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Facilitating Adoption of OERs in the Classroom with the Open Access Course Reserves

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Facilitating Adoption of OERs in the Classroom with the Open Access Course Reserves

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Why might faculty hesitate to use OERs?

- No time!
 - To find them.
 - Evaluate them.
 - Create them.
- Lack of institutional support for the above.
- Unfamiliar with OERs and/or how they are used.
- Unsure of the quality or appropriateness of materials.

(Allen & Seaman, 2014; Belikov & Bodily, 2016; Hassall & Lewis, 2017)

The Open Access Course Reserves

- A repository of free, copyright compliant (Open Access when possible) ready-made reading lists of educational materials curated by faculty and/or librarians.
- Set up like e-reserves: organized by discipline and course, and a link to every resource in the course pack.
- The reading lists have been vetted and used successfully in courses already.
- Any educator can contribute!

Why did we build the Open Access Course Reserves?

Open Access Search

The OACR also includes a Google custom search engine that searches sources of open materials, including:

- textbooks.opensuny.org
- www.simplypsychology.org
- www.edpsycinteractive.org
- serc.carleton.edu/microbelife/
- serc.carleton.edu/exploring_genomics/
- bcs.whfreeman.com/acsgenchem/
- chemeddl.org/
- www.hhmi.org/biointeractive
- sciencecases.lib.buffalo.edu
- khanacademy.org
- www.microbelibrary.org
- nobaproject.com
- www.curriki.org
- www.oercommons.org
- openstaxcollege.org
- www.boundless.com

Demo time!
dspace.mghihp.edu

Questions? Thoughts?

Get in touch!

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Hassall, C., & Lewis, D. I. (2017). Institutional and technological barriers to the use of open educational resources (OERs) in physiology and medical education. *Advances in Physiology Education*, 41(1), 77-81.