



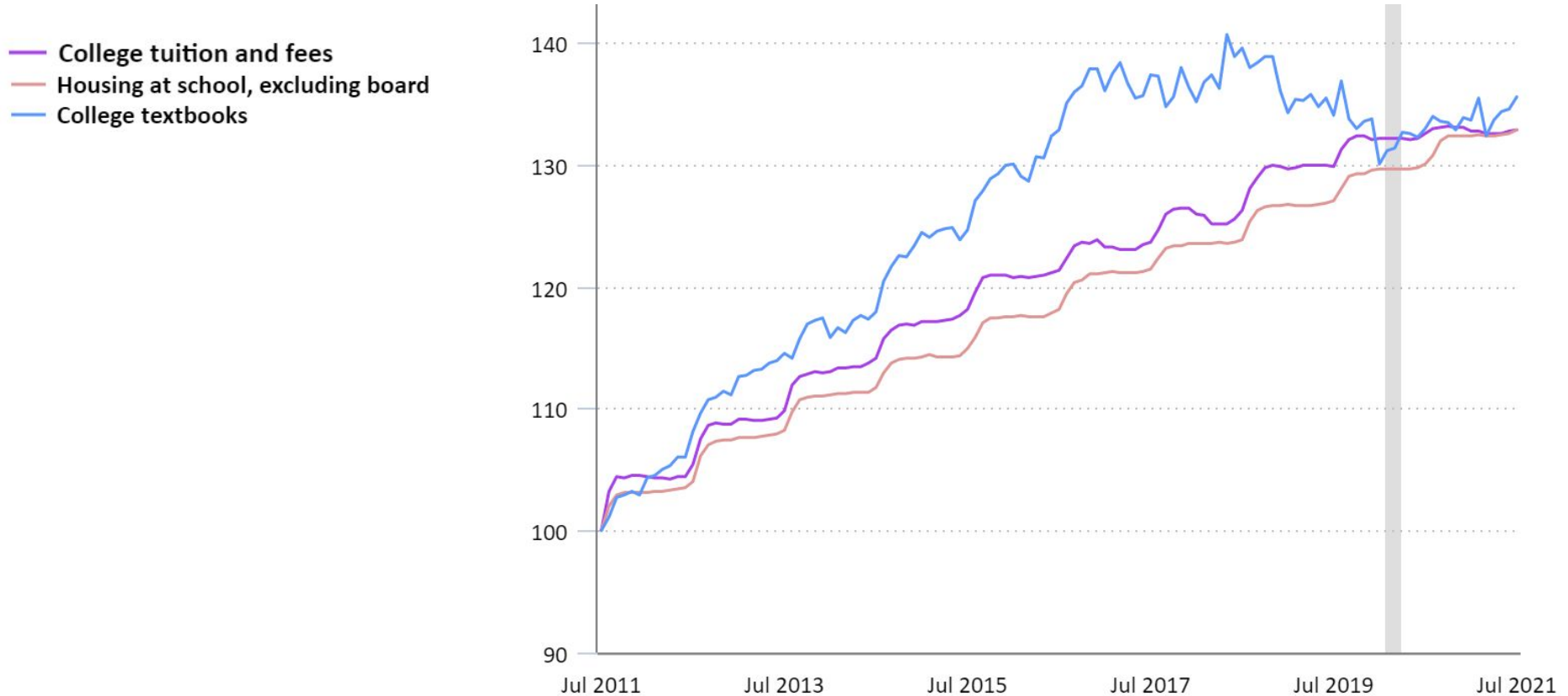
OER 101

Ryan Korstange, Elizabeth Spica, and Rachel Fleming

Zooming Out: Why OER?

