



# Open Educational Resources

Reimagining Access  
& Pedagogy



**Dragan Gill**, MLIS, *Rhode Island College*  
**Lindsey Gumb**, MLIS, *Roger Williams University*

# Who are we and what are we doing?

## **Lindsey**

Scholarly Communications Librarian,

Faculty Status,

Open textbook/OER & Copyright work in  
job description,

State steering committee co-chair

## **Dragan**

Reference Librarian,

Faculty Status,

Open textbook/OER work in job  
description,

State steering committee co-chair

# Tell us ...

What experience do you have with OER?

# What are open educational resources?

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

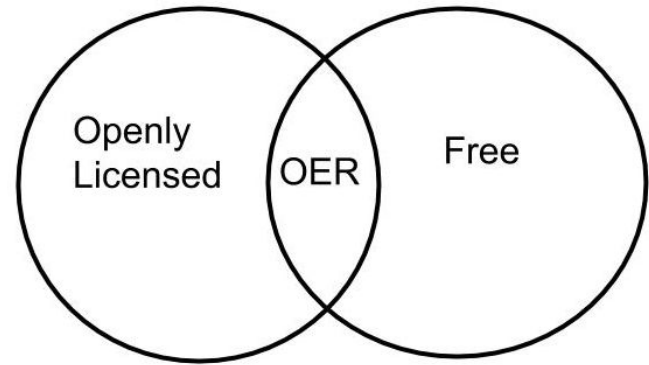
**Retain:** Users have the right to make, archive, and own copies of the content;

**Reuse:** Content can be reused in its unaltered form;

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

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

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



By [Andria Tieman](#). This work is licensed under the [Creative Commons Attribution 4.0 International License](#).

# Who is doing this work?

National Science Foundation, National Institute of Health, US  
Department of Education

Scholarly Publishing and Academic Resources Coalition (SPARC)

Bill and Melinda Gates Foundation, William and Flora Hewlett  
Foundation

UNESCO

Open Textbook Network, Open Education Consortium, Community  
College Consortium for Open Educational Resources

# Who is doing this work?

Open Oregon, BC Campus, SUNY, Rhode Island

Librarians, instructional designers, centers for teaching and learning

**Faculty**

# Why open educational resources?

It's game time.

# Campus Culture: Questions Emerge



*“Feel like my students like to hold onto the book for future reference.”*

*“When I offered ebooks to students in the past; all preferred actual textbooks.”*

# Reframing and Empowering

With the 5Rs students and faculty can **retain** any OER or open textbook.

Currently, students sell textbooks at the end of the semester, rent and have time-limited access codes for online materials.

Open textbooks and OER come in all the same formats of other teaching materials.

With the 5Rs students and faculty can **redistribute** printed copies.

*“I understand and appreciate the motive here. If OER resources are available [sic] and appropriate, instructors should be able to choose them. I am greatly concerned that people will try to force these on faculty, which would be bad policy...and violate academic freedom.”*

# Reframing and Empowering

With the 5Rs you can **revise** and **remix** content for more flexibility in your teaching.

*“I need to select textbooks that prepare students for the national certification examination for occupational therapy assistants and usually rely on recommendations from professional association or colleagues from other occupational therapy assistant programs.*

*Our students have a 100% pass rate on this examination so I am hesitant to deviate from the selections I have made.”*

# Reframing and Empowering

12 Peer-reviewed studies, surveying  
5,201 professors and students on their  
perceptions of quality of OER found:

50% - Same Quality

35% - Better

15% - Worse

13 Peer-reviewed studies on the  
efficacy of OER found:

95% Same or better outcomes

*“For our large courses, like Business Writing, Open Texts would be a great idea. For some of our unique electives, I doubt there would be Open Texts that would work.”*

# Reframing and Empowering

## **Know your Resources**

First Year/Gen-Ed: [OpenStax](#)

Specialized Topics: [Luminos](#)

## **Create Your Own - With Students**

[Project Management for Instructional Designers](#)

**Open Projects**

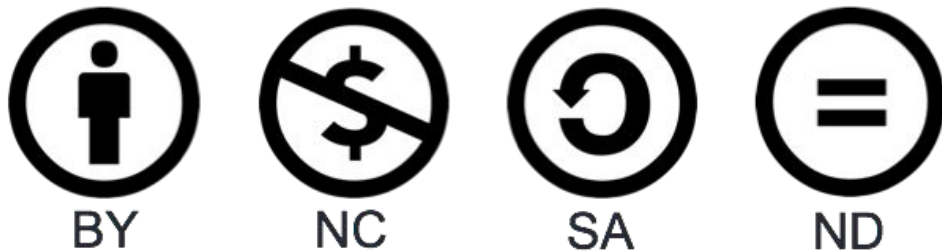
[Citizen Science](#)

[Citizen Archivists](#)



# How are permissions granted?

Creative Commons Licensing, built on copyright, allow creators to give others permission to use their work. There are six licenses based on four “rights” used in combination.



