



Enhancing Equity through Open Educational Resources (OER)

CETL Workshop

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Framing OERs within the Clark Context

- CETL Work, Laurie Ross
- Library Work, Laura Robinson



What you will gain from this workshop

An understanding of the value and benefits of using OERs to support all Clark students regardless of economic constraints or personal identities.

Practical techniques for finding, evaluating, and adopting OERs to increase representation, reduce financial burdens on students, and provide broad and seamless access to high-quality course materials.

Instructions on how to apply to participate in an OER-focused project managed by Goddard Library and funded by Clark's recent Innovation Grants.



Equity Opportunities

01

Reduce financial
burdens

02

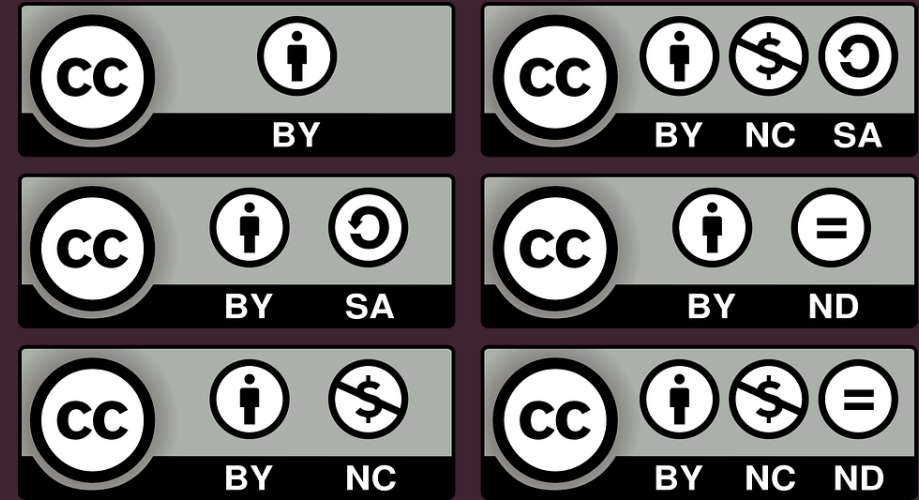
Increase
representation

03

Increase access

Important Terms

- Open Educational Resource(s), or OER
- Library/Licensed Educational Resource(s), or, LER
- Open License
- Public Domain




Definitions

Open Educational Resources (OER):
Materials in *any* medium that reside in
the public domain or have been
released under an open license
[UNESCO](#)

Licensed Educational Resources (LER):
"Purchased or licensed materials that
are *not* openly accessible or in the
public domain which students can
access at no *additional* cost." [NSU
Libraries Open Education Resources
\(OER\) LibGuide, CC BY-NC 4.0](#)

Definitions Continued

Public Domain: Not protected by intellectual property laws. No individual can claim any right to the material, and it can be used by anyone without obtaining permission." [BCcampus](#)



Open License: Allows authors/creators to maintain their copyright while enabling the public to use and remix their creative work. [BCcampus](#)