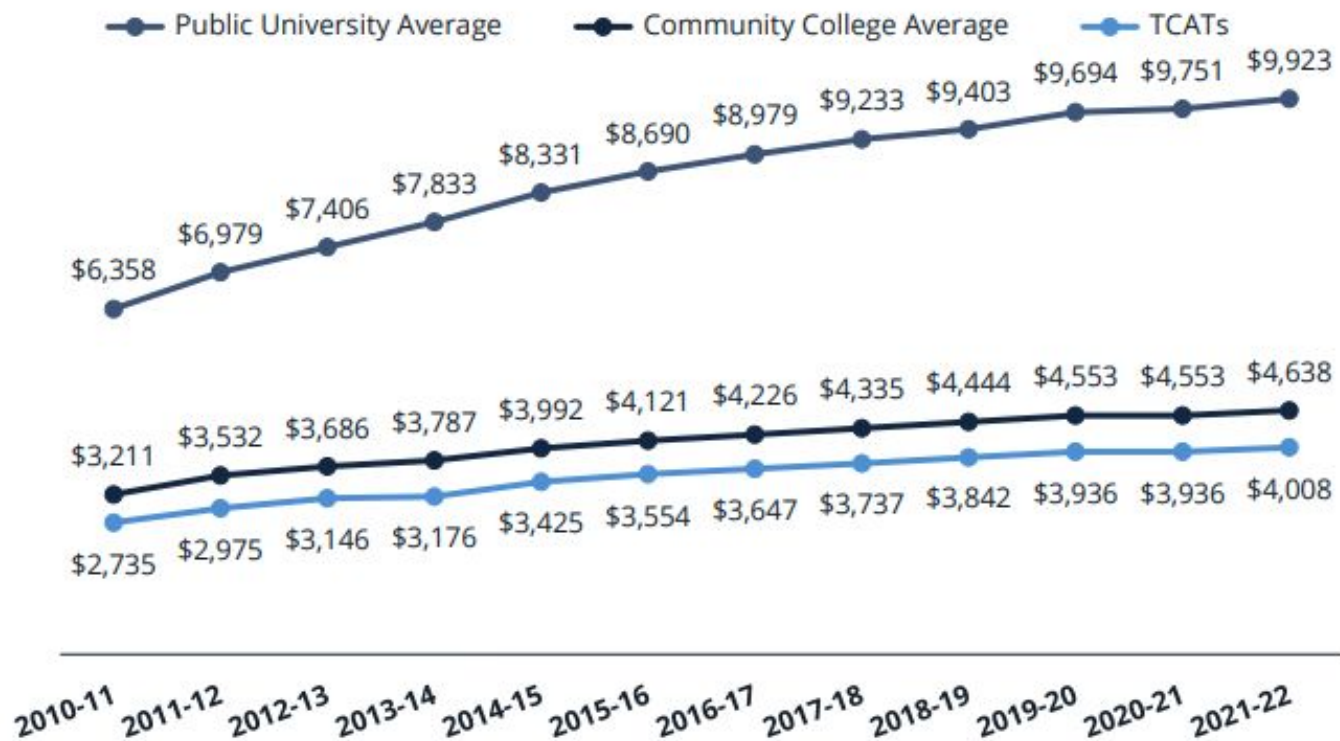


Consumer price Indexes for tuition and school related items July 2011-July 2021



Source: [US Bureau of Labor Statistics](https://www.bls.gov)

Average Undergraduate Resident Annual Tuition and Mandatory Fees by Institution Type 2010-11 through 2021-22



Source: [Tennessee Higher Education Factbook 2021-22](#)



Effects of High-cost Instructional Materials

Lower Grades

Course Failure

Increased Drop / Withdraw

Avoidance of specific classes or programs

Reduced credit enrollment

	<u>Spica & Biddix (2020)</u>	<u>Jenkins et al. (2020)</u>	<u>US PIRG (2020)</u>	<u>FLVC (2019)</u>	<u>Martin et al. (2017)</u>
Poor grade	16%	--	--	36%	--
Failed a class	3%	9%	3%	17%	4%
Dropped or withdrew	10%	12%	7%	23%	--
Avoided a class	14%	27%	19%	41%	33%
Did not purchase	41%	65%	65%	64%	66%
Delayed purchase	69%	--	--	--	86%
Took fewer courses	27%	--	--	43%	21%

Textbook Affordability Programs



A black and white photograph of an empty lecture hall. The room is filled with rows of dark, wooden chairs with armrests, arranged in a tiered fashion. At the front of the room, there is a stage area with a long wooden table and a chair. Behind the table, there are several large chalkboards. The leftmost chalkboard has some faint mathematical equations written on it, including $E = \frac{1}{2}mv^2$ and $E = mc^2$. The rest of the chalkboards are mostly blank or have very faint markings. The lighting is somewhat dim, creating a quiet, empty atmosphere.

What is (and isn't) OER?

Open Educational Resources (OER)
are teaching, learning, and research
materials that are either (a) in the
public domain or (b) licensed in a
manner that provides everyone with
free and perpetual permission to
engage in the 5R activities.

-- [Creative Commons](#)

The 5 “Rs”

Retain Make, own, and control copies of the content (e.g., download, duplicate, store, manage)

Reuse Use the work for your own purposes (e.g., in class, at a study group, on a website, during tutoring, in a video)

Revise Adapt, adjust, modify, or alter the content itself (e.g., translate the content, revise/edit the content)

Remix Combine the original/revised content with other material to create something new

Redistribute Share copies of the original content, your revisions, or your remixes with others.

Types of OER

- Videos
- Images
- Podcasts

Multimedia



- Lecture Notes
- Slides / class presentations
- Lesson Plans

Instructor Resources



- Tests
- Quizzes
- Assignments
- Homework exercises
- Interactive games

Assessment resources



- LMS Courses
- Course modules
- Courseware

Courses



- Textbooks
- Journals
- Books
- Theses
- Dissertations

Publications



Datasets



A black and white photograph showing the backs of three graduates in caps and gowns. They are holding diplomas, and the scene is dimly lit, with some light reflecting off their gowns and caps. The background is blurred, suggesting a large gathering.

Why does OER matter?

