

**HE**  
HIGHER  
EDUCATION

*A Quality Matters Event*

# Quality in Action

Driving Exponential Growth with  
Quality OER

Resource Site: <https://tinyurl.com/QM-OER-Quality-in-Action>

# Presenter - Enoch Park, Ed.D.



- Senior Instructional Designer & Associate Graduate Faculty at UNC Charlotte
- Co-founder of the UNC System QM Council & chair of the council.
- 2022 Ron Legon Leadership Award for Quality Digital Education
- Consortium Lead QMC, Program Reviewer, Master Reviewer, and Workshop Facilitator
- EDUCAUSE Ambassador to campus
- Program reviewer for QM, OLC, and EDUCAUSE
- Certified Teacher
- Co-author, textbook (Prentice Hall)
- Certified Civil Rights Investigator (Title IX)

# Session Objectives

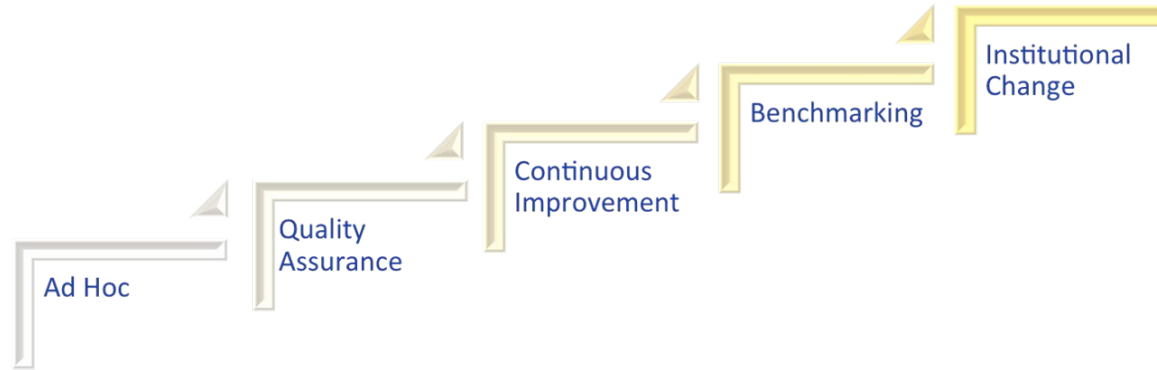
- Locate OER repositories and select quality resources to adopt
- Apply strategies for finding, implementing, integrating, and contributing OER
- Identify strategies to enhance online course quality using OER
- QM Rubric Standards - 3.4, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 6.3

# Where Do You Know From?

<https://tinyurl.com/OER-JamBoard>

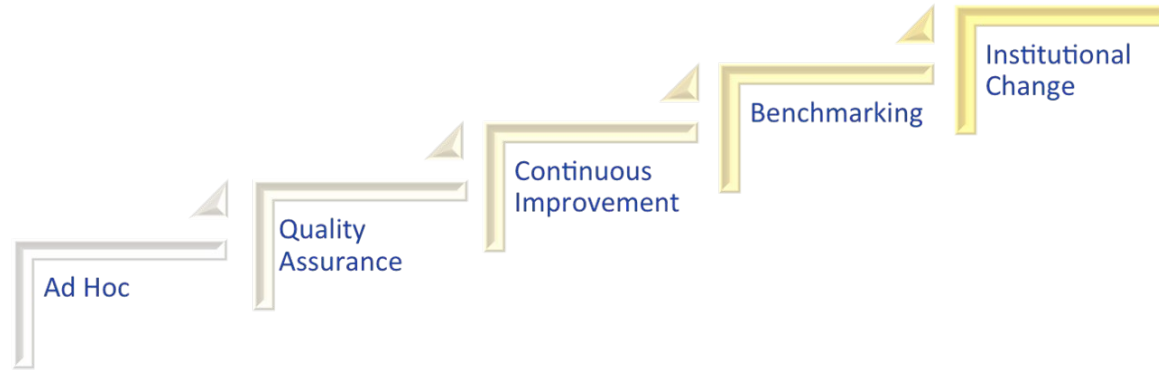
- Where do you position yourself in OER knowledge and implementation?
- What do you expect in return from implementing OER?

# Exponential Impact of QM



QM Quality Impact Expectation =  
(Review Team Members) x (Review Team Members' Teaching Load) x  
(Students in Review Team Member Courses)

# Exponential Impact of QM



QM Quality Impact Expectation with OER =  
(Review Team Members) x (Review Team Members' Teaching Load) x (Students in Review Team Member Courses) x  
(OER Collaborators/ Contributors) x (Student Affordance)

# What is OER?

*Open educational resources (OER) are teaching, learning, and research materials in any medium that reside in the public domain or that have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others. OER include textbooks, curricula, syllabi, lecture notes, video, audio, simulations, assessments, and any other content used in education.*

*(EDUCAUSE Learning Initiative (ELI). (2018). 7 Things you should know about Open Education: Content.)*

# OER and QM Standards

- SRS 4.1: The instructional materials contribute to the achievement of the stated learning objectives.
- **SRS 4.3:** The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.
- SRS 4.4: The instructional materials represent up-to-date theory and practice in the discipline.
- SRS 4.5: A variety of instructional materials is used in the course.



