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6-10-2021

### Introduction to Open Educational Resources (OER): Panel

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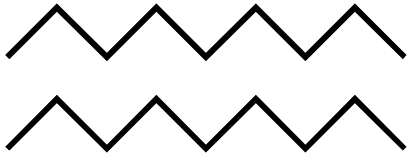


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# Introduction to Open Educational Resources (OER): Panel

Teach Well, Spring 2021





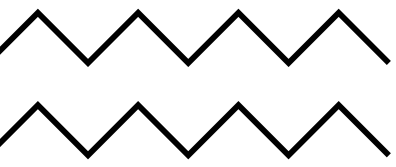
# Agenda

- Brief introduction to OER
- Where to find OER
- OER in the classroom
- OER in research
- OER supports from CTL and Library Services



\*Images in this presentation are from Microsoft PowerPoint Stock Images, with the exception of images from projects and resources.

What does  
"OPEN" mean to  
you in the  
education  
context?



# What are OER (Open Educational Resources)?

OER are teaching and learning materials that are:

- Created by college and university professors;
- Free to access;
- Digital; and
- Free to share, adapt and remix because permission is provided upfront by the creator!



Course Material



Open Textbook



Videos



Lesson Plans



Software



Games



OER are usually available under an open licence, such as a [Creative Commons Licence](#).

Note that most materials on the Internet are copyright protected, not OER.

4 types of Creative Commons licences for OER:



**Attribution**  
BY  
Others can copy, distribute, display, perform and remix your work if they credit your name as requested by you



**Share Alike**  
SA  
Others can distribute your work only under a license identical to the one you have chosen for your work



**Non-Commercial**  
NC  
Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.

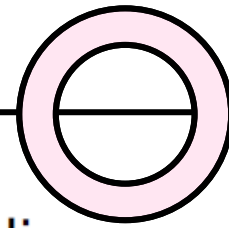




## Benefits of OER:

- No-cost for students to access and use
- Students may obtain the material on the first day of class
- Professors may modify or adapt the content to fit the curriculum
- More customized and relevant to the course and students' interests





# Introduction to Psychology - 1st Canadian Edition

Charles Stangor and Jennifer Walinga

★★★★☆ [2 reviews](#)

Date Published: 2014

License: [CC BY-NC-SA](#)

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- PB XML
- WP XML



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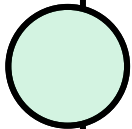
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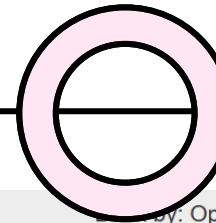
[READ ONLINE](#)

students organize their thinking about psychology at a conceptual and empiricism has produced a text that is better organized, has that shorter than many of the leading books. The beginning of each

section include...[read more](#)







A [newer version](#) of this is now available.

- ▼ **Chapter 1** Managing and Performing
  - Introduction
  - 1.1 What Do Managers Do?
  - 1.2 The Roles Managers Play
  - 1.3 Major Characteristics of the Manager's Job**
  - Key Terms
  - Summary of Learning Outcomes
  - Chapter Review Questions
  - Management Skills Application Exercises
  - Managerial Decision Exercises
  - Critical Thinking Case
- **Chapter 2** Managerial Decision-Making

## 1.3 Major Characteristics of the Manager's Job

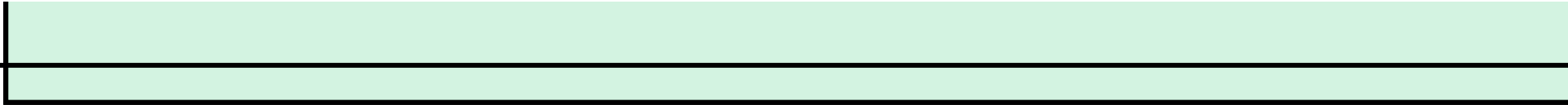
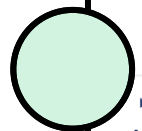
[Get This Book!](#)

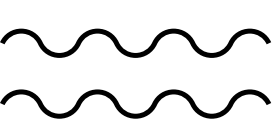
Page by: OpenStax

### 3. What are the characteristics that effective managers display?

Time is fragmented. Managers have acknowledged from antiquity that they never seem to have enough time to get all those things done that need to be done. In the latter years of the twentieth century, however, a new phenomenon arose: demand for time from those in leadership roles increased, while the number of hours in a day remained constant. Increased work hours was one reaction to such demand, but managers quickly discovered that the day had just 24 hours and that working more of them produced diminishing marginal returns. According to one researcher, "Managers are overburdened with obligations yet cannot easily delegate their tasks. As a result, they are driven to overwork and forced to do many tasks superficially. Brevity, fragmentation, and verbal communication characterize their work."<sup>20</sup>

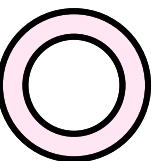
Values compete and the various roles are in tension. Managers clearly cannot satisfy everyone. Employees want more time to do their jobs; customers want products and services delivered quickly and at high quality levels. Supervisors want more money to spend on equipment, training, and product development; shareholders want returns on investment maximized. A manager caught in the middle cannot deliver to each of these people what each most wants; decisions are often based on the urgency of the need and the proximity of the problem.





