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Free, Flexible and Engaging

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Free, Flexible, and Engaging



The Pedagogical Value of OER

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Cost *is* an Academic Barrier

In your academic career, has the cost of required textbooks caused you to:

64.2%	Not purchase the required textbook
42.8%	Take fewer courses
40.5%	Not register for a specific course
35.6%	Earn a poor grade
22.9%	Drop a course
18.1%	Withdraw from a course
17.2%	Fail a course

Pandemic Inequities

21% reported skipping an access code.

79% of students were negatively impacted by the pandemic - beyond, of course, largely staying at home. Losing a job, getting COVID, transferring institutions.

10% of students lacked reliable enough internet access to fully participate in class - and skipped buying access codes and reported failing classes at higher rates than their peers.

86% of food insecure students during the pandemic had skipped buying a textbook. That's a 21% difference from their peers.

Fundamentally, I don't want to be part of a movement that is focused on replacing **static, overpriced textbooks** with **static, free textbooks**.

– Robin DeRosa (2015)



Open Educational Resources are broadly considered to meet the “5Rs Framework”

Open Educational Resources are teaching, learning, and research resources released under an open license that permits their free use and repurposing by others. OER can be full courses, course materials, lesson plans, open textbooks, learning objects, videos, games, tests, software, or any other tool, material, or technique that supports access to knowledge.

- **Retain:** Users have the right to make, archive, and own copies of the content;
- **Reuse:** Content can be reused in its unaltered form;
- **Revise:** Content can be adapted, adjusted, modified or altered;
- **Remix:** The original or revised content can be combined with other content to create something new;
- **Redistribute:** Copies of the content can be shared with others in its original, revised or remixed form.

See more at: <http://www.sparc.arl.org/issues/open-education>

Affordability

- **Retain:** Users have the right to make, archive, and own copies of the content;
- **Reuse:** Content can be reused in its unaltered form;
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Flexibility

- **Revise:** Content can be adapted, adjusted, modified or altered;
- **Remix:** The original or revised content can be combined with other content to create something new;

OER-Enabled Pedagogy

“...OER-enabled pedagogy, defined as the set of teaching and learning practices that are only possible or practical in the context of the 5R permissions that are characteristic of OER.”

[Wiley, D. & Hilton, J. \(2018\). Defining OER-Enabled Pedagogy. International Review of Research in Open and Distributed Learning. 19\(4\).](#)

Open Pedagogy

“A site of praxis, a place where theories about learning, teaching, technology, and social justice enter into a conversation with each other and inform the development of educational practices and structures.”

[Jhangiani, R. & DeRosa, R. Open Pedagogy Notebook.](#)

Examples

- Teach with Wikipedia - consider hosting an edit-a-thon
- Revise a course text - create new
 - case study examples,
 - glossaries,
 - tutorials, and
 - study guides.
- Create collected works, exhibits, or anthologies
- Participate in citizen science + citizen archivist projects

More Examples: <https://library.ric.edu/open-enabled-pedagogy/examples>

Finding OER

The library maintains an updated list of OER resources:

library.ric.edu/oer

Let's explore!

OER Commons Blackboard Integration

Finding Openly Licensed Materials

The library maintains a guide of access resources, including citizen archivist and science projects:

library.ric.edu/open-collections

Find even more:

library.ric.edu/open

Let's explore!

Openly Licencing & Sharing Student Work

- Can students in your class project choose whether to openly license their work or not?
- What implications might this have for the usability of the completed work?
- If they do choose an open license, can they choose which license to use?
- If they choose a restrictive license, will their contributions still be part of the finished book?
- Do all the students have to come to consensus, or can they choose the license for their individual contributions? What is the decision process when there are small-group contributions?
- How do students want to be cited and attributed in their work and future derivatives?
- What if they do not want to be cited at all and prefer to be anonymous or keep their work private?
- How can students use the work in their portfolios or professional websites, if desired?
- How will you take advantage of this topic to teach digital literacy to students around the concept of openness?

[A Guide to Making Open Textbooks with Students](#) and read more in [Teaching in the Open](#)

Next Steps

- Determine your OER goals
 - Access and Affordability
 - Open-Enabled Pedagogy & Academic Freedom
- Determine what you need to meet your goals
 - OER repository search support and strategies
 - Example open-enabled pedagogies in action in your field
 - Technology and/or printing support
 - Time to redevelop your course with OER
 - Support from your department

Find more: <https://library.ric.edu/open-enabled-pedagogy>

Feedback - Questions?

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