# OER and QM Standards

- SRS 5.1: The learning activities help learners achieve the stated objectives.
- SRS 5.2: Learning activities provide opportunities for interactions that support active learning.
- SRS 6.3: A variety of technology is used in the course.
- SRS 3.4: The course includes multiple types of assessments that are sequenced and suited to the level of the course.

# Engaging OER

Adopt - Adapt - Author

# Adopting OER

- Adoption Guide (BCcampus)
  - [Evaluating Open Textbook](#)
    - [BCcampus open textbooks review rubric](#)
    - [Faculty checklist for evaluating course materials](#)
- What are potential obstacles in adopting OER?

# Adopting OER

- Adoption Guide (BCcampus)
  - [Evaluating Open Textbook](#)
    - [BCcampus open textbooks review rubric](#)
    - [Faculty checklist for evaluating course materials](#)
- What are potential obstacles in adopting OER?
  - Faculty Time Commitment (135-200 hrs)
  - Accuracy of Content
  - Lack of Supplemental Materials (30-80 hrs)

# Adopting OER

## SRS 4.3

“Instructional materials that are openly licensed (e.g., open-source, open educational resources) include links to the original materials, or a link to a statement designating the materials as open-source appears with the materials.”

## SRS 4.4

“Examine the Course Worksheet for additional information regarding the currency and selection of instructional materials.”

## SRS 5.2

“Active learning involves learners engaging by "doing" something, such as analyzing data, evaluating potential solutions to a problem, or applying concepts and information.”

# OER Repositories

## Open Textbooks

- [Open Textbook Library](#) (Open Education Network)
- [OpenStax](#) (Rice University)
- [OER Commons Open Textbooks](#) (OER Commons)
- [LibreText](#)
- [PressBooks Directory](#)
- [eCampus Ontario Open Library](#)

## OER Repository Search

- [The Mason OER Metafinder \(MOM\)](#) (George Mason University)
- [OER Commons](#)

# OER - Additional Sample Resources

## Open Courses

- [Open Learning Initiative](#) (Carnegie Mellon University)
- [UNC System Course Enhancement and OER Collections](#) (UNC System)

## Simulations & Interactive Learning

- [PhET Interactive Simulations](#) (University of Colorado Boulder)
- [LabXchange](#) (Harvard)
- [Clinical Anatomy](#) (University of British Columbia)
- [Online Resources for Science Laboratories](#) (POD)

## Textbook Supplement

- OpenStax
  - Course Package
  - AI tool

# OER - Additional Sample Resources

## Teach with OER

- [OER Starter Kit](#) (Elder, 2019)

## Research Review Guide

- [Report Read Check List](#) (Oregon State University eCampus Research)

## AI Tools

- [Artificial Intelligence Tools](#) (Oregon State University eCampus Research)



# Adapt OER

- Adaptation Guide (BC Campus)
- CC license, without ND
- 5Rs of OER
  - Retain
  - **Reuse**
  - **Revise**
  - **Remix**
  - **Redistribute**

**creative commons**

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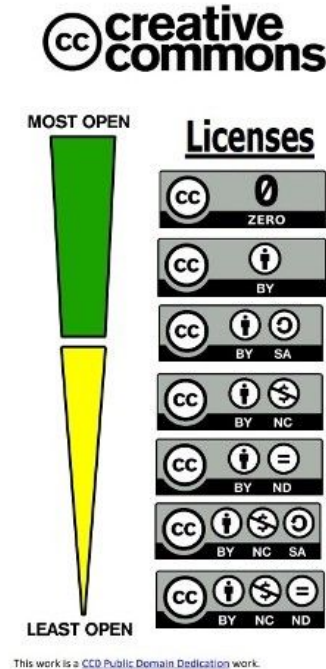
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- Aesoph, L.M. (2016). Adaptation Guide. Victoria, BC: BCcampus. <https://opentextbc.ca/adaptopentextbook>
- CC0 Public Domain Dedication
- Wiley, D. (2014). The Access Compromise and the 5th R

# Adapt OER

- Accessibility
  - eCampus Ontario Open Library [Accessibility Webinar Series](#)
- DEI
  - AAC&U - Leveraging Open Educational Resources to Advance Diversity, Equity, and Inclusion: A Guide for Campus Change Agents
- Engage Learners
  - E.g. Collaborative annotation
- Derivative works



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- Watson et al. (2023). Leveraging Open Educational Resources to Advance Diversity, Equity, and Inclusion: A Guide for Campus Change Agents

# Adapt OER

## SRS 4.5

“Ensure a variety of (1) instructional materials, (2) perspectives, and/or (3) representations within the selected content.”