## Professors may:

Use	An OER in its entirety
Select	Only the chapters or sections from an OER that are relevant
Customize	From several OER to create their own OER
Combine	OER with traditional books, articles, websites, etc.





FIND OER  
CONTACT

GET SUPPORT

IMPACT

ABOUT



# Welcome to the Open Library

The home of Open Educational Resources (OER) in Ontario

*Search Resources...*



**FIND**

Search our collection of

**CUSTOMIZE**

Did you know open

**CREATE**

There are many tools to

# Open Educational Resources

- HOME
- OPEN BOOKS & TEXTBOOKS
- TEACHING & LEARNING RESOURCES
- FREE IMAGES
- EVALUATING OER
- OER TOOLKIT





## Introduction to OER

- What is OER?
- 5Rs of OER
- Creative Commons Licences



## Why Use OER?

### 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



## Welcome to the OER Toolkit

Open Educational Resources (OER) provide equal access to resources at no cost to students. This toolkit provides information and tools to help faculty and library staff across all publicly funded colleges in Ontario to understand, engage with, and sustain OER in their work and practice.



### About OER

Learn about the what, why, and how of OER.



### Teaching

Apply open teaching and learning practices in your courses.



### Curating

Find and evaluate OER for use and for sharing.



### Creating

Create and adapt OER for teaching and learning.



### Licensing

Understand and apply open licences.



### Collaborating

Collaborate with colleagues and students around OER.



### Advocacy

Effectively communicate the value of OER.



### Sustainability

Impact the longevity and success of OER at your college.



# Quality of open textbooks

- Written by college/university professors and experts on the subjects
- Quality of open textbooks is high overall but there are some variances depending on the discipline (Fisher et al., 2017)
- Lack of editorial review doesn't significantly impact the quality of open textbooks
- Students assigned an open textbook performed either no differently or better on their course exams than those assigned a commercial textbook in the same course (Jhangiani et al., 2018).



