

Overcoming Barriers

OER and Developmental Education

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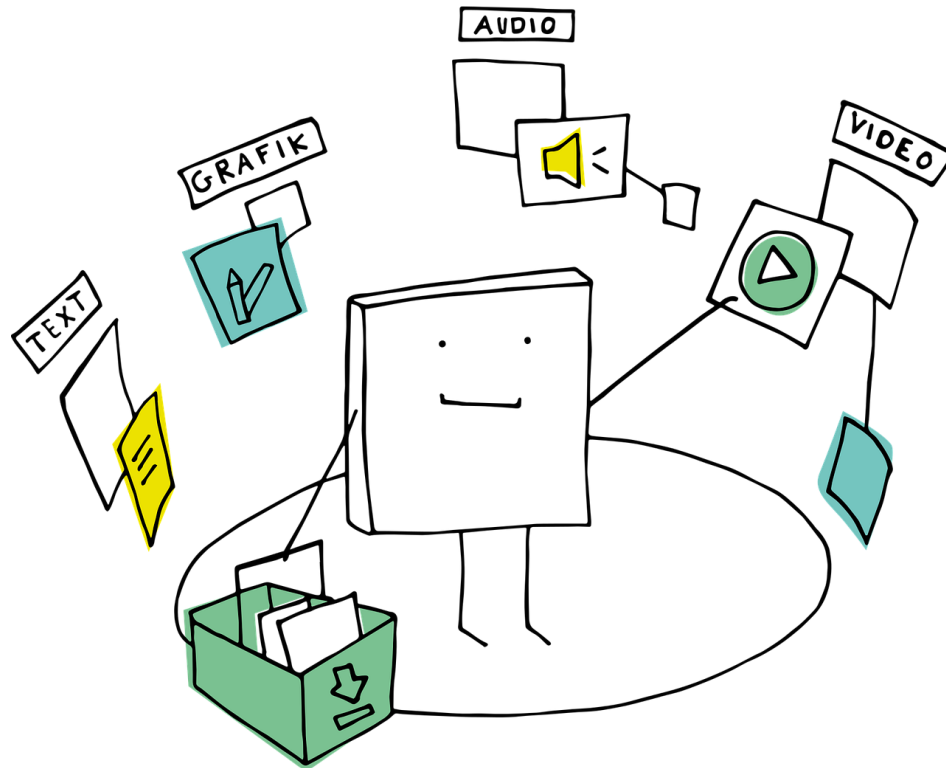
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What is OER?



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Open Educational Resources (OER)

- Open: Available to public and free to use; A resource with an open license
- Educational: Designed for educational purposes (rigorous, useful) and for an audience of students, faculty, or others involved in education
- Resource: Textbooks, supplementary materials such as activities and worksheets, assessments, test banks, and even entire courses (among others)
- It can use open pedagogy (the use of materials making students creators instead of passive viewers of information), but it does not require a knowledge of or use of open pedagogy



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ADOPT

The use of premade OER textbooks or materials without any changes to the content (must use same license).

ADAPT

The use of premade OER textbook or materials but altered to meet course and student needs (must use same license or new license).

CREATE

Making an entirely new textbook or material and licensing it as open.

What OER is Not?



- Just textbooks or completely original sources created by the instructor
- Inclusive access: subscription services are not considered OER
- Any information from the internet or that can be found readily
- Material that is licensed, copyrighted, and requires permission to use
- Materials following “Fair Use”
- Any material or textbook posted online or in an LMS

Why Choose OER?

For Your Students and Yourself

- Increases retention (and possibly enrollment)
- Lowers costs (potentially reducing workload)
- Ensures materials on first day
- Studies support that OER materials are equivalent to traditional materials in terms of test score and meeting course outcomes
- Among others . . .

For Faculty and Administrators

- Ensure materials meet course outcomes
- Match course with textbook
- Protection from copyright infringement
- Allows for creation of ADA compliant and accessible materials
- Allows for creativity, voice, and experimentation
- Among others . . .

Determining Your 'Why'

Why Should You Use (or Encourage Use of) OER?

Take a couple of minutes to brainstorm how an open, free, and publicly available resource might help you (in the classroom or in your current position).

Add at least one of the ways you listed in the chat box.