There are three layers to each license: Legal code, human readable, machine readable.

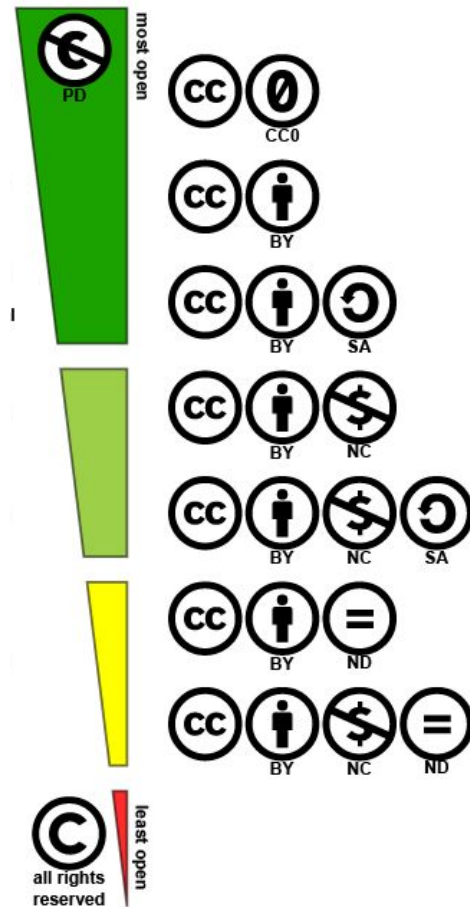
The latest version is international - language in the legal layer addresses copyright differences around the world.

# How are the rights used?

The licenses are progressively more restrictive.

**CC-BY is the gold standard for creating and sharing OER because it is both not restrictive and properly gives credit to the creator of the original work.**

CC0 licenses are relatively new allows creators to put content into the public domain immediately.



# Quick Quiz!

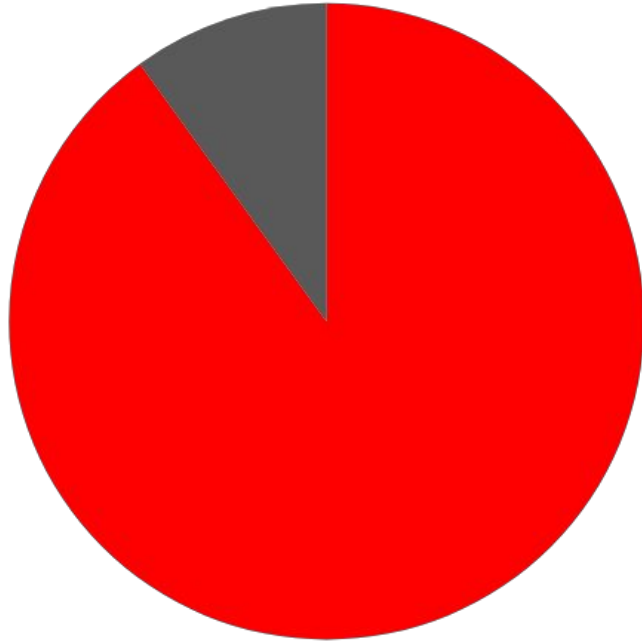
If you license your work under Creative Commons, are you giving up your copyright?

