OER @ Niagara College: A Quickstart Guide for Faculty

OER @ NIAGARA COLLEGE: A QUICKSTART GUIDE FOR FACULTY

ncLibraries + Learning Commons

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This guide frames OER as flexible resources that through open licensing, foster possibilities for not only increased access to and engagement in materials by learners, but also for showcasing faculty's own subject matter expertise in their courses.

Recognizing that applying all of the tools available in this guide is likely not feasible for most, we encourage users to **start small, and pick one or two starting points.** Selecting the right OER and aligning them to the learning outcomes for your course, while also making them accessible, engaging, and culturally relevant, are time and knowledge-intensive activities that can be scaffolded over time.

The guide is organized into three parts:

- [OER + Open Licensing: A Primer:](#)
  - This section presents an overview of the background information essential for a solid foundation of knowledge as you enter the world of open educational resources.
- [Why OER Matters:](#)
  - This section outlines the impact of OER on teaching and learning and the opportunities for equity that exist with the flexibility of open.
- [How to Get Started with OER:](#)
  - This section outlines the practical information you need to adopt, adapt, or create your own OER.

Use Permission

OER + OPEN LICENSING: A PRIMER

This chapter contains the key background information you need to get started with OER.

Learning Objectives

By the end of this chapter you will be able to:

- [Define the characteristics of an open educational resource,](#)
- [Identify the conditions of Creative Commons licences,](#) and
- [Identify sources of support and further information for OER at Niagara College.](#)

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OER DEFINED

What is OER?

Open Educational Resources (OER) are teaching and learning materials that reside in the public domain or that have been released under a license that permits no-cost use, adaptation, and redistribution. For many, OER is identified solely as textbooks or full courses that are openly licensed. However, OER, by definition, also include single resources such as videos, primary source texts, interactives and other materials for use in teaching, learning, and research.

OER are typically licensed under open licenses, the most popular being [Creative Commons (CC) licenses](#). Open licenses support creators who want to share their work freely, and allow other users more flexibility to adapt and share their original work.

> **Benefits of OER**
>
> Key benefits of OER include:
>
> - Allowing others to distribute the work freely, which in turn promotes wider circulation than if an individual or group retained the exclusive right to distribute;
> - Reducing or eliminating the need for others to ask for permission to use or share the work, which can be time consuming, especially if the work has many authors or if the author(s) cannot be reached;
> - Encouraging others to improve the work; and
> - Encouraging others to create new works based on the original work—e.g. translations, adaptations, or works with a different scope or focus.

Wiley's 5Rs of Openness
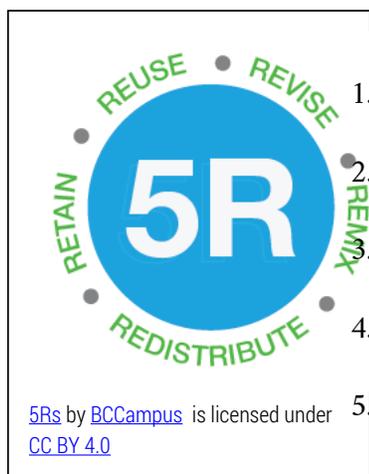
David Wiley's [5R Permissions](#) succinctly outline the essential characteristics of an OER:

1. **Retain** – make, own, and control a copy of the resource (e.g., download and keep your own copy)
2. **Revise** – edit, adapt, and modify your copy of the resource (e.g., translate into another language)
3. **Remix** – combine your original or revised copy of the resource with other existing material to create something new (e.g., make a mashup)
4. **Reuse** – use your original, revised, or remixed copy of the resource publicly (e.g., on a website, in a presentation, in a class)
5. **Redistribute** – share copies of your original, revised, or remixed copy of the resource with others (e.g., post a copy online or give one to a friend)

[5Rs](#) by [BCCampus](#) is licensed under [CC BY 4.0](#)

"[Defining the "Open" in Open Content and Open Educational Resources](#)" was written by [David Wiley](#) and published freely under a [Creative Commons Attribution 4.0 license](#) at [http://opencontent.org/definition/](#).

