OER Workshop
Open Educational Resource

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USC Libraries

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Our goal is to increase OER adoption among teaching faculty in General Education courses at USC.
And we can’t accomplish this goal without you!
- 2 Librarians working with variety of resources
- Campus need **without** a clear leader
- Libraries to the rescue!
  - We work with all departments and schools
  - We have relationships with book vendors
  - OER is an issue of access, which we handle
  - We love to collaborate!
Logistics of the Grant

➢ **Payment** gets added to your salary
➢ We encourage you to incorporate at least 1 OER into your Fall 2018 course
➢ Working with CET & Libraries
  ○ Meet with our partners at **CET 3 times** over the course of the grant
  ○ Meet over the phone with **Librarians 2 times** over the course of the grant
  ■ These meetings will look different for everyone!
Center for Excellence in Teaching (CET)

- Can help you frame a lesson around your OER
- Can help you identify additional resources to supplement your OER
- Can help you formulate language to explain the OER to students
USC Libraries

- Can help you with links to access your OER
- Can visit your class to show students how to use the OER
- Can help you formulate language to explain the OER to students
- Can help identify additional (free) resources from the Libraries to add to your syllabus
- Can introduce you to the subject expert in the Libraries, so that you continue to get support for your course
What are Open Educational Resources?

**Free** and **openly licensed, online** educational materials that can be used for teaching, learning, research, and other purposes. OERs include course materials, textbooks, streaming videos, tests and full courses.

Source: [UNESCO Basic Guide to OER](https://www.unesco.org/new/en/education/themes/creative-educational-resources/oer/)
Why OER?
$1,200

This is how much the average student pays annually for textbooks, required course reading materials, and supplies.

Source: Open Textbooks Network
Impact of textbook cost

Based on 18,000 students surveyed, the high cost of materials caused students to:

➢ To occasionally or frequently take fewer courses
➢ Drop or withdraw from courses
➢ Earn either a poor or failing grade because the students could not afford the materials

Source: Florida Virtual Campus, 2012
CA College Textbook Affordability Act of 2015

➢ Community Colleges; UC system; Cal State system
➢ Reduce costs for college students
➢ Encouraging faculty to accelerate the adoption of lower cost, high-quality OER
➢ Creates the OER Adoption Incentive Fund (AIF)
  ○ Funds faculty professional development, OER curation, technology support
➢ COOL 4 Ed - www.cool4ed.org

Latest OER news: Congress funds $5 million open textbook grant program in 2018 spending bill (March 23, 2018)
Showing & Framing Value:
You’re an ambassador of OER at USC
Why should you care?

- Reduce cost for students
- New model of sharing knowledge in a digital environment
- Spurring pedagogical innovation (new alternatives)
- Increase professor capacity-That’s you!
  - Collaboration / content creation
  - CC licensed and open resources make it easier to share resources
  - Reduce duplication efforts
  - Curate course readings from different resources (don’t have to rely on single textbook)
- Student retention of knowledge after the course
  - MSW students as example

OER in the headlines

THE CHRONICLE OF HIGHER EDUCATION

Growing Pains Begin to Emerge in Open-Textbook Movement

Publishers and Open-Resource Advocates Square Off on the Future of Course Content

More Professors Know About Free Textbook Options, but Adoption Remains Low
The High Cost of Higher Education

January 25, 2016 | By Sophie Quinton

University needs to reduce textbook costs

USG looks to create price cap for GE textbooks
Provost’s wicked problems

students who are from low-income households. Twenty-four percent of the total undergraduate population, or more than 4,300 students, were Pell grant-eligible during the 2014-15 academic year, a direct result of USC’s ongoing efforts to accept high-achieving transfer students, especially from community colleges. Among the

Of course, the most valuable education can provide no benefit to deserving students if it is not affordable. Therefore, it is USC’s ongoing mission to create resources—including the pool of $300 million in financial aid—to support our students in their pursuit of education.
Diversity and inclusion

Taken together, our support of efforts described in this memo for ongoing and new initiatives on our campuses -- including undergraduate scholarships, graduate and postdoctoral fellowships, and recruitment of underrepresented faculty -- will exceed $80 million each year for the next five years. For programs in the communities surrounding our campuses, our support will exceed $10 million each year for the next five years. This support does not include investments made by each of our 19 academic units.

