Open Educational resource (OER) Adoption in Higher education: Examining institutional perspectives

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OPEN EDUCATIONAL RESOURCE (OER) ADOPTION IN HIGHER EDUCATION: EXAMINING INSTITUTIONAL PERSPECTIVES

NSU Digital Curriculum Conference

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Nova Southeastern University
This presentation focuses on institutional stakeholders’ perspectives of OER adoption and integration at a state college in east Florida. Recommendations on implementing an institutional OER initiative at NSU will be presented, and ideas for leveraging institutional resources with a specific focus on librarian support will also be discussed.
Due to this increase, many students have opted out of purchasing required textbooks for classes.

A Florida study found that 67% of students opted out of purchasing textbooks for class (Florida Virtual Campus, 2016).

Institutions are seeking affordable and accessible solutions to the textbook affordability problem.

Not purchasing textbooks may have a negative impact on a student’s academic performance, achievement, and completion.

The cost of traditional textbooks and materials has risen by as much as 103% over the past decade (U.S. Bureau of Labor Statistics, 2018).
What are OER’s?

Open Educational Resources (OERs) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. (Atkins, Brown, & Hammond, 2007, p. 4)
A faculty librarian began spearheading an OER initiative at the state college in Florida to support the institutional adoption of OERs in an effort to replace costly traditional textbooks (Wright, 2018).

By 2017, only 3% of institutional faculty had adopted and integrated OERs into the curriculum as full textbook replacements. Also in 2017, the faculty librarian began offering faculty incentives in the form of a stipend to encourage a higher participation rate among faculty (Wright, 2018).

By the Spring semester of 2018, 23 courses were actively participating in the OER initiative at the institution, offering textbook free options for students (Wright, 2018).
Methodology

Design
An embedded single-case study design was used to collect data for the study.

Interviews
14 interviews were conducted with (7) institutional faculty, (3) librarians, and (4) instructional designers.

Survey
A survey was distributed to all students enrolled in one or more OER inclusive courses at the institution.
What did the data reveal?
OERs are generally of good quality if the appropriate resources are utilized.
OERs provided more relevant and up-to-date information than traditional textbooks. They felt that OERs were more alive and encouraged creativity.
OERs provide a significant cost-savings to the students.
OERs are easy to understand and provide practical and authentic information.

OERs require a large investment of time and work to maintain the resources to keep them current and relevant.
OERs can sometimes be difficult to create or modify.
The amount of OERs can be overwhelming making it difficult and time consuming to locate and integrate.
OERs typically do not have supplemental resources like those that come with traditional textbooks.
Types of OERs Used by Faculty

- Articles
- Videos
- Media
- Software
- Websites/Webpages
- Infographics
- Modules
- PDF Files
- Open Stax
- Documents
- Podcasts
- Digital Grammar Tools
- Case Studies
- Assessments
- Documentaries
- Narrated Visuals
- Images
Instructional Designer Perspectives

**BENEFITS**

- OERs are cost-effective which saves the students money.
- OERs are easily accessible and openly available for learners.
- OERs are accurate when selected from repositories, OpenStax, or LibGuides.
- OERs are credible, organized, and easily integrated into existing LMS.

**CHALLENGES**

- OER integration requires librarian support and assistance.
- OERs require adequate training for licensing and copyright regulations.
- OERs were viewed as very time consuming because of the faculty vetting process.
- OER quality was challenging to judge because it required faculty input.
OERs are open and freely accessible. There is an abundance of OERs available for adoption and integration. OERs are free to utilize bypassing subscription fees to access them. OERs as factually sound, easy to find, easy to use, and easy to implement. OERs are adaptable promoting creativity and flexibility. OERs are cost-effective resources.

