”²

Evaluation Checklists and Rubrics

- [Evaluating OER Checklist](#) is a set of selection criteria and considerations created by Abbey Elder.
- [Open Textbook Review Criteria](#) is a list used by Open Textbook Library reviewers and created by BCcampus.
- [Faculty Guide to Evaluating Open Education Resources](#) is a brief checklist with suggestions created by BCOER Librarians.
- [iRubric: Evaluating OER Rubric](#) is a series of questions to ask about OER under consideration created by Sarah Morehouse with help from Mark McBride, Kathleen Stone, and Beth Burns. The rubric is customizable, too.
- [Checklist for Accessibility](#) is a set of selection considerations related to the accessibility of multimedia, tables, links, and more created by BCcampus.

Pro Tips

- Encourage faculty to carefully weigh the OER they find, considering learning materials authored by a diverse set of individuals as well as those that may share viewpoints which have historically been marginalized.
- Look for written reviews or ratings information alongside listed OER in search tools like Open Textbook Library, MERLOT, and OER Commons.
- Determine if OER are available in multiple open file formats so that students have choices regarding how they can access course materials.

² [Inclusive Design Research Centre](#)

Additional Campus Experts Who Can Offer Support

Temple's [Center for the Advancement of Teaching](#) offers consultative services for faculty on how to make their courses more inclusive and how to create materials in a manner that is accessible to all students. Further, the university's [Disability and Resource Services](#) offers information and resources for faculty on particular disabilities. And, Temple's [Accessible Technology website](#) provides guidelines and tips to help faculty adhere to current regulations and expectations.

Reflective Checklist

These questions are for your personal reflection, offering content review and practical preparation. Imagine you are having a conversation with a faculty member or sharing information at a department meeting or collegial assembly:

1. What are 2-3 criteria for evaluating OER I can recommend to someone else?
2. Why is providing access to accessible course materials important to me?
3. Are there other relevant experts or stakeholders whom I should invite to join or refer?

Additional Resources

- [Accessibility Toolkit, 2nd edition](#) includes best practices for making open textbooks accessible, focusing on which students benefit, why accessibility is important, and the steps required to make various elements accessible.
- [Accessible Instructional Materials](#) includes guides, checklists, and videos for faculty on how to create accessible documents.
- [Flexible Learning for Online Education \(FLOE\)](#) provides resources that can help faculty meet individual learners' needs, including the [Inclusive Learning Design Handbook](#).
- Videos to share: [Open Dialogues: Open Education and Accessibility](#) (3:29)

Assisting Faculty to Interpret Creative Commons Licenses

Helping Faculty Get Started

Faculty may need support distinguishing between OER, library-licensed materials, and “free stuff on the web.” For example, even though library-licensed ebooks are free to access for faculty and students, that does not mean they are OER; library-licensed materials are under restricted copyright. Open licenses, like Creative Commons, are a key aspect of OER.

Ensure that faculty have an awareness of what Creative Commons licenses are, where to locate them when searching for OER, and how to interpret the individual licenses. Faculty who are adapting or creating OER may need additional assistance on how to provide attribution for works used or how to select a Creative Commons license of their own.

Questions to Ask Faculty

- Have you ever shared instructional materials (e.g. slidedecks, activities, assignments) with colleagues? If so, how did you let your colleagues know about the ways in which they could use those materials?
- When searching online, have you ever come across a button or icon that looks like one of these:  or  ? Are you familiar with what they are or mean?
- Have you ever assigned a Creative Commons license to your own works— scholarly or personal (e.g. photos)? If so, how did you go about choosing the license?

Having Conversations about Creative Commons

Conversations about intellectual property topics can sometimes feel brain-bending to both faculty and librarians. Fortunately, Creative Commons is not as seemingly complex as say copyright or fair use. Below are few sound bytes about Creative Commons and its licenses to help make some of those conversations hopefully easier.

- [Creative Commons](https://creativecommons.org/) is a global non-profit organization that provides a set of licenses. These licenses modify strict copyright to give public permission to use and share copyrighted works, based on the creator's stated preference.