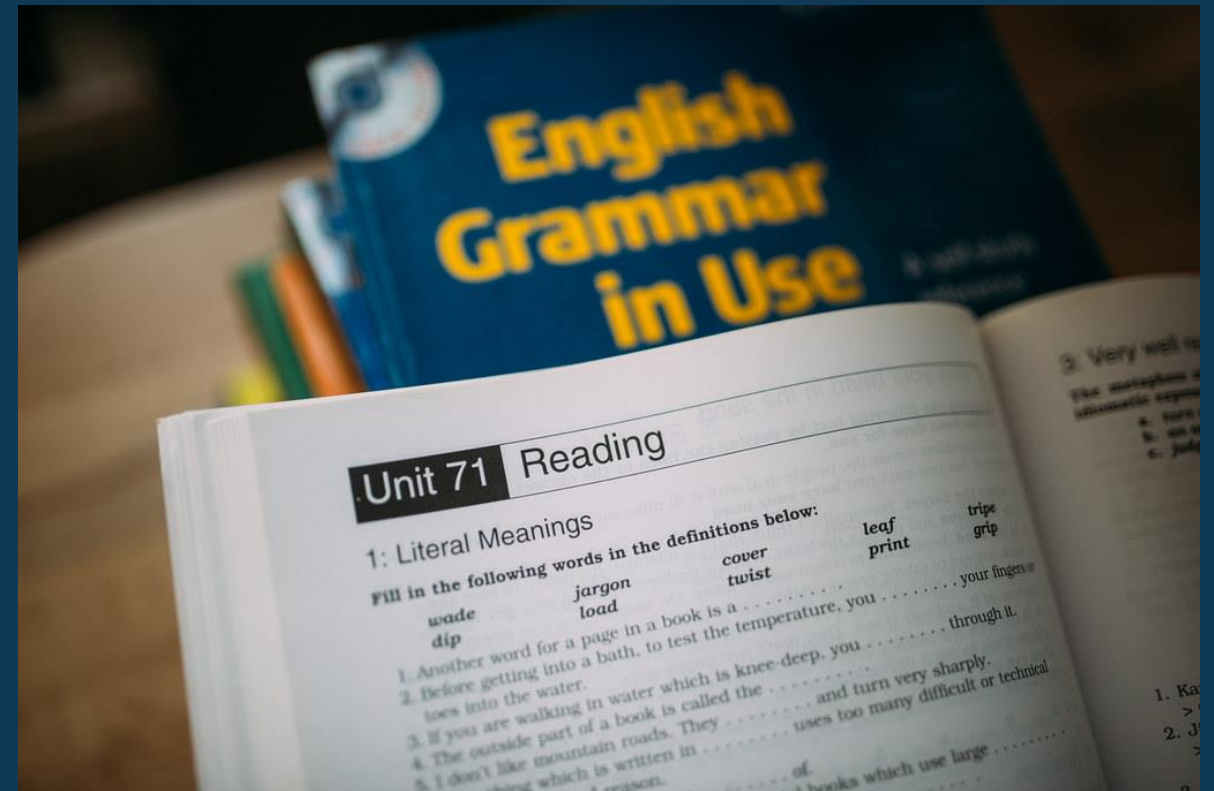
Some questions to consider:

- What are you looking for?
- What student need(s) are you trying to address?
- What course need(s) are you trying to address?
- What type of OER method would you feel most comfortable with (adoption, adaptation, or creation)?

Case Study: EG o6o

OER in Developmental Education

- Purpose
- Product
- Production



"English education book open over the table" by [Nenad Stojkovic](#) is licensed under [CC BY 2.0](#)

Why we decided to do an OER for Standalone Dev. Ed.

- Textbook was inexpensive but not meeting our needs
 - Awkward flow in the order of material presented
 - More narrative than expository writing & reading
 - Readings - simplistic, out of context, lack of challenging discussion questions/topics
 - Some errors in MLA examples





Our Process: Development Stage

Start with course objectives

Develop a guiding mission

Create a timeline

Train your team

Find existing content

Fundamentals of English Guiding Principles

OER Team Guiding Principles

What we want to keep in mind as we develop the OER:

- Keep students' needs in mind
- College level with support – not deficiency based
- Backward design & Scaffolding
- Modeling
- Writing & reading skills & Critical Thinking
- Application of skills
 - No bogus exercises –exercises with meaning and purpose
- What is needed for Comp 1 or future success
- Student responsibility & growth
 - Self-advocacy
 - Non-cognitive & affective issues



- **OER TIMELINE Stand-alone EG060 Fundamentals of English**

Jan-February 2021

- Articulate the vision and purpose of the book and communicate this at college professional development meetings as appropriate throughout the process
- Become familiar with resources and requirements: policies and steps, Kansas Board of Regents outcomes (and other necessary state courses).