# Practice granting and using open licenses

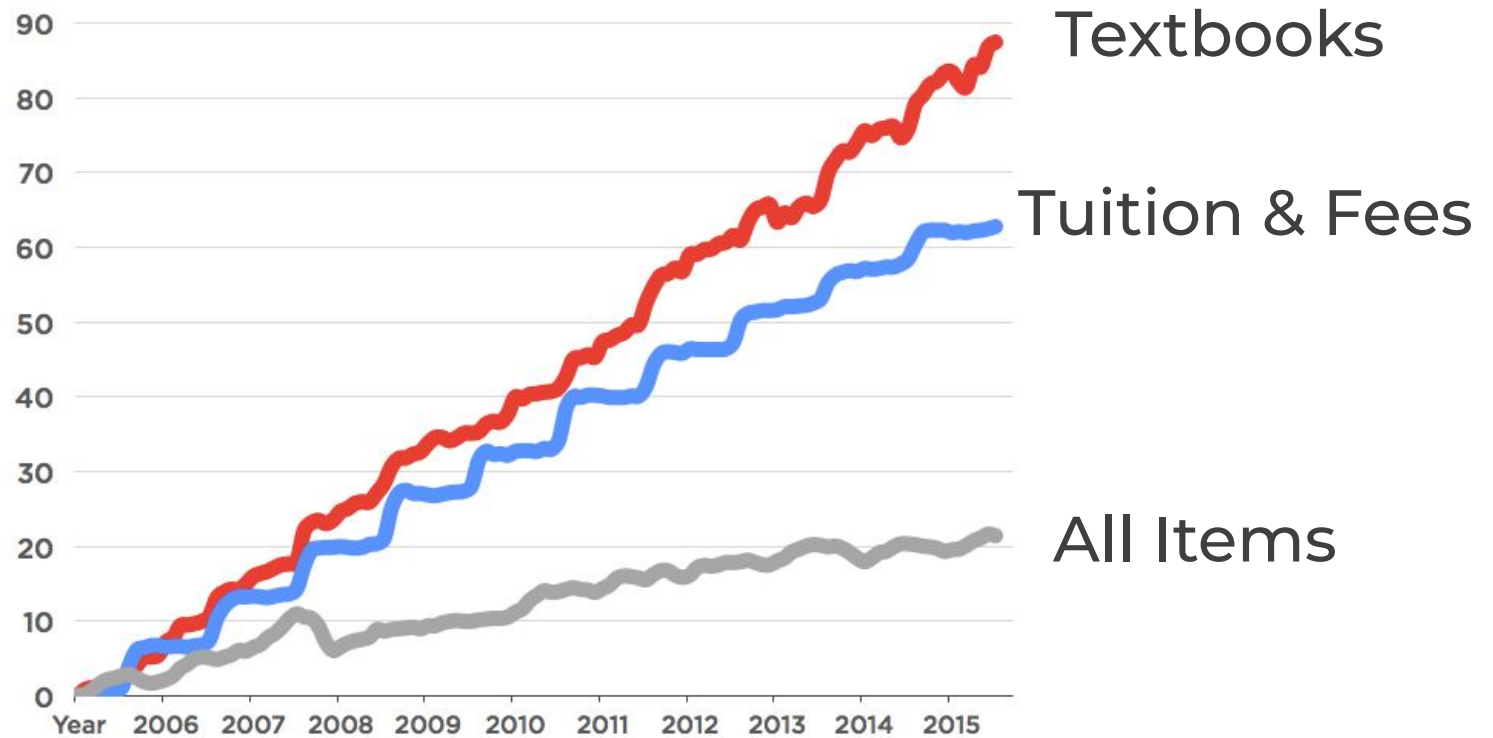
Bring out the markers ... for an activity!