## SRS 3.4

“While assessments may reflect varying levels of cognitive engagement, it is important for learners to have the opportunity to apply what they are learning. If any of the three parts of this Specific Review Standard are not present (variety of types, sequenced, suited-to-level) then this Standard is marked as “Not Met”.”

## SRS 6.2

“Look for tools that support learner engagement and active learning, such as social media, mobile technologies, games, simulations, blogs, podcasts, polling software, survey tools, and virtual worlds.”

# Adapt OER



“Generate an image of the animated character promoting the use of Open Educational Resources in college.”

# Adapt OER



# Adapt OER

## ChatGPT

“Based on the reading below, create 20 multiple-choice questions on public policy design and formulation for the undergraduate-level public policy course. Mark the correct answer. ”

\*\*\*\*\*

According to Peters (2018), what should most policy proposals in the design phase include?

- A) A list of potential criticisms
- B) Elements such as goals, causal models, and information about the target population
- C) Endorsements from key political figures
- D) A detailed budget for the next fiscal year

**Correct Answer: B**

# Author OER

- [Authoring Open Textbooks](#) (Lauritsen, 2017)
- [A Guide to Making Open Textbooks with Students](#) (Mays, 2017)
- Be recognized for your work
- Contribution to the academic community
- Positive representation
- Open Pedagogy to engage students

# Team Up for Success

- Collaboration with colleagues within and beyond the campus
- OER Training - Adopters, Adapters, and Authors
- Collaboration with partners across the roles
  - Faculty
  - Instructional Designers
  - Librarian
  - Editors
  - Graphic artists / Media specialists
  - Educational Technologist
- Engage students in the construction of new knowledge



# Team Up for Success

Case: [UNC System Course Enhancement and OER Collections](#)

- Funding allocated by NC Legislature (CARES Act)
- 14 course collections across multiple disciplines
- More than 70 faculty SMEs, instructional designers, and librarians from 14 campuses UNC System campuses
- Faculty SMEs curated over 7500 open resources
- Presented open, digital content to enhance and support large-enrollment courses at UNC System Schools and beyond

# Team Up for Success

- Course Development
  - Ready-to-adopt, easily accessible course collections
  - Implementation guides for how to incorporate into multiple LMS platforms
  - Sample assessments and guides
- Peer Review, Vetting, and Validation
- Repository
  - Central Repository - OER Commons Hub
- Training
  - Webinars
  - Training Course - [Web](#) and [Open Course](#) (Canvas Commons)

# Adding to the Exponential Impact

QM Quality Impact Expectation with OER =

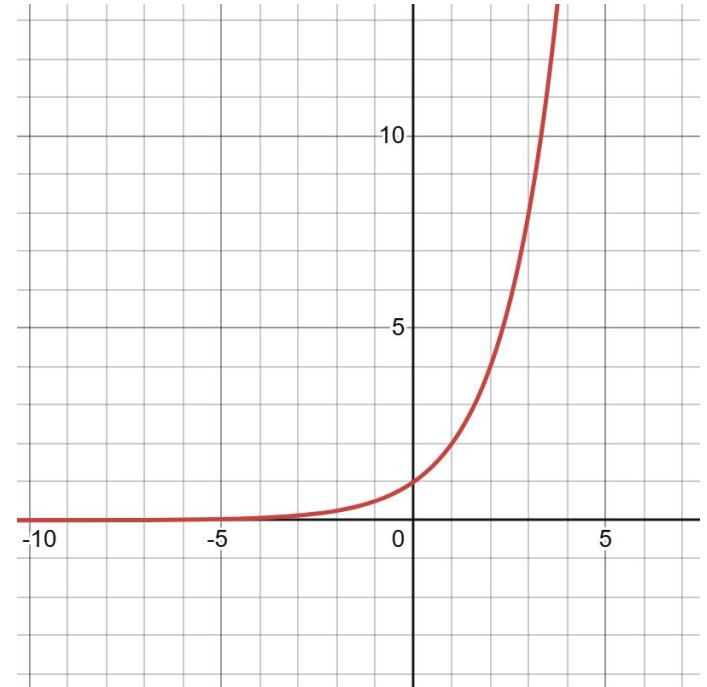
(Review Team Members) x

(Review Team Members' Teaching Load) x

(Students in Review Team Member Courses) x

(OER Collaborators/ Contributors) x

(Student Affordance)



# Your Community & Commitment

- [QM-OER@googlegroups.com](mailto:QM-OER@googlegroups.com)
- Your 3-month Commitment: <https://tinyurl.com/OER-Commitment>
- Resource Site: <https://tinyurl.com/QM-OER-Quality-in-Action>