Value of OER to Students



Save
money



Immediate
and
continuous
access



Eliminates
time for
textbook
sourcing



Complete
more
courses



Earn higher
grades



Quicker
time to
graduation



Value of OER to instructors



Students have immediate and continuous access



In process customization



Pedagogical flexibility



Increased student satisfaction



Instructional design opportunities



Value of OER to institutions



Removes
barriers to
student
entry



Removes
barriers to
student
retention



Increased
student
satisfaction



Increased
course
throughput
rate



Increased
credit
production



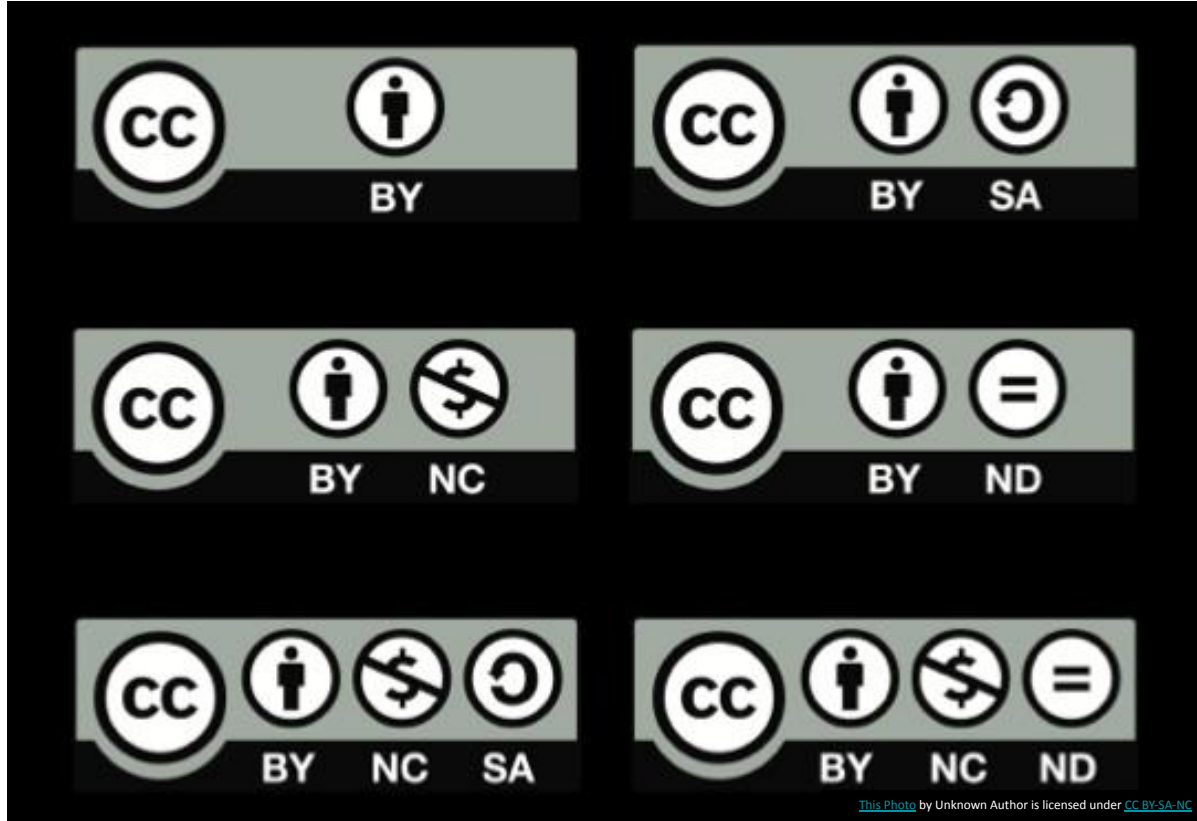
Increased
revenue





Creative Commons
Maintain your rights,
share your work.





The 6 CC Licenses

What content can we use?
 How do we give credit?
 How can we remix/adapt?



Question 1 of 3

What content can we use?

1. **Public domain material,**
2. Openly-licensed/Creative Commons resources,
3. Your original (CC-licensed) work,
4. Copyrighted work you obtained permission to use,
5. Copyrighted work under Fair Use, and/or
6. Any combination of the above

Regardless which type you use, the best practice is to cite/attribute every source and list its appropriate license.