- Creative Commons licenses do not replace copyright—they layer over the top of it.
- There are four conditions that can be applied to a Creative Commons license: Attribution (BY), Share-alike (SA), Non-commercial (NC), and No derivatives (ND). These conditions can be mixed and matched to create licenses for different situations.
- There are six license types, ranging from most to least permissible, and the Creative Commons website provides [details in plain English about what each license permits](#):
 - [Attribution \(CC-BY\)](#)
 - [Attribution ShareAlike \(CC-BY-SA\)](#)
 - [Attribution-NonCommercial \(CC-BY-NC\)](#)
 - [Attribution-NonCommercial-ShareAlike \(CC-BY-NC-SA\)](#)
 - [Attribution-NoDerivatives \(CC-BY-ND\)](#)
 - [Attribution-NonCommercial-NoDerivatives \(CC-BY-NC-ND\)](#)
- Every Creative Commons license applies worldwide, lasts for the duration of the work's copyright, is non-revocable, and is not exclusive.

How Creative Commons Licenses Connect with OER

Creative Commons is a key aspect of OER because (most) Creative Commons licenses provide free and perpetual permission to engage in [David Wiley's 5R activities associated with OER](#): Retain, Reuse, Revise, Remix, and Redistribute. The following chart helps explain which activities are permitted with which license. Note how works licensed CC-BY-ND or CC-BY-NC-ND are not OER due to their restrictive nature.

	Retain Make and own a copy	Reuse Use in a wide range of ways	Revise Adapt, modify, and improve	Remix Combine two or more	Redistribute Share with others	
Public Domain	✓	✓	✓	✓	✓	OER
CC-BY	✓	✓	✓	✓	✓	
CC-BY-SA	✓	✓	same license	same license	✓	
CC-BY-NC	✓	✓	✓	✓	non-commercial	
CC-BY-NC-SA	✓	✓	same license	same license	non-commercial	
CC-BY-ND	✓	✓	personal use only	personal use only	✓	Not OER
CC-BY-NC-ND	✓	✓	personal use only	personal use only	non-commercial	

This table was adapted from "[Wiley's 5Rs and Creative Commons Licensing](#)" by Krysta McNutt and is licensed [CC-BY 4.0](#).

Interpreting Creative Commons Licenses

Creative Commons licensed works include information about the specific license to help users better understand how they may use and share the work. Look for the license icon and/or name (abbreviated or spelled out) near or on the work in question. Any of these may link to a human-readable summary of the license, answering the question *“What can I do with this work?”*

Providing Attribution to Creative Commons Licensed Works

When using OER, it’s important to provide attribution to the original creator of the work. Unlike style guides such as MLA and APA, there is not a strict formula for providing attribution to Creative Commons licensed works, but there are key elements to include and best practices to follow.

To create an attribution, locate the title, creator, and license information for the work. Once located, create an attribution using the following as a guide:

[Title] by [Creator] is licensed [license name].

Example: [Colorful Umbrellas](#) by [Neil Hall LRPS](#) is licensed [CC BY-NC 2.0](#).

The [Best Practices for Attribution](#) page on the CC Wiki provides examples for ideal, pretty good, and incorrect attribution of Creative Commons licensed works.

Choosing a Creative Commons License for Your Own Works

Creative Commons offers an easy-to-use [Choose a License tool](#) for creators who wish to select a Creative Commons license for their own works. Creative Commons also provides public domain tools—[CC0](#) and the [Public Domain Mark](#)—for works dedicated to and available in the public domain.

For any chosen license, it is good practice to make sure the license is clear, visible, and includes links (to the license information as well as the work itself). This helps ensure that future viewers know how to use and share the work themselves.

Pro Tips

- Remember, you do not have to be a copyright or fair use expert to have a conversation with faculty about Creative Commons.

- Encourage faculty to consider how they hope to use Creative Commons licensed works in their courses. Use the language of the 5Rs: Retain, Reuse, Revise, Remix, and Redistribute.
- Take advantage of search features in various search tools that permit filtering by usage rights or license type to locate desired Creative Commons licensed content efficiently.

Additional Campus Experts Who Can Offer Support

The Libraries' Open Education Group and [Publishing Services](#) staff can offer some assistance with the identification and interpretation of Creative Commons licenses.