Additional Resources

The following resources contain additional information and examples of OER:

- [ncLibraries + Learning Commons OER Guide](#) – A guide containing information, resources, and links that are relevant to Niagara College faculty and programs.
- [The Community College Consortium of Open Educational Resources (CCCOER)](#) – A community of practice and listserv that supports postsecondary educators across hundreds of institutions in the adoption of OER.
- [The Learning Portal's OER Toolkit](#) – Online interactive toolkit developed by Ontario Colleges Library Service and ISKME that provides tools to help faculty and library staff understand, engage with, and sustain OER in their work and practice.
- [Abby Elder's OER Starter Kit](#) – Intended for faculty who are new to OER, this downloadable guide provides an introduction to the use and creation of OER and open licensing.

What isn't OER?

Below are three categories of resources that fall outside the definition of the intention of OER, because their licenses and use permissions do not allow for adaptations to resources. Of course, the best mix of materials to meet any given set of learning outcomes will vary, and may include a combination of OER and these materials:

- **Subscription-Based Library Collections** – A library's subscription-based resources (journals, videos, and other materials), while accessible to students and educators, are not OER. This is because their use in education may be limited by license agreements. Examples include [Ebsco](#) and [Proquest](#) eBook and journal collections, and [Films on Demand](#) multimedia resources.
- **Purchased Digital Course Materials That Do Not Carry an Open License –** Materials

purchased by your institution from commercial publishers that are free to use by your educators and learners, but that are not openly licensed, like Cengage Learning MindLinks.

- **Free Online Resources that Do Not Carry an Open License** – All the available resources on the web that you may have access to at no cost, but that are not in the public domain, or do not carry a [Creative Commons license](#) or other open license, are not OER.

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OER LICENSING + CREATIVE COMMONS

Canadian Copyright Act

Under the [Canadian Copyright Act](#), the creator of any work is provided the sole right to produce or reproduce that work. The copyright term is limited to the life of the creator plus fifty (soon to be seventy under USMCA) years after his/her death. Once this term has ended, the work enters the public domain.

OER bypass traditional copyright restraints by using open licensing systems, such as Creative Commons.

Creative Commons Licensing

The [Creative Commons](#) is an "open" license that allows others to reuse, adapt, and re-publish content. CC allows creators to explain, in plain language, how their works can be used by the broader community.

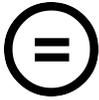### The Four Components of Creative Commons Licenses

Creative Commons licenses are based on the following four components:

Attribution (BY): Proper attribution must be given to the original creator of the work. This condition is present in all Creative Commons licences, except CC0 and Public Domain.

Non-Commercial (NC): The work cannot be used for commercial purposes.

No Derivative Works (ND): The work cannot be altered or "remixed." Only identical copies of the work can be redistributed without additional permission from the creator. You will not find this condition on an OER since a condition of OER is the ability to be remixed and revised.

Share Alike (SA): New iterations of the work must be made available under the same licence.

These elements are combined to create a total of six creative commons licenses, all of which can be viewed on the Creative Commons website.

Example Licence Option:

CC-BY-SA: This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

NOTE: The No Derivative Works and Share Alike elements are incompatible and cannot be combined under one license.

Public Domain

Creators can also choose to donate their work to the public domain using a CC0 licence. Material under this licence does not have any restrictions, not even attribution.

Attribution and Referencing

When using OER it's important to provide proper attribution to the original creator of the work. Creative Commons has an online guide that demonstrates proper and improper attribution, providing attribution for multiple resources, as well as each component of the attribution.

Attribution Example

"Sleeping Kitten" by pedram navid is licensed under CC BY-NC-SA 2.0

You may be wondering about the difference between attribution and citation. One key difference is the purpose behind each; citation serves both academic and legal purposes whereas attribution satisfies a legal requirement. BCCampus has created a helpful guide to outline the nuances between attribution and citation.

Choosing a Creative Commons Licence for Your OER

Choosing a Creative Commons license can be confusing at first. Thankfully, the organization has created an online tool that will help you choose your license. The tool will also generate HTML code that you can embed in your OER.