OERs: Your experiences, concerns



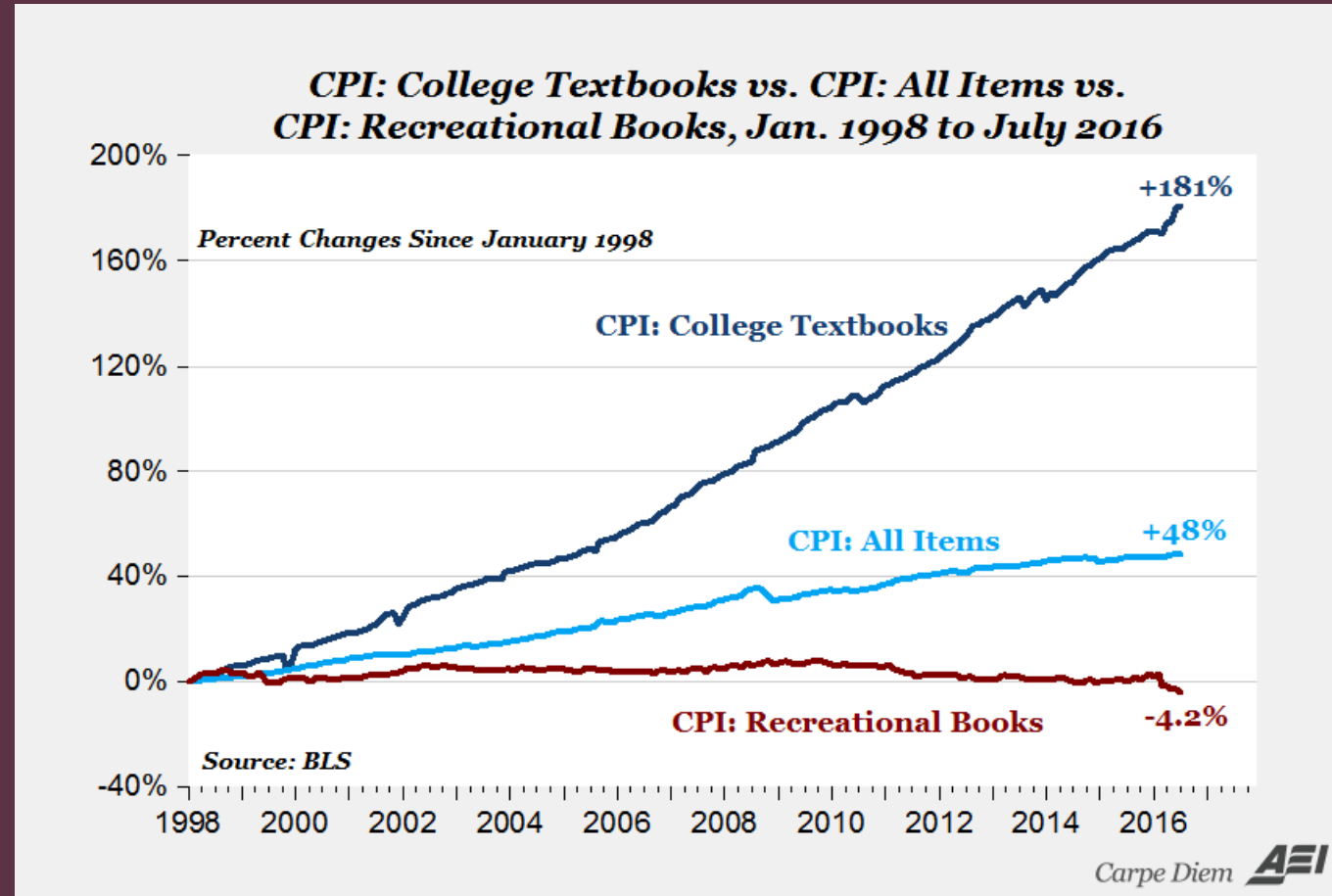


Why Adopt OERs

Financial Burden

Cost of textbooks is a significant barrier:

- Price of commercial textbooks has increased at about 4X the rate of inflation, (almost 200%) since 1998 Massachusetts Dept. of Higher Education
- Students report not purchasing required textbook (64%); taking fewer courses (43%); not registering for specific course (41%); earning a poor grade (36%); and dropping a course (23%). 2018. Florida Virtual Campus Office of Distance Learning and Student Services





Studies show:



Using OER does not negatively impact learning outcomes, i.e. no significant difference in grades between OER adoption and traditional textbook use ([Croteau, 2017](#); [Feldstein et al., 2012](#); [Lovett, Meyer, & Thille, 2008](#)).

Other studies show Implementing OERs resulted in higher student grades ([Colvard, et. al., 2018](#); [Feldstein et. al., 2012](#)).

Higher pass rates ([Fischer et. al., 2015](#); [Pawlyshyn et. al., 2013](#)).

Lower failing/withdrawal rates ([Colvard et. al., 2018](#); [Feldstein et. al., 2012](#)).