March 2021

Survey colleagues for content to be included and their thoughts.

- Research and mine OER content to fill gaps that cannot be filled with pre-existing content (end of April). Evaluate promising sources using a rubric based on the Team's original content as well as the course outline-aligned scope and sequence.
- Identify licensing/attribution/accessibility requirements on promising sites, keeping in mind that fair-use limits borrowed material to 20% of the book.

April 2021

- Continue to research and mine OER content to fill gaps and evaluate using rubric what cannot be filled with pre-existing content (end of April). Evaluate promising sources using rubrics
- Use survey results to develop section outlines
- Decide on section formatting, font, headers, etc.
- Assign deadlines/assign sections for work during summer term/break

May 2021

- Continue to build and collect content. Content abides by agreed-upon section formatting, font, headers, etc.
- Edit/proofread throughout. Begin generating content in a shared Word doc, and later convert to PDF towards the end of the process.
- Build rough table of contents; share with course faculty as appropriate for their planning needs.

June-September 2021

- Continue to create and/or integrate content individually for assigned sections. Content abides by agreed-upon section formatting, font, headers, etc. Continue to edit/proofread throughout.
- Consult with librarian about copyright about readings and library resources.

October 2021 - December 2021

- Produce rough OER eBook (finalize section formatting, font, headers, etc. begin proofreading, finalize table of content).
- Generate copyright sections and cover
- Put individual chapters in English Department shell and in Canvas Commons.
- Final edits and convert to pdf for printing by the end of March

January – March 2022

- Complete final edits and prepare the eBook for printing.

April 2022

- Communication with English department faculty and distribution to faculty for use in the summer term 2022
- Distribute copies to Disability Services, Butler libraries, and the Secretarial Center.



Team Training

Butler's Educational Technology team offered training for our staff.

Haylee Dass

Director of Educational Technology

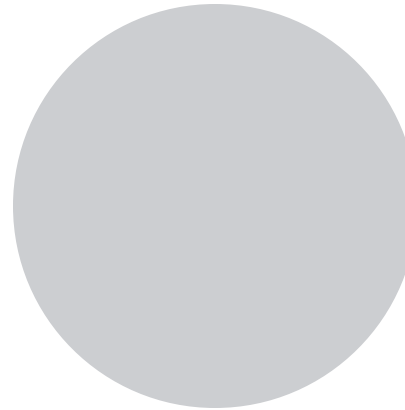
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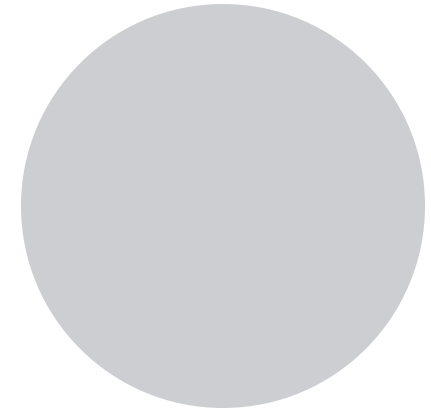
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WHAT IS OER AND WHY
USE THEM



OPEN LICENSING AND
ATTRIBUTION



OER SELECTION TIPS

Butler OER Development Process

1. Volunteer or recruit a team of faculty to create an Open Educational Resource or OER. Individuals who work on an OER should have curricular and technical knowledge and commit to the development and completion of an extended, detailed process. Individuals may develop OER's; however, teams are recommended for large transfer offerings and may consist of up to four faculty members, with one serving as the chair. Both individual and team efforts require departmental participation and approval.
2. Take the Course Materials Selection and OER Development Process workshops through Faculty Development.
3. Carefully plan for 6-12 months' development time prior to the use of the course materials.
4. Inform your dean and the Butler Bookstore of the intended use of the OER.
5. Survey other members of your academic department about course needs and obtain their syllabi as well as the course outline and the Butler text book selection rubric.
6. Work to maintain or improve transferability. Research how the course is taught statewide among KBOR institutions: obtain, outlines, syllabi, and names of current textbooks at other two-and four-year colleges. Carefully study the KBOR Core Outcomes for the course if they exist.
7. Survey the OER field among established providers and resources. The Research and Instruction Librarian will assist with this survey.
8. Select an OER or group of OER's to build your department's OER using the OER rubric, course outcomes, and faculty survey results.
9. Choose an OER type suitable for the course—original, open license, and/or published—and make arrangements with your dean to be paid for course materials development if appropriate. See the Butler OER Policy and Procedures for compensation details.
10. Create a OER development timeline in collaboration with Ed Tech, the Nixon Library, your department, and your dean.
11. Outline/write/assemble the course content.
12. Communicate with your academic department throughout the process. Share the OER table of contents and rough drafts. Ask for contributions. Ask for help with revising and editing.