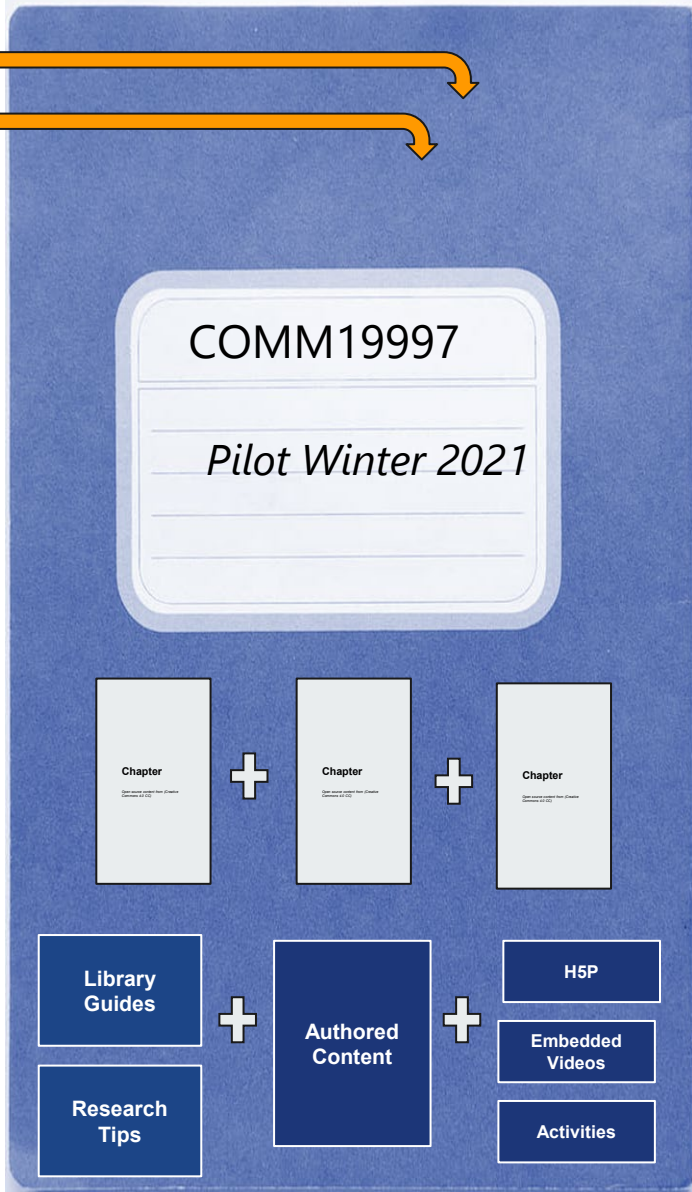
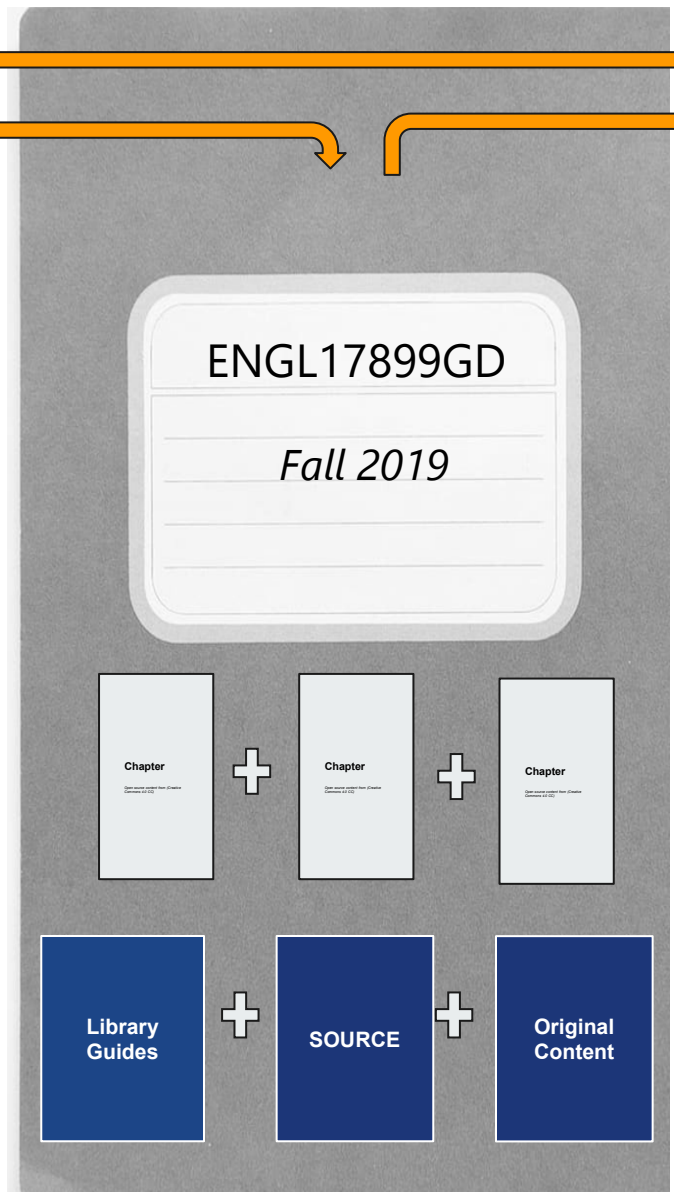
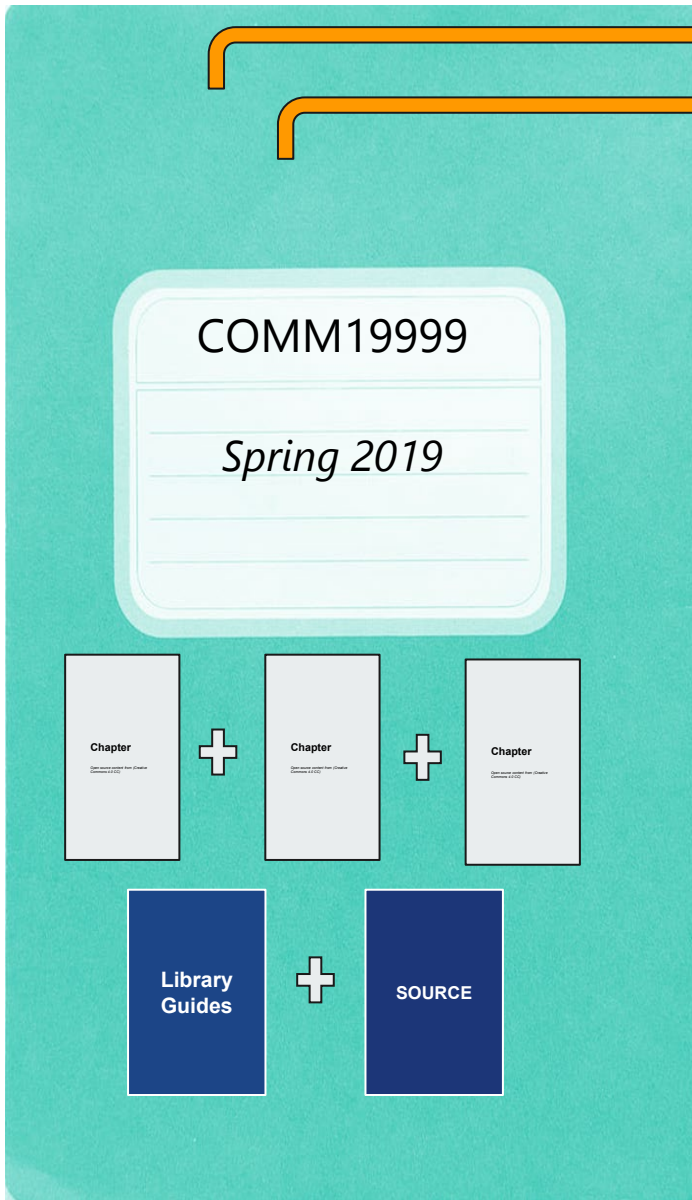
# OER in the classroom

