

OPEN EDUCATION

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OER

Open Education Resources, OER are materials that we can reuse, revise, remix, redistribute, and retain. OER can exist because of open licensing, such as Creative Commons. It is possible for material to be openly available, but not openly licensed. It is also possible for material to be available to our students, but not be OER. It is our responsibility as educators to use a combination of the best possible resources to help our students meet learning outcomes.

Get Involved

There are a number of ways to get involved with OER in Washington. You can take a the OER course from the SBCTC, adopt an open resource, check out the Open Course Library, or put an open license on your own material.



Faculty and OER

Tacoma Community College chose OER as a strategy for lowering student textbook costs, but we found many other benefits to adopting OER. Faculty report benefits such as:

- Content that speaks more directly to course outcomes.
- Students having materials on the first day of class.
- More student engagement.
- Using materials that students might encounter in the discipline.



Student Voice

I have gained more knowledge and understanding than I ever would have with a textbook. I have gained a new found drive and passion to learn, which is very surprising to me. I actually find myself excited to apply the knowledge I gain. I have developed focus and better study habits. My days of boredom and procrastination are mostly gone. I no longer feel the sense of dread to learn, and that I am appreciative.

~S. Dinh, ENGL &101



TCC's OER Project has made a significant change in my college experience and ultimately the way that I can live my life. The savings of just two years with OER courses gives me almost \$2000 extra - which is a lot for a broke college girl like myself. I've found that teachers who use OER are more involved and engaged with me as a student. Although OER was designed to save students money, I truly believe it does a lot more than that.

~I. Branch, CMST &110

Students and OER

The people who benefit most directly from OER are students. Through OER they have greater access to learning materials, they save money, they are the beneficiaries of courses and materials that are directly tied to one another. In some sense the dollar savings alone are a reason to adopt OER. However, through interviewing, asking students to reflect on OER courses, focus groups, and long-term review of the students we've found that our students enjoy more benefits than cost savings.

Ease of Access

Students who have taken courses using OER report that the multiple modes of delivery of OER (web, paper, in class) means that they can extend their learning environments.

More Opportunities

This fall students in a focus group told us that they appreciated OER because they noticed that when all of the students in a class had equal access to the same learning resources their discussions, group work, and study sessions were more lively. They drew a connection between OER and better interaction student to student.

Influence on Curriculum

Students report that they feel empowered to disagree with readings, and to help improve the materials used in a course. This leads to longer-term engagement with the content. It also leads students to think more critically about readings they are presented with.

Adding to the Community

Last year we started teaching students about their rights and responsibilities as copyright holders. We also teach them about Creative Commons and open licensing. Almost immediately students begin to create their own works and add CC licenses. This allows teachers, the college, and other people to adapt our students' works for their own use.

GETTING STARTED

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Searching OER

There are a lot of places to find OER in many subjects. Here are URLs for my top five:

<http://www.saylor.org/>

<http://opencourselibrary.org/>

[https://openstaxcollege.org/
books](https://openstaxcollege.org/books)

[http://www.open.edu/
openlearn/](http://www.open.edu/openlearn/)

[http://www.merlot.org/
merlot/index.htm](http://www.merlot.org/merlot/index.htm)

Let Outcomes Guide You

A strong course map, and clear lines between outcomes, activities, and content is your best tool when engaging in your adoption plan.

Team Members

Renee Carney

Andrea Gillaspay-Steinhilper

Step One: Decide to Go OER

Like anything else, the decision to get started is usually the hardest part of adopting open resources. Here are some things to consider when you are thinking about going open: What are your motivations for adopting? What kind of support do you have from your colleagues? How much do you use your current textbook?

Step Two: Get A Support Team

Almost every college has at least one person who has more than a passing interest in open education. Find that person, and make friends with her. Good places to start are the library and eLearning.

Step Three: Evaluation Method

How do you know that a resource will support your students, course outcomes, and the expectations of your discipline? Every teacher evaluates materials differently, but it is a good idea to devise a plan that you and your support team can use to define a quality resource.

Step Four: Begin the Search

You can rely on your support team, in some cases, to help you find resources. If not, I suggest checking in with people in the open movement in Washington. Sometimes we've already got a resource list in place for your area. (Feel free to send me email to see what I've got.) Start looking for materials.

Open Licensing - A Quick Guide

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