Butler OER Development Process (continued)

13. Assign an appropriate Creative Commons license to material with the help of the Research Librarian.
14. Have students and other authors who contribute work to an OER fill out and sign a Copyright Assignment form, which is available from a dean or the VPA.
15. Create course modules in collaboration with Ed Tech.
16. Make certain that ethical and ADA requirements are met.
17. Plan and write the course to serve different schedule types: lecture, online, and/or master courses.
18. Work out any print/distribution requirements with the Butler Copy Center and Bookstore 6 months in advance of anticipated use.
19. Make final payroll arrangements with your dean and any course materials charges for students with Accounts Receivable.
20. Add OER designation to the course in the interactive schedule.
21. Train all teachers of the course and members of your department in the use of the OER.
22. Survey all teachers and students using the OER the first term it is in use.
23. Maintain the course or designate another faculty member to do so. Maintenance includes revising and editing the work and maintaining all links and files. Compensation for OER maintenance is outlined in the Butler OER Policy and Procedures.

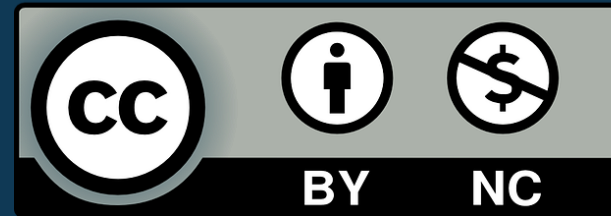
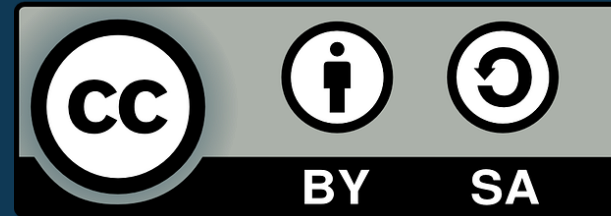
Summary of Steps:

- Work with your academic department and assemble a team of dedicated colleagues.
- Do research in department or discipline, institutional, state, and national contexts.
- Choose, outline, write, and assemble material in a planned, iterative process.
- Honor institutional standards, ethical and ADA requirements, copyright and licensing law, and any print and online arrangements.
- Arrange for faculty payment and training and surveying of both faculty and students.
- Plan to regularly improve and maintain the OER.

3/3/2020

Creative Commons Licenses

We focused our search on those in the first column.



Which Creative Commons licence is right for me?