From Curating to Creating Course Textbooks

Cross-College Communications Curriculum



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[jonathan.filipovic@sheridancollege.ca](mailto:jonathan.filipovic@sheridancollege.ca)



# Development Journey



# STEP 1:

## Guiding Principles

# STEP 2:

## Course Outline (LOs & Weekly)

# STEP 3:

## Textbook Skeleton

# STEP 4:

## OER Database Search/Pair

# STEP 5:

## PressBooks Development

Sheridan Library and Learning Services

Hours Book a Tutor Borrowing Citations Chat

### Open Textbooks

- Open Textbook Library from eCampus Ontario**

Developed in partnership with BC Campus, this is a collection of open textbooks licensed under Creative Commons and written by faculty members from various post-secondary institutions in Canada and US. Many of the textbooks are peer-reviewed, and some books include instructor resources such as slides and videos.
- Community College Consortium for Open Educational Resources**

Open textbooks and educational resources contributed by 250 community colleges in the US.
- Manitoba Open Textbook Initiative**

Includes open textbooks from a variety of sources such as BCcampus and provides textbook reviews by post-secondary faculty in Manitoba.
- OASIS**

Developed by State University of New York (SUNY), OASIS is a search tool for finding open textbooks and other OER. It is a large repository with resources from 117 organizations and institutions.

### Open Access/Public Domain Books

- Athabasca University Press**

Books published by the Athabasca University Press are made available under a Creative Commons licence.
- DOAB: Directory of Open Access Books**

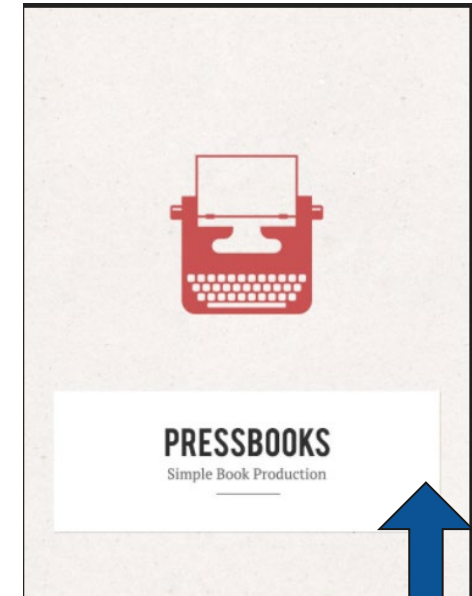
Over 3,000 peer-reviewed academic books from 107 publishers.
- Gutenberg Canada**

Canadian eBooks in the public domain.
- HathiTrust Digital Library**

HathiTrust provides open access to millions of titles digitized from partnered libraries and institutions around the world.
- LibriVox**

Free audiobooks in the public domain.
- Open Humanities Press**

Peer-reviewed books and journals in the humanities.
- Open Science: Books**



Proposed Modules for Updated Comm97	Proposed Chapters for OER textbook (broken into subsections)	Source Options (broken into sections according to proposed Table of Contents)
<p>Module 1: Academic Reading Strategies (weeks 1-4)</p> <ul style="list-style-type: none"> <li>Reading context, strategies, paragraph structure</li> <li>Responding to short answers -- with basic APA citations</li> <li>Media and Information Literacy</li> </ul>	<p><b>A. College Reading Intro</b> Why is Reading Relevant to Writing? "Reading vs Critical Thinking"</p> <p><b>B. Academic Reading with a Purpose</b> Reading to Study/Learn Reading to Summarize Reading to Respond/Critique/Reflect Reading to Research</p> <p><b>C. Reading For your Discipline</b> Reading Effectively in Math Reading effectively in the Social Sciences Reading Effectively in the Sciences Reading Effectively in the Arts</p> <p><b>D. Reading Checklists (MOVED TO separate Part)</b></p>	<p>A. <a href="#">Read Effectively and relevance to writing skills (Burnell, et al)</a> <a href="#">"Critical Thinking" (Lumen Learning)</a> <a href="#">Information Literacy – Snopes activity and questioning readings (Burnell, et al)</a></p> <p>B. <a href="#">Pre-reading strategies (Great graphic and steps!)</a> <a href="#">Pre-Reading Strategies – step by step w. article link to practice (Burnell, et al)</a></p> <p><a href="#">Structure of a text as reading tool (Burnell, et al)</a> <a href="#">Paragraph analysis as reading tip (Burnell, et al)</a></p> <p><a href="#">Annotating (Burnell, et al)</a> <a href="#">How to Annotate (Lumen, EngComp1)</a> <a href="#">Taking Notes – annotate with example AND online tool (Lapum et al, nd)</a></p>

## PROTECTED: 2.1 WHAT IS ACADEMIC INTEGRITY?

You've likely heard the term "Academic Integrity" a few times during the first few weeks of each semester, but you're not alone if you still feel like the definition and purpose are a bit fuzzy.

The information in this chapter is designed to help clarify the words and why it matters, both in your current life as a student and in your future career as a professional.