OERs may sometimes be out of date when linking out to material/broken links. OER curation is time consuming. OERs sometimes have restrictive content licenses making it challenging to locate specific resources. OER licensing and attributions may limit what can be done with the resources. There is a general lack of understanding associated with OER licensing and copyright. OER repositories are not as robust or comprehensive as anticipated making it time consuming to locate the resources.
Student Perspectives

OER Student Survey Results

- Preferred to take OER integrated courses: 64.7%
- OERs are just as effective as traditional textbooks: 68.7%
- OERs made them feel more engaged with learning: 81%
- Agreed OERs improved performance in courses: 81%
- Enjoy learning in an environment using OER: 88.9%
Student Perspectives – OER Quality

The students also commented on the overall quality of the OERs integrated into their courses.

**QUALITY**

- 2% Poor
- 25% Below Average
- 36% Average
- 36% Above Average
- 2% Excellent
Overall, learners were generally satisfied with the OERs integrated in their courses. The students perceived the OERs as engaging, advantageous, cost effective, easily accessible, and just as beneficial as traditional textbooks.

Learners also indicated that they prefer to learn using OERs and that they would recommend OER integrated courses to their peers.

Additionally, data indicated that students found OERs to have a positive impact overall on their learning.
Converging Themes

OER’s are cost effective which benefits the students by saving money on required materials.

OERs are accessible. Having early access to course materials may benefit students and increase overall success rates.

The successful adoption and integration of OERs largely depends on faculty utilization of institutional resources, specifically, institutional librarians.
LIBRARIAN ADVOCACY FOR OER ADOPTION

Leveraging Institutional Resources and OER
Why You Should Use OER in the Classroom

**Free**
- OERs are available online at no cost. They significantly reduce how much money is spent on textbooks.

**Diverse**
- OERs are available for courses across all majors and consist of a wide range of materials: assessments, assignments, books, case studies, courses, journals, primary sources, reference materials, simulations, tutorials, tests, textbooks, and more!

**Dynamic**
- OERs can be changed at any time and quickly made available. This increases the timeliness and relevance of the resources.

**Unique**
- OERs provide an engaging, customized learning experience due to the variety and versatility of the resources.

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Impact of Using OER in the Classroom

OER Impact:

- Improve Student Learning
- Increase Access to Teaching and Learning Resources
- Expand Access to Learning

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Benefits of Using OER and Library-Owned Materials

- Ancillary Materials
- Easy Distribution
- Forever Access
- Enhancement of Regular Course Content
- Quick Availability to Ensure Timely Dissemination of Information
- Worldwide Promotion of Innovation and Talent
- Alumni Benefits
- Continuous Improvement without the Red Tape

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Finding OER

OER Repositories:
• MERLOT II
• OER Commons
• Open Textbook Library

Educational Institutions:
• University of Michigan
• Yale University

Books, Journals, Reports:
• Wikibooks
• Open Textbooks – SUNY
• Open Textbook Library – University of MN
• NSU Shark Search
• OER Commons
• Galileo
• Merlot

Multimedia:
• Open Video
• YouTube
• Podcasts (various)
• Ted Talks
• Moving Image Archive
• Free Stock Photography sites (Everystockphoto)
• Khan Academy
• Wikimedia Commons

Mini Lessons, Coursepacks, and Ancillaries:
• Merlot
• Galileo
• OER Commons
• Linked In Learning (Mini Lessons and Multimedia)

Full Courses:
• EdX
• Coursera
• Future Learn
• Open Classroom

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Evaluating OER

Quality

• Similar to traditional course materials, many OERs go through peer-review to ensure the quality of the resources. OER collections often state their peer-review processes as well as provide the reviews online. It is important to note whether or not an OER has gone through peer-review when evaluating the resource.

Accessibility

• OERs should be accessible to all students. Guides and tools are available to help you evaluate the accessibility of OERs.

Copyright

• For an online resource to be considered an OER, users must be able to retain, reuse, revise, remix, and redistribute it. Even though educators may be able to access an online resource, it does not mean that the creator has given them permission to adopt or adapt it for their courses. It is important to review the copyright and permissions of the resources before using them. If you do not see a clear permissions statement, you may need to contact the copyright holder and/or link to the resource without editing and/or uploading it.
• Creative Commons licenses are commonly attached to OERs as they clearly state how others are (not) permitted to use them.

