OERDevelopment

**SUMMARY KEYWORDS**

oer, content, create, attribution, tool, reuse, license, image, resource, licensing, define, open educational resource, licensing models, distribute, purpose, questions, students, simple, pedagogy, learning

**SPEAKERS**

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00:00

Good morning everyone.

00:03

Here I'd like to share with you a basic introduction to OERs. And the process through which you would create an OER. I do want to stress that this is not a comprehensive or complete description of the complex process of creating an OER. But really, this is designed to be a simple introduction to this process, specifically with your module 4 learning activity in mind.

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So before we begin, let's just make sure we all understand what we're talking about when we say OERs. OERs are teaching, learning and research resources that through permissions granted by the copyright holder, allow others to use distribute, keep or make changes to them. And this definition is from BCcampus OpenEd.

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A bit more detailed is Wiley's five Rs of OER hours, which are the right to retain, reuse, revise, remix, and redistribute the content. So what this means is that an OER allows other users to make, own and control copies (retain). To reuse the content in its original form, (reuse). To modify the contents to suit different needs or contexts, (revise) To combine the content with other content to create something new (Remix) and to share the original or modify content with others, (to redistribute).

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So what's really important with these two definitions or two descriptions of what OER is, is it OERs are really not about the technology or the platform, or the place where the content is hosted. But it's all about the permissions. It's all about the right or the ability to openly modify and reuse these resources. So this means that OERs can appear in a number of different formats. And the format isn't as important as that licensing or those permissions.

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Let's talk about this process of creating an OER. The first thing you're going to want to do and again, avoiding focusing on the tools. First, the first thing you're going to want to do is to think about the purpose or the audience. What are you creating and why? Who is it for? Second, you're going to want to think about the content. Then we're going to talk about the tools. So what tool is most appropriate based on the purpose and the content. Really important, we're going to talk about accessibility and usability. So once you start building your content in that tool, we want to make sure that we are reaching the largest audience possible by applying basic accessibility practices to the content. Then we're going to talk about licensing. So how openly Do you wish to share this resource? And we'll talk about a couple of different licensing models. And then finally sharing. Once you've created this really awesome educational resource, how are you going to distribute it? How are you going to get it out in the world?

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So starting at the very beginning: the purpose and the audience. Here, you need to think about the following things. What do you want to teach? Who are you creating this for? And what will they be able to do once they've completed the OER? This is where you need to start. It's sometimes really exciting to jump right into the tech and the building. But really you need to start by thinking and brainstorming about what's the purpose. Why are you even doing this?

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In Educational Development, and in curricular development, a common way that we approach this is by using Bloom's Taxonomy, which is a tool for sort of defining and categorizing educational outcomes or objectives. This is a very cognitivist approach to curricular development. It's very common in higher education. But essentially what you see here is a progression of cognitive abilities, going from the lowest order thinking skills, the simplest things to do to higher order thinking skills, the most complex things to do. In curriculum development, this tool is often used for defining the types of learning that we are asking students to engage in. So on the far left, you'll see the simplest things in the knowledge domain, which are to list, define, recall, arrange, etc. So these are very simple tasks. And then on the far right, you'll see the most complex tasks under the evaluation category. So here we asked students to justify, to conclude, to predict... so much more complex things. All of these words here are very useful verbs, for stating learning objectives. And they do inform the design of your content. So for example, if you're asking a student and the lowest order thinking skills, simply to define open pedagogy, the complexity of your content, and the type of learning activities you'll have will be relatively simple. You may provide a definition and then ask students through a multiple choice question to choose the correct definition. However, as you move through the higher order thinking skills through comprehension, through application, through analysis, through synthesis, and through evaluation, that content in those task will become increasingly complex. So for example, on the far right, if we ask students to compare open pedagogies to traditional pedagogies, a multiple choice question is not going to be an appropriate tool to ask students to accomplish that task. They may instead need to develop a presentation or write a paper or do something that requires a lot more complexity. This is a very useful tool just for starting to think about not just the type of content you want students to engage with, but the level of complexity or the level of depth with which you want them to engage with that content.

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So for anyone following along, who wants to pause, and take a brief moment here, and ask you to stop and think for your OER for EDCI339, to write one possible learning objective for your OER. And I'm going to get you to pause the video, do that and then come back to the video.

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All right, so I'm hoping that you have a clearer idea in your mind of what you're hoping to achieve through the OER that you're developing. So now let's talk about the next step: content. Now that you know what you want to do, we're going to talk about starting to do it... starting to develop your content. And you really have two choices for the content.