Q1 of 4. What content can we use? **Public Domain Materials**





“Redefining Women” icon collection
thenounproject.com





Question 1 of 3

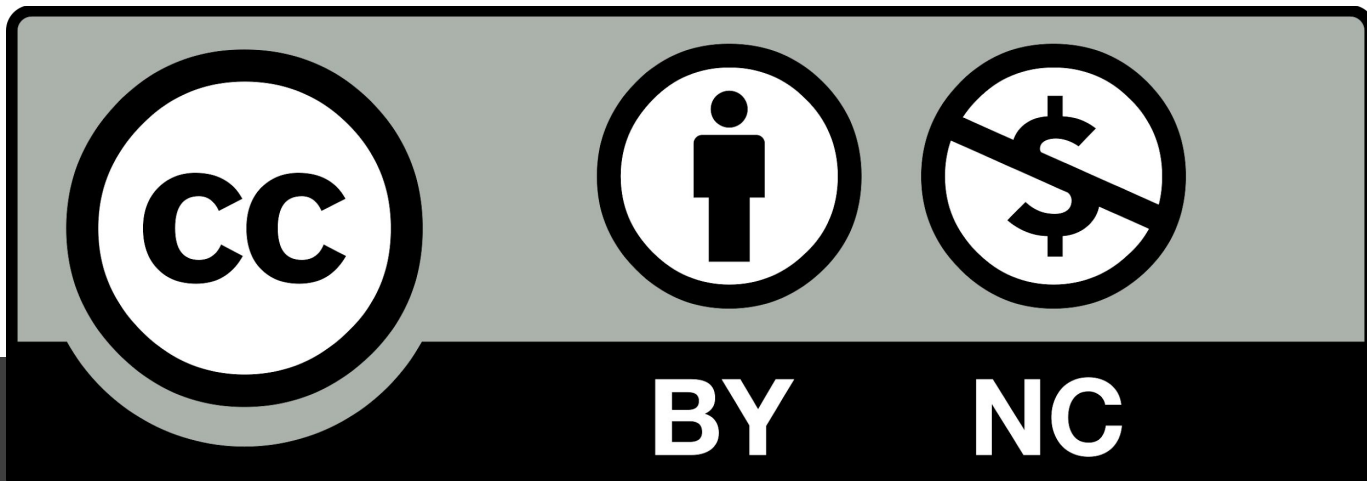
What content can we use?

1. Public domain material,
2. **Openly-licensed/Creative Commons resources,**
3. **Your original (CC-licensed) work,**
4. Copyrighted work you obtained permission to use,
5. Copyrighted work under Fair Use, and/or

Cite/attribute every source.



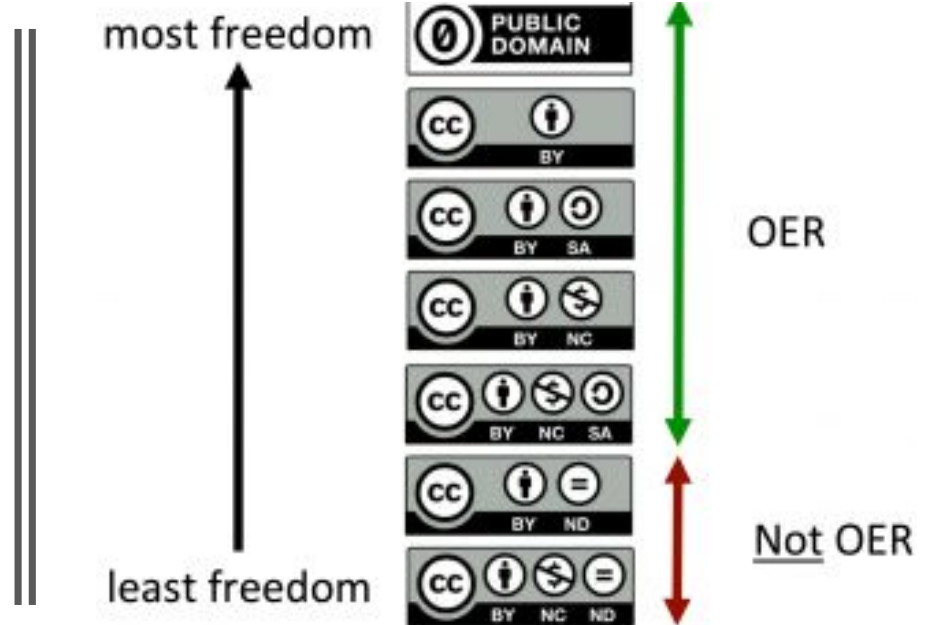
The Open Education Community
recommends CC-BY for all
educational materials.



Non-Commercial = “not primarily intended for or directed towards commercial advantage or monetary compensation.”

“No Derivative” ND Content

Sure, you can use it. You just can't change ANYTHING.





Question 1 of 3

What content can we use?

1. Public domain material,
2. Openly-licensed/Creative Commons resources,
3. Your original (CC-licensed) work,
4. **Copyrighted work you obtained permission to use,**
5. **Copyrighted work under Fair Use, and/or**
6. Any combination of the above

Cite/attribute every source.

Fair Use?

Is your use transformative?

Think of the research paper...

Courts consider...

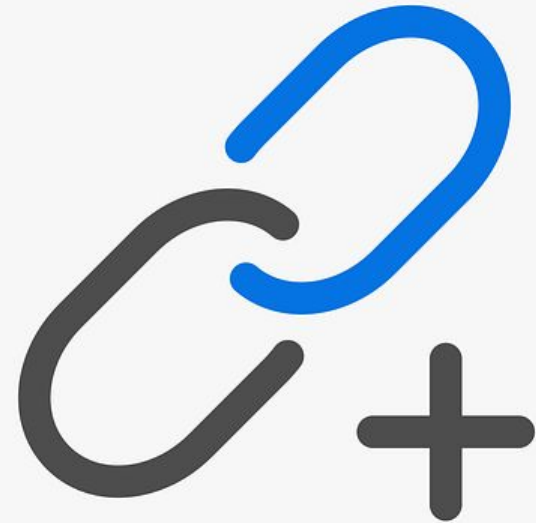
- 1) the purpose and character of your use,
- 2) the nature of the copyrighted work,
- 3) the amount and substantiality of the portion taken, and
- 4) the effect of the use upon the potential market.