Representation

- Teaching materials (both OER and commercial materials) lack representation of both diverse creators *and* diverse perspectives (Niehaus, 2018).
- Critical that students connect with what they are learning and understand different perspectives (Adukia et. al., 2021).
- Copyright can present a barrier to improving educational resources; open licensing can help us create *and* improve high quality materials.

Alice Ball, chemist, leprosy treatment pioneer
<https://www.awis.org/historical-black-women-scientists/>



Access and Inclusion

Access to course materials on (or before!) "Day One" of classes without experiencing delays related to shipping, financial aid disbursement, etc.

Enables instructors to create and/or improve educational resources so that they are accessible to all students (e.g. text alternatives for video content, conscious use of color in visuals, alt text for images and graphics, etc.) ([Accessibility Toolkit - 2nd Edition, CC BY](#)).

Open licensing allows for students and faculty alike to participate in content creation, adding new voices to the teaching and learning conversation of higher education.

Resources

<https://clarku.libguides.com/oer>

CLARK UNIVERSITY CHALLENGE CONVENTION. CHANGE OUR WORLD.

Library / LibGuides / Open Educational Resources (OER) / Introduction to Open Educational Resources

Open Educational Resources (OER)

This guide provides information to instructors on Open Educational Resources: What they are, how they can be of benefit, and how to find them.

Search this Guide Search

Introduction to Open Educational Resources

- Introduction to Open Educational Resources (OER)
- Find Open Educational Resources (OER)
- Search Other Collections of OER

More Information About Open Education and OER

Evaluating OER

Further Reading

Introduction to Open Educational Resources (OER)

"Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. OER form part of 'Open Solutions', alongside Free and Open Source software (FOSS), Open Access (OA), Open Data (OD) and crowdsourcing platforms. [UNESCO](#)

CTL Open Educational Resources: What and Why

Watch later Share

Searching

- Search
- Discuss
- Share



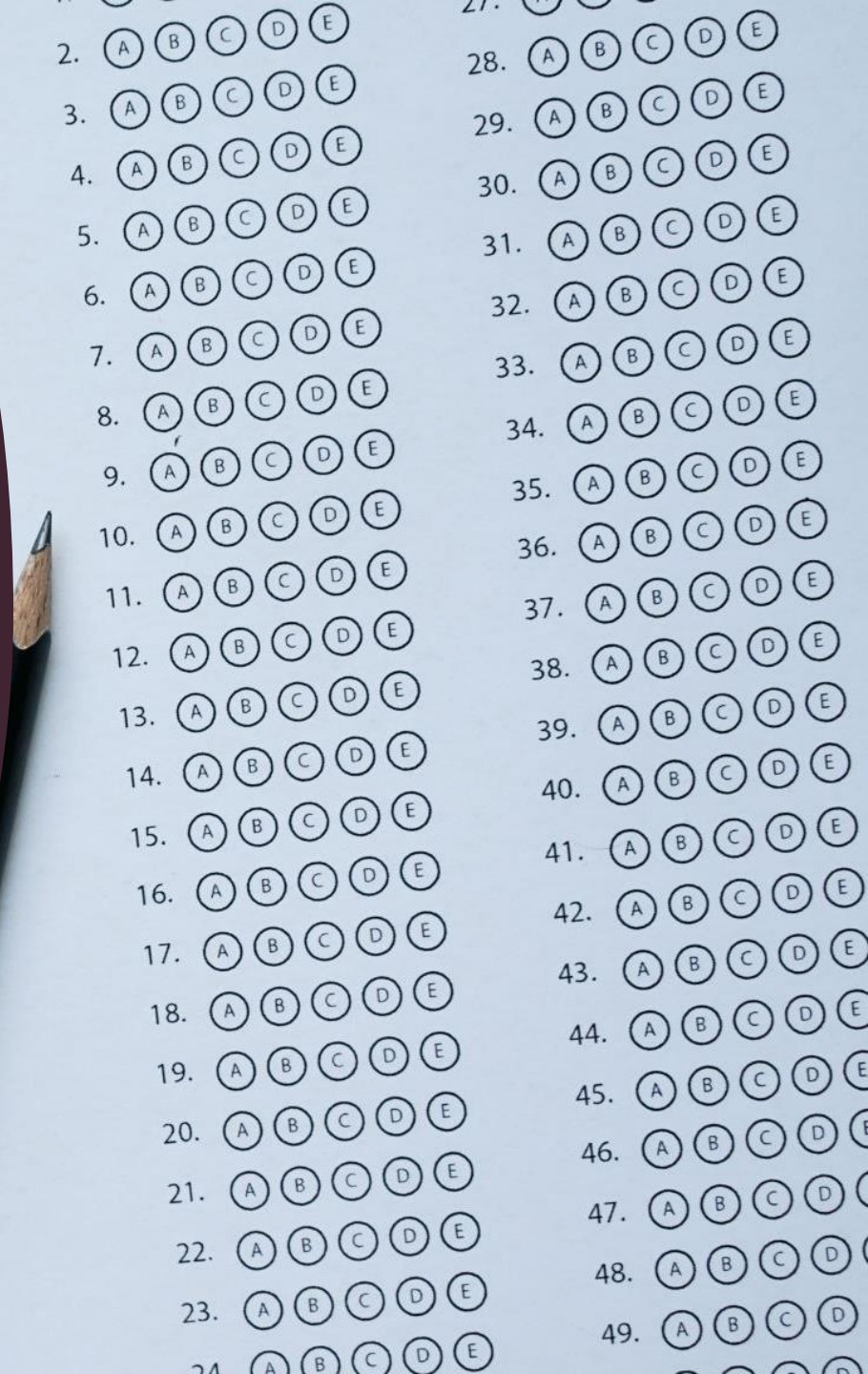
Mason OER Metafinder (MOM)