Example Generated Licence

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

This graphic demonstrations where each Creative Commons licence falls on the OER spectrum according to the 5Rs of OER:

Wiley's 5Rs and Creative Commons Licensing

	Retain	Reuse	Revise	Remix	Redistribute
	Make and own a copy	Use in a wide range of ways	Adapt, modify, and improve	Combine two or more	Share with others
Public Domain	✓	✓	✓	✓	✓
CC-BY	✓	✓	✓	✓	✓
CC-BY-SA	✓	✓	same license	same license	✓
CC-BY-NC	✓	✓	✓	✓	non-commercial
CC-BY-NC-SA	✓	✓	same license	same license	non-commercial
CC-BY-ND	✓	✓	personal use only	personal use only	✓
CC-BY-NC-ND	✓	✓	personal use only	personal use only	non-commercial

OER (Public Domain through CC-BY-NC-SA)
Not OER (CC-BY-ND and CC-BY-NC-ND)

"Wileys 5Rs and Creative Commons Licensing" by Krysta McNutt is licenced under CC-BY 4.0
(to view the full version, click here)

Other Open Licenses

While the Creative Commons is the most ubiquitous of the open licensing platforms, there are alternatives such as the GNU General Public License (from the Free Software Foundation) and the MIT License (from Massachusetts Institute of Technology).

Attribution

This chapter was adapted from *The ABOER Starter Kit* by Erik Christiansen and Krysta McNutt, Faculty of Education, University of Alberta, under a Creative Commons Attribution 4.0 International License (CC-BY 4.0).

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OER SUPPORT @ NC

ncLibraries + Learning Commons

Niagara College Libraries + Learning Commons staff are available to help you navigate the world of OER. Your program's library liaison can help you find OER resources for your classes. Not sure who your library liaison is? Visit your program's subject guide to find their contact information. If you are interested in adapting or creating an OER, or you have any questions about copyright or licensing, your campus Library Facilitator: Information Literacy is available to provide advice and guidance:

- **Welland Campus:** Siscoe Boschman, sboschman@niagaracollege.ca
- **Daniel J. Patterson Campus in Niagara-on-the-Lake**: Jaclyn Chambers Page, jchamberspage@niagaracollege.ca

OER Guide

ncLibraries + Learning Commons has also created a robust OER subject guide with specific resources curated to reflect the unique needs of Niagara College programs.

Centre for Academic Excellence at Niagara College

The Centre for Academic Excellence offers advice and support for educational development and technologies if you are interested in designing your own OER.

WHY OER MATTERS

This chapter will explore the philosophy of open and examine the potential of OER from an equity perspective.

Learning Objectives

By the end of this chapter, you will be able to:

- Explain how OER can impact student success in education,
- Explain how OER can impact accessiblity and equity in education,
- Explain how OER can impact social justice in education, and
- Describe how OER can add flexibility to teaching and learning.

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OER + STUDENT IMPACT

The Role of OER in Student Retention and Enrolment

The empirical research on the use of OER reveals the following impacts on students:

- **Increase in success rates**:
    - University of Georgia researchers found that access to an open textbook on the first day of class improved end-of-course grades and decreased the rates of receiving a D, F, or withdrawal for all students, with the greatest impact on historically underserved student populations (Colvard et al., 2018).
- **Increase in enrolment:**
    - Nusbaum & Cuttler (2020) found that students were more likely to enroll in courses that had zero textbook costs than courses that used traditional textbooks, and that students rated instructors more positively when OER were used.
- **Decrease in costs:**
    - Researchers at Tidewater Community College showed a 25% decrease in student cost to graduate through its Z-Degree programs (zero textbook cost programs), compared to traditional programs where proprietary texts were used (Wiley et al, 2016).

References

Colvard, N.B., Watson, C.E., & Park, H. (2018). The impact of open educational resources on various student success metrics. *International Journal of Teaching and Learning in Higher Education, 30*(2), 262-276.

