

University of Regina OER Bootcamps

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UNIVERSITY OF REGINA

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Introduction

In October 2021, the Open Education Conference was held virtually. During this week-long conference, there was a speaker presenting on a yearly OER Bootcamp she delivered at her institution. This inspired the idea of starting a similar initiative at the University of Regina. The primary goal of the OER Bootcamp is to provide faculty with the knowledge and tools they need to start working on open projects in their respective subject areas.

This Pressbook resource will become a repository for all successive OER Bootcamps held at the University of Regina. The hope is that it will act as a knowledge base for those wishing to start work in the open education space.

Accessibility Statement

The University of Regina OER Program believes that education must be available to everyone which means supporting the creation of free, open, and accessible educational resources. We are actively committed to increasing the accessibility and usability of the textbooks we produce.

Accessibility features of the web version of this resource

The web version of the [University of Regina OER Bootcamps](#) has been designed with accessibility in mind by incorporating the following features:

- It has been optimized for people who use screen-reader technology.
 - all content can be navigated using a keyboard
 - links, headings, and tables are formatted to work with screen readers
 - images have alt tags
- Information is not conveyed by colour alone.
- There is an option to increase font size (see tab on top right of screen).

Other file formats available

In addition to the web version, this book is available in a number of file formats including PDF, EPUB (for eReaders), MOBI (for Kindles), and various editable files. Here is a link to where you can [download this book in another file format](#). Look for the “Download this book” drop-down menu to select the file type you want.

This book links to a number of external websites. For those using a print copy of this resource, the link text is underlined, and you can find the web addresses for all links in the back matter of the book.

Known accessibility issues and areas for improvement

While we strive to ensure that this resource is as accessible and usable as possible, we might not always get it right. Any issues we identify will be listed below. There are currently no known issues.

List of Known Accessibility Issues

Location of issue	Need for improvement	Timeline	Work around

Accessibility standards

The web version of this resource has been designed to meet [Web Content Accessibility Guidelines 2.0](#), level AA. In addition, it follows all guidelines in [Appendix: Checklist for Accessibility](#). The development of this toolkit involved working with students with various print disabilities who provided their personal perspectives and helped test the content.

Let us know if you are having problems accessing this toolkit

We are always looking for ways to make our resources more accessible. If you have problems accessing this resource, please contact us to let us know so we can fix the issue.

Please include the following information:

- The location of the problem by providing a web address or page description
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue
 - e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader

You can contact through the [OER Program manager by e-mail](#).

This statement was last updated on December 3 , 2022.

Versioning History

This page provides a record of edits and changes made to this text since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here.

If you have a correction or recommendation you would like to suggest, please contact the author at Open.Textbooks@uregina.ca

Version	Date	Type	Description	Page
1.00	3 December 2022	original text		

I. Introduction

ISAAC MULOLANI

The Spring OER Bootcamp was held from May 9 – 12 in half-day morning sessions. For this first edition of the OER Bootcamp, the following sessions were delivered:

1. Open Licensing and Creative Commons
2. What is OER?
3. Finding and Evaluating OER
4. Tools for Creating OER

These sessions were delivered on the first two half-days of the Bootcamp. On the second two half-days, there were the following presentations delivered:

1. Adding Interactivity in Pressbooks using H5P
2. It's all About Impact – and Open Access: From Memoir to Textbook
3. Teaching Biology with OER
4. Geology Laboratory Manual
5. Computer Science Lab Updates
6. Affordable Educational Resources (AER) through the Archer Library
7. Teaching Art History with OER/AER

For this delivery, the majority of participants preferred remote delivery through Zoom. To increase the reach of the information delivered through these sessions, this Pressbook resource has been designed to provide recordings of all sessions along with access to all necessary handouts. Those interested in the details of this edition can download the [OER Bootcamp flyer](#).

2. Open Licensing and Creative Commons

CHRISTINA WINTER



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://opentextbooks.uregina.ca/oerbootcamp2022/?p=27>

Note: The recording was started a few minutes after the session had begun.

Here is the [presentation for workshop](#).

3. What is OER?

ARLYSSE QUIRING AND ISAAC MULOLANI



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<https://opentextbooks.uregina.ca/oerbootcamp2022/?p=29>

[WhatIsOERBootcamp2022](#) (PowerPoint Slides)

[BootcampWhatIsOERHandout2022](#) (PDF Handout)

[BootcampWhatIsOERHandout2022](#) (Word Handout)

4. Finding and Evaluating OER

CARA BRADLEY



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://opentextbooks.uregina.ca/oerbootcamp2022/?p=31>

There are two handouts here: [Finding and Evaluating OER](#) presentation and [OER checklist](#).

