Ins and Outs of Publicly Available Resources: Traversing the OER Landscape

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Photo Credit: Paper City. “Houston Lands Its First Bouldering Gym Feb. 18, 2019
OVERVIEW

Our Research
What is OER?
What is not OER?
Creative Commons Codes
Recommendations for Finding OER
Pedagogical Considerations and Checklist
OUR RESEARCH

COMPUTATIONAL LINGUISTIC ANALYSIS

Concordance Plot for Argument and Argumentation

KWIC for Argumentation and Persuasion

- When first proposed, this layout of argumentation is based on legal arguments and famous work was his Model of Argumentation sometimes called "Toulmin's Schema," which moral issues. The Toulmin Model of Argumentation, a diagram containing six interrelated components and a subject. However, an opinion in argumentation must have legitimate backing: adequate evidence experience with the kind of explicit argumentation required in U.S. academic contexts. Many types and facets of written argumentation, consider the following exploration activity. Writing to the primary components of good argumentation: sound, thoughtful evidence and a respectful to the primary components: good argumentation: sound, thoughtful evidence and respectfully and relationships between research and argumentation, we will use the first part.

- Given case the available means of persuasion (Ch.2), Aristotle saw primarily as a...
EVALUATING THE QUALITY OF OER

Checklist for Content Analysis
- Format or Presentation
- Pedagogical Components
- Subject Content
- Perspective
- Readability

Based on Achieve, 2011; Bednarz, 1997; Harley, 2004; Long & Roberson, 1966
FINDINGS & NEXT STEPS

Preliminary Findings

- Subject Content comparable between 2 texts analyzed
- Commonly missing from OER
  - Student Exemplars
  - Professional Exemplars
  - Pedagogical Supplements
  - Visual attributes (images, navigation, margins, font, etcetera)

Next Steps

- Develop streamlined checklist
- Analyze more texts
- Explore best practices
Open Educational Resource
From House Bill 810 (2017)

“a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits free use, adaptation, and redistribution of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, media assessments, software and any other tools, materials or techniques whether digital or otherwise used to support access to knowledge.”
Individual institutions have their own definitions. For example,

- The **“No-Cost Resources” (NCR)** designation will be used to label courses that use only free educational resources... provided to students free of charge, such as via the library and/or developed or otherwise vetted by faculty.

- The **“Low-Cost Resources” (LCR)** designation will be used to label courses whose required course materials... **total no more than $50.**

- Excerpted from UHD Update from OER Task Force, Dr. Rob Austin McKee, July 2020
Open Educational Resources
Teaching and learning materials (digital or otherwise) that:

- are in the public domain,
- have an open license,
- have no-cost access, and
- can be used, adapted, and redistributed with no or limited restrictions.

NOT ALWAYS FREE

NOT ALWAYS FREE USE
“The Truth About OER Is Out There”
Inside Higher Ed
M. Lieberman (2018)

Image credit and link to article
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Two examples from Galileo & Cengage

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- Choose peer reviewed and/or rated resources
- Select by material type, audience, quality, format, mobile platform, etc.

SUNY Open Textbooks  https://textbooks.opensuny.org/
- Select peer reviewed resources

OpenStax  https://openstax.org/subjects
- Peer Reviewed (No composition)
No cost access, but not all free
WHERE DO I LOOK FOR OER?

Google Images – Tools > Usage Rights > Creative Commons licenses
https://images.google.com/imghp?hl=en&gl=ar&gws_rd=ssl

FLICKR - (images) https://www.flickr.com/creativecommons/

Jamendo - (music) https://www.jamendo.com/?language=en

WikiMedia Commons - (images, music, video)
https://commons.wikimedia.org/wiki/Main_Page

OER Commons - (create by state and national standards)
https://www.oercommons.org/
Creative Commons Codes

Image and link to article at Open Library Press Books
eCampus Ontario
Creative Commons Codes

**BY** - Maximum dissemination even commercial; can alter, but must credit original

**SA** - Share Alike; For creators of content; creator required to adopt open license; use with attribution

**ND** - No derivatives

**NC** - No commercial use
“...the best and most complete alternative for contributing a work to the public domain given the many complex and diverse copyright and database systems around the world.”

From: [https://creativecommons.org/share-your-work/public-domain/cc0/](https://creativecommons.org/share-your-work/public-domain/cc0/)
TIPS FOR FINDING OER MATERIALS

- Opt for peer reviewed sites and sources when possible
- Pay attention to the quality of writing in Standard American English
- Talk to your librarians
  - Library holdings (database materials can be embedded in Bb without breaking copyright)
  - Library philosophy (OER provided but not vetted)
- **REMEMBER:** It’s up to you to ensure ethical use of high quality resources!
Consider your learners
   Reading level; likelihood of student use

Consider format of course
   Face-to-face, hybrid, online

Consider your personal pedagogical philosophy of composition

Consider the institutional expectations
   Course emphases, downloading, photocopying, etc.
EVALUATING THE QUALITY OF OER

Checklist for Content Analysis

- Format or Presentation
  - Physical presentation typography, illustrations, navigability
- Pedagogical Components
  - Supplements (summaries, exercises, highlighted vocabulary, exemplars)
- Subject Content
  - Quality of content for instructional goals (educational processes)
- Perspective
  - Gender, ethnicity, environment, sensitivity (social purposes)
- Readability
  - Reading level (Frye)

Based on Achieve, 2011; Bednarz, 1997; Harley, 2004; Long & Roberson, 1966
QUESTIONS
BEST PRACTICES
OER Mythbusting (Sparc, 2017)

Thanks for attending!

*International Research in Geographical & Environmental Education*, 6(1), 63. Retrieved from 

https://www.researchgate.net/publication/254871166


London ;: Woburn Press.
Thank you for attending!

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