Nusbaum, A.T. & Cuttler, C. (2020). Hidden impacts of OER: Effects of OER on instructor ratings and course selection. *Frontiers in Education, 5*(72). doi: 10.3389/feduc.2020.00072

Wiley, D., Williams, L., DeMarte, D., & Hilton, J. (2016). The Tidewater Z-Degree and the INTRO model for sustaining OER adoption. *Education Policy Analysis Archives, 23*(41). http://dx.doi.org/10.14507/epaa.v23.1828

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OER + ACCESSIBILITY

Universal Design for Learning (UDL)

Education should help turn novice learners into expert learners—who want to learn, know how to learn strategically, and in their own highly individual ways, are well prepared for a lifetime of learning. Universal Design for Learning (UDL) helps educators meet this goal using a framework for how to create curricula that meets the needs of all learners from the start. The framework, developed by the Center for Special Applied Technology (CAST) (2018), recommends including multiple means of engagement, representation, and action/expression.

The CAST website also provides a set of UDL guidelines with concrete suggestions for curriculum developers and faculty to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Download a graphic organizer of UDL Guidelines version 2.2 (pdf).
Download key questions to consider when planning lessons (pdf).

OER and UDL together can offer flexibility for faculty to provide learners with multiple means of engagement, representation, and action and expression. This may include curating OER to offer multiple representations of the same course content with a variety of media, and/or varying the demand and resources to optimize the challenge for learners.


Examples

- **Example 1: Multiple Representations of a Life Sciences Concept** The enzyme used for this process is DNA polymerase ("poly" means many "mer" means pieces and "ase" tells me this is an enzyme). So, the name tells me this is an enzyme ("ase") that binds many ("poly") pieces ("mer") of DNA to each other. There are a number of other enzymes involved in this process as well (as you can see below). Some enzymes open the DNA strand, others copy the strand, and others fill in any gaps.
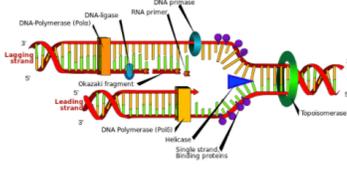
Video   Diagram   Interactive Simulation

DNA strand

The colored boxes above represent the bases in a double strand of DNA. When transcription starts, the strands separate to allow the RNA to make a copy.

Use your keyboard to type the corresponding RNA base for each DNA base.

Remember! Instead of thymine (T), RNA uses uracil (U).

- **Example 2: Chemistry Unit "Learning Links"**Below are online sources to help you study for this unit. Remember that you will be required to know the quiz material in the study guide for this unit. I would recommend looking at as many of these links as is necessary to be able to answer the questions in the study guide, although you are not expected to know all of the information covered in the links.

| Textbook links: | | ◦ | Open Textbooks |

CK-12 Chemistry
CK-12 Nutrition
OpenStax Chapter on Chemistry

| Other links: | | ◦ | Text and Interactive OER |

Khan Academy: Chemistry
Water and Solutions Simulation
An Interactive Periodic Table

| Videos: | | ◦ | Openly Licensed Videos |

Atoms
Carbon Cycle

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OER + SOCIAL JUSTICE

OER and its Social Justice Potential

The OER movement has long sought to foster more equitable access to education, for example, by allowing faculty to provide free textbooks to all students on the first day of class. However, the movement has only recently begun to consider ways to bring together OER with frameworks for diversity, equity and inclusion, so that materials and learning experiences demonstrate that diverse perspectives are valued. With the onset of COVID-19, and the transition to online learning, the time is ripe to leverage the flexibility and adaptability of OER toward more socially just learning experiences.

Lambert (2018), in Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education, argues that to meet the needs of today's students through OER, we must design explicitly for social justice. Drawing on principles of social justice from John Rawls (1971), Nancy Fraser (1995), Amanda Keddie (2012), and Iris Marian Young (1997), Lambert demonstrates how OER can support access to education, pay respect to cultural and gender differences, and open up possibilities for giving voice to traditionally marginalized voices, as outlined below:

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/ncfacultyoer/?p=66#h5p-1

Adapted from "Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education" by Sarah Roslyn Lambert under a Creative Commons Attribution-ShareAlike 4.0 International License (CC-BY-SA 4.0).