When in doubt, find other material, seek permission, or link.



When in doubt, link.

1. Try your best to select *CC-licensed* or *public domain* videos in the first place.
2. Embed videos from video-sharing websites for which:
 1. the Terms of Service clearly indicate this action is permitted
 2. copyright holders can remove their videos in cases of copyright infringement
3. Provide proper attribution



Question 2 of 3:

How do we give credit?

TASL Method & CC License Tool

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Citation. The credit you give to authors of traditionally copyrighted works.



Licensing & Attribution **TASL**

Title - Author - Source - License

T = Title

A = Author (To whom should credit be given?)

S = Source (Where can people find the resource? Provide a link.)

L = License (Link to the appropriate CC license deed)

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Source, License**

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OR, this shortened version:

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Source, **L**icense



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Attributing Individual Elements

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Source, **L**icense

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- Image of PLoS One logo. **Provided by:** PLoS One. **Located at:** <http://journals.plos.org/plosone/>. **License:** [CC BY: Attribution](#)

PUBLIC DOMAIN CONTENT

- Image of Sketches New and Old. **Located at:** <http://www.gutenberg.org/files/3189/3189-h/3189-h.htm>. **License:** [Public Domain: No Known Copyright](#)

Previous

Next

Tool #1: The CC License Chooser & Attribution Tool

<https://creativecommons.org/choose/>

License Features

Your choices on this panel will update the other panels on this page.

Allow adaptations of your work to be shared?



Yes



No



Yes, as long as others share alike

Allow commercial uses of your work?



Yes



No

Help others attribute you!

This part is optional, but filling it out will add machine-readable metadata to the suggested HTML!

Selected License

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Copy this code to let your visitors know!

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<a rel="license"
href="http://creativecommons.org/licenses/by/4.0/"></p> | <p>Record the license of the content provided, even if it is copyrighted, making a note if you are unsure.</p> <p><i>If your resource is copyrighted, indicate whether you plan to 1) link out to the resource on the web, 2) use the resource with permission (and whether you have secured that permission), or 3) use the resource under a Fair Use copyright exception.</i></p> <p><i>To save you time later, consider typing the full attribution statement or citation statement in the space provided.</i></p> |
| <b>Topic 1: Plant Form</b>                                                                                                                            |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                            |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Plant Form: 1a</b><br><b>Plant Cells</b>                                                                                                           | <b>Describe the characteristic features of plant cell.</b>                                                                                                                                                                                                                                           | <a href="https://openstax.org/books/biology-2e/chapter-4/section-3">https://openstax.org/books/biology-2e/chapter-4/section-3</a>                                                          | Chapter 4, Section 3                                                                                                                                                                     | Biology for AP (2nd edition) by OpenStax is licensed underCreative Commons Attribution License v4.0                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                       | Key Words/Concepts: Cell wall, chloroplast, central vacuole, plasmodesmata                                                                                                                                                                                                                           | <a href="https://openstax.org/books/biology-y-ap-courses">https://openstax.org/books/biology-y-ap-courses</a>                                                                              | Chapter 4, Section 3                                                                                                                                                                     | Biology for AP (2nd edition) by OpenStax is licensed underCreative Commons Attribution License v4.0                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                       |                                                                                                                                                                                                                                                                                                      | <a href="https://kashanu.ac.ir/Files/Content/toluei/Botany_Plant_Anatomy_microscope_pic.pdf">https://kashanu.ac.ir/Files/Content/toluei/Botany_Plant_Anatomy_microscope_pic.pdf</a>        | Pages 14 & 15                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Plant Form: 1b</b><br><b>Cell Types &amp; Tissues</b>                                                                                              | <b>Describe plant cell types and tissues.</b>                                                                                                                                                                                                                                                        | <a href="https://openstax.org/details/books/biology-2e">https://openstax.org/details/books/biology-2e</a>                                                                                  | Chapter 30, Section 1 & 2                                                                                                                                                                | Biology for AP (2nd edition) by OpenStax is licensed underCreative Commons Attribution License v4.0                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                       | Key Words/Concepts: dermal tissue, ground tissue, vascular tissues: xylem & Phloem, parenchyma cells, collenchyma cells, sclerenchyma cells                                                                                                                                                          |                                                                                                                                                                                            |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                       |                                                                                                                                                                                                                                                                                                      | <a href="https://openstax.org/books/biology-y-ap-courses">https://openstax.org/books/biology-y-ap-courses</a>                                                                              | (Chapter 23, section 1 & 2)                                                                                                                                                              | Biology for AP (2nd edition) by OpenStax is licensed underCreative Commons Attribution License v4.0                                                                                                                                                                                                                                                                                                                                                                                                                   |

Question 3 of 3

What can we remix/adapt?

