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OER Evaluation Tools & Resources

- **OER Accessibility** (from [https://libraries.etsu.edu/research/oer/evaluate](https://libraries.etsu.edu/research/oer/evaluate))
  - OER and Accessibility lists a multitude of resources on evaluating and finding OERs, specifically through MERLOT II.
  - BC Open Textbook Accessibility Toolkit provides information on evaluating and creating open textbooks, including a checklist for accessibility.
  - Accessibility Module outlines how to evaluate and create accessible video, images, course materials, and textbooks.
  - Web Accessibility Evaluation Tool analyzes websites to determine if they meet accessibility guidelines.

- **Evaluation Rubrics, Checklist and Tools** (from [https://scholarlycommons.pacific.edu/oer/pro-con-oer.html](https://scholarlycommons.pacific.edu/oer/pro-con-oer.html))
  - Achieve's OER rubrics
    - Achieve.org has developed eight OER rubrics as well as an evaluation tool to help users determine the degree of alignment of OER to the Common Core State Standards, and aspects of quality of OER. More OER Rubrics training materials can be found through Achieve.org website.
  - [Summarized] Rubrics for Evaluating Open Education Resources Objects
    - This 2-page rubric is a synthesis version of the eight (8) separate rubrics for the evaluation of OERs created by ACHIEVE.org. It is meant as a ready reference for quick evaluation of an OER.
  - Achieve Open Educational Resources Evaluation Tool Handbook
    - This handbook will guide a user through the process of evaluating an online resources using Achieve OER Evaluation Tool, which is hosted on OERCommons.org.
  - iRubric: Evaluating OER rubric
    - Questions to ask about the OER you are thinking of using. This rubric is developed by Sarah Morehouse with help from Mark McBride, Kathleen Stone, and Beth Burns is licensed under a Creative Commons Attribution 3.0 Unported License.
  - OER Evaluation Checklist
    - A short checklist to complete when evaluating an OER.
Creating OERs

A Guide to Adopting an Open Textbook (BCcampus) is a reference for individuals or groups wanting to adopt an open textbook. This guide provides details on finding and evaluating textbooks, steps on adopting them, and the use of Creative Commons licenses.

Adaption Guide (BCcampus) is a practical guide about how to customize — or adapt — an open textbook so that it better fits your needs in the classroom and elsewhere. This guide defines the term adaptation and discusses reasons for revising a book, why this is possible with an open textbook, and the challenges involved.

Open Education Self-Publishing Guide (BCcampus) is a reference for individuals or groups wanting to write and self-publish an open textbook. This guide provides details on the preparation, planning, writing, publication, and maintenance of an open textbook.

Modifying an Open Textbook: What You Need to Know (Open Textbook Network) is a five-step guide for faculty, and those who support faculty, who want to modify an open textbook. Step-by-step instructions for importing and editing common open textbook file and platform types are included.

Authoring Open Textbooks (Open Textbook Network) is for faculty authors, librarians, project managers and others who are involved in the production of open textbooks in higher education and K-12. Content includes a checklist for getting started, publishing program case studies, textbook organization and elements, writing resources and an overview of useful tools.

Creating and Modifying Open Educational Resources is a chapter-by-chapter informational tutorial for faculty and staff interested in creating or adapting open educational resources.

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For a work to be considered an OER, it is necessary to distribute it online and permit users to retain, reuse, revise, remix, and redistribute the resource.

**Publication:**
- Many platforms are available to distribute OERs online. For example, [OER Commons](https://www.oercommons.org) and [MERLOT II](https://www.merlot.org) have free content builders for the creation of lessons, courses, and other types of OERs.
- [NSUWorks](https://nsuworks.novascotia.ca), our institutional repository, is also available for NSU faculty to upload their OERs. Based on the type of OER, it may be more appropriate to add your materials to YouTube, Vimeo, Flickr, or other websites for video/audio. You do not have to limit yourself to one platform. If you initially upload your materials to NSUWorks, you can also submit your materials for inclusion in OER Commons and MERLOT II.