Licensing Flowchart

<https://creativecommons.org.au/content/licensing-flowchart.pdf>

Instructions

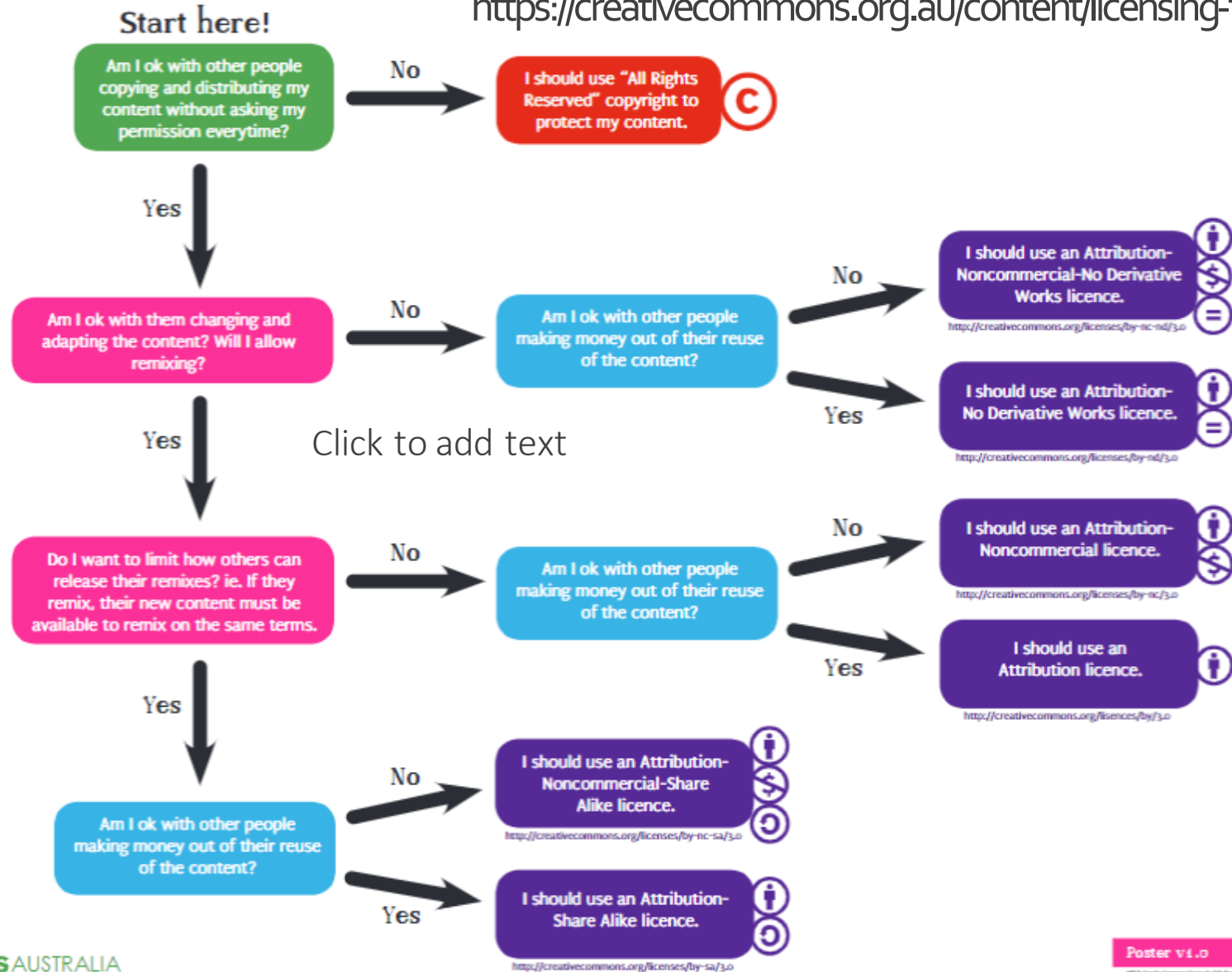
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CC encourages people to share their work. But we think it is very important that you use the right licence for you, and that you understand what that licence means. This flowchart is intended to help with this—by answering a few simple questions, it lets you choose which CC licence is right for you, or if you want to use a CC licence at all.

Start at the **green question box** and, following the arrows that correspond with your answer, make your way through the **pink remixing** and **blue commercial** questions until you reach a **purple licence box**. That will be the right licence for you. For the full details of each of the licences, see the **link** under the box.

CC has an online tool that will take you through the similar process at <http://creativecommons.org/licence>.

For more information about the CC licences, see <http://creativecommons.org/licenses>.



OER Repositories

Click the icons to explore repositories.



Identifying our Developmental Education students & our focus

Athletes/Urban/Rural

Discouraged & reluctant writers

Word our text in the language of a guide
– personal between student and text

College level topics in accessible language
for struggling or apathetic readers



Our focus in the OER for our student population

Growth mindset, perseverance, grit



Inclusion – making them feel they
belong in college

Skills to succeed in college

Butler specific information

Meeting Our Students' Learning Needs

- Our instructors value structured practice and application exercises
- Scaffolding is essential to our ALP
- Support cognitive development (AVID; Costa; metacognition)
- Our English department emphasizes teaching students how to join The Conversation





Our Process: Production of the Book

- Team assignments
- Review "found" content for what fits; determine what needed to be created (written)
- Formatting Tips
 - Consistent Formatting Elements (e.g., font style, text features)
 - Be aware of your audience: accessibility vs readability balance
 - Length limitations
- Revision process
- What's next for our team



Use your institution's in house resources

- Deans/Admin support
- Librarians
- Other faculty members & staff
 - Reading
 - Ed Tech – Butler's online dept.
 - Disability Services



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Questions?

THANKYOU!

ENJOY THE REST OF THE KANSAS OER SUMMIT