Reflective Checklist

These questions are for your personal reflection, offering content review and practical preparation. Imagine you are having a conversation with a faculty member or sharing information at a department meeting or collegial assembly:

1. How comfortable am I explaining Creative Commons licenses to someone else?
2. How would I explain the difference between OER and other free educational materials?
3. Can I name the 5R's and briefly describe what they mean?
4. Can I explain why some Creative Commons licenses are not OER-friendly?
5. Are there other relevant experts or stakeholders whom I should invite to join or refer?

Additional Resources

- [Creative Commons FAQ](#) provides basic information about the licenses, plus some legal and technical tools, and will often link to more detailed information.
- [Open Attribution Builder](#) is a useful tool for those who need to cite open materials, such as works licensed by Creative Commons or released in the public domain. Simply fill out the form, and the application will automatically generate an attribution for you.
- [Considerations for Licensors and Licensees](#) lists basic things to think about before choosing a Creative Commons license or using someone else's Creative Commons licensed work.
- Videos to share: [Using Creative Commons Content](#) (2:01)
- Slidedecks to use or share:
 - [Copyright and Creative Commons Licenses](#)

Assisting Faculty to Adapt OER

Helping Faculty Get Started

Faculty may not find a single OER to adopt as-is that meets their evaluation criteria or addresses all of their needs. They may want to make changes to an existing OER they found in order to tailor content to the learning objectives and goals of their course, engage different teaching or learning styles, adjust to different course levels, address diversity or accessibility needs, or update with current or even localized examples.

Adapting OER can include inserting and removing components, changing the sequence of learning activities, editing and remixing images, text, audio and video, etc..

Faculty who are adapting OER may need support with outlining a manageable project within a set timeframe, [identifying additional OER](#), [evaluating OER for quality and accessibility](#), [interpreting Creative Commons licenses](#), as well as determining potential tools to use so that they can remix and attribute works appropriately. Leverage your project management skills to help faculty get started and recognize when a referral to additional campus experts at various stages or for various tools may be needed.

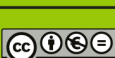
Questions to Ask Faculty

- What are some reasons for adapting the existing OER? How much change would be necessary so that the OER meets your needs in the short term? In the long term?
- What type of license does the existing OER have? Is it a Creative Commons license that permits modification or adaptation of the content?
- What file format(s) are available for the existing OER? Is there an editable format available (e.g. .docx, .rtf, .gdoc, or .html)?
- Do you have the time, resources, and skills to make adaptations? How comfortable are you with using technology to revise or remix content?
- What kind of Creative Commons license would you choose for your adapted OER?

Remixing Works with Creative Commons Licenses

Most Creative Commons licenses allow for reuse without issue, but some licenses can be challenging if revisions or remixes are desired. This is especially true of the “No Derivatives”

licenses. When remixing works with different Creative Commons licenses, ensure the licenses do not conflict before proceeding. The table below summarizes which Creative Commons licensed content can be remixed with other Creative Commons licensed content.

	 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	✗	✗	✗	✗	✗	✗	✗	✗

[CC License Compatibility Chart](#) by Kennisland is licensed [CC0](#).

Test your knowledge of the remix compatibility of different license types by playing a few hands of the [CC Remix Game](#).

Tools to Support Adapting OER

There are a variety of tools available for adapting OER, ranging from those with simple WYSIWYG editors to those with much more advanced publishing features. Below are a few tools that may be useful for faculty just starting out with an adaptation project.

- Basic word processing and/or presentation applications, like Microsoft Word and PowerPoint, Google Docs and Slides, Libre Office, etc..
- Common website/bloggging and wiki platforms, like WordPress, WikiEducator, or Wikibooks.
- [LibreTexts' OER Remixer tool](#) lets users revise and remix existing content from the LibreTexts library and then share on the LibreTexts platform. Users need to first contact Libretxts in order to setup an instructor account and gain access to the tool.
- [OER Commons' Open Author tool](#) lets users create, remix, and share OER on the OER Commons platform using a simple, built-in rich text editor with options to import existing content from Google Drive or Microsoft OneDrive. Also, there is a quick 'Remix' button

available for adapting individual resources found within the OER Commons library that have specific Creative Commons licenses.

