Hello!

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Openly Obsessed
Open Educational Resources Policy in Western Canada & Conceptualizing Openness in Higher Education
“digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research” (OECD, 2007)
Why did I become so obsessed with open educational resources?
The Starter Kit

Considerations when using an open educational resource or creating your own.

Open educational resources (OERs) are a broad and diverse category. This may make the prospect of adopting or creating an OER daunting - leaving many instructors unsure of where they should start. This toolkit will provide you with some considerations before you start using OERs in your classroom, in addition to strategies, practices, and web resources.

1. Considerations before using or creating an OER
2. Copyright and licensing
3. Accessibility and usability
4. Other Guides and Resources

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This project was made possible through a partnership with the Alberta Open Educational Resources (OER) Initiative in the Faculty of Education, University of Alberta.

OER is Alberta Open Educational Resources (OER). Alberta is a partner in developing and distributing OER. Copyright and licensing

Considerations before using or creating an OER

Copyright and licensing

(McNutt & Christiansen, 2016)
Open Enough?

Eight Factors to Consider When Transitioning from Closed to Open Courses and Resources: A Conceptual Framework
Research Question

What are the primary factors that educators need to consider when transitioning to OER?

If each of these factors could be placed on a conceptual scale from “most closed” to “most open”, what would be the implications?
To help educators understand the choices and consequences when moving to OER
Conflated definitions of openness

(Christiansen & McNally, 2017)
Eight Factors to Consider When Transitioning to OER

(Christiansen & McNally, 2017)
## Conceptualizing openness: Choose Elements

<table>
<thead>
<tr>
<th>OER Factors</th>
<th>Most Closed</th>
<th>Mixed</th>
<th>Most Open</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copyright/Open Licensing Frameworks</td>
<td>Copyright/all rights reserved</td>
<td>Less Open CC License Terms (NC/ND and arguably SA)</td>
<td>CC-BY License/ Public Domain</td>
</tr>
<tr>
<td>Accessibility Formatting</td>
<td>Not formatted for accessibility</td>
<td>Some accessibility formatting (e.g. closed captioning)</td>
<td>Fully accessibility (e.g. compliance w/ US HHS 508 Compliant)</td>
</tr>
<tr>
<td>Language</td>
<td>Single Language (usually English)</td>
<td>Bi-lingual or includes guides/steps for translation</td>
<td>Multi-Lingual or includes guides/steps for translation and is bilingual</td>
</tr>
<tr>
<td>Support Costs</td>
<td>Paid resources</td>
<td>Licensed library resources</td>
<td>Openly Licensed Resources</td>
</tr>
<tr>
<td>Assessment</td>
<td>No assessment available</td>
<td>Self-assessment, but not meaningful (questions only)</td>
<td>Meaningful self assessment (questions and answers)</td>
</tr>
<tr>
<td>Digital Distribution</td>
<td>Closed/available only to insiders (e.g. via LMS)</td>
<td>Open but low discoverability (e.g. institutional repository)</td>
<td>Open and high discoverability (e.g. YouTube or broadly available repository (e.g. Merlot, BCcampus)</td>
</tr>
<tr>
<td>File Format</td>
<td>PDF or other non-editable format</td>
<td>Editable format but proprietary software (e.g. Word)</td>
<td>Fully open format (e.g. html)</td>
</tr>
<tr>
<td>Cultural Considerations</td>
<td>No consideration for outside cultural users/includes culturally specific materials/content</td>
<td>Some considerations for outside cultural users</td>
<td>Generally devoid of culturally specific material</td>
</tr>
</tbody>
</table>
Some Insights

- Lack of consensus in literature surrounding meaning of “openness” in education
- Copyright most important factor
- File formats factor for videos is vague
- “Most open” scenario can have pedagogical downsides
- Maximizing openness not always possible or necessary
A Mixed Bag
Open Educational Resources
Policy Directions in Western Canada
Research Question

What are the overarching OER policy directions, at the university and provincial government level, in Western Canada?

Do the four Western Provinces have substantially different OER priorities?
Provide a more comprehensive understanding of where we’re putting our efforts
What are these policy documents you speak of?

- Ministry/university Strategic plans
- Institutional policies
- Funding initiatives
- Provincial OER initiative websites
- Budget letters...
Tedious coding of documents

Documents represent thousands of pages

Examining text at sentence and paragraph level

(Christiansen, 2017)
Qualitative Policy Analysis

1st Cycle Coding
-- Provisional Coding
-- Descriptive Coding

2nd Cycle Coding
-- Pattern Coding

Themes
150 Policy documents coded
417 Individual text snippets
18 Code Categories
Nine Major Themes

- Societal benefit
- Benefit to learning
- Development, training, and support
- Quality control
- Reputation and promotion
- Collaboration and leadership
- Copyright and intellectual property
- Cost savings
- Technology, usability, and accessibility
Christiansen, E. (2016, November 24). *Everything is sharable: Why open educational resources are critical to lifelong learning and the sharing economy*. Workshop given at the Code4Lib Alberta Conference, University of Alberta, Edmonton, AB.


Christiansen, E., McNally, M. (2017, October 12). *Open enough? Choices and consequences when transitioning from closed to open resources and courses*. Poster session presented at the International Society for the Scholarship of Teaching and Learning, 2017 Conference, Calgary, AB.


Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival
- Photographs by Unsplash