TURNING ADVERSITY INTO OPPORTUNITY: A JOURNEY INTO OER

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Our goals for today

- Explain our labour context and why we decided to work on Open Education Resource (OER) projects
- Define and describe OER
- Provide some ideas for how to get started on OER
- Walk through one OER as an example, including creative ideas for extending liaison and research support
- Describe some of the skills that we learned when creating OER.

Labour context: 2019 Re-org

University of Ottawa Library Organizational Renewal

Phase I (Research, Analysis, and Recommendations)

Final Report

November 2016

Prepared by the Organizational Renewal Team (ORT):

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positions. **Our current structure positions librarians to be independent operators in a world of connectedness.**

While the divisional nature of the library locations allows for different approaches and local practice with respect to services, spaces, staffing, etc. and the freedom to "do things differently" it is also a significant source of inefficiency, an impediment to progress, and no longer sustainable when considering the Library as a whole.

[Link to the report]

Labour context: Pandemic

In Spring 2020, with pandemic lockdowns pervasive, Ann applied for internal funding to adapt a citation tutorial for an Arts and Humanities audience.

In Summer 2020, along with another colleague, we began planning an online, credit-based course for undergraduate research skills.

We applied for funding through the Shared Online Projects Initiative which was a partnership with Carleton University. Ultimately the course was funded by eCampus Ontario in 2021 and involved librarians at uO, Carleton, and St. Paul U.

These two projects provided us with confidence in building OER and collaborative projects. To date, we have created:

OER Adaptations	New OER
Chicago and MLA citation tutorials in French (3 e-books)	French language course and textbook for undergraduate research skills in the arts and social sciences; (1 common cartridge course +1 open textbook which contained some adaptations)
Bilingual writing guides for use in History courses (2 e-books)	A student-led OER in Visual Arts (1 e-book)
	French writing guide for students in visual arts courses (in progress)

OER definition

Open Educational Resources (OER) are teaching, learning, and research materials that are either :

- in the public domain or
- licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R (Retain, Reuse, Revise, Remix, Redistribute) activities.

Examples of OERs: assessments, assignments, books, case studies, courses, journals, primary sources, reference materials, simulations, tutorials, tests, and textbooks.

OERs can be all kind of instructional material teachers/professors use in their classes. They can also be created by students as part of a classroom open pedagogy project.

The 5 Rs of OERs

Retain
- Copies of content can be retained for personal archives or reference - the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)

Reuse
- Content can be reused in its unaltered original format - the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)

Revise
- Content can be modified or altered to suit specific needs - the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)

Remix
- Content can be adapted with other similar content to create something new- the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)

Redistribute
- Content can be shared with anyone else in its original or altered format - the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a peer or colleague)

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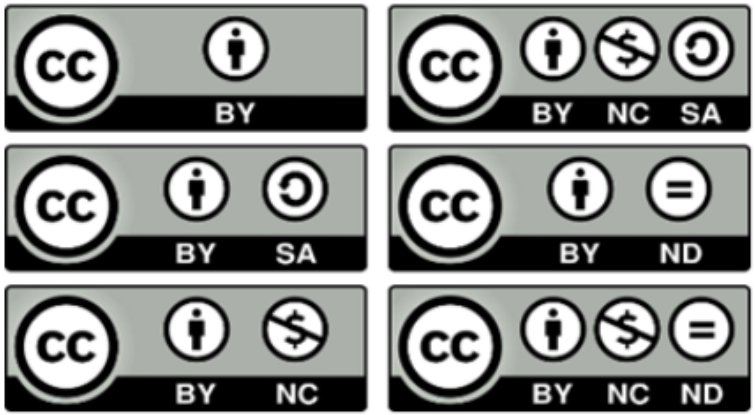

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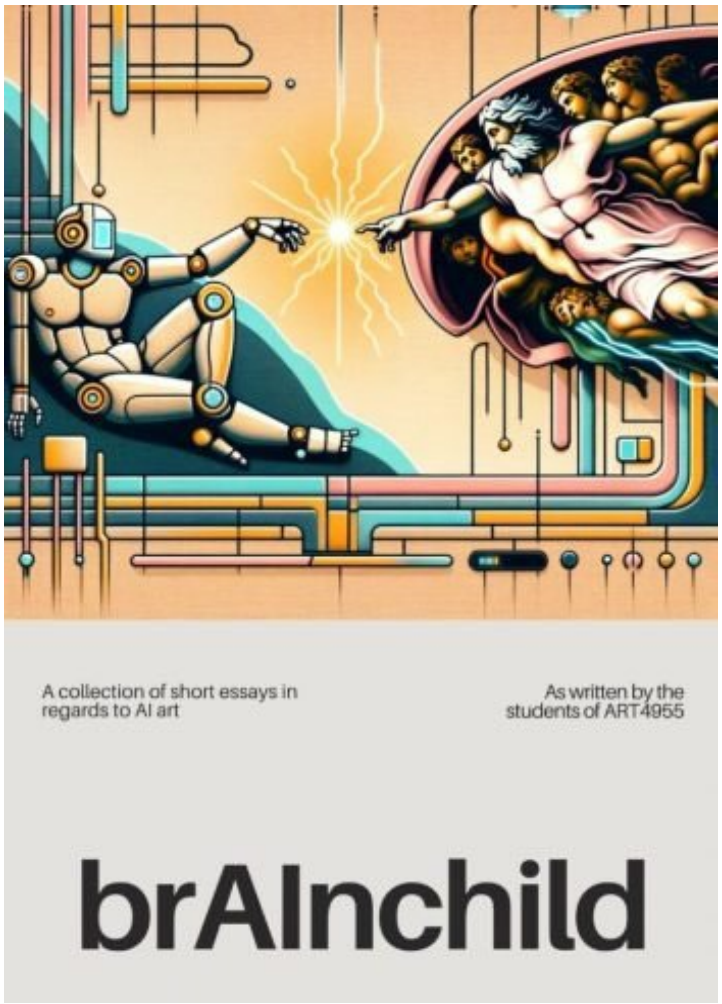
Goal-Oriented OER

- An OER is usually created to fill a need that is not being met.
    - French language resources were lacking for students and professors.
    - There was no comprehensive, online, undergraduate, French language course to develop research skills in Arts-based students at that time.
- Strategic collaborations are an important component of OER and while not the primary goal, they provide new opportunities for OER creation (for example, instructional designers, student assistants, technicians, programmers, designers, editors, etc. and faculty who have access to different funding opportunities.)

Ideas for getting started

- Pressbooks – The directory contains thousands of great examples of how this tool can be used in educational settings.
- Adapt an existing resource. You don't have to start from nothing. Even if something is copyright-protected, original creators may give permission for an OER adaptation (e.g. History Writing Guide).
- Research guides (add a Creative commons license).
- OER funding and support may be available in your province or university. If not, consider partnering with someone in a province or in an institution that does provide support.
- Partner with colleagues. A team-based collaboration is more likely to be successful due to the various components of developing OER.

Tour of an OER



This open pedagogy project, initiated during a fourth-year art history seminar, aimed to create a student-led OER on AI and the visual arts.

Students used AI image generators such as DALL-E to produce a work, which they then critically analyzed, considering its aesthetic aspects and questions of originality, intention and creativity.

The OER incorporated student contributions and was produced via the open publishing platform Pressbooks.

Learning objectives included the acquisition of writing and collaboration skills.

brAInchild: https://ecampusontario.pressbooks.pub/art4955/

Thank you!