Date: November 16, 2015
Subject: Access and Opportunity, Diversity and Inclusion

As a university whose student body mirrors the diversity of the global community it serves, we should be a model for how to foster an open and inclusive campus climate that ensures broad access and opportunity for all members of our academic community regardless of age, disability, ethnicity, gender identity, national origin, race, religious affiliation, sexual orientation, or veteran status.

an early class of Topping Scholars -- a transformative program created when students voted to have a portion of their yearly fees fund scholarships to diversify USC’s student body. That program continues to this day and is a testament to our students’ support of inclusivity. These images represent the best of USC’s
Finding OER
OER guide - Find OER page

- Links to OER sites by format
- URL: libguides.usc.edu/oer/findOER
Open Textbook Library

- First place to search for textbooks
- Everything is openly-licensed
- Most books come in multiple formats
  - PDF, Kindle, e-pub
- Includes reviews
- URL: http://open.umn.edu/opentextbooks/
OER Commons

- Variety of formats and content
  - Activities
  - Assignments
  - Full courses
  - Modules
  - Instructor materials
  - Handouts
- Limit by educational level
- More facets to limit results
OER Commons

- More facets to limit results list
- URL: www.oercommons.org
Faculty Showcase

- California Open Online Library (COOL) for Education
- Faculty sharing their experiences adopting OER
- URL: http://cool4ed.org/
Images - Google Image & Flickr

Google Image search - Search by Usage Rights (under tools)

Flickr - Filter by License under “Any License” drop down menu
YouTube - Use Filter to select videos under Creative Commons license
Creative Commons Search

- Find items under a Creative Commons license or other open licenses.
Not all OER are created equal

- Evaluate OER as you would traditionally copyrighted educational materials
- Examples of some questions to ask:
  - Does the content address one or more of the class objectives?
  - How accessible is this content?
  - Is the layout and interface easy to navigate?
  - Does the license allow for adaptations and re-use?

Source: http://guides.library.illinois.edu/oer
Rubrics for Evaluating Open Education Resource (OER) Objects

The following rubrics represent an evaluation system for objects found within Open Education Resources. An object could include images, applets, lessons, units, assessments and more. For the purpose of this evaluation, any component that can exist as a stand-alone qualifies as an object. The rubrics in this packet can be applied across content areas and object types.

In general, the rubrics should be applied to the smallest meaningful unit. In some cases, this may be a single lesson or instructional support material, while in others it might be a complete unit of study or set of support materials. If multiple lessons are included in an OER, the reviewer needs to determine if all lessons will be examined, if only those lessons that deal with essential aspects of the curriculum are to be considered, or if it would be best to evaluate random lessons, looking at, for example, every third or fifth lesson.

These rubrics are typically used to rate the potential, net actual, effectiveness of a particular object in a learning environment. Each rubric should be scored independently of the others using the following five scores that describe levels of potential quality, usefulness, or alignment to standards:

3: Superior
2: Strong
1: Limited
0: Very Weak / None
N/A: Rubric Not Applicable

The not applicable (N/A) rating should be used any time a particular rubric does not apply to the object being rated. This is not a pejorative score; it simply means it would be inappropriate to apply this rubric to this object. For example, Rubric IV: Quality of Assessment would not be applicable to an object that does not have an assessment component.

OER Research Guide:  http://libguides.usc.edu/oer

Open Education Resources (OER): What are OER?

This guide provides instructors a basic understanding of Open Educational Resources (OER), including how to find, evaluate, use, and adapt OER materials for their own curriculum.

What are OER?

- Find OER
- Evaluate OER
- Create OER
- USC Libraries Grant project
- USC & OER
- Further Reading

"OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." The William and Flora Hewlett Foundation

Open educational resources can include semester-long full courses, course materials, modules, textbooks, data sets, streaming media, recorded lectures, video tutorials, tests and quizzes, software, and other tools, resources, materials, or techniques used to support access to and dissemination of knowledge.
Let’s discuss OER for your courses!
References for statistics


Thank you!

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Backup slides
OER and Open Access
Which schools are helping students save?

Source: http://news.rice.edu/2016/08/01/openstax-ranks-the-colleges-that-save-the-most-with-free-textbooks/
Which schools are helping students save?

- **University System of Georgia** - 35,942 students, $3,542,802
- **California State University System** - 21,655 students, $2,134,533
- **Florida College System** - 19,689 students, $1,940,744
- **University of Texas System** - 15,466 students, $1,524,483
- **University System of Ohio** - 10,785 students, $1,063,077
- **BCcampus** (British Columbia, Canada) - 10,242 students, $1,009,553
- **Illinois Community College Board** - 8,574 students, $845,139
- **Virginia Community College System** - 8,451 students, $833,015
- **Tarrant County College District** (Fort Worth, Texas) - 8,373 students, $825,326
- **University System of Maryland** - 7,718 students, $760,763

As a professor...

- Talk to a librarian!
- Talk to the academic senate
  - “...the concept needs to bubble up through the faculty” (bottom up vs. top down)
- Mobilize students
  - Course Materials Advisory Committee, Undergraduate Student Government
- Connect to national and global partners/institutions
  - UNESCO promotes OER (since 2005!)

UNESCO Source: