Boise State University
ScholarWorks

University Presentations

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Boise State Open Educational Resources Staff Training

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OPEN EDUCATIONAL RESOURCES STAFF TRAINING

Goals:

- Participants will learn about OER and how we can help support faculty interested in adopting OER.
- Participants will meet each other, learn what we do in our respective departments and how we can work together.

Schedule:

8:30am: Introductions
8:40am: What is OER?
9:00am: Copyright and licensing
9:30am: Identifying what faculty want to do with OER
10:00am: Instructional design and learning objectives introduction
10:15am: Break
10:30am: Searching for OER
10:50am: OER in the LMS
11:20am: Support for faculty - what our departments are doing
11:40am: Q&A

WHAT IS OER?

How dynamic educational content is hiding in plain sight

"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

IN OTHER WORDS

OER are free tools, materials, or techniques that support teaching and learning:

- Full courses
- Course materials
- Lesson modules
- Textbooks
- Streaming videos
- Tests
- Software
- And more

OPEN EDUCATIONAL RESOURCES

WHAT IS OPEN?

Christina Hendricks @clhendricksbc · Oct 20

"Open is yum." From Hill (1975), What's Open about Open Education? #oer #openeducation #openpedagogy #OpenEd

As any ad man knows, the best slogans are those which, irrespective of whether they actually denote anything about the product and the uses for which it is designed, do the most effective job of evoking useful mental associations and feelings of approval. Words that can be used in many different ways are more likely to pick up extraneous emotional overtones which will advance their effect as slogans. This has been well described as the 'boo-hurrah' effect that words often have, which more modern idiom, as my children have taught me, might well render 'yuk-yum'.

An excellent candidate for sloganizing is the word 'open'. Immediately one uses it, the options polarize. To be open (depend ing on context) is to be not closed, restricted, prejudiced or clogged; but free, candid, generous, above board, mentally flexible, future-oriented, etc. The opposite *[sic]* does not bear thinking about, and there can be no third alternative. 'Open' is yum.

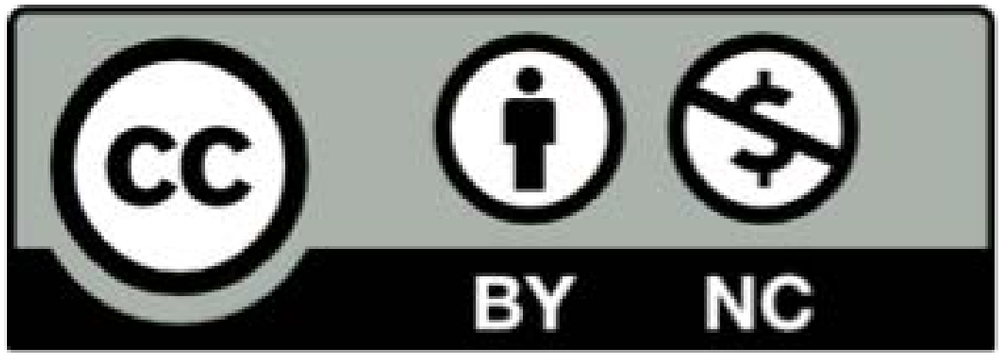
HOW IS OPEN DIFFERENT, HERE?

- Free + permissions (Wiley)
- A free granting of permissions (updated, Wiley)
- 5r permissions + value (Merkley)
- Free + import (Lashley)

THE 5 Rs OF OPEN CONTENT

RETAIN copy and keep forever
REUSE use forever
REVISE modify or improve freely
REMIX combine with other open/original work
REDISTRIBUTE share widely

BY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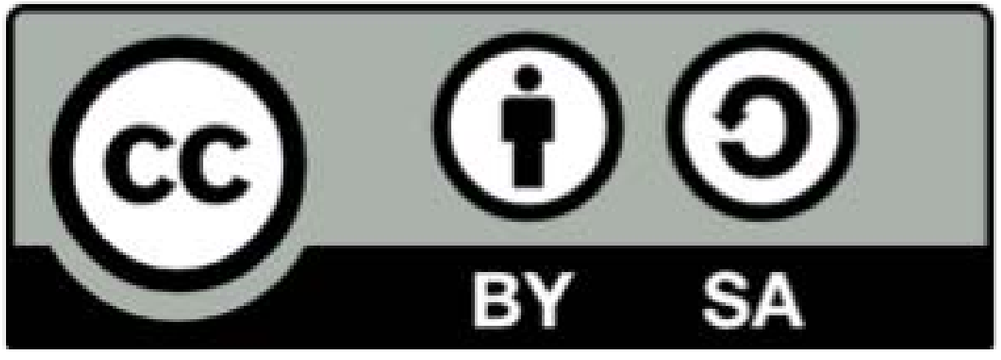
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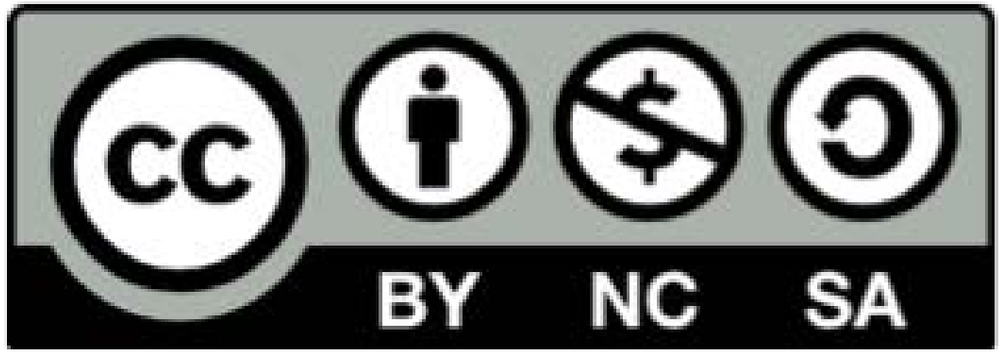
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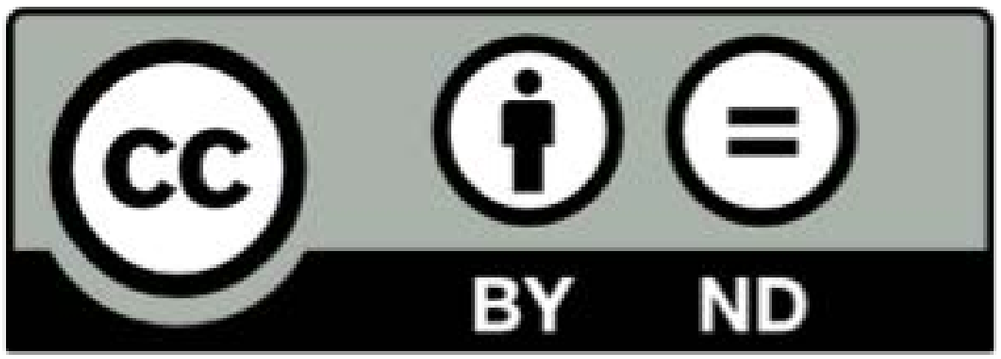
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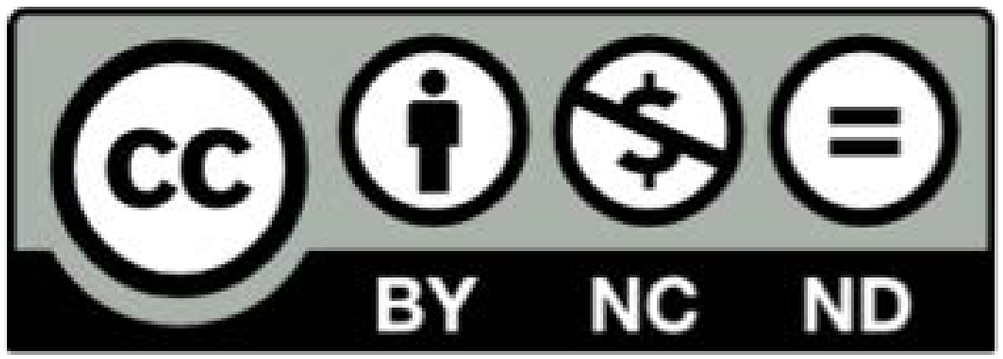
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ZERO

Brené Brown *at* TED2012

Listening to shame

Details About the talk | **Transcript** 38 languages | **Comments** Join the conversation

Shame is an unspoken epidemic, the secret behind many forms of broken behavior. Brené Brown, whose earlier talk on vulnerability became a viral hit, explores what can happen when people confront their shame head-on. Her own humor, humanity and vulnerability shine through every word.

8,754,580 vi

Recorded
March 2012 at TED

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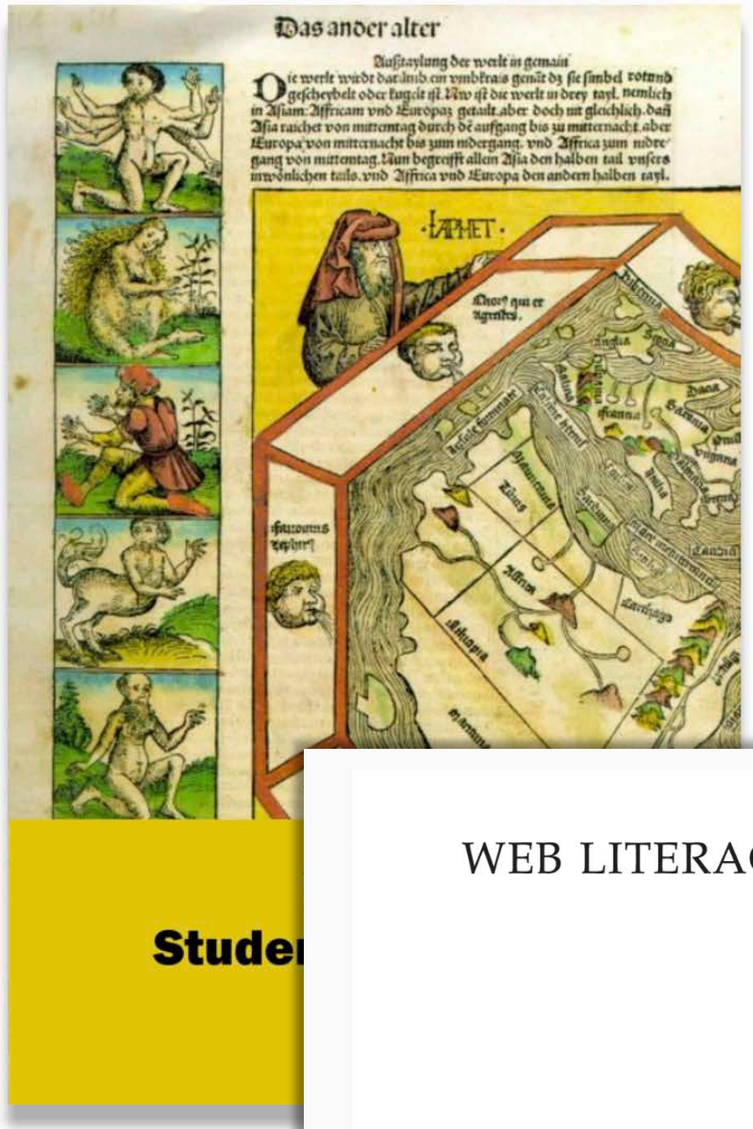
WEB LITERACY FOR STUDENT FACT-CHECKERS

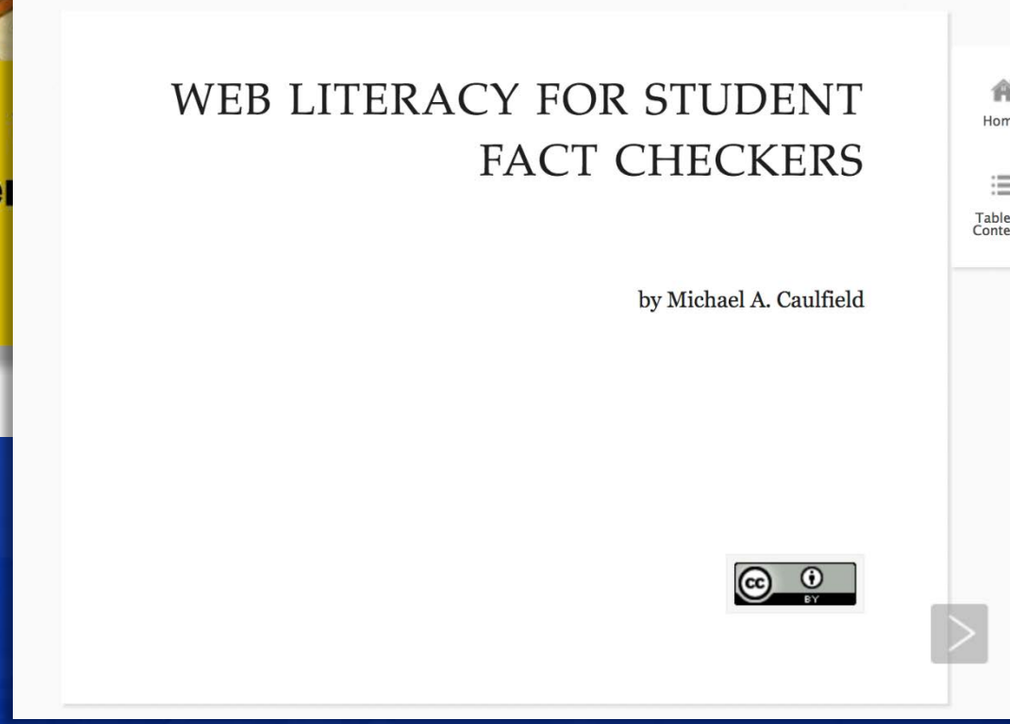
Michael A. Caulfield

...and other people who care about facts.

READ

Make your own books on PRESSBOOKS





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Psychology

Table of Contents | Instructor Resources | Student Resources | Details | Errata

Psychology is designed to meet scope and sequence requirements for the single-semester introduction to psychology course. The book offers a comprehensive treatment of core concepts, grounded in both classic studies and current and emerging research. The text also includes coverage of the DSM-5 in examinations of psychological disorders. Psychology incorporates discussions that reflect the diversity within the discipline, as well as the diversity of cultures and communities across the globe.

Senior Contributing Authors

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ADOPT THIS BOOK

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DV Lab: Documenting Science Through Video and New Media

COURSE HOME

SYLLABUS

FILMS AND READINGS

LECTURE AND LAB VIDEOS

ASSIGNMENTS AND PROJECTS

RELATED RESOURCES

DOWNLOAD COURSE MATERIALS

DV Lab students set up a shot in the MIT Stata Center, during their Lab 1 *Introduction to the Camera* exercise. (Image by MIT OpenCourseWare.)

Instructor(s)
Prof. Christine Walley

Chris Boebel

MIT Course Number
21A.550J / STS.064J

As Taught In
Fall 2012

Level
Undergraduate

CITE THIS COURSE

Course Features

› Selected video lectures
› Assignments: written (no examples)
› Projects and examples

Course Description

This course is an introductory exploration of documentary film theory and production, focusing on documentaries about science, engineering, and related fields. Students engage in digital video production as well as social and media analysis of science documentaries. Readings are drawn from social studies of science as well as from documentary film theory. The courses uses documentary video making as a tool to explore the worlds of science and engineering, as well as a tool for thinking analytically about media itself and the social worlds in which science is embedded. The course includes a hands-on lab component devoted to digital video production, in addition to classroom lectures and in-class film screenings.

Christine Walley, and Chris Boebel. *21A.550J DV Lab: Documenting Science Through Video and New Media.* Fall 2012. Massachusetts Institute of Technology: MIT OpenCourseWare, https://ocw.mit.edu. License: Creative Commons BY-NC-SA.

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free	→	available
malleable	→	relevant
authorial	→	sustainable

“The *use* of a learning resource, through adaptation and repurposing, becomes the *production* of another resource. Though there is a steady stream of new resources input into the network by volunteers, this represents, not the result of an OER sustainability project, but the *beginning* of it.”

Stephen Downes (2007)

COPYRIGHT AND LICENSING

in about 20 minutes

Copyright

1. To reproduce the work
2. To prepare derivative works
3. To distribute copies or phonorecords of the work to the public by sale, rental, lease, or lending
4. In the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works, to perform the work publicly
5. In the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work, to display the copyrighted work publicly
6. In the case of sound recordings, to perform the copyrighted work publicly by means of a digital audio transmission

Source: https://www.copyright.gov/help/faq/definitions.html public domain

Copyright

Applies to work that is:

- Original
- Fixed medium

Does not apply to:

- Facts, ideas, aggregations of data
- Government documents

Copyright

Applies to work for a fixed term:

- Currently, life of author + 70 years (US)
- “For works made for hire, anonymous works and pseudonymous works (unless the author’s identity is revealed in Copyright Office records), the duration of copyright is 95 years from publication or 120 years from creation, whichever is shorter.” (https://policy.boisestate.edu/governance-legal/use-of-copyrighted-works/)

Is applied immediately = you do NOT need the ©

Once copyright expires, or if the work was not subject to copyright, it is part of the Public Domain

Source: http://copyright.cornell.edu/resources/publicdomain.cfm

POLICY TITLE: USE OF COPYRIGHTED WORKS

Boise State University BSU Policy #1130

Effective Date: June 2015

Purpose:

To provide guidance regarding the permissible use of others' copyrighted works.

Additional Authority:

Title 17 United States Code, the Federal Copyright Act (the Copyright Act), §102-112

Scope:

Faculty, Staff, and Students.

Responsible Party:

Provost and Vice President for Academic Affairs, 426-1212

Albertson's Library Administration, 426-1234

Screenshot from: https://policy.boisestate.edu/governance-legal/use-of-copyrighted-works/

FAIR USE

Fair use is a concept embedded in U.S. law that recognizes that certain uses of copyright-protected works do not require permission from the copyright holder or its agent. These include instances of minimal use that do not interfere with the copyright holder's exclusive rights to reproduce and reuse the work.

Fair use is not an exception to copyright compliance; it is more of a "legal defense." That is, if you copy and share a copyright-protected work and the copyright holder claims copyright infringement, you may be able to assert a defense of fair use which you would then have to prove.

Fair use is primarily intended to allow the use of copyright-protected works for commentary, parody, news reporting, research and education. **However, not all uses in an academic context are automatically considered fair use.**

The Copyright Act does not spell out the specific types of content reproduction that qualify as fair use. It offers an outline as to how to analyze whether fair use may apply in a particular situation. As a result, the Copyright Act leaves it up to the individual to determine, based upon the factors in Section 107 of the Act, whether fair use applies in each particular circumstance. To avoid a potential legal challenge from the copyright holder, many institutions follow a policy of "when in doubt, obtain permission."

Screenshot from:
https://generalcounsel.boisestate.edu/copyright/fairuse/

Licenses for Library Resources

- Many different licensing agreements and contracts
- Not really free or open but could be used
- Contact us!

Creative Commons Licenses

Icon	Right	Description
	Attribution (BY)	Licensees may copy, distribute, display and perform the work and make derivative works and remixes based on it only if they give the author or licensor the credits (attribution) in the manner specified by these.
	Share-alike (SA)	Licensees may distribute derivative works only under a license identical ("not more restrictive") to the license that governs the original work. (See also copyleft.) Without share-alike, derivative works might be sublicensed with compatible but more restrictive license clauses, e.g. CC BY to CC BY-NC.)
	Non-commercial (NC)	Licensees may copy, distribute, display, and perform the work and make derivative works and remixes based on it only for non-commercial purposes.
	No Derivative Works (ND)	Licensees may copy, distribute, display and perform only verbatim copies of the work, not derivative works and remixes based on it.

Source: https://en.wikipedia.org/wiki/Creative_Commons_license
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GUIDING FACULTY:

How do you determine what OER is right for the faculty?

Guiding Questions

Course Questions

- What is the level of the course?
- What is the enrollment size?
- Is this course taught at a lot of other institutions?

Textbook Questions

- Are they wanting a textbook or just supplemental resources?
- Do they have a textbook they like using?
- If not, what were the problems with their previous textbook? What did it not achieve for their course and students?

Guiding Questions

Faculty

- How much curation does the faculty member want to do?
- Are they wanting to update the OER?
- Do they want ancillary materials (PowerPoints, Test Banks)?
- How comfortable are they with technology?

MAKING RECOMMENDATIONS TO FACULTY

How do you help them pick the right approach for their course?

Factors to Consider for OER Recommendations

Adoption	Adaptation	Creation
High enrollment / Standard courses / Lower division courses	Courses for which content exists, but not in textbook form	Highly specialized, upper-division / New courses for which content doesn't exist
Familiar to traditional textbooks	Faculty wants more control / customization	Faculty wants full customization
Ancillary materials needed	Is okay with building some supporting resources / assessments	A way to contribute to the field
Requires minimal time investment for integration into a course	Requires more oversight / updating	Requires a large time investment
Content may be more well-vetted	Content can be more current / easy to omit	A way of creating and sharing new knowledge
Ex: OpenStax	Ex: PM4ID	Ex: Teaching in the Digital Age

GETTING FACULTY STARTED

What are the next steps?

Adoption

1. Outline course outcomes / structure
2. Search for content
3. Ensure that selected option aligns with outcomes / structure

Adaptation

1. Outline course outcomes / structure
2. Search for content
3. Match OER with structure
4. Curate multiple sources together

Creation

1. Outline course outcomes / structure
2. Use an incremental approach or partner with others
3. Leverage smaller OER when available (images, videos)

INSTRUCTIONAL DESIGN AND LEARNING OBJECTIVES

SEARCHING FOR OER

Finding OER

http://guides.boisestate.edu/oer/

https://www.oercommons.org/

https://www.google.com/advanced_search?hl=en&fg=1

https://library.boisestate.edu/ (to find licensed material)

O(A)ER AND THE LMS

Strategies for managing OER and/or library resources

TO (RE)USE

Simply linking to open/alternative content that is hosted elsewhere

Recommended tools

- **Blackboard Learn**
- Canvas (for the programs that use it)

(RE)USE

DEMO

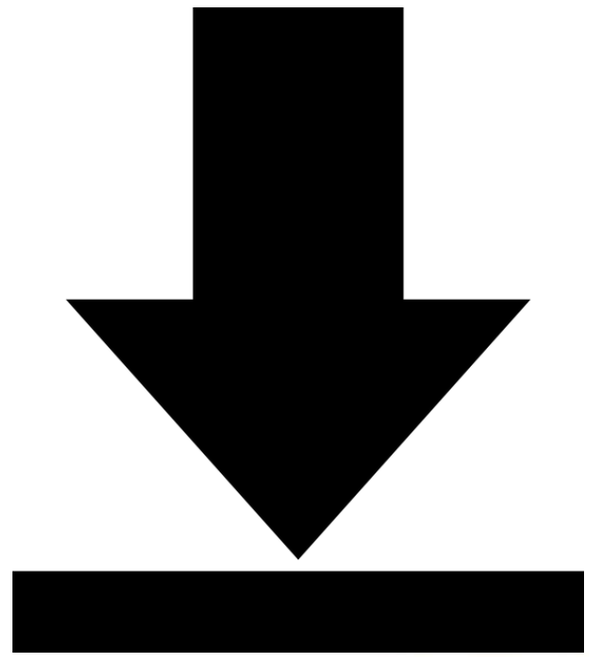
Open Textbook Library

TO REUSE/RETAIN/REVISE/REMIX

Downloading open content to ensure that content does not change or to modify that version

Recommended tools

- **Google Drive**
- Blackboard Content Collection
- Canvas Files



REUSE/RETAIN/REVISE/REMIX

DEMO

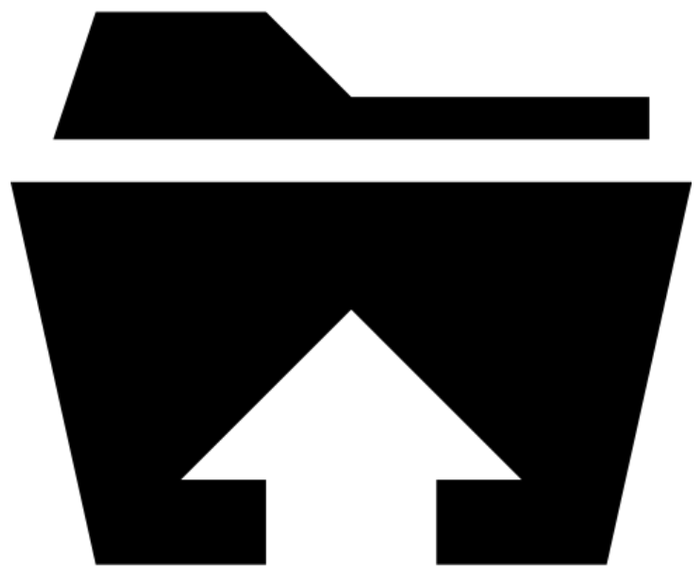
Google Drive

TO REDISTRIBUTE

Openly sharing modified or original content so that others may reuse/retain/revise/remix/redistribute

Recommended tools

- **OER Commons**
- **ScholarWorks**
- Pressbooks*
- Google Drive
- Canvas Commons
- Blackboard Open Content



**Institutional support is not yet available*

REDISTRIBUTE

DEMO

OER Commons

Additional Links Shown During Presentation

- OER for Idaho GEM Courses - https://uidaholib.github.io/oer-curriculum-map/
- Idaho Lili resources – lili.org
- IDEA Shop OER site - https://ctl.boisestate.edu/idea/teaching-with-tech/oer/
- LTS instructions for OER Commons in Blackboard - https://oit.boisestate.edu/learning/integrating-oer-commons-content-in-blackboard-learn/
- Open Stax textbooks – openstax.org
- Open Textbook Network Library - https://open.umn.edu/opentextbooks/
- OER Library Guide - http://guides.boisestate.edu/oer/

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