Adapt compatible licenses to create the perfect solution.

# The Remix “Smoothie”

Remixes/adaptations happen when you cannot tell where one open work ends and another one begins.

When remixing, take care to only mix content with licenses that allow remixing.



|                                                                                                 |  PUBLIC DOMAIN |  PUBLIC DOMAIN |  BY |  BY SA |  BY NC |  BY ND |  BY NC SA |  BY NC ND |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
|  PUBLIC DOMAIN | ✓                                                                                              | ✓                                                                                              | ✓                                                                                   | ✓                                                                                       | ✓                                                                                        | ✗                                                                                        | ✓                                                                                           | ✗                                                                                           |
|  PUBLIC DOMAIN | ✓                                                                                              | ✓                                                                                              | ✓                                                                                   | ✓                                                                                       | ✓                                                                                        | ✗                                                                                        | ✓                                                                                           | ✗                                                                                           |
|  BY            | ✓                                                                                              | ✓                                                                                              | ✓                                                                                   | ✓                                                                                       | ✓                                                                                        | ✗                                                                                        | ✓                                                                                           | ✗                                                                                           |
|  BY SA         | ✓                                                                                              | ✓                                                                                              | ✓                                                                                   | ✓                                                                                       | ✗                                                                                        | ✗                                                                                        | ✗                                                                                           | ✗                                                                                           |
|  BY NC         | ✓                                                                                              | ✓                                                                                              | ✓                                                                                   | ✗                                                                                       | ✓                                                                                        | ✗                                                                                        | ✓                                                                                           | ✗                                                                                           |
|  BY ND         | ✗                                                                                              | ✗                                                                                              | ✗                                                                                   | ✗                                                                                       | ✗                                                                                        | ✗                                                                                        | ✗                                                                                           | ✗                                                                                           |
|  BY NC SA      | ✓                                                                                              | ✓                                                                                              | ✓                                                                                   | ✗                                                                                       | ✓                                                                                        | ✗                                                                                        | ✓                                                                                           | ✗                                                                                           |
|  BY NC ND      | ✗                                                                                              | ✗                                                                                              | ✗                                                                                   | ✗                                                                                       | ✗                                                                                        | ✗                                                                                        | ✗                                                                                           | ✗                                                                                           |

# Tool #3: The Creative Commons Adapter's License Chart

Use this to determine which license you should apply to your remix.

| Adapter's license chart |          | Adapter's license |       |          |          |        |        |        |
|-------------------------|----------|-------------------|-------|----------|----------|--------|--------|--------|
|                         |          | BY                | BY-NC | BY-NC-ND | BY-NC-SA | BY-ND  | BY-SA  | PD     |
| Status of original work | PD       | Green             | Green | Green    | Green    | Green  | Green  | Green  |
|                         | BY       | Green             | Green | Green    | Green    | Green  | Green  | Yellow |
|                         | BY-NC    | Yellow            | Green | Green    | Green    | Yellow | Yellow | Yellow |
|                         | BY-NC-ND | Grey              | Grey  | Grey     | Grey     | Grey   | Grey   | Grey   |
|                         | BY-NC-SA | Grey              | Grey  | Grey     | Green    | Grey   | Grey   | Grey   |
|                         | BY-ND    | Grey              | Grey  | Grey     | Grey     | Grey   | Grey   | Grey   |
|                         | BY-SA    | Grey              | Grey  | Grey     | Grey     | Grey   | Green  | Grey   |



# Recap

Find links in your Guide.  
You've got this! 🏆

- **Course Map** keeps you organized. You'll thank yourself later.
- **CC License Chooser** creates attributions for you.
- **CC Compatibility Chart** tells you what you can remix.
- **Adapter's License Chart** helps you apply the right license to your remix.
- **Fair Use considerations for copyrighted materials**

A detailed topographic map of a region in West Virginia, showing contour lines, roads, and various geographical features. The map includes labels for towns like Mingo Junction, Logan, and Mingo, as well as natural areas like Grandy Forest State Natural Area and Prentice Cooper State Forest. The map is rendered in a light gray tone, serving as a background for the text.

# Course Design Resources

Consult your campus  
Center for Teaching and Learning  
or explore the links in the  
Resource Guide

- Quality Matters
- Universal Design for Learning
- Backwards Design
- Course Mapping
- High-Impact Practices

# OPEN PEDAGOGY NOTEBOOK

Sharing Practices, Building Community

“So one key component of Open Pedagogy might be that it sees access, broadly writ, as fundamental to learning and to teaching, and agency as an important way of broadening that access.

To summarize, we might think about Open Pedagogy as an access-oriented commitment to learner-driven education AND as a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part. We might insist on the centrality of the 5 Rs to this work, and we might foreground the investments that Open Pedagogy shares with other learner-centered approaches to education. We might reconstitute Open Pedagogy continually, as our contexts shift and change and demand new, site-specific articulations.”