**Permissions:** The [Creative Commons ‘Choose a License’ tool](https://creativecommons.org/licenses/) helps in finding a license that supports how you want others to use your work.

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• NSU Office of Copyright (http://copyright.nova.edu/) can address any copyright concerns through the NSU Copyright Officer, Stephen Carlisle, J.D.

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You let others copy, distribute, display, perform, and (unless you have chosen NoDerivatives) modify your work for any purpose other than commercially unless they get your permission first.

 NoDerivatives (nd)

You let others copy, distribute, display and perform only original copies of your work. If they want to modify your work, they must get your permission first.

Choose a license

This chooser helps you determine which Creative Commons License is right for you in a few easy steps. If you are new to Creative Commons, you may also want to read Licensing Considerations before you get started.
The 5 Rs of Using OERs

- Within the bounds of Creative Commons licensing there are 5 key points to consider when using OERs:

  - **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.
An interesting OER metaphor

<table>
<thead>
<tr>
<th>Milk</th>
<th>Role</th>
<th>OERs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cow</td>
<td>Primary producer/creator</td>
<td>Teacher/author</td>
</tr>
<tr>
<td>Calf</td>
<td>Primary consumer</td>
<td>Enrolled student</td>
</tr>
<tr>
<td>Farmer</td>
<td>Secondary producer/repurposer</td>
<td>Learning technologist/Course leader</td>
</tr>
<tr>
<td>Milk bottlers</td>
<td>Primary supplier</td>
<td>Learning technologist</td>
</tr>
<tr>
<td>Shop</td>
<td>Secondary supplier</td>
<td>deposit in institutional repository or open deposit</td>
</tr>
<tr>
<td>Human family</td>
<td>Secondary consumer</td>
<td>Teacher within or outside institution</td>
</tr>
<tr>
<td>Human family and pets</td>
<td>Sharers and re-users</td>
<td>Enrolled students of that teacher</td>
</tr>
<tr>
<td>Person with milk, Person with cocoa powder, Person with sugar – can make chocolate</td>
<td>Exchange and repurposers</td>
<td>other teachers within or outside institution</td>
</tr>
<tr>
<td>Chocolate in shop fridge</td>
<td>repository</td>
<td>deposit in different open repositories</td>
</tr>
<tr>
<td>Chocolate eaten</td>
<td>re-users/maybe sharing</td>
<td>potentially global learners</td>
</tr>
<tr>
<td>Chocolate added to cake mixture</td>
<td>further re-purposing</td>
<td>potentially global teachers</td>
</tr>
</tbody>
</table>

―Open Educational Resources (OERs)‖ - OER visualization ©Jisc All rights reserved
Library-Purchased and Library-Housed Materials

**NSUWorks Institutional Repository**

- Creative Commons License and attribution/citation information included
- No need to reinvent the wheel - OERs are designed to be revised, updated, and shared by their users

**Databased Articles, Books/Book Chapters, and Reports**

- Create coursepacks through OpenURL
- Statistical Resources
- Primary Source Materials

**Multimedia and Streaming Content**

- Video Databases
- Test Practices & Online Tutorials

**Library-Assisted Curation**

- Can Cherry Pick
- LibGuides / Course Guides

Databased Articles, Books/Book Chapters, and Reports

Create coursepacks through OpenURL

Statistical Resources

Primary Source Materials

Multimedia and Streaming Content

Video Databases

Test Practices & Online Tutorials

Library-Assisted Curation

Can Cherry Pick

LibGuides / Course Guides
Library Curated Content Example - Course Guide with Books

No required textbook!
Library Curated Content Example - Course Guide with Articles

MSMS 6211, BCOR 5585 Genomics: Course Readings

Getting Started  Find Books  Find Articles  Find Websites  Citation Management  Ask a Librarian

Course Readings

Module 1  Module 2

- Genomes in Three Dimensions
  A DNA sequence is not enough: to understand the workings of the genome, we must study chromosomes.