5. Tools for Creating OER

ARLYSSE QUIRING AND ISAAC MULOLANI



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<https://opentextbooks.uregina.ca/oerbootcamp2022/?p=33>

[ToolsForCreatingOERBootcamp2022](#) (PowerPoint Slides)

[ToolsForCreatingOERSandboxActivity2022](#) (PDF Handout)

[BootcampToolsForCreatingOERHandout2022](#) (PDF Handout)

6. Adding Interactivity in Pressbooks using H5P

MICHELLE VAN GINNEKEN

H5P is a creative way to add engaging elements into your Pressbook. Not sure what H5P is? Follow this link to find out:

[H5P Example Pressbook](#)

- What is an H5P? *Hint – there are over 50 different content types to choose from
- Need inspiration? Many U of R examples from online course are available to try
- Instructions for a few easy H5Ps to help get started





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<https://opentextbooks.uregina.ca/oerbootcamp2022/?p=35>

7. It's all About Impact - and Open Access: From Memoir to Textbook

BARBARA REUL

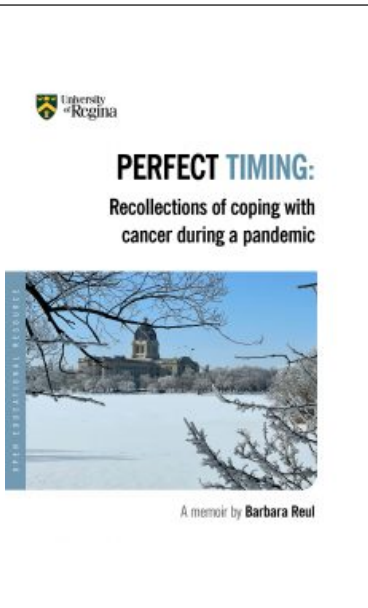
This recording explains how my book [Perfect Timing](#) – which was published as an open access memoir-textbook on 23 December 2021 – came to be (“The Why – The How – The Good – The Challenging – The Academic”).



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<https://opentextbooks.uregina.ca/oerbootcamp2022/?p=37>

During the Winter (Jan.-April) 2022 semester, it was used as an assigned reading in the ENGL 110 Critical Reading and Writing class “Medicine and Mortality: Illness Narratives,” taught by my colleague, Prof. [Scott J. Wilson](#), at [Luther College at the University of Regina](#).



In the Question and Answer part following my presentation, Prof. Wilson talks about his experiences as an instructor using this open access resource. The latter includes an [Appendix with “Reading Leading Questions”](#) to get the discussion amongst readers.

An [article](#) on this presentation appeared in the OER Spring 2022 newsletter. The text is reprinted below for your convenience.

Perfect Timing – From Memoir to Textbook

By Barbara Reul

My OER “story” is unusual in that I used the UR Pressbooks online platform to publish a semi-autobiographical account in December 2021. It was used by my colleague, Prof. Scott J. Wilson, as an assigned reading in his English 110 Critical Reading and Writing class on “Medicine and Mortality: Illness

Narratives” at Luther College, University of Regina, in the Winter 2022 semester.

[Perfect Timing](#) is an educational, entertaining, and highly personal memoir that I wrote during the global pandemic. As a middle-aged, immigrant, and non-partnered academic living in a sunny Canadian prairie province, I provide an insightful snapshot of my occasionally bumpy yet spiritually transformative health journey. It began in late July 2020 with a sudden diagnosis of advanced cervical cancer.

Prior to February 23, 2021, when my book was “born”, I had never considered writing about myself. My focus as a music history professor at Luther College is on disseminating my research in peer-reviewed secondary sources.

Yet, I was woken up that night (at 2 am!) and given “a special task” by my inner guidance system. “Get up, turn on your computer, and start typing,” it said – and within 45 minutes, I had drafted a Table of Contents, specifically 15 of what would ultimately be 16 chapter titles. (Automatic

or channeled writing as it's called, is nothing new in my scholarly neck of the woods: I have benefitted from it as an academic for many years, but then my brain as a trained organist also works differently.)

Only two primary sources were required for this type of “autobiographical scholarship”: my memory, and a diary of sorts. I had started it after my surgery in mid-August 2020 and kept it up even though I hate journaling (!). My three main goals as an author were to educate and entertain my readers—no footnotes or bibliography required—and raise funds for cancer research.

My colleague, Scott J. Wilson, had another idea in early March 2021. My initial reaction to conceiving my book as a memoir-textbook was less than enthusiastic (“he’s crazy”). In contrast, “Dr. Barb”, my academic self, immediately recognized its power as an important therapeutic tool.