DeRosa and Jhangiani, Open Pedagogy,

<https://press.rebus.community/makingopentextbookswithstudents/chapter/open-pedagogy/>



Rebus COMMUNITY

## A Guide to Making Open Textbooks with Students

Edited by Elizabeth Mays

Winner of a  
2018 Open  
Education Award  
for Excellence

### Includes contributions from:

Robin DeRosa  
Rajiv Jhangiani  
Timothy Robbins  
David Squires  
Julie Ward  
Anna Andrzejewski  
Samara Burns

Matthew Moore  
Alice Barrett  
Amanda Coolidge  
Maxwell Nicholson  
Steel Wagstaff  
Gabriel Higginbotham  
Zoe Wake Hyde

# Open Pedagogy Examples



## Chattanooga Foodways oral histories

The Chattanooga Foodways oral histories digital collection features interviews with food producers in Chattanooga and the Tennessee Valley conducted in 2020.



## Chattanooga Gun Violence Activism oral histories

The Chattanooga Gun Violence Activism oral histories digital collection features interviews with members of the community involved in Chattanooga Students Leading Change and Moms Demand Action for



## Chattanooga Latinx oral histories

The Chattanooga Latinx oral histories digital collection features interviews with members of the Latinx community in Chattanooga, Tennessee. The interviews document the contributions and experiences of local Latinx...



## Chattanooga LGBTQ+ oral histories

The Chattanooga LGBTQ+ oral histories digital collection features interviews with drag performers in the Chattanooga, Tennessee community. The interviewees discuss their drag personas, motivations f...

[< Previous](#)   [Next >](#)

[Home](#) > [Curricula, Educational Resources, and Instructional Materials](#) > [Primary Source Instructional Materials](#) > 5

## PRIMARY SOURCE INSTRUCTIONAL MATERIALS



Using local primary sources to study school desegregation in Chattanooga lesson plan and workbook

[Tierra Hill](#), [University of Tennessee at Chattanooga](#)

Download Full Text (141 KB)

 Download

workbooks (3.8 MB)

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40 DOWNLOADS

Since June 02, 2020



## Ancient Latin American Objects in the Archive

Selections from the George and Louise Patten Collection of Salem Hyde Cultural Artifacts at the University of Tennessee at Chattanooga





---

Adopt. Adapt.  
Create.

---





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Minnesota State University, Mankato created a course cartridge for this title to integrate your OpenStax book into the D2L learning management system. Download this file and read the attached help article to import this resource into D2L. Please note that to use the book's highlighting and note-taking feature in D2L, you and your students will need to be logged into your individual OpenStax accounts on [openstax.org](#).

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These lecture slides include selected graphics from the text, key concepts and definitions, examples, and discussion questions.

 Download

### Test Bank

The test bank contains multiple choice, short answer, and essay questions for each chapter of the textbook. Since many instructors use these questions in graded assignments, we ask that you not post these questions and the answers on any publicly available websites.

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# SmartSearch

What is SmartSearch?

Advanced Search by: [ISBN](#) | [Materials](#) | [Members](#)

 ASIS[Advanced Search](#)

Public Domain Books



Audiobooks



Modules



Open Access Books



# The Mason OER Metafinder (MOM)

Real-time federated search for OER content across 21 resources

*What's an OER? | About the OER Metafinder*



**i** Full Record

**i** Title

**i** Author

**i** Keywords

**i** Date Range

From  To

Clear

Search

## Searching Tips: cast a wide net

- broad terms
- many searches on many sites
- use limiters

Stuck? Ask your Colleagues!

- [CCC-OER Listserv](#)
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# Google Advanced Search

← → ↻ 🏠 google.com/advanced\_search

Google

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Find pages with...

all these words:

this exact word or phrase:

any of these words:

none of these words:

numbers ranging from:  to

To do this in the search box

Type the important words: tricolor rat terrier

Put exact words in quotes: "rat terrier"

Type OR between all the words you want: miniature OR standard

Put a minus sign just before words you don't want:  
-rodent, -"Jack Russell"

Put 2 periods between the numbers and add a unit of measure:  
10..35 lb, \$300..\$500, 2010..2011

usage rights:

You can also...

Find pages that are similar to a URL

usage rights: **not filtered by license**

- not filtered by license
- free to use or share
- free to use or share, even commercially
- free to use share or modify
- free to use, share or modify, even commercially

Find pages you are free to use yourself.