- [MERLOT's Content Builder tool](#) lets users create, edit, and publish an accessible website on the MERLOT platform using a no-code, visual interface. [Help guides, video tutorials, and FAQs](#) are available. Users need to first setup a free member account.

Pro Tips

- Encourage faculty to consider adapting OER incrementally, focusing on discrete sections over a period of time. Encourage faculty to start small but think big.
- Encourage faculty to consider using tools they may already be familiar with when starting out (e.g. Google Apps or Microsoft Office 365) so they can focus more on content.
- Remind faculty to keep track of existing works found and their corresponding licenses. This will help later when 1) determining whether works can be remixed; 2) providing attribution; and, 3) selecting an appropriate Creative Commons license for any adaptations.

Additional Campus Experts Who Can Offer Support

The Libraries' [Publishing Services](#) staff can offer consultative services to faculty on thinking through the process of starting a publishing project, available authoring and hosting platforms (e.g. Manifold, OJS), options for making publications discoverable, and publishing opportunities with [North Broad Press](#). Further, the Libraries' [Scholars Studio](#) staff can also provide consultative services to faculty on platforms and tools for projects that may incorporate digital methods (e.g. Scalar or Omeka). Temple's [Information Technology Services \(ITS\)](#) can provide support for the university's personal website hosting instance of the WordPress platform. And, there are various online tutorials on word processing applications available via the university's subscription to LinkedIn Learning.

Reflective Checklist

These questions are for your personal reflection, offering content review and practical preparation. Imagine you are having a conversation with a faculty member or sharing information at a department meeting or collegial assembly:

1. Can I offer 1-2 reasons why someone might want to adapt OER?
2. Can I explain why works with some Creative Commons licenses are not suited for adapting OER?
3. Are there other relevant experts or stakeholders whom I should invite to join or refer?

Additional Resources

- [Modifying an Open Textbook: What You Need to Know](#) is a five-step guide for faculty, and those who support faculty, who want to modify an open textbook.
- [Adaptation Guide](#) is a practical reference on how to adapt an open textbook so that it better fits the needs of a course.
- [Adapting and Authoring Inclusive OER](#) offers reflective questions librarians can ask faculty in order to purposefully design for inclusion at all stages. Part of [Library Outreach for Inclusive Open Education](#).
- [Adaptation and Attribution for OER](#) is a useful activity for faculty, students, or librarians to gain practice identifying OER, adapting it, and providing attribution.

Assisting Faculty to Develop Renewable Assignments with OER

Helping Faculty Get Started

Faculty may need support replacing traditional assignments, like research papers, with more authentic and innovative, student-driven assignments. Leverage your information literacy expertise and experience providing assignment design support to help faculty develop assignments and in-class activities that take advantage of the strengths of OER and are more renewable in nature.

Questions to Ask Faculty

- What “pains” do you and/or your students feel with traditional assignments?
- How much time can you dedicate to developing the assignment?
- What will students need to know in order to complete the assignment? Are there accompanying (digital/media/information literacy) skills also needed for the assignment?
- How can the assignment encourage students to investigate the political, social, and/or economic dimensions of information, including its creation, access, and use?
- How will the assignment be structured so that it is accessible and inclusive?
- How will the assignment be assessed? What would different levels of success look like? Will students have a role in assessing their own learning?
- Will student-produced works be public facing? If so, how and/or where? Will there be options for students who desire anonymity or privacy?
- Will students have the opportunity to choose a Creative Commons license for works they produce?

Having Conversations about Renewable Assignments

Moving from Disposable Assignments toward Renewable Assignments

In many courses, students produce work in isolation that is submitted to their professor for a grade and then never really thought about again—by the student or professor. The “final research paper” is an example of this. Scholar David Wiley calls these “disposable assignments” because

they are—metaphorically and often literally—tossed aside once they are completed and graded.³ They add little value to the world.

Renewable assignments, however, add value to the world because they can be seen, used, and improved upon by a broader community once completed. They often have real-world applications. These types of assignments challenge the notion that students must passively consume knowledge in a Freirian banking model sense and, instead, encourage students to actively participate and contribute to the larger knowledge commons via the development and creation of OER. The below chart illustrates the characteristics of renewable assignments.

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

This table was adapted from "Criteria Distinguishing Different Kinds of Assignments" in [Defining OER-Enabled Pedagogy](#) by Wiley & Hilton and is licensed [CC-BY 4.0](#).