By the end of this chapter, you will be able to

- Define Academic Integrity
- Explain why Integrity matters in academic and professional contexts
- Recognize common examples of Academic Misconduct
- Apply definition of Integrity to common scenarios

Defining Academic Integrity +

Understanding Why Integrity Matters +

Academic Dishonesty +

References +

### References

- This chapter includes information taken from:
- Bingham Young University. (n.d.). Academic Integrity: Small investment, Lifetime returns [Digital Image Series]. Retrieved from [http://www.academicintegrity.com/cal/resources-4\\_ebq@sample\\_materials](http://www.academicintegrity.com/cal/resources-4_ebq@sample_materials)
  - Lumen Learning. (n.d.). Writing ethically: In Basic reading and writing. <https://courses.lumenlearning.com/suny-basicreadingwriting/chapter/9-2-source-analysis/>. CC BY 4.0.
  - Lumen Learning. (n.d.). Academic Integrity. In English composition I. <https://courses.lumenlearning.com/wm-englishcomposition1/chapter/videos-academic-integrity/>. CC BY 4.0.
  - Sinclair, S. (2019). Academic Integrity Overview. General Education, SLATE. <http://kstate.sheridancollege.ca>

## Understanding Why Integrity Matters

There are a lot of obvious reasons why Academic Integrity matters in the classroom. Ultimately, professors are looking to create positive learning environments that are fair, respectful and supportive of your career ambitions. Creating a culture of integrity helps us do that.

But there are a few other reasons why integrity matters.

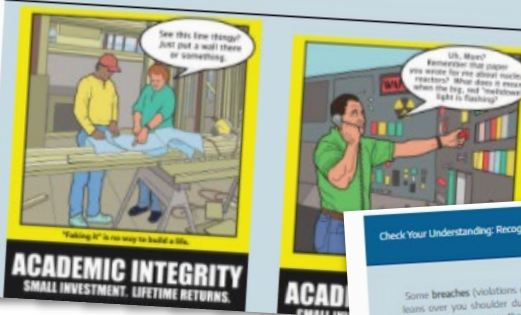
- **Expanding the Conversation.** When you write a research paper or complete a lab report, you are in a position to add to the knowledge of your field. Academic writing always has the potential to bring knowledge and ideas forward.
- **Building a Reputation.** Every Sheridan graduate is an ambassador for the college. Cheating on assignments in class could lead to a lack of knowledge in the field.
- **Professional Practice.** A quick search of the mandates of even just a few professional organizations will show you that the values of Academic Integrity are also the values at the core of many careers.

By demonstrating Academic Integrity in your college studies, you are practicing the Integrity standards for your future profession.

### Check Your Understanding: Why it Matters?

Take a moment to examine each of the Integrity posters below created by Bingham Young University. As you review each image, answer each of the following questions:

- Which of the six Integrity Principles is being violated in the poster?
- In what way do these professional cartoons reflect academic mistakes?
- Which of the images do you think is the most influential? Justify your response.



### Check Your Understanding: Recognizing an Academic Integrity Breach

Some breaches (violations of the values above) are easy to identify. If someone leans over your shoulder during a test or starts searching for answers on their cellphone in an exam, their actions are clearly a breach of integrity. Some breaches, however, are not so obvious.

Test your understanding by completing the quiz below.

Michael has just finished writing his research paper for his online course. He has included several examples from the content pages in his course's website but has rephrased all of the examples into his own words. Since he is using examples that his teacher posted, he has not included a Reference Page or in-text citations.

Yes, this is a breach of Academic Integrity.

No, it is not a breach of Academic Integrity.

Incorrect. This is a breach of Academic Integrity. An in-text citation is required in every sentence with an idea or example that is not a student's own original thought. Even if the example uses a student's own words, it must be cited if it not common knowledge. Content from SLATE must also be cited.

0/1

**STEP 1:**  
*Get Familiar with PressBooks*

**STEP 2:**  
*Establish Skeleton and Layout*

**STEP 3:**  
*Copy, Compose, Develop and Edit*

**STEP 4:**  
*Integrate Tools and Activities (H5P, Videos, Interactive Database Maps, etc.)*

**STEP 5:**  
*Seek Feedback and Edit (Peer & Librarians, Co-Teachers, Students, etc.)*

# PressBooks

## HTML Interface

The screenshot displays the PressBooks HTML editor interface. The top navigation bar includes 'PB', 'My Books', 'Foundations of Academic Success', and 'View Chapter'. The user is logged in as 'Hello, ssinclair'. The left sidebar contains a navigation menu with options like 'Dashboard', 'Organize', 'Book Info', 'Appearance', 'Export', 'Publish', 'Plugins', 'Media', 'Users', 'Tools', 'Settings', 'HSP Content', and 'Collapse menu'. The main content area is titled 'Edit Chapter' and shows the chapter title '2.1 What Is Academic Integrity?'. Below the title is a permalink field and a rich text editor with various formatting options. The text in the editor reads: 'You've likely heard the term "Academic Integrity" a few times during the first few weeks of each semester, but you're not alone if you still feel like the definition and purpose are a bit fuzzy. The information in this chapter is designed to help clarify the words and why it matters, both in your current life as a student and in your future career as a professional.' Below this text is a green banner with the text 'By the end of this chapter, you will be able to' followed by a list of learning objectives:

- Define Academic Integrity
- Explain why Integrity matters in academic and professional contexts
- Recognize common examples of Academic Misconduct
- Apply definition of Integrity to common scenarios

# PressBooks

## Features and Plugins

# OER in research

## Domestic Violence in Immigrant Communities: Case Studies

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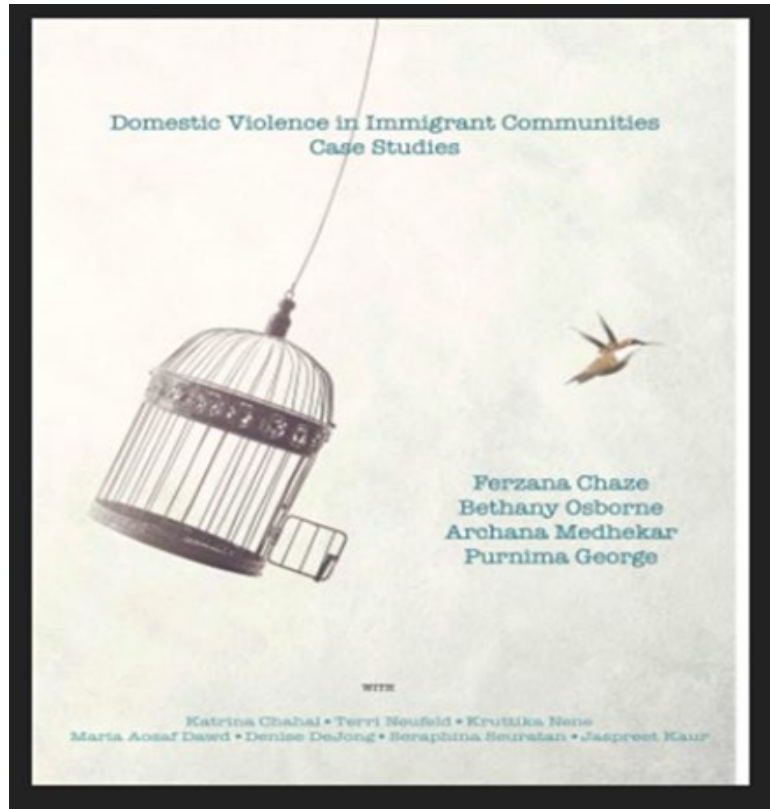
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[bethany.osborne@sheridancollege.ca](mailto:bethany.osborne@sheridancollege.ca)

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# About the Resource



- An Interdisciplinary Collaboration
- 7 Student Contributors
- 15 case studies created from closed legal case files
- Includes a literature review, case studies, discussion questions, explanations of legal processes and an interactive glossary of terms.