07:06

First is to create. Based on the topic that you've decided on, based on the complexity of the type of learning you want students to engage in, you can start to do the research, write your own content and compile it together. But the really nice thing about OERs is this possibility to reuse. As we saw in the five Rs from Wiley, reuse, remixing, revising, are all integral to the essence of creating an open educational resource. So you do have the ability to adapt an existing OER, which means you can go out there and find content that somebody else has already created, and change it to meet your audience or to meet your learning objectives. Reuse is also really helpful for other things that you might not have the skills or capability to create yourself. So finding and using open images, or finding and using other open content that you may wish to incorporate into your OER.

08:06

So we're going to take a brief pause here and talk first about open images. And here again, it's all about the licensing. So there are many different media galleries available online with different... with different licensing models that allow you to reuse that content, either with attribution or without. Here, I've actually compiled a list of image galleries that you can use. And I will share this with you in the resources here. But for each of these, you can see they all have a different license. And they give you instructions on how to use that image.

08:43

Unsplash is actually one of my favorite resources. Because they have really great images. They recommend that you provide credit to the author, but it's not required. And they just have a wide variety of images that are available. So here.. if my resource is on open pedagogy, I might want an image of an open door. And you can see here, this one's actually in our course. But you can see here lots of different options. And once you select your image, you'll have the attribution instructions. other search engines also allow you to filter or search based upon licensing. In Google, it is actually a little bit hidden. So you can see I'm in Google now. To find the ability to search by license, you actually need to go into the Settings menu. And depending on your Google, it might appear in different places. For me, it's over here on the bottom right. And if I click here and look at advanced search, at the very bottom, I'll have the option to filter by usage rights. So here, I can search for content that I'm able to use, free to use or share free to use share or modify. So you'll see the same ideas of Wiley's 5 Rs. So here I might want to find content that I can, that is free to use, share or modify the talks about open education. And once I apply that search, you'll see content that is under that license.

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And the first is H5P so we're going to start with the high tech and H5P is available to you within WordPress. So if you're using WordPress for your learning portfolio for this course, this tool is already available to you. So to access H5P you'll want to log in to your WordPress blog to the administrative page and you'll start by going to Plugins. Once you click on plugins, you should see on this page h5 P and you want to click on the button to activate. Once it's been activated, you should see H5P appear on your menu and from here, you can start to create and view H5P content. So right now you'll see I have no H5P content available I must upload or create new content. So I will click Add New.

10:15

I will caution you that these filters are not always accurate. So you do want to double check on whatever resource you find to make sure that that license actually applies. So now that I've clicked on the resource, you'll want to scan the page to make sure that a license has an open license has been applied. So usually that will appear somewhere at the bottom of the page. So here, I can say that it's licensed under a Creative Commons Attribution Noncommercial Sharealike International license. So this does mean that, that I'm able to reuse this content.

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So again, for anyone who's following along and wants to do a little bit more interactivity, we're going to pause here, I'm going to ask you to find an image using either the image resources that I shared or those filtering tools that can be used in your OER based on your topic that you defined earlier. I'll ask you to pause the video, go and do this and come back.

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Alright, I hope that you found an awesome image that you'll use in your OER. Let's move on to the next step. So the tools. So now you have a very clear vision of what you want to build, you've drafted your content, you've compiled all the pieces that you need. So now you need to figure out how are you going to put this all together? And as I mentioned before, OERs are not inherently tied to any specific tool. They can range from low tech, simple word document with a learning activity; to medium tech, WordPress or blogs, Pressbooks; to high tech, so creating interactive modules, creating videos. And all of these are totally valid formats for an OER. The format that you will choose should be driven by the purpose that you defined at the beginning of this process. So if you're simply trying to share for example, a medical case, a Word document might be an appropriate format for that OER because that is probably mostly text and image based. However, if you want to create a textbook with some interactive activities, you might look at creating it in a PressBook. If you want something that's highly interactive, or highly media rich, you might lean more towards high tech. For the purposes of this tutorial, we're going to take a look at two tools that are available to you.

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And this gives me all of the various content types that are available in H5P and there are a lot. I am not going to go through all of them in this session, but I will just show you some of the different types of content that are available. So you can build multiple choice questions, you can do fill in the blank questions, drag and drop questions, you can create a set of flashcards and again, thinking back to Bloom's Taxonomy, a lot of these types of interactions would fall more along those lower order thinking skills.

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You can create an essay that provides instant feedback. This is an interesting exercise in exploring AI. I usually when I use H5P like to start with a course presentation or with a column. These two options are essentially a container where you can compile lots of other content types into the container. So once I do that, I'll give it a title Open Pedagogy. And then from here, you'll see that I have access to all of those other content types that I had previously talked about. So perhaps I will create a simple fill-in-the-blank question. Then here you just have to go through all the menu options. Follow the instructions, there are some some unique formatting within H5P. And I'll provide details or I'll provide a link to some things that will help you with each of the individual things but here I can type in my fill-in-the-blank question.