- The genome of the choanoflagellate Monosiga brevicollis and the origin of metazoa
  Choanoflagellates are the closest known relatives of metazoa. To discover potential molecular mechanisms underlying the evolution of metazoan multicellularity, we sequenced and analyzed the genome of the unicellular choanoflagellate Monosiga brevicollis. The genome contains approximately 9,200 intron-rich genes, including a number that encode cell adhesion and signaling protein domains that are otherwise restricted to metazoa. Here we show that the physical landscapes among protein domains often diverge between M. brevicollis and metazoa, suggesting that abundant domain shuffling followed the separation of the choanoflagellate and metazoa lineages. The completion of the M. brevicollis genome allows us to reconstruct with increasing resolution the genomic changes that accompanied the origin of metazoa.

- The amphibious (Branchiostoma floridae) genome contains a highly diversified set of G protein-coupled receptors
  Background
  G protein-coupled receptors (GPCRs) are one of the largest families of genes in mammals. Branchiostoma floridae (amphibious) is one of the species most closely related to species of vertebrates.

  Results
  Mining and phylogenetic analysis of the amphibious genome showed the presence of at least 664 distinct GPCRs distributed among the main families of GPCRs: Glutamate (18), Rhodopsin (570), Adhesion (17), Frizzled (16) and Secretin (19). Surprisingly, the Adhesion GPCR repertoire in amphibious includes receptors with many new domains not previously observed in this family. The found many Rhodopsin GPCRs from all main groups including many amino acid and codon binding receptors and several previously uncharacterized expansions were also identified. This genome has however no genes coding for bitter taste receptors (TAS2), the sweet and umami (TAS1), pheromone (VR1 or VR2) or mammalian olfactory receptors.

  Conclusion
  The amphibious genome is remarkably rich in various GPCR subtypes while the main GPCR groups known to sense exogeneous substances (such as Table 2, mammalian olfactory, nematode chemosensory, gustatory, vomeronasal and olfactory receptors) in other bilateral species are absent.

- Dark matter: RNA illuminates the puzzle of genome-wide association studies
  In the past decade, numerous studies have made connections between sequence variants in human genomes and predisposition to complex diseases. However, most of these variants lie outside of the charted regions of human gene whose function we understand; that is, the sequences that encode protein. Consequently, the general concept of a mechanism that translates these variants into predisposition to diseases has been lacking, potentially calling into question the validity of these studies. Here we make a connection between the growing class of apparently functional RNAs that do not encode proteins and whose...
There is a required textbook for this course (which the library provides in print and e-formats) but there is also a lot of NSU and NSU Library ancillary content pulled into this course guide!
Traditionally, academic libraries do not purchase textbooks for the library collection due to high cost, frequent revisions, and loss/damage.

The newly adopted NSU Libraries Collection Development Policy allows the library to purchase textbooks for classes for checkout and reserve.

NSU Libraries work closely with the NSU campus bookstore to evaluate a list of all textbooks for each upcoming term.
The updated NSU Libraries Collection Development Policy allows us to purchase print and ebook licenses for textbooks, including multi-user classroom licenses!
Creating OER Content – What NSU Libraries Can Provide

