Hello!

Erik Christiansen

Librarian ~ Psychology & Student Wellness

- echristiansen@mtroyal.ca
- erikchristiansen.net/portfolio





Openly Obsessed

Open Educational Resources Policy in Western Canada & Conceptualizing Openness in Higher Education



Definition of OER



"digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research" (OECD, 2007)



Background

Why did I become so obsessed with open educational resources?



• 0



Considerations when using an open educational resource or creating your own.

Open educational resources (OERs) are a broad and diverse category. This may make the prospect of adopting or creating an OER daunting - leaving many instructors unsure of where they should start. This toolkit will provide you with some considerations before you start using OERs in your classroom, in addition to strategies, practices, and web resources.

- 1. Considerations before using or creating an OER
- 2. Copyright and licensing
- 3. Accessibility and usability
- 4. Other Guides and Resources





This work by the Alberta OER Initiative is licensed under a Created by Technologies in Education at the Creative Commons Attribution-NonCommercial 4.0 International License. Faculty of Education, University of Alberta.

The ABDER Starter Rit was made possible through an investmer Author(s)

Erik Christiansen, Alberta DER Initiative / University of Alberta from the Alberta government. Peedback for this toolkit i use moutain government. Precusus. In this source.

Source wetcome from the OER community, and for this reaso: Contributor(s)

Michael B. McNally, Ph.D. University of Alberta, John Locke,
University of Alberta, Disanet Welch, Alberta OER Initiative,
Intributions received. New contributors of content have bed

"Initiatives of the Contributor of Contributor of Contributors of Contributors and Contributors of Contr

Graphic Design Laura Sou, University of Alberta

The Alberta Open Educational Resources (ABOER) Initiative is made possible through an investment from the Alberta government



THE STARTER KIT

Considerations when using an open educational resource or creating your own.

ducational resources (OERs) are a broad and diverse category. This may make the prospect of ng or creating an OER daunting - leaving many instructors unsure of where they should start. This will provide you with some considerations before you start using OERs in your classroom, in addition tegies, practices, and web resources.

Considerations before using or creating an OER Copyright and licensing



Open Enough?

Eight Factors to Consider When Transitioning from Closed to Open Courses and Resources: A Conceptual Framework

Research Question

What are the primary factors that educators need to consider when transitioning to OER?

If each of these factors could be placed on a conceptual scale from "most closed" to "most open", what would be the implications?

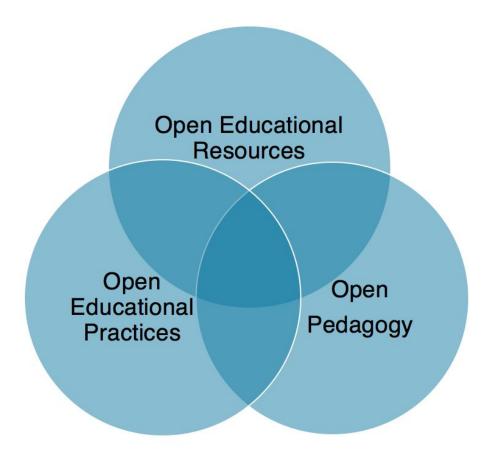


Goal

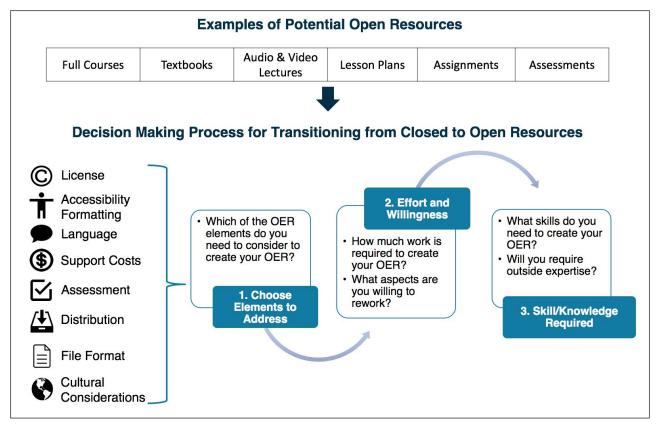


To help educators understand the choices and consequences when moving to OER

Conflated definitions of openness



Eight Factors to Consider When Transitioning to OER



Conceptualizing openness: Choose Elements

OER Factors	Most Closed	Mixed	Most Open
Copyright/Open Licensing Frameworks	Copyright/all rights reserved	Less Open CC License Terms (NC/ND and arguably SA)	CC-BY License/ Public Domain
Accessibility Formatting	Not formatted for accessibility	Some accessibility formatting (e.g. closed captioning)	Fully accessibility (e.g. compliance w/ US HHS 508 Compliant)
Language	Single Language (usually English)	Bi-lingual or includes guides/steps for translation	Multi-Lingual or includes guides/steps for translation and is bilingual
Support Costs	Paid resources	Licensed library resources	Openly Licensed Resources
Assessment	No assessment available	Self-assessment, but not meaningful (questions only)	Meaningful self assessment (questions and answers)
Digital Distribution	Closed/availalbe only to insiders (e.g. via LMS)	Open but low discoverability (e.g. institutional repository)	Open and high discoverability (e.g. YouTube or broadly avaialble repository (e.g. Merlot, BCcampus)
File Format	PDF or other non-editable format	Editable format but proprietary software (e.g. Word)	Fully open format (e.g. html)
Cultural Considerations	No consideration for outside cultural users/includes culturally specific materials/content	Some considerations for outside cultural users	Generally devoid of culturally specific material