Additional Resources

The following resources contain additional information on how to apply these principles in course materials:

- [Peralta Community College Online Equity Rubric](#) – An evaluation instrument to help faculty make online course experiences more equitable for students, which addresses student access to technology, avoiding bias in content, and creating more culturally relevant materials that learners can connect to.
- [OpenStax's Guidelines for Improving Representation and Diversity in OER Materials](#) – An OER evaluation rubric and set of general guidelines for developing more diverse, equitable, and inclusive course materials.
- [Zero Textbook Cost Pathways: OER & Equity](#) – A Canvas Commons course developed by Aloha Sargent, as part of the California Community Colleges Zero Textbook Cost Program, which explores the connections between equity and OER.

References

Fraser, F. (1995). From Redistribution to Recognition? Dilemmas of Justice in a "Post-Socialist" Age. *New Left Review, 1*(212). https://newleftreview.org/I/212/nancy-fraser-from-redistribution-to-recognition-dilemmas-of-justice-in-a-post-socialist-age

Keddie, A. (2012). Schooling and Social Justice Through the Lenses of Nancy Fraser. *Critical Studies in Education, 53*(3), 263–279.

Lambert, S. R. (2018). Changing our (dis)course: A distinctive social justice aligned definition of open education. *Journal of Learning for Development , 5*(3). https://jl4d.org/index.php/ejl4d/article/view/290

Rawls, J. (1971). *A theory of justice*. Oxford: Oxford University Press.

Young, I. M. (1997). Unruly Categories: A Critique of Nancy Fraser's Dual Systems Theory. *New Left Review, 1*(222), 147–160. https://doi.org/10.1002/9780470756119.ch54

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WHY ELSE ARE FACULTY USING OER?

In addition to student impact, accessibility and social justice concerns, faculty are using OER in the classroom for a myriad different reasons. These include:

- By providing an openly licensed digital textbook as the core text in the place of the previously used publisher's textbook, students are able to access the textbook from one of their devices before the first day of classes. This means that students are able to engage with course material from day one, regardless of the book's availability in the bookstore or on Amazon, or on a student's ability to afford the cost of the textbook.
- Using an OER allows students and professors to scan, email, print, distribute and even modify core course materials without worrying about traditional copyright concerns. Faculty can, therefore, tailor textbooks to meet the interests and/or needs of their students, as well as to improve sections of a textbook that they are not completely satisfied with (Martin & Kimmons, 2020).
- The online nature of most OER is appealing to faculty as this allows for a resource to be modified as soon as it becomes out-dated (no need to wait for a second print edition to come out) and also allows for the integration of other media sources (such as videos, interactive quizzes, etc.).
- OER enables faculty to author their own content. By publishing an OER, faculty can easily share their work with others in similar fields, increasing their visibility in academic circles and enabling opportunities for networking with like-minded colleagues.
- In one study (Eulho et al. 2017), 62% of faculty members surveyed found the OER they assigned in class to be "about the same quality as traditional textbooks," whereas 19% of faculty members surveyed found the OER they assigned in class to be "better quality." Thus, faculty are using OER resources because they are just as good (if not better) as traditional textbooks.

Teach Concepts, Not Chapters

Perhaps the best reason faculty use OER in their teaching is because OER enable faculty to teach concepts, not chapters. Many faculty find that when they move away from a commercial textbook, they are better able to align resources with their specific learning objectives. Based on the ability to legally copy and repurpose OER, content can be customized by faculty in alignment with their course learning outcomes. Furthermore, course content can be edited and sequenced to make learning outcomes transparent and learning tasks more active.

References

Euhlo, J., Bauer, C., & Heaps, A. (2017). Higher education faculty perceptions of open textbook adoption. *International Review of Research in Open and Distributed Learning*, 18(4).

Martin, T., & Kimmons, R. (2020). Faculty members' lived experiences with choosing open educational resources. *Open* Praxis, 12(1). Retrieved from https://openpraxis.org/index.php/OpenPraxis/article/view/987/682

HOW TO GET STARTED WITH OER

This chapter will help you get started with integrating OER into your courses, either via adopting, adapting, or creating your own OER.