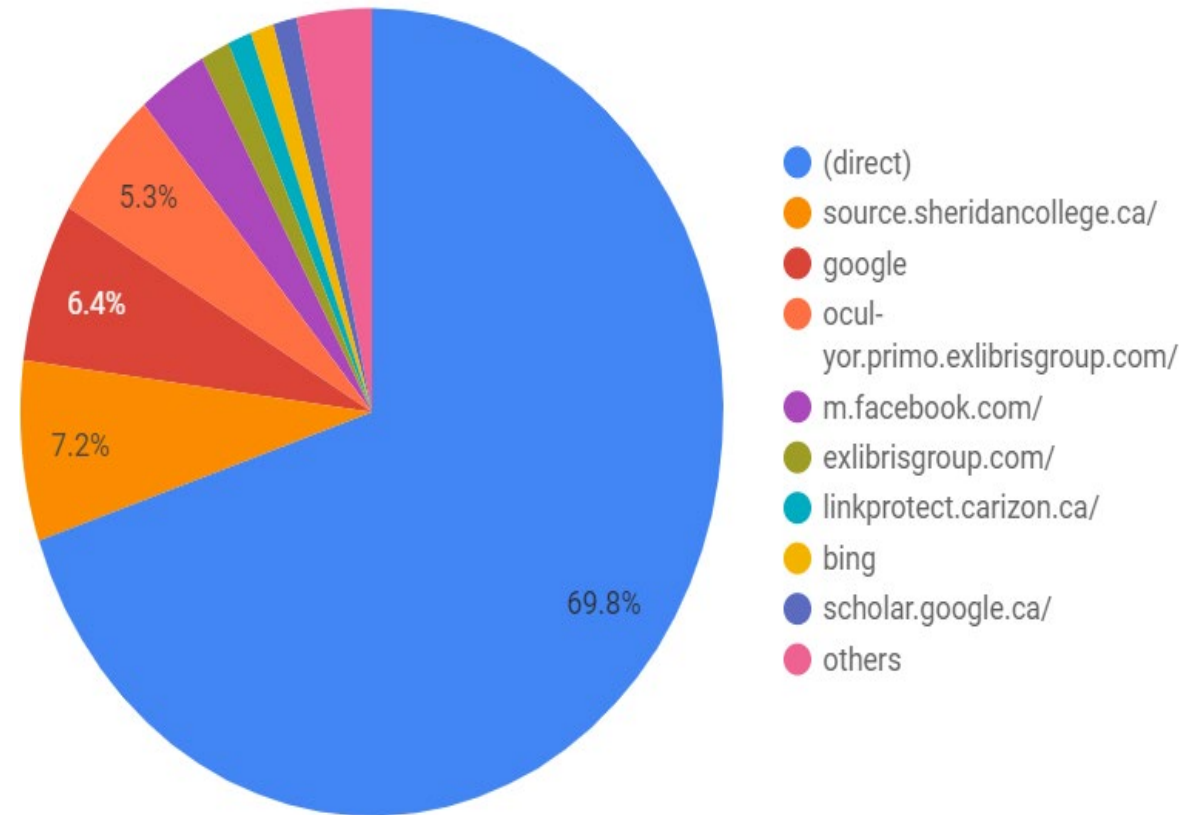


## **Accessibility was a key consideration**

- Free resource published on eCampusOntario
- It was important to make this resource accessible to all
- An engaging tool easily available for students and professors in the age of online learning

# Increasing access to the book

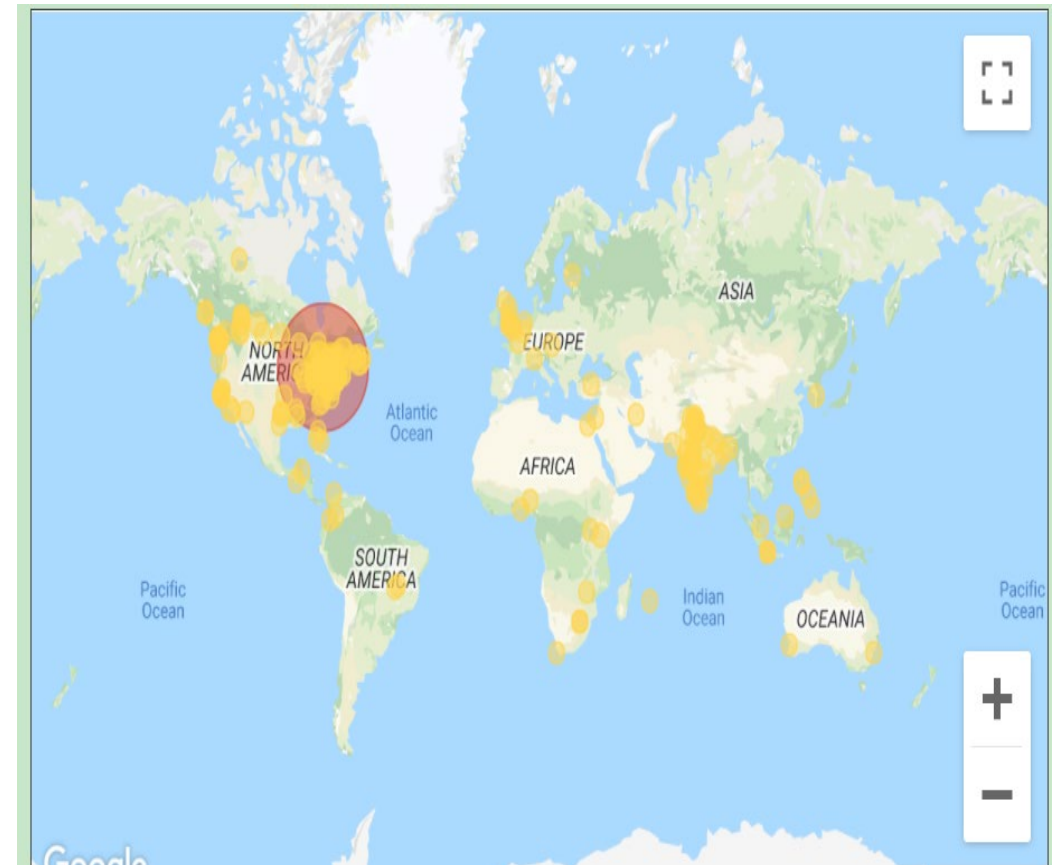
- Direct Mail to networks
- Social Media
- Reached out to over 350 people through 4 web-dissemination events
- Using internal communications available through Sheridan
- Targeted emails to 200 academics



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# Impacts

- 286 Downloads since May 2020
- 4335 Users
- 1104 Returning Users
- Feedback from Academics and Practitioners
- Recognized as an important resource by government and organizations involved in education around gender-based violence.



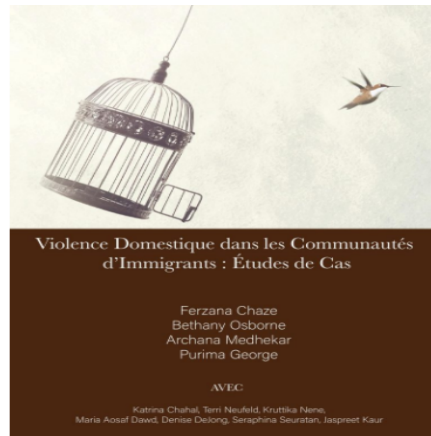




## Supports provided by the library

- Information about Pressbooks
- Connecting with eCampusOntario
- Selecting a Creative Commons license
- Publishing the book in SOURCE and eCampusOntario Open Library

Now in French!