Search

[Advanced Search](#)

Activity: Let's Practice

- Using the Mason OER Meta Finder, search for OER in an area of interest to you.
- Keep it general! (for today)
- Try out the different limiters (e.g. "Document Type" and "Date Range Picker").
- Using the Evaluation Guidelines in the Library's "Open Educational Resources Guide" assess one of the resources you found. What's good? Did you encounter any issues?



Activity:



- "Psychology of Learning"
- "International Relations"
- "Philosophy of Education"
- "Microbiology"
- "Francophone literature"

Open Educational Resources for the Promotion of Academic Excellence, Equity, and College Affordability

A Robert H. Goddard Project in Support of Clark University's Strategic Framework

PI and Lead Facilitator:

- Lawrence Bolduc, Access and Curricular Resources Librarian, lbolduc@clarku.edu

Participants:

- Andrew Haggarty, Reference and Instruction Librarian, ahaggarty@clarku.edu
- Laura Robinson, University Librarian, larobinson@clarku.edu

About the Project

This project aims to increase faculty awareness and adoption of OER through supporting five faculty to invest time in understanding, identifying, and adapting OER in up to 5 undergraduate courses at Clark. The project also supports dissemination of knowledge gained through the project through contributing to the scholarship of teaching and learning around OERs, contributing to OER repositories, and sharing learning through a panel presentation to the Clark community. Reporting efforts will contribute to Clark's outward engagement goals.

Project timeline

- Identify and select five faculty through a call for participation: March 2022
- Distribute pre-project survey of five faculty on past practices and OER knowledge: 15 April 2022
- Librarians will provide 3 faculty workshops and planning sessions with participating faculty: April, May, June 2022
- Pre-survey of students in up to five participating courses: September 2022
- Implementation of OERs in Classes: Fall 2022
- Post-survey of student and faculty participants: November 2022
- Study write-up and reporting/publication: Spring 2023
- Faculty and librarian presentation of results to Clark community during Open Education Week, (March 2023) or sooner

How to Apply

- Complete this Form by 15 March 2022:

[Apply Here](#)