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INTEGRATING OER INTO
YOUR COURSE

The easiest way to integrate OER into your course is to simply link to the OER that you wish to use in your Learning Management Software (LMS). Students will be able to then link to the OER, where they can view it online and/or download or print a copy for themselves.

There is, however, a process you may wish to follow when looking to integrate OER into your course(s).

5 Steps to Integrating an OER

1. **Search**: Look through various OER repositories to find material(s) for your class. If you are having difficulty finding the right OER for your needs, consider enlisting a library specialist to help with your research. (See Chapter 9 for a list of OER libraries and repositories).
2. **Assess**: Consider using a rubric to evaluate the reliability and validity of any OER that you discover before making the decision to integrate them into your course(s).
3. **Check**: Once you find an OER that you wish to use in a course, double-check that the license of the OER is compatible with your intended use. (See Chapter 2 for additional information). Don't forget to provide attribution where required.
4. **Edit:** Make any changes to the OER that you deem necessary for it to be tailored specifically to the needs of your course. Is there any extraneous material that can be removed from the existing OER? Can anything be added to provide local context to your students? Would your course be better suited to having two or more OER remixed together?
5. **Integrate:** After locating an OER and assessing if it will fit into your teaching and learning plan, it is time to integrate it into your course. Be sure to provide students with direct links to the material in your LMS so that they can access these materials before, during, and after your class.
6. **Evaluate**: After using an OER in your class for the first time, take time to evaluate how well the OER met the needs of your course. Did your student appreciate and learn from the resource? Could the OER be adapted in anyway to make the experience better next time?

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ADOPTING OER

One of the easiest ways to kick-start your involvement with OER in the classroom is to adopt an OER for use in your course. There are a multitude of free and adaptable OER to choose from – including full textbooks and courses, multi-media resources, and primary sources. While these can be found through a search of popular search engines like Google, it is more effective to search and discover them through dedicated OER repositories or libraries. Below, is a sampling of such repositories and libraries. (A more detailed list can be found on ncLibraries' OER Subject Guide). As you search using the tools below, consider using specific topics or learning outcomes as keywords, rather than the course name itself.

Aggregated OER Collections

- OASIS – Allows search for OER from hundreds of sources. Developed by SUNY Geneseo's Milne Library.
- MERLOT – Provides access to thousands of discipline-specific learning materials contributed by the member community.
- Open Oregon – Aggregates proprietary and openly licensed materials by course name, institution, and instructor information.
- OER Commons – A public library of OER with tools for content authoring & remixing. Also provides collaborative workspaces for creating, curating, and discussing OER. See the California Community College OER Hub on OER Commons as a space for sharing local resources.

Open Textbooks

- eCampusOntario Open Library Portal – Curated collection of post-secondary education textbooks, many of which have been reviewed and vetted by educators across Canada.
- BC Campus OpenEd Textbooks – A growing collection of open textbooks (includes Canadian content) in a variety of different subject areas.
- LibreTexts – Open textbooks across multiple disciplines created by faculty from institutions spanning the U.S.
- OpenStax Textbooks – AP-level open textbooks spanning multiple subjects that are developed

and peer-reviewed by educators.
- [Open Textbook Library](#) – AP-level open textbooks spanning multiple subjects that are developed and peer-reviewed by educators.

Open Media Collections

- [Creative Commons Image Search](#) – Openly licensed still images, music, and videos across several repositories, including YouTube, Google, SoundCloud, and more.
- [Wikimedia Commons](#) – A repository of media files, contributed by the public, most of which are openly licensed.
- [Library of Congress](#) – Peer-reviewed collection of hundreds of open textbooks spanning multiple subjects. All textbooks are quality reviewed by faculty from a variety of institutions.

Open Data Collections

- [Open Government](#) – The Government of Canada's open repository for data and digital information.
- [Ontario Data Catalogue](#) – Over a thousand datasets maintained by the Ontario Government.
- [World Bank Open Data](#) – Global development data that is free and openly licensed.