Renewable Assignments as Open Pedagogy

Developing renewable assignments is one example of an open pedagogical practice. Open pedagogy is a set of teaching practices that includes engaging students in content creation and making learning accessible and accountable to a public beyond the classroom.

Know that for some, open pedagogy is not only a way of teaching but also a philosophical mindset, focused on the potential of openness and sharing to improve student learning and promote social justice.⁴ The below chart highlights some sound bytes of the values advocated by open pedagogy.

Value	Description
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³ "What is Open Pedagogy?" by David Wiley, *Improving Learning: Eclectic, Pragmatic, Enthusiastic*.

⁴ Bali, M. (2017). "What is Open Pedagogy Anyway?" *Year of Open*.

Sharing	Freely sharing of content and knowledge. Individuals allow others to use what they create to further their own personal and professional development. This may be done through collaborative efforts, publishing open articles, or licensing creative works in a way that permits the 5Rs of open educational resources.
Transparency	Transparency is evident in the purpose of educational activities, expectations, and practices for assessment. Transparency is also provided into the values inherent in education such as how knowledge has been constructed and how one's own biases, beliefs, and values impact the teaching/learning dynamic.
Collaborative Knowledge Construction	Knowledge is not viewed as complete, unchanging, or being determined by those traditionally in positions of authority (e.g. scholars, professors, teachers). Educators and learners acknowledge the value of and participate in efforts to construct knowledge together.
Deconstruct Traditional Power Structures	Concerted efforts are made to evaluate and evolve power structures in the educational environment, such as the traditional teacher-student relationship. Voice is given to those in underrepresented groups and those with authority move instruction away from a deficit model of learning.
Personalize Learning	Authority is given to learners to determine what is learned, how it is learned, how mastery is demonstrated, and/or when learning takes place. This personalization takes place in traditional classroom settings as well as non-traditional learning environments.
Learner Empowerment	Students are empowered in all aspects of their learning. For example, students participate in knowledge creation, how learning occurs, and the assessment of themselves and others.

This table was adapted from "Values Espoused in Open Pedagogy" in [Deconstructing Open](#) by Eric Werth and Katherine Williams and is licensed

[CC-BY 4.0](#).

Connections Between Open Pedagogy and Information Literacy

Open pedagogy's emphasis on students as active creators of information—instead of passive consumers of it—for a community has clear connections to the integrated abilities of information literacy:

the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

The six frames of the ACRL [Framework for Information Literacy in Higher Education](#) provide knowledge practices and dispositions that can be used to help identify conceptual understandings and scaffold assignments for novices and experts accordingly. Information Has Value, Information Creation as a Process, and Scholarship as Conversation are good places to begin.

Examples of Renewable Assignments

Student-composed glossaries or bibliographies: Students identify key terms or definitive sources relevant to the course, writing definitions or summaries. Over time, this could grow, be organized into themes, and shared from class to class.

- Examples in action: [Glossary of Keywords for Literary Study](#) (SUNY-Cortland)

Student-created learning objects: Students (re)design ancillary materials for the course that they (and future students) can use, like question banks, study guides, discussion questions, problem sets, tutorials, infographics, videos, podcasts, games, etc.. Over time, this could be structured so that students create objects centered around concepts that challenged them or concepts they believe the next cohort of students should know.

- Examples in action: [Question bank for a Social Psychology class](#) (Kwantlen Polytechnic University); [Digital Storytelling Project on Library Anxiety](#) (University of Kansas); [VandyVox](#) (Vanderbilt University)

Student-curated exhibits: Students utilize archival materials to produce public-facing outputs, like exhibits (physical or digital) with accompanying captions or metadata, fostering connections with the past and/or local communities while contextualizing course topics and themes.

- Examples in action: [The Burk Mansion...Why Should We Care?](#) (Temple University); [Exhibits as Storytelling](#) (Western Connecticut State University); [Goin' North: Stories from the First Great Migration to Philadelphia](#) (West Chester University)

Student-produced newsletters, journals, zines, timelines, etc.: Students collaboratively publish periodicals, engaging in peer-review and editorial processes. Topics could address underrepresented voices from underground spaces.