15:00

Open pedagogy is about eliminating barriers and boundaries that confine education. Once you are done creating whatever you want to create, you'll click Create over here on the far right. And then you'll be able to see your questions. Open pedagogy is about eliminating the barriers and boundaries that confine education.

15:28

What you'll find very helpful is within the H5P plugin, there are, there are tutorials. So if you choose a type of content, for example, if I wanted to create an image hotspot, I would click use and at the top, you would see both a tutorial showing you how to do this, and also an example question. So this can help you sort of navigate and make decisions on what type of content you want to use.

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Another popular tool for creating OERs is PressBooks, press books is often used to create open textbooks. PressBooks are pretty neat because you are able within the PressBook to also incorporate H5P activities. So you can have both text content. You can embed media content, such as videos or images. And then you can have interactive activities directly within your textbook. So here you can see I have a book called Learning Networks. This is my book. It currently has no content. But this will give you sort of a sense for what the books end up looking like. And there are some examples within our site where you can explore different PressBooks. So if I wanted to edit, I would click on "Visit Admin". And from here, this might look familiar to you because it is built upon a WordPress back end. But from here, you can start adding content. So I can click on my introduction, and I can edit the text. I'm not going to go too far into how to edit this because again, it is quite similar to WordPress. But if you have any questions about this, please let me know.

17:03

As I mentioned before, that the tool is not really the purpose of the OER. It does not define whether or not something is an open educational resource. And so there are a variety of different tools you can use. Again, choose choose the tool that best aligns with the purpose of the content you are creating.

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So once you've built your content, we're gonna talk about accessibility. Accessibility is so important for OER because the purpose inherently of an open educational resource is to increase access to content. But we want to make sure that that content is usable by as many people as possible. I love this quote, it's from a book called Mismatch which is on exclusion in design. And Kat Holmes writes, the design shapes our ability to access participate in and contribute to the world. The way that we design things defines who is or is not able to participate or engage in using that thing. Basic accessibility practices that should be applied to your OCR, and will be considered when I'm reviewing these are providing captions on any audio content or any videos, providing alt text on all of your images, and making sure that the way that you've organized your content is clear. I have created a resource that I will share with you. It's actually a resource that I'm working on converting to an OER. And this will just give you some basic tips on these accessibility practices. But please make sure you do take the time to apply them again to make sure that you're including as many people as possible.

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So finally, licensing. This is really the crux of what makes an OER an OER. The licensing we're going to talk about here is Creative Commons. There are other licensing models, but this is the most common and it gives you a sense for what licenses are available.

18:56

So Creative Commons licenses. There's lots of information provided in this link which will be given to you. So licenses range from the most to the least open. And the licensing information is all available here. So let's talk through some of some of these codes. So Attribution means that other people are able to distribute, remix, revise, as long as they give you credit for it. This is the most open of the licenses. Attribution-ShareAlike is a little bit more limited in that similar to Attribution and allows users to distribute, remix, adapt and build. However, that content needs to be shared under the same license. So they cannot provide or they cannot make a more restrictive license on that content. Attribution-No Derivatives means that other people are able to reuse your content but it has to be reused in exactly the same format that it was designed in, so you're not able to remix or revise that content. Attribution-Noncommercial means that others are able to remix, reuse, revise the content, and they can redistribute it. However, it cannot be used for commercial purposes. So it can only be used in any non commercial contexts like education. And then you'll see other variations on these. So Attribution-Noncommercial-Sharealike and Attribution-Noncommercial-No Derivatives, you'll see those same restrictions on how it needs to be licensed or whether or not changes can be made to that content.

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All right, so now that you have created your OER, and you have decided what licensing model you'd like to distribute it under, you need to figure out how are you going to distribute the resource. As shared within our class site, there are lots of different repositories for these resources, where you can submit your content and share it that way. You can also share it on your personal website. Distribution is interesting, because it depends on how widely available you want the content to be. But you do want to consider how are you going to make sure other people are aware that it exists and are able to actually access it in order to reuse, revise, remix the content.

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And that, again, was a very quick introduction to the process of developing an OER. Again, it can be much more complex than that. But hopefully that gives you enough information to complete the learning activity for Module Four. If you do have any questions, let me know. But I do encourage you to have fun with this. You can choose your key concept topic if that's what you want to work on. But you can also choose any topic that's of interest to you. It does not need to be related to education. It doesn't need to be related to your other studies. Essentially, it can be anything that interests you: one of your hobbies, something else you want to teach. The goal here is to understand how OERs are developed and really think about licensing model. Again, let me know if you have any questions. Otherwise I look forward to seeing what you come up with