It took me 14 long and arduous weeks, from February to April 2021, to chronicle my health journey, all the while coping with the aftereffects of six rounds of chemo and 28 radiation therapy treatments. The thought of letting perfect strangers into my head (and heart!) worried me throughout the writing process. I also wished to protect the privacy of other “characters” in my book. Consequently, only names of animals were included – like Winston, the adorable miniature

Schnauzer, whose (academic advisor) mom let him snuggle with Auntie Barb anytime she needed to.

Thankfully, I did not struggle with identifying my target audiences: anyone whose life has been touched by cancer (cancer patients and survivors, caregivers, etc.) and health professionals as well as university students and other members of the academic community. For their benefit, my illness narrative weaves together elements of memoir writing and creative non-fiction. Using humour, I also touch on issues of interest to Women’s and Gender Studies, Spirituality Studies, Religious Studies, and the Fine Arts. Finally, an appendix with “Leading Reading Questions” is intended to lighten the load of fellow professors.

In the late spring of 2021, I began wondering about to which smaller press in Saskatchewan I should offer my manuscript, and how long it would take to be published. That’s when I realized that I cared most about impact – and it sealed the open access “deal” for me.

The final version of [Perfect Timing](#) includes a multitude of hyperlinks, many pictures, and even a recording of me playing the pipe organ (which I like to do on Sundays at a local church).

In hindsight, the best part about my first OER “experience” was that as the author-publisher I had complete control over *everything*. That was, however, also the worst part, as I had only myself to blame when things went wrong (and some did...).

I will keep that in mind as I, a proud cancer survivor, work on the sequel, *Right on Time*, in 2022.

8. Teaching Biology with OER

LAURA AMBROSE

Open Education Resources – The Biology Edition

I am happy to answer questions or provide further examples of the resources that I use.

There are many excellent resources related to biology. The top sites I use are:

[HHMI BioInteractive](#)

[Cells Alive!](#)

[National Center for Case Study Teaching in Science](#) (part of NSTA)

Many of the resources on HHMI BioInteractive are short enough to insert them into a lecture without taking up a lot of time. The resources are good for a flipped classroom model.

[UR OER Presentation Biology Edition](#) (PPT file)

Presentation Video:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://opentextbooks.uregina.ca/oerbootcamp2022/?p=39>

9. Geology 201 Laboratory Manual Project: team management perspectives

JOYCE MCBETH AND J. NORMAND

Joyce M. McBeth & J. Normand, Department of Geology, University of Regina (URegina)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://opentextbooks.uregina.ca/oerbootcamp2022/?p=41>

Update and project management ideas to share

We are hoping to wrap up our GEOL 201 Lab Manual project this summer. This is a project we have been working on since January 2021, and we've just completed our third iteration of active trials with cohorts of students in our program. If you would like to take a peek around, here is a link to the project: <https://opentextbooks.uregina.ca/labmanualgeol201/>

In this bootcamp presentation, we shared our experiences with project team management. Isaac tells us that the approach we have used to structure and manage our team is a bit different from other groups working on OER projects at URegina, so we thought we would share some information in this chapter of the 2022 OER Bootcamp pressbook in case it is helpful to others. We don't claim to be perfect by any stretch of the imagination but we are making progress, so here are our lessons learned: things that worked, and things that didn't work so well too.

Structure of our team

Our project team consisted of a leadership team, a team of undergraduate student assistants, and a tertiary review team. Table 1 below presents a summary of the team members' roles on our project.

Table 1: summary of GEOL 201 OER project team structure and team members' roles

Leadership	
Lab instructor (Normand)	content generation
Lecture instructor (McBeth)	project oversight and budget management
assisting with undergraduate student supervision	
Teaching assistant (Crawford)	additional content review, figure editing, feedback on efficacy with different cohorts
Undergraduate student assistants	
Senior undergraduates	did the bulk of the editing, alignment with pressbooks/ word docs for printing
“Consultants” – second year undergraduates	have taken the course and used the lab manual, applied their eyes to the documents to consider issues such as accessibility, EAL considerations, clarity, recommendations for additional content that would help their learning
Tertiary review team	
Other instructors who teach the lecture portion of the course (L. Robbins, O. Salad Hersi, T. Raharimahefa)	High level review and feedback
Present/future cohorts of students using the manual	Feedback form, performance statistics, informal and formal feedback responses

We found that the team structure worked well overall. We chose to have multiple part-time undergraduate students on this project rather than a single student for several reasons:

- **more people, more ideas, more energy** – we found that each student provided a unique and helpful perspective to improve the project,
- **backup** in case one or more of the students obtained a summer job position that required them to step back from the project, and
- **to designate some of the undergraduates in “consultant” roles**, where they would approach the document with a critical eye and specific objectives, generally centred on addressing accessibility issues but also inviting other constructive criticism relating to their experience using the manual in the course.