Some Insights



- Lack of consensus in literature surrounding meaning of "openness" in education
- Copyright most important factor
- File formats factor for videos is vague
- "Most open" scenario can have pedagogical downsides
- Maximizing openness not always possible or necessary



A Mixed Bag

Open Educational Resources Policy Directions in Western Canada

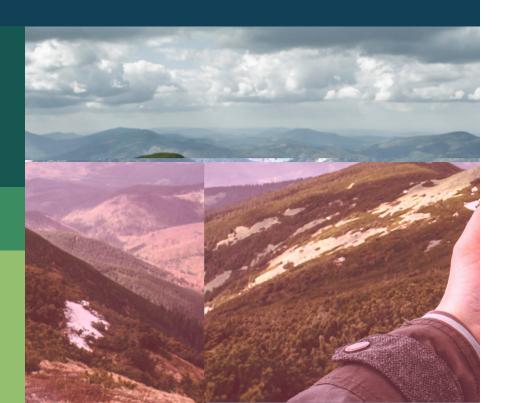
Research Question

What are the overarching OER policy directions, at the university and provincial government level, in Western Canada?

Do the four Western Provinces have substantially different OER priorities?



Goal

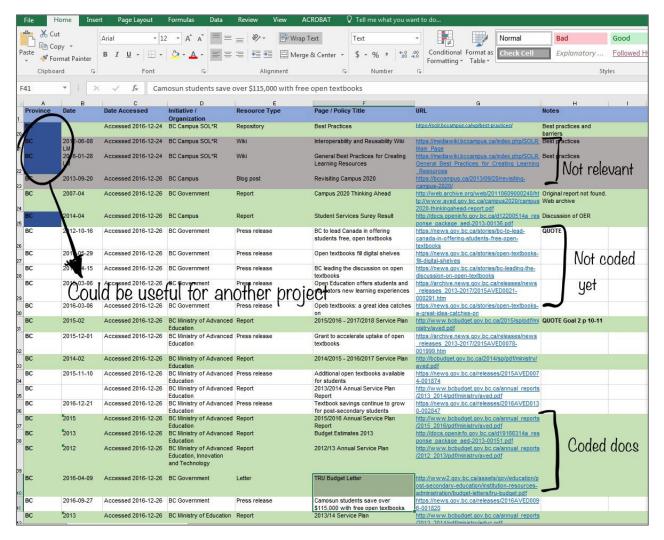


Provide a more comprehensive understanding of where we're putting our efforts





- Ministry/universit y Strategic plans
- Institutional policies
- Funding initiatives
- Provincial OER initiative websites
- Budget letters...



Tedious coding of documents

Documents represent thousands of pages

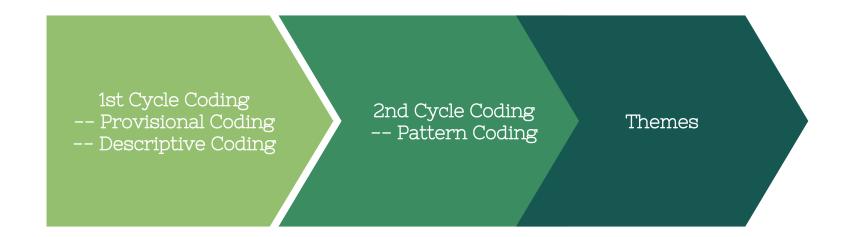
Reviewing specific mentions to OER and open education

Examining text at sentence and paragraph level

(Christiansen, 2017)



Qualitative Policy Analysis





Policy documents coded



Individual text snippets



Code Categories



Nine Major Themes



- Societal benefit
- Benefit to learning
- Development, training, and support
- Quality control
- Reputation and promotion
- Collaboration and leadership
- Copyright and intellectual property
- Cost savings
- Technology, usability, and accessibility





References

Christiansen, E. (2016, November 24). <u>Everything is sharable: Why open educational resources are critical to lifelong learning and the sharing economy</u>. Workshop given at the Code4Lib Alberta Conference, University of Alberta, Edmonton, AB.

Christiansen, E. (2017, April 29). <u>Open. get ready! Public and academic libraries' support for open education in Canada</u>. Paper presented at the Alberta Library Conference, Jasper, AB.

Christiansen, E. (2017, July 8). My process for qualitative web research [Blog post]. Retrieved from https://erikchristiansen.net/2017/07/08/mv-process-for-qualitative-web-research/

Christiansen, E., McNally, M. (2017, October 12). <u>Open enough? Choices and consequences when transitioning from closed to open resources and courses</u>. Poster session presented at the International Society for the Scholarship of Teaching and Learning, 2017 Conference, Calgary, AB.

McNutt, K., & Christiansen, E. (2016, November 9). <u>Alberta OER toolkits: Goals and objectives</u>. Presented at the OER in and Across Disciplines Conference, Mount Royal University.

Organization for Economic Cooperation and Development (OECD). (2007). Giving Knowledge for Free: The Emergence of Open Educational Resources.

http://www.oecd.org/edu/ceri/givingknowledgeforfreetheemergenceofopeneducationalresources.htm



Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by <u>SlidesCarnival</u>
- Photographs by <u>Unsplash</u>

For an editable version of this document, please contact Erik Christiansen using the link below.

Website: https://erikchristiansen.net/contact/