TOTAL DOWNLOADS: 8

## Violence Domestique dans les Communautés d'Immigrants: Études de Cas

**Ferzana Chaze, Bethany Osborne, Archana Medhekar and Purnima George**

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# Link to the eCampus Resources:

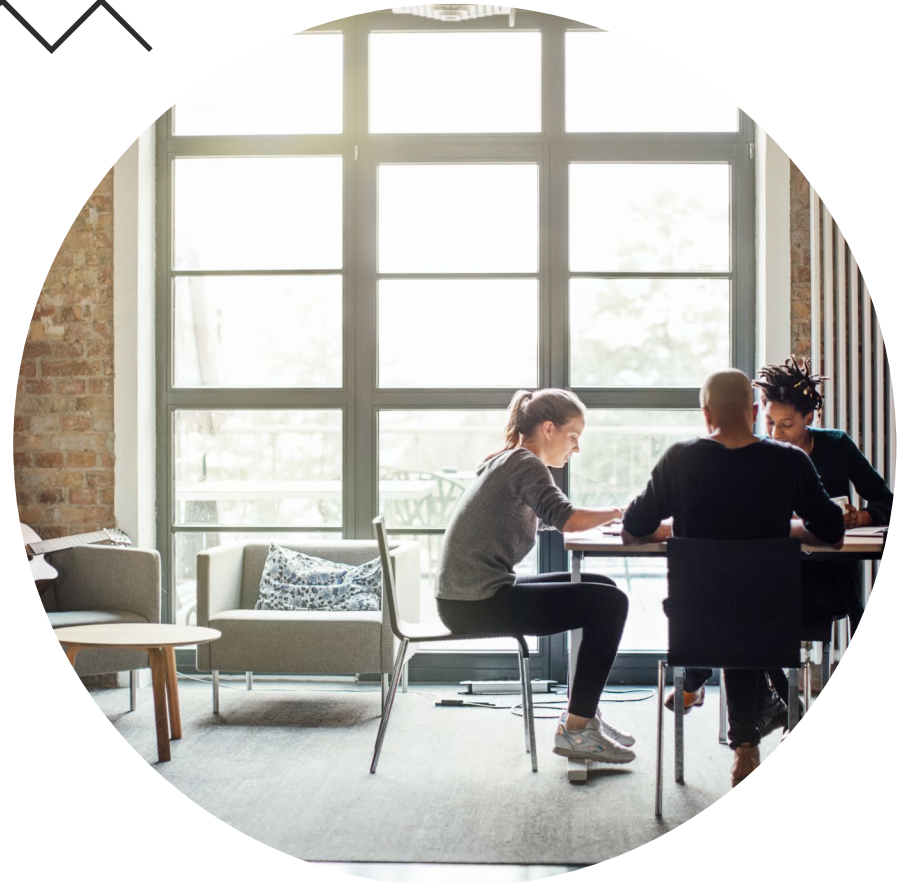
<https://ecampusontario.pressbooks.pub/domesticviolenceinimmigrantcommunities/>

<https://openlibrary.ecampusontario.ca/catalogue/item/?id=29aebcc9-61eb-44d7-ab3e-ac9f14f39f7b>



# OER supports from CTL and Library Services

- Peter Decourcy (Pressbooks and H5P)
- Bethany Osborne (OER curriculum development support)
- Sarah Sinclair (OER curriculum development support)
- Liaison Librarians (OER and library resources)
- Sam Cheng (OER development, copyright, and licensing)



# Additional readings & resources:

Jhangiani, R. S., Dastur, F. N., LeGrand, R., & Penner, K. (2018). As good or better than commercial textbooks: Students' perceptions and outcomes from using open digital and open print textbooks. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9(1). <https://doi.org/10.5206/cjsotl-rcacea.2018.1.5>

Fisher, L., Ernst, D., Mason, S. (2017). Rating the quality of open textbooks: How reviewer and text characteristics predict ratings. *The International Review of Research in Open and Distributed Learning*, 18(4). <https://doi.org/10.19173/irrodl.v18i4.2985>

[Sheridan Library's OER Guide](#) - includes curated repositories for finding OER and resources for using and evaluating OER

[eCampusOntario's Open Library](#) - a great repository for locating open textbooks and other OER written by Canadian and US professors

[Open Pedagogy Notebook](#) - examples of open pedagogical practices

[Open Textbook Authoring Guide](#) - from Ryerson University. Covers information on adapting an existing open textbook, copyright considerations, working in Pressbooks, publishing, accessibility, etc.





Thank you!

[Ferzana Chaze](#) (Professor, School of  
Community Studies)

[Sarah Sinclair](#) (Coordinator, General  
Education Course Electives)

[Sam Cheng](#) (Copyright Services Coordinator,  
Library and Learning Services)