The **undergraduate team members** generally had other jobs or commitments and we were budget limited, so having a team of part-timers on this project worked out well. The **upper level undergraduates had the theoretical background to provide creative and knowledgeable ideas** to the new figures and content for the revised manual, and worked efficiently to complete the tasks we assigned. The **second year student consultants brought specific insight as recent lab manual users along with their specific unique perspectives on accessibility issues** (for students with learning challenges and for international students) to help us make improvements.

Specific examples of changes we are integrating as a result of input from our consultant students:

- **exemplar exercise for the capstone project in the course:** our second year consultants indicated include an example project would help to guide them through the final project structure. This was deemed particularly important to ensure that during times of remote learning students had the tools they needed to navigate this project. The cohort that completed the labs during remote learning struggled more than others with this project.

- **specific section rewordings for clarity**

We found the graduate student's role was closer to the role of the undergraduate students on the project; we had originally planned that they would take on more of an organization and motivating role with the undergrads but in the end that wasn't practical given their research commitments and the way the team work flowed (all good!). The graduate student helped to prepare new ideas and figures that addressed high-level conceptual challenges for the students using the manual (e.g., flow charts to identify rocks and minerals). They provided an **extra set of eyes for review and their insight on how the manual worked in practice** (since they had TAed the labs) was invaluable. In future, we **still recommend including a graduate student on project teams** because if the undergraduate team members have to step back the graduate student could assist with wrapping up aspects of the project that require more independent action. So far, we have underutilized the **tertiary team members**, partly to save their efforts for the final push on the first edition of the project. This is an aspect of the project we plan to address as we move into the final phase of the first edition of this project this summer. **We will distribute a pdf copy of the entire manual for the other instructors to review, hopefully in July 2022, and then integrate their suggested edits** into the final version prior to printing in August 2022. We will bank major suggestions banked in the to-do list for future editions of the lab manual. An outcome we hope will follow from involving these instructors is to provide them with the background on the lab content to help them better **align the topics and concepts they cover in lectures with the labs** in a timely way. For **future cohorts of GEOL 201 lab students**, we plan to include a **review page at the end of the manual** and instruct the students to jot down their comments during the semester. For example, sections of the manual they found difficult to understand, sections where they needed to look up external resources to enhance their understand (e.g., you tube, other lab manuals online, textbooks), and spelling errors. **We'll use this feedback to iteratively improve the manual** in future editions.

Communication

Our team communications consisted of weekly meetings between the leadership team and senior undergraduates. We also used **discord** for rapid communications and review between meetings along with **emails**. For document review by the consultants team, which occurred at far less frequent intervals, we coordinated via email and discord and distributed and collected the MS Word edited documents via a **Google docs folder**.

Importance of weekly/biweekly meetings: our aim was to meet weekly to biweekly in summer 2021 to review progress and examine documents together to provide feedback for the undergraduate student assistants. This worked fairly well, though summer holiday plans, field work and courses, and other factors sometimes led to challenges in making this work. overall though, **we strongly recommend scheduling weekly to biweekly meetings to help move projects forward in a timely way, it helps all members of the team with accountability**. Especially the leadership team, since we are all juggling a lot of other projects too! For summer 2022, we are scheduling 30 min weekly meetings, to catch up briefly and set our plans for the week.

Broader benefits of diverse team

- additional EDI and accessibility insights

Future additions/edits on this project

[still adding content, 2022-05-11, stay tuned!]

10. Computer Science Lab Updates

DEVON BLEWETT



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<https://opentextbooks.uregina.ca/oerbootcamp2022/?p=43>

Devon Blewett, a graduate student in Computer Science, describes the CS Lab Updates project he worked on in this session. This first part has been completed and is currently being used by undergraduate students.

II. Affordable Educational Resources (AER) through the Archer Library

BRAD DOERKSEN



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<https://opentextbooks.uregina.ca/oerbootcamp2022/?p=45>

Brad Doerksen, the Student Success Librarian, presented on this topic from the Dr. John Archer Library.

12. Teaching Art History with OER/AER

KARLA MCMANUS



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<https://opentextbooks.uregina.ca/oerbootcamp2022/?p=47>

Dr. Karla McManus has the [presentation](#) available for download.