<table>
<thead>
<tr>
<th>Hosting</th>
<th>OpenURL</th>
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<tbody>
<tr>
<td>• Textbooks</td>
<td>• For linking to journal articles that are not open access so that you can access them via your institutional login or IP authenticated location</td>
</tr>
<tr>
<td>• Journals</td>
<td></td>
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<tr>
<td>• ETDs</td>
<td></td>
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<tr>
<td>• Data</td>
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<tr>
<td>• Conferences</td>
<td></td>
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<tr>
<td>• Streaming Video &amp; Audio</td>
<td></td>
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<tr>
<td>• Photographs</td>
<td></td>
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<tr>
<td>• Student Projects</td>
<td></td>
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<tr>
<td>First Day Opt-Out Model</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>• 100% of students have the right course materials on day one</td>
<td></td>
</tr>
<tr>
<td>• Offer pricing below competitive market rates</td>
<td></td>
</tr>
<tr>
<td>• Allows students to opt-out if they have to drop a class</td>
<td></td>
</tr>
<tr>
<td>• Addresses day one material issue</td>
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<thead>
<tr>
<th>Flat-Fee Inclusive Course Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Flat-fee for all materials billed as part of tuition bill each semester</td>
</tr>
<tr>
<td>• Treated as rentals that are returned at end of semester, with a buy-out option if students wish to retain their materials for their personal library</td>
</tr>
<tr>
<td>• Addresses textbook affordability issue</td>
</tr>
</tbody>
</table>

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<tr>
<th>BNED Advanced OER Courseware (via LoudCloud)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An innovative new offering that lowers the cost of learning materials for a full suite of introductory courses, and assures frictionless first day of class delivery.</td>
</tr>
<tr>
<td>• Using a combination of high-quality, curated OER, original content created by faculty experts, and our state-of-the-art technology platform LoudCloud, BNED Courseware is a complete, turnkey course ready to be implemented “as is” or easily personalized by any instructor.</td>
</tr>
</tbody>
</table>

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An NSU Faculty Perspective

Awareness of OERs

- I was implementing OERs before I even knew what an OER was.

Types of OERs

- Instructor Created Videos
  - (Flipped Classroom)
- YouTube Videos
  - (Survey Research EC)
- Various Websites
  - (IUB Plagiarism Quiz)
IMPLEMENTING AN OER INITIATIVE AT NSU

Recommendations for an Institutional Adoption
## Myths of OER

<table>
<thead>
<tr>
<th>Myth</th>
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<tbody>
<tr>
<td>Open Means Free</td>
</tr>
<tr>
<td>All OERs are Digital</td>
</tr>
<tr>
<td>“You Get What You Pay For”</td>
</tr>
<tr>
<td>Copyright for OER is Complicated</td>
</tr>
<tr>
<td>OERs are Not Sustainable</td>
</tr>
<tr>
<td>Open Textbooks Lack Ancillaries</td>
</tr>
<tr>
<td>My Institution is Not Ready for OER</td>
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# Recommendations for an OER initiative @ NSU

<table>
<thead>
<tr>
<th>Incentivization</th>
<th>Support from library and faculty committees</th>
<th>Start small with ancillaries</th>
<th>Partner with NSU Bookstore (Barnes &amp; Noble)</th>
</tr>
</thead>
</table>
| • Microgrants or other funding support (i.e. NSU PFRDG) | • Group of experts that can provide resources and answer questions  
• NSU Office of Copyright can address any copyright concerns through the NSU Copyright Officer, Stephen Carlisle, J.D. | • PowerPoints  
• Audio/Videos | • First Day Opt-Out Model  
• Flat-Fee Inclusive Course Materials  
• BNED Advanced OER Courseware (via [LoudCloud](https://loudcloud.com)) |
Tips for Implementing OERs

1. Don’t try to find everything in one place
   - Though there are companies that can help you do this (Lumen Learning)

2. Start small and don’t try to do it all at once (one course; one module)

3. Cater to different learning styles

4. Join/develop a professional learning community

5. Ask for help!
Conclusion

Ultimately, it is the acceptance of OERs by faculty which will drive implementation efforts for the institution.

It is important to understand faculty perspectives on the OER adoption process as well as their views on integrating these resources into the curriculum.

Faculty who wish to integrate OERs should build relationships with their institution’s librarians in order to reduce the time and effort to adopt the resources.

Librarians and library resources can be leveraged by faculty and other institutional stakeholders to ensure a successful OER implementation.
References


Questions?
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