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ADAPTING OER

Why adapt an OER?

In addition to cost savings to students, one of the biggest advantages of choosing an open textbook is it gives faculty the legal right to add to, adapt, or delete the content of the textbook to fit their specific course without obtaining permission from the copyright holder. This is possible because the copyright holder has already granted permission by releasing their work using an open — or Creative Commons — license. This type of license gives users permission to use and reuse, share, copy, retain and modify the textbook without consulting the author.

Process of adapting an OER

The process of adapting an open textbook is threefold:

1. **Find an OER that you want to reuse.** Consult our Adopting OER chapter for a list of online repositories and libraries that you can use to start looking for the perfect OER to adapt for your needs. If you are having difficulty finding what you are looking for in these repositories/libraries, consider consulting a library specialist for additional assistance.
2. **Check the licensing to see if you can alter the OER.** Every OER will outline the permissions granted for its reuse. Frequently, a Creative Commons license is attached to an OER. It is important to make sure the Creative Commons license does not have a "No Derivatives (ND)" designation, this means you cannot alter the material. Make sure you provide any attributions that may be required by the license or creator. For more information, check out our chapter on OER Licensing + Creative Commons.
3. **Contact your campus library for advice and options on how to move forward with altering the OER.** Your campus library can advise you on how to get started and move through the editing process. We can help connect you with the right contacts, assist you with the software, such as Pressbooks, and our Exploratory Digital Media Lab can provide equipment and space so you can create your own content. See our OER Support @ NC chapter for additional information.

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CREATING OER

Getting started with creating your own OER

Looking to extend your academic profile? Save your students money? Provide more relevant and engaging materials for your students? Share your acquired knowledge with the world? If so, you might want to consider creating and publishing your own OER.

> **There are two important steps to getting started with creating your own OER:**
>
> 1. **Gather your ideas.** Begin by formulating a plan for the content you would like to develop and what format you will use (online module, textbook, etc.). Investigate what related OER already exists (do you need to create a new OER or just adapt an already existing one?). Visit the ncLibraries' OER Subject Guide or our chapter on Adopting OER for a list OER repositories and libraries.
> 2. **Contact your campus library.** Your campus library (see Chapter 3 for information on OER Support at Niagara College) can advise you on how to get started and move through the creation process. We can help connect you with the right contacts, advise you on Creative Commons licensing, assist you with software, such as Pressbooks, and our Exploratory Digital Media Lab can provide equipment and space so you can create your own content.

Tools Authoring/Remixing OER

- **LibreTexts:** Access, build and remix open textbooks across multiple disciplines from this open textbook platform.
- **MERLOT's Content Builder:** Access templates for creating tailored websites with a variety of designs, including e-portfolio structures, lesson plans, online courses, and others.
- **Open Author:** Open Author provides a place where educators can build and share high-quality open educational resources (OER), such as courses, units, lessons, activities and presentations, to meet teaching and learning needs around the globe.
- **Pressbooks:** Easily create ebooks, typeset PDFs, and webbooks. Choose from professionally designed book themes. One button publishing.
- **Softchalk:** Create custom lessons by combining your own materials with interactive learning content. The mixture of personalized content, embedded assessment, and interactivity will

increase student engagement and improve learning outcomes.
- TED-Ed: Build a lesson around any TED-Ed Original, TED Talk or YouTube video.
- WikiEducator: Become part of a collaborative community, while developing free content on WikiEducator for the purposes of e-learning.

Other OER Creation Resources

- The Rebus Guide to Publishing Open Textbooks (So Far): The Rebus Guide to Publishing Open Textbooks (So Far) is a living repository of collective knowledge, written to equip all those who want to publish open textbooks with the resources they need. Representing two years of collaboration, innumerable conversations and exchanges, and a wide range of collective knowledge and experience, the Guide is a book-in-progress and will evolve and grow over time.
- Steps to Submitting Your Material to eCampus' Open Library: Instructions on how to submit your material to eCampusOntario's Open Library

FOR MORE INFORMATION...

Please contact your campus ncLibraries + Learning Commons OER liaison:

Welland Campus:

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