- Examples in action: [Maneto Undergraduate Research Journal](#) (Temple University); [Timeline of African American Rights Movement, 1950-1980](#) (Tacoma Community College)

Student-remixed anthologies or textbooks: Students compile out-of-copyright works or compose their own chapters alongside student-produced introductions, annotations, or bibliographies.

- Examples in action: [The Open Anthology of Earlier American Literature](#) (Plymouth State University); [Environmental ScienceBites](#) (The Ohio State University)

Student-edited Wikipedia articles: Students edit existing or create new Wikipedia articles focused on course themes and topics. Creating new articles from scratch does not have to be the ultimate goal, though. Students can also contribute to Wikipedia by adding citations or external references to an article; adding Wikimedia content to an article; uploading public domain and/or

Creative Commons licensed content to Wikimedia; or, translating articles. Students can also participate in or organize an edit-a-thon.

- Examples in action: [Murder, Madness, and Mayhem: Latin American Literature in Translation](#) (University of British Columbia)

Assessing Renewable Assignments

The structure and form of renewable assignments may encourage faculty to think differently about how they approach assessment. Below are options for assessing renewable assignments:

- Focus on the overall process more than just the end product. For example, what are some of the scaffolded steps engaged in during the project and how do they meet learning goals?
- Incorporate student reflections aimed at different audiences to emphasize student participation and levels of engagement. Recognize that not all students may wish to make their work publicly available, so provide options.
- Have students collaboratively identify criteria for assessing, designing rubrics and/or participating in peer-review.

Pro Tips

- Encourage faculty to consider how they could transition some of their existing traditional, disposable assignments toward more renewable ones.
- Encourage faculty to start small. A renewable assignment doesn't have to be a big, semester-long project. A small project repeated over multiple semesters can have cumulative benefits.
- Encourage faculty to consider whether they would benefit from collaborators (e.g. inside/outside of the department/institution, local community groups, nonprofit organizations, etc.).
- Determine if there is a relevant, discipline-specific companion document to the *Framework* and whether any of the knowledge practices or dispositions might help inform possible learning outcomes and assessment opportunities.

Additional Campus Experts Who Can Offer Support

Temple's [Center for the Advancement of Teaching](#) offers [consultative services for faculty](#) and [resources](#) on various aspects of instruction. The Libraries' Open Education Group can offer subject librarians some assistance with open assignment design.

Reflective Checklist

These questions are for your personal reflection, offering content review and practical preparation. Imagine you are having a conversation with a faculty member or sharing information at a department meeting or collegial assembly:

1. Can I describe the characteristics of a renewable assignment?
2. Can I think of 1-2 instances of how faculty in my subject areas have developed a renewable assignment (or an assignment that could become one)?
3. How can I open up my own information literacy teaching practices?
4. Are there other relevant experts or stakeholders whom I should invite to join or refer?

Additional Resources

- [Open Pedagogy Project Roadmap](#) is a module-based workshop that can assist faculty in planning, finding support for, sharing, and sustaining their open pedagogy project.
- [Open Pedagogy Notebook](#) is a site developed by faculty for faculty, offering assignment ideas and discussion.
- [Open Pedagogy Approaches](#) is a collection of case studies, providing ideas, practical tips, and inspiration for educators willing to explore more open learning experiences, whether that involves a small innovation or a large-scale initiative.
- [Digital Pedagogy in the Humanities: Concepts, Models, and Experiments](#) is a curated collection of reusable and re-mixable resources for teaching and research, organized by keyword.
- [WikiEdu](#) offers free services to assist those interested in incorporating Wikipedia-based assignments into the classroom. Services can include online tutorials, instructional design consultations, as well as use of their dashboard tool which can help track projects and student progress.
- Slidedecks to use or share: [Assignments that Live Beyond the Course](#) (three-part, modular faculty workshop series with accompanying activities)
 - [Current Open Pedagogical Practices](#) is a worksheet that encourages faculty to reflect on their current teaching practices that may be open in nature.
 - [\(re\)Developing a Renewable Assignment](#) is a worksheet that encourages faculty to reflect on the type of renewable assignment they want to develop while considering needs.

Assisting Faculty to Discover Like-minded Peers and Communities with Whom to Share their Stories

Helping Faculty Get Started

Faculty may wish to engage with other peers (e.g. faculty, department chairs, instructional designers, instructional technologists, etc.) about their TAP grant award or other open education topics, sharing and hearing ideas, resources, and best practices. Leverage your awareness of various open education-friendly communities to encourage faculty sharing their stories, both inside and outside of Temple.

Questions to Ask Faculty

- What level of engagement are you confident with right now (e.g. listening, speaking, writing, etc.)? What level would you like to work toward?
- Who are the desired audiences you wish to reach in order to share your stories?
- Are there other collaborators with whom you would like to partner?

Identifying Communities of Practice

Below are few strategies and communities to recommend to faculty who are seeking like-minded peers and sharing stories.

Listserves, Newsletters, and Forums

- Sign up to receive Temple University Libraries' quarterly OER newsletter focused on recently published open textbooks, news and events, and faculty spotlights.
- Sign up to receive Affordable Learning PA's [monthly newsletter](#) focused on open education updates and events.
- Subscribe to the [OER Digest](#), a bi-weekly newsletter aimed at OER advocates in the United States and Canada focused on open education updates, opportunities, and reminders.
- Attend a SPARC Libraries & OER Forum (LibOER) [monthly virtual community call](#) focused on themed open education topics.

Conferences

- Submit a proposal focused on textbook affordability and/or open education-related topics to Temple's Center for the Advancement of Teaching's [Annual Faculty Conference on Teaching Excellence](#).
- Attend and/or submit a proposal to the regional [Affordable Learning PA's Annual Summit](#).
- Attend and/or submit a proposal to the regional [Northeast OER Summit](#).
- Attend and/or participate in an [OpenCon event](#), ranging from calls, meetings, and do-a-thons, to workshops and conferences held regionally and nationally.
- Attend and/or submit a proposal to the national [Open Education Conference](#).
- Attend and/or submit a proposal to the international [Open Education Global Conference](#).

Publications

- Submit a manuscript to peer-reviewed journals focused on open education topics, like the [International Journal of Open Educational Resources \(IJOER\)](#) and [Open Education Studies](#).
- Submit a manuscript to peer-reviewed journals focused on the scholarship of teaching and learning, like [Teaching & Learning Inquiry \(TLI\)](#), [College Teaching](#), the [International Journal of Teaching and Learning in Higher Education](#), and the [International Journal for the Scholarship of Teaching & Learning](#).
- Write a review of an open textbook for the [Open Textbook Library](#).
- Submit a proposal to [North Broad Press](#), a joint publishing project between Temple University Press and Temple University Libraries, to author an open textbook in your field of study.

Other Strategies

- Share your TAP grant award experiences with colleagues in a departmental newsletter, or speak at a department meeting or collegial assembly.
- Connect with other [current or former TAP grant awardees](#) for possible collaborations.
- Share your teaching and learning materials (e.g. syllabi, assignments, ancillary materials, etc.) in an open repository, like Temple University's [TUScholarShare](#), MERLOT, or OER Commons, with a Creative Commons license.
- Identify conferences within your own discipline to submit a proposal to which offer panels and/or events focused on educational and teaching practices.
- Identify journals within your discipline to submit a manuscript to which accept papers focused on the scholarship of teaching and learning.

Pro Tips

- Encourage faculty to consider their TAP grant award experience as more than just a short-term incentive, but as another tool in their ongoing efforts to support student success.

Reflective Checklist

These questions are for your personal reflection, offering content review and practical preparation. Imagine you are having a conversation with a faculty member or sharing information at a department meeting or collegial assembly:

1. Can I think of 1-2 other faculty in my subject areas who may be potential collaborators for those considering future OER-focused teaching and learning projects?
2. What are effective modes of outreach I can do to inform faculty in my subject areas of communities and opportunities (e.g. workshops, one-on-one consultations, eblasts etc.)? How do I need to modify that outreach for different audiences or scenarios?
3. Am I aware of conversations about OER or open education occurring in the broader disciplines/fields of study for my subject areas? What about any conversations occurring in my own professional associations or organizations? Are there library staff counterparts at other libraries I could reach out to for networking?
4. Are any of the communities listed above ones I would like to participate in as well?



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