Advanced Search



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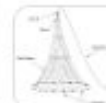


ocean



cartoon

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- Creative Commons licenses
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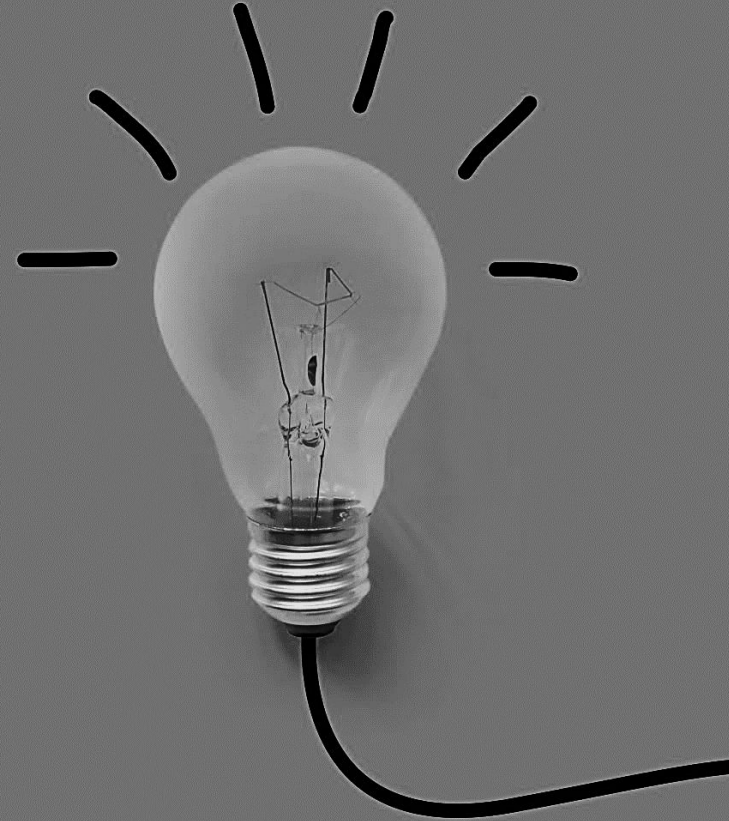
cast



tradi

# Evaluating Course Materials

1. That the content under consideration **covers the subject area** appropriately
  2. That the content of the OER is **accurate** and free of major errors and spelling mistakes
  3. That the **license** of the content can be used or altered for the course's needs
  4. That the OER is **clearly written** and appropriate for the students' level of understanding
  5. That the **accessibility** of the content is appropriate for all students
- Open Textbook Library [Open Textbooks Review Criteria](#)
  - BC Campus [Faculty Guide for Evaluating Open Education Resources](#)



# 5 Principles

Adapted from Dr. Eric Moore, The University of Tennessee

---

1. Use built-in formatting and stylistic tools (rather than manual).
2. Make visual content usable non-visually
3. Build content with visibility in mind.
4. Use accessibility checking tools.
5. Convert to HTML or PDF from Word/PowerPoint with the right tools

# *How is your team infusing diversity, relevant and current examples, and/or local cultures into your project?*

1. Supplement existing content with current, relevant, local examples
2. Opportunities to infuse diversity throughout with “Feature Boxes” & more
3. Assessments, Quiz Banks, Tests, etc.

<https://usq.pressbooks.pub/diversityandinclusionforoer/>

An adaptation and expansion of OpenStax’ [Improving Representation and Diversity in OER Materials](#)

Enhancing Inclusion,  
Diversity, Equity and  
Accessibility (IDEA) in Open  
Educational Resources (OER)

Edited by Nikki Andersen



Australian Edition

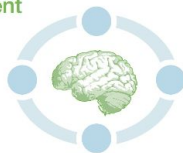
# 5 RULES OF TEXTBOOK DEVELOPMENT

- 1 Rule of Frameworks
- 2 Rule of Meaningful Names
- 3 Rule of Manageable Numbers
- 4 Rule of Hierarchy
- 5 Rule of Repetition

## RULE OF FRAMEWORKS

Maintain a consistent structure.

The text can best aid understanding by making this framework visible early on.



The framework acts as a **mental roadmap** that allows learners to navigate within and through the subject domain.

## RULE OF MEANINGFUL NAMES

Create and use consistent titles and terminologies.

These names are critical to the ability to recall or retrieve the things we know and remember.



Use terminology that is **common in your discipline.**

## RULE OF REPETITION

Repeat important concepts.

There is a pattern of repetition that aids in promoting the elements of a subject from short-term to long-term memory



frameworks and important hierarchies are repeated as many as **five or six** times



frequently used elements are repeated **three or four** times



elements of lesser utility **may not be repeated** at all

## RULE OF HIERARCHY

New knowledge builds on learned knowledge.

The student needs to understand the foundational knowledge before being introduced to a new concept. When new concepts are introduced they should be explicitly connected to the foundational material.

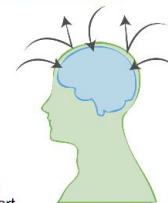


When introducing new material, only refer to foundational material if it is **relevant** to the new material.

## RULE OF MANAGEABLE NUMBERS

Limit the amount of new information introduced at one time.

Most of us are limited in our ability to absorb new material. As we become familiar with part of a subject domain, this number expands



For new material, **four to six** new elements is a reasonable limit

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**Thank You!**

Questions?



# Reminders

- TBR's [We All Rise Conference](#)  
- October 19-20 in  
Murfreesboro, TN.
- Join the [TN Textbook  
Affordability Listserv](#)
- Join the [TN Open Education  
Hub](#)