



# FINDING AND EVALUATING OPEN EDUCATIONAL RESOURCES

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# OER--DEFINITION

- “Open educational resources (OER) are teaching, learning, and research resources created with the intention of being freely available to users anywhere.”
  - SFU Library



## OERs CAN BE



Course Materials



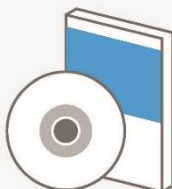
Open Textbooks



Videos



Lesson Plans



Software



Games

Full courses, learning objects, tests or any other tools, materials, or techniques that support access to knowledge.

## BENEFITS FOR FACULTY



Increases student retention by reducing costs



Assures academic freedom to modify or add content to your specifications



Extends your academic profile



Provides more relevant and engaging materials for your students

## BENEFITS FOR STUDENTS



Low cost or free



Easy to find and access -- even before classes start



More customised and relevant

## MUST MEET THE FOLLOWING 5Rs

**Reuse:** Content can be reused in its unaltered form

**Retain:** Users have the right to make, archive, and "own" copies of the content



**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

# TYPES OF OERS (AND STARTING POINTS)

- Repositories of mixed content:
  - SOL\*R
  - OER Commons – A large collection of a variety of types of OER, including textbooks, courses, and ancillary materials.
  - MERLOT – “a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community.”



# OPEN TEXTBOOKS

- [University of Regina OER By Subject Directory](#)
- [BCcampus Open Textbook Collection](#)
- [OpenStax](#)
- [Project Gutenberg](#)



# MULTIMEDIA

- [Creative Commons Search](#)
- [Vimeo](#)
- [Flickr: Creative Commons](#)
- [Google Images](#)



# EVALUATING RESOURCES

I've found a promising resource, textbook, etc.  
Now what?



# WHAT CAN I DO WITH OPEN TEXTBOOKS?

## Step 1: Review Conditions

Creators choose a set of conditions they wish to apply to their work...



**Attribution.** You let others copy, distribute, display, and perform your copyrighted work – and derivative works based upon it – but only if they give credit the way you request.



**Non-Commercial.** You let others copy, distribute, display, and perform your work – and derivative works based upon it – but for noncommercial purposes only



**No Derivative Works.** You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it.



**Share Alike.** You allow others to distribute derivative works only under a license identical to the license that governs your work.





# CREATIVE COMMONS LICENSE TYPES

## Step 2: Select License

...resulting in a license that indicates how others may use it.



**Attribution**



**Attribution - ShareAlike**



**Attribution - No Derivatives**



**Attribution - Non-Commercial**



**Attribution - Non-Commercial - Share Alike**



**Attribution - Non-Commercial - No Derivatives**

*Most Free*

*Least Free*



# OER CHECKLIST

OER Checklist – Step 1
<b>ACCURACY/QUALITY</b>
Is the content—including diagrams, images, and other supplementary material—accurate, error-free, and unbiased?
Is the information presented and writing clear and understandable?
Are there any major errors or omissions?
Has the material been peer reviewed by individuals with credentials in the field?
Is it written by an expert affiliated with a university or college?
Are there ancillary resources available to support use of the OER, such as PowerPoint slides, test banks, and student and instructor <a href="#">manuals</a> .
<b>RELEVANCE</b>
Is the content up-to-date or is it written and arranged in a way that updates will be easy to make?
Does the text cover all areas and ideas of the subject appropriately and clearly?
Does the information address one or more of the class objectives?
Is the material organized and accessible by audience type (i.e. undergraduate)?
Is the material written for a Canadian audience or can it be easily adapted?
Secondly, is it culturally relevant, using examples that are inclusive of a variety of races, ethnicities, and backgrounds?
<b>LICENSING</b>
What is the license for the open material?
Does it allow for modifications or adaptations of the materials? If so, can you modify the resource to better reflect the class objectives or encourage active learning?
Are there any particular cultural licenses, protocols, or considerations that your particular area of study might require for any adaptations you might make (i.e. Traditional Knowledge)?
<b>ACCESSIBILITY</b>





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