Finding and Evaluating Open Educational Resources

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OER--Definition

- "Open educational resources (OER) are teaching, learning, and research resources created with the intention of being freely available to users anywhere."
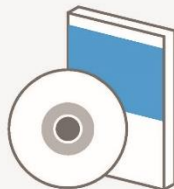 - SFU Library

OERs CAN BE

Course Materials

Open Textbooks

Videos

Lesson Plans

Software

Games

Full courses, learning objects, tests *or any other tools, materials, or techniques that support access to knowledge.*

BENEFITS FOR FACULTY

Increases student retention by reducing costs

Assures academic freedom to modify or add content to your specifications

Extends your academic profile

Provides more relevant and engaging materials for your students

BENEFITS FOR STUDENTS

Low cost or free

Easy to find and access -- even before classes start

More customised and relevant

MUST MEET THE FOLLOWING 5Rs

REUSE · REVISE

5R

RETAIN · REMIX

REDISTRIBUTE

Reuse: Content can be reused in its unaltered form

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

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

Image from
BCOEL/BCcampus

TYPES OF OERS (AND STARTING POINTS)

- Repositories of mixed content:

  - SOL*R

  - OER Commons – A large collection of a variety of types of OER, including textbooks, courses, and ancillary materials.

  - MERLOT – "a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community."

OPEN TEXTBOOKS

- [University of Regina OER By Subject Directory](#)

- [BCcampus Open Textbook Collection](#)

- [OpenStax](#)

- [Project Gutenberg](#)

MULTIMEDIA

- [Creative Commons Search/Openverse](#)

- [Vimeo](#)

- [Flickr: Creative Commons](#)

- [Google Images](#)

EVALUATING RESOURCES

I've found a promising resource, textbook, etc.
Now what?

WHAT CAN I DO WITH OPEN TEXTBOOKS?

Step 1: Review Conditions

Creators choose a set of conditions they wish to apply to their work...

Attribution. You let others copy, distribute, display, and perform your copyrighted work – and derivative works based upon it – but only if they give credit the way you request.

Non-Commercial. You let others copy, distribute, display, and perform your work – and derivative works based upon it – but for noncommercial purposes only

No Derivative Works. You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it.

Share Alike. You allow others to distribute derivative works only under a license identical to the license that governs your work.

CREATIVE COMMONS LICENSE TYPES

OER Checklist

OER Checklist – Step 1
ACCURACY/QUALITY
Is the content—including diagrams, images, and other supplementary material—accurate, error-free, and unbiased?
Is the information presented and writing clear and understandable?
Are there any major errors or omissions?
Has the material been peer reviewed by individuals with credentials in the field?
Is it written by an expert affiliated with a university or college?
Are there ancillary resources available to support use of the OER, such as PowerPoint slides, test banks, and student and instructor manuals.
RELEVANCE
Is the content up-to-date or is it written and arranged in a way that updates will be easy to make?
Does the text cover all areas and ideas of the subject appropriately and clearly?
Does the information address one or more of the class objectives?
Is the material organized and accessible by audience type (i.e. undergraduate)?
Is the material written for a Canadian audience or can it be easily adapted?
Secondly, is it culturally relevant, using examples that are inclusive of a variety of races, ethnicities, and backgrounds?
LICENSING
What is the license for the open material?
Does it allow for modifications or adaptations of the materials? If so, can you modify the resource to better reflect the class objectives or encourage active learning?
Are there any particular cultural licenses, protocols, or considerations that your particular area of study might require for any adaptations you might make (i.e. Traditional Knowledge)?
ACCESSIBILTY

OER Checklist

	Is the text is easily and readily divisible into smaller reading sections that can be assigned at different points within the course? (Enormous blocks of text without subheadings should be avoided.)
	Are the topics in the text are presented in a logical, clear fashion?

Available Resources – Step 2			
What resources are available to support your creation, adaptation, or adoption of OER?	**Adoption**	**Adaptation**	**Creation**
Institutional support (i.e. a teaching release)		Y	Y
Departmental support regarding your use of OER (i.e. willingness to provide a teaching release for an OER adoption or adaptation pilot project)	Y	Y	Y
Technical support (i.e. assistance for using a digital publishing platform to create, adapt or adopt an OER)		Y	Y
Editorial support (copy editing, proof reading)		Y	Y
Copyright support (assistance with understanding open licensing and how OER material can be used		Y	Y
Design (to create new images, tables, etc.)		Y	Y
Project manager (to facilitate process, mainly required for OER adaptations and new creations)		Y	Y

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