**Break Time**

# Near-Monopoly

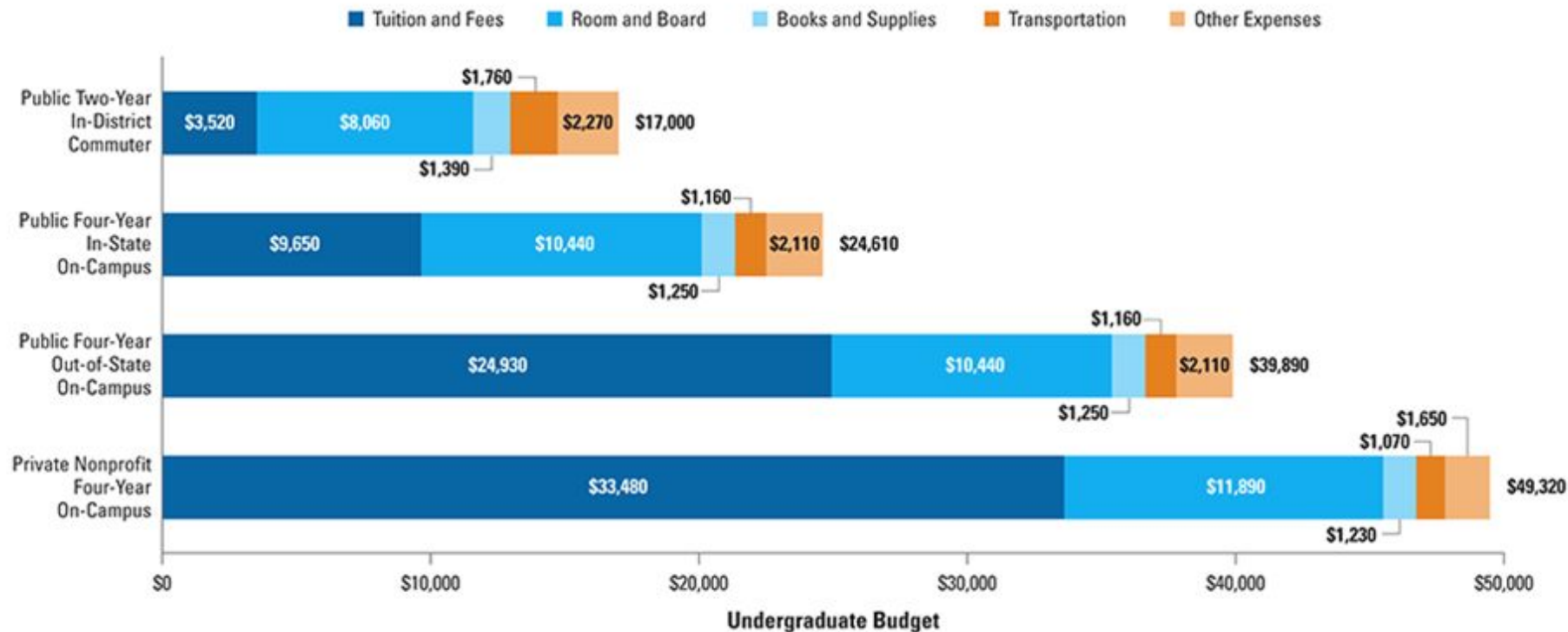


5 major  
publishers  
hold nearly  
90% of the  
market



Consumer Prices 2006 – 2016 U.S. Bureau of Labor Statistics

# Average estimated undergraduate budgets 2016-2017



**Books + Supplies = \$1,200**

Source: College Board



7/10

students surveyed hadn't bought a required textbook due to cost.

In your academic career, has the cost of required textbooks caused you to:

2012	2016	
63.6%	66.5%	Not purchase the required textbook
49.2%	47.6%	Take fewer courses
45.1%	45.5%	Not register for a specific course
33.9%	37.6%	Earn a poor grade
26.7%	26.1%	Drop a course
17.0%	19.8%	Fail a course



# How does Thomas College compare?

	<b>Tuition &amp; Fees</b>	<b>Required Hours of Work at ME Min Wage (\$10/hr)</b>
<b>Thomas College</b>	\$38,150	3,815

# More flexible than fair use: Open-Enabled Pedagogy in the classroom

Examples:

- Edit Wikipedia articles - consider hosting an edit-a-thon
- Revise a course text - create new
  - case study examples
  - Glossaries,
  - tutorials and
  - study guides
- Create anthologies or bibliographies
- Participate in citizen science + citizen archivist projects

# Citizen archivist + science projects

## Citizen archivists projects

Sample transcribing projects

- [Europeana Transcribe](#)
- [Smithsonian Digital Volunteers](#)
- [NYPL Labs: Transcribing and geocoding menus](#) for curation  
[Building Inspector](#)

Sample collection + curation projects

- [Book Traces](#)
- [Our Marathon](#)

## Citizen science projects

Directories and lists

- [Citizen Science Association](#)
- [Zooniverse](#)

Open science tools

- [BOINC](#)
- [Bossa](#)



Image of Robin DeRosa by Alan Levine, cc0

**“Fundamentally,** I don’t want to be part of a movement that is focused on replacing ***static**, overpriced textbooks with static, **free** textbooks.*” – Robin DeRosa (2015)

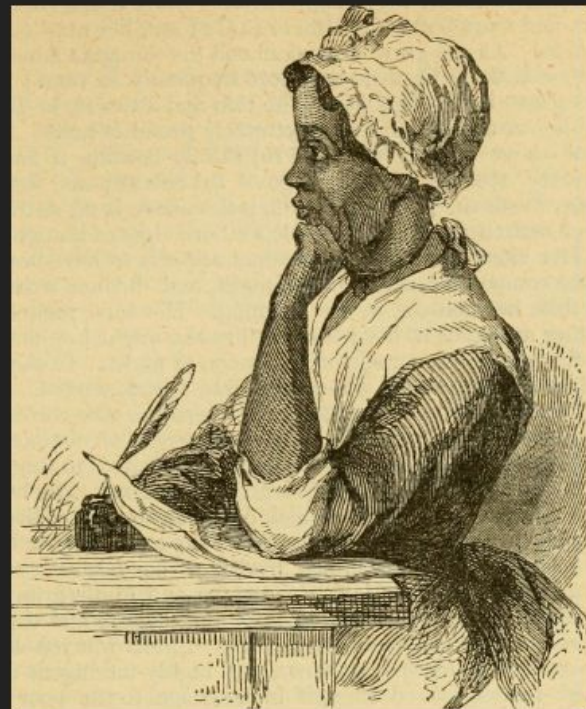
# The Open Anthology of Earlier American Literature

Robin DeRosa



Creative Commons Attribution

[READ BOOK](#)





# OER creation tools

[DSpace](#)

[H2O](#)

[Pressbooks](#)

[Home](#) [About](#) [Contact](#)



Create Books:  
Print and Ebooks.

Easily create professional print and ebook editions  
of your book.

CREATE YOUR BOOK



Use playlists to make an online syllabus or casebook, and use collages to  
highlight, edit and annotate cases.

BROWSE PLAYLISTS

BROWSE ANNOTATED ITEMS

**RIGHTS ENFORCEMENT (1 OF 2): Intermediaries and the DMCA Safe Harbor (Spring 2013)**  
Original Content Alerts  
Current Content Alerts  
**TOPICS**  
The role of intermediaries and secondary liability for infringement  
The Digital Millennium Copyright Act safe harbor  
Notice and takedown  
Staying a takedown – preserving, preserving and protecting content, and content removal rights  
**RECOMMENDED READING / CASES**  
15 U.S.C. § 512(c) (Copyright Law Reform) pp. 93 – 102  
Sample DMCA Takedown Notice, p. 121  
Angela Adams v. Internet, 237 F.3d 1004 (9th Cir. 2001) (Internet), pp. 137 – 148  
Angela Adams v. Internet, 237 F.3d 1004 (9th Cir. 2001) (Internet), pp. 147 – 150

95 U.S. 714 (\_\_\_\_\_)  
**PENNOYER**  
**v.**  
**NEFF.**  
Supreme Court of United States.  
1. **PENNOYER, W.F., Petitioner for the plaintiff in error,**  
2. **vs.**  
3. **NEFF, Defendant in error.**  
4. **MR. JUSTICE FIELD delivered the opinion of the court.**  
5. **MR. JUSTICE FIELD delivered the opinion of the court.**  
6. **MR. JUSTICE FIELD delivered the opinion of the court.**

Plus, wikis, blogs and online publishing tools

# Your next steps

- Determine your OER goals
  - Access and Affordability
  - Open-Enabled Pedagogy & Academic Freedom
- Determine what you need to meet your goals
  - OER repository search support and strategies
  - Example open-enabled pedagogies in action in your field
  - Technology and/or printing support
  - Time to redevelop your course with OER
  - Support from your department
- Find your colleagues
  - In your department and field
  - IT
  - Librarians
  - Center for Innovation in Education

# Where do I find OER?

Your library!

<https://www.thomas.edu/academics/library/services/faculty-services/>

<https://www.thomas.edu/academics/library/resources/>

# A note about Accessibility

All teaching and learning materials must be accessible for students with disabilities.

OER can often easily be adapted for students because the technology that allows users to share and edit the content, is often the same technology that works with screen readers and other assistive technology.

Help faculty create and revise OER with the BCcampus Open Education Accessibility Toolkit: <https://opentextbc.ca/accessibilitytoolkit/>

# Contact Us

**Dragan Gill** -- dgill@ric.edu

**Lindsey Gumb** -- lgumb@rwu.edu



@lindseygumb