Welcome to the Faculty Webinar on Scholarly Communication: Open Educational Resources (OERs).

Presenters today include Dr. Cynthia Sistek-Chandler, Robin Lockerby & Barbara Stillwell.
As the University initiatives of Quality Asynchronous courses and Precision Learning move forward, it is important for us to provide more digital objects aligned to the course learning objectives. By doing this we provide the opportunity for students to delve deeper in content areas that interest them. It also supports students who learn better in different modalities. Building on the success of others and their freely shared content helps us provide many avenues to learning success.
Teaching and learning resources that reside in the PUBLIC DOMAIN or have been released under an intellectual property license to allow free use and repurposing.

- Resource-based Learning
  - Complete courses
  - Syllabi
  - Lectures
  - Lesson Plans
  - Assignments
  - Rubrics
  - Podcasts
  - Streaming Videos
  - Podcasts
  - Multimedia
  - Course Reading Lists
  - Quizzes/tests
  - Textbooks
There are two categories of “freely available” resources.

OERs are available without permission or license. Permissions include the options to retain (control content), reuse, revise (adapt or modify content), remix (create something new), and redistribute (share). It is always important to provide attribution.

Creative Commons License grant copyright permissions on several levels:
- Attribution (give credit to original work)
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- Non-Commercial, and no derivatives (copy, distribute, display and perform only original copies of your work. If they want to modify your work, they must get your permission first)
We are happy to have Dr. Cynthia Sistek-Chandler join us to share how she not only incorporates OERs into her courses, but asks her students to research and use OERs for class assignments.
In the Masters of Science in Educational and Instructional Technology, students study the world of Creative Commons and develop a presentation that summarizes the licensing and how it can be beneficial for the end user or for companies to provide materials with a share alike license.
The case study presentation is reviewed by a rubric that evaluates visual or pictorial data and requires the students to ensure their citations are accurate and the proper attributes are given.
Students explore how to find and use royalty free images in their projects.

View list of Royalty Free Image Resources at http://bit.ly/2fBnXiT
Library liaisons are available to work hand-in-hand with faculty and CIL course developers to locate Library resources and OERs to support course learning outcomes.
We do not usually think of proprietary sources as “freely available” OERs, however the library and the University subscribe to many wonderful resources that are available to be included into online courses. The liaisons can help in the decisions as to which materials are best curated in a course reading list (aka course reserves), linked to, or embedded.

Lynda.com is available to faculty through Single Sign On. According to CIL, segments of these courses may now be included in online courses.

CIL also has access to many interactive content tools through articulate storyline to improve the quality of courses through interactivity of digital objects.
Assemble a course reading list or guide that links students directly to content already licensed by the library.

Provide access to either open resources or proprietary library resources to enrich course curriculum and reduce the overall course costs to students.
The following examples demonstrate the wide variety of open teaching and learning materials available.
OER Commons is a wonderful example of “freely available” curated resources. For this example, I searched by Financial and filtered the results by college/upper division since many resources are K-12 and not appropriate for what I was hoping to find.

I located an excellent video on Principles of Macroeconomics prepared by Marginal Revolution University.

In exploring the Conditions of Use documentation, I discovered that the video is freely available to anyone who signs up to view the course. Remember that sometimes courses are free but digital objects within courses may not be.
As I played around, I was able to locate a very rich list of videos like the intro one I first found as well as shorter videos on segments of economics.

Again, review the use permissions.

It is a best practice to always provide full attribution to all digital content shared in a course. Links sometimes break and students 1) need to know what they were expected to find so they might be able to track it down and 2) it provides the opportunity to see how you model correct citation attribution… all part of today’s ethical environment in academia.
I have used Merlot II for years to locate free materials.

This first set of slides show how to search for communities by discipline. It also provides links to members, professional associations, and web & social media websites.
Once again, I used the “financial” as my search term. I am able to filter my results by discipline and material type. Note that the number of results is shared for each category.
The top result is a tutorial. Originally added in 2004, it might be a bit dated, but the comments shared by other show that it is still valuable. Note the “Merlot Classics” icon designation next to the title. It is a quality resource.

Clicking to the title opens a box with a bit more information. Go to Material link opens the primary object: a tutorial in this case.
The interactive tutorial plays well. There is a clear audio track.

Note:

- The tutorial has a copyright statement. All rights reserved... no creative commons license obvious, and not free to embed in a class.
  - With attribution, it might be free to link to from a course.
  - It would be smart to ask for permissions first.
- The tutorial is well branded by Baruch College visually and in the audio.
  - In reading the use terms, re-branding might be available with a fee.
  - Best Practice is to not embed or even link content branded by other universities. We want students to feel that NU provides what they need for their learning. Rebrand with attribution where possible.
Open courseware is anything made open to the public that is used to teach a course. The following examples demonstrate some of the very rich resources that can be found in open courses and open textbooks.
The Open Course Library is a collection of shareable course materials, including syllabi, course activities, readings, and assessments designed by teams of college faculty, instructional designers, librarians, and other experts. Some of the OER materials are paired with low cost textbooks ($30 or less).

To find a course, enter the course title or description in the search box or browse the alphabetical course list.
All course materials are stored on Google Docs making it easy to access, browse and download. When you select a course, you will be able to view the course files. The example on screen is the Instructor Guide for the **College Success** course.
Lumen Learning courses curate the best available OER aligned with learning outcomes. Typical content includes text, video, interactives, sample assignments and assessments.

You can search the public catalog by subject and filter the results by degree program. Let’s take a quick look at the **College Success** and **English Composition** courses.
These are pages from the College Success textbook. Notice that videos and discussion activities are embedded into the book, along with their usage licenses and attributions.
Let’s look at English Composition.
This is an example of the topics covered in the course. They include an overview of the writing process, writing essays, using sources, and grammar/mechanics lessons.
Faculty teaching in other subject areas may be interested in including materials like avoiding plagiarism, writing a thesis statement, or proper sentence structure in their courses.
MIT Open Courseware features the materials from over 2000 MIT courses. Many courses provide video lectures and actual recordings of MIT classrooms. Search for courses by topic, teaching materials, or instructional approach.
Full course packages are provided including syllabus, readings and assignments. The lecture videos are downloadable and can be streamed, and they’re provided with lecture slides used in the recording.
We appreciate your time and attention.

View the Library’s OER Resource Guide at http://nu.libguides.com/faculty/oer

If you have questions about adding open educational resources and proprietary library resources to your course curriculum, please let us know. We’re here to help!

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