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OA and OER in Education and the Knowledge Market: Presentation and Workshop Materials

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Presentation and Workshop Materials

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Reflection

I have spent this school year planning, researching, and creating in order to complete this project. My goal was to learn more about Open Access and Open Educational Resources in order to share this information with other students and consultants within the Knowledge Market. In addition to learning new information, I have been able to exercise skills I already had and learn new ones along the way. I have practiced new skills like video production, document design and creation of educational materials. I have touched up on skills such as research and public speaking, and gained experience with presenting at a conference. This project has given me invaluable skills and experience that I had yet to gain in my undergrad, and will help me succeed in my future career. After I graduate, obtain an MLIS degree, and join the library science field as a professional, I have knowledge of this side of library science to carry with me to become an even more informed librarian. I am incredibly grateful to have been able to design this project alongside my advisor Matt Ruen, and to successfully complete it as well.

The process of this project took place over the course of my winter semester. I began by researching OA and OER to improve my own knowledge and to figure out what to include in my presentation. Afterwards, I completed an annotated bibliography of the sources collected in my research, in which I provided a summary of each source. Next, I worked on the creation of presentation materials, such as the slideshow, handout given during the presentation, and script. While I spent time editing the slides with my advisor to ensure their effectiveness, I also worked on my own public speaking and speech writing skills. I visited the speech lab to get a second opinion on my slideshow design and script. Once I was set with the presentation materials, I gave my presentation to my fellow coworkers and other Knowledge Market consultants at our first ever joint Peer Mentoring Conference. Afterwords, I created workshop materials based on my presentation to provide consultants who couldn't make it to the conference a chance to learn more about OA and OER. These materials include an activity, survey, video recording of the presentation, and link to the handout that was created for the

presentation. The goal for these materials is to incite reflection and encourage exploration of OA

and OER in student and consultant work, and to determine the efficacy of the presentation and

its materials. Overall, I think I have explored many facets within my project surrounding OA and

OER. I am proud of what I have accomplished and learned, and feel much more confident going

into the library science field.

Annotated Bibliography

Elder, Abbey K, et al. "Searching for Open Content." *The OER Starter Kit for Program Managers*, Rebus Community.

>As a whole, this book aims to raise awareness of the work that is required to build and manage an OER program. It covers topics such as building an OER program, managing a program, supporting OER adoption, and collecting data about OER. Since the source is aimed towards program managers, it is not as a whole this source is relevant to the audience of my research project. The chapter relevant to this project, titled "Searching for Open Content", specifically discusses research methods and resources available to find relevant OER. This topic can be applied to a student's work and with OA as well.

Elder, Abbey. *The OER Starter Kit*. Pressbooks.

>Written by Abbey Elder of Iowa State University, The OER Starter Kit aims to give instructors the tools they need to find, use, and create OER. This book is separated into five sections to inform the reader of different aspects of working with OER, such as copyright and Open Licensing, finding OER and teaching with OER. Elder mainly intends for readers who are unfamiliar with Open Education to read this book by providing a vast overview and detailed sections to create an introduction to integrating OER into an instructor's life. Published through Iowa State University's Digital Press, the OER Starter Kit is an open access text intended for anyone to access online for free, adding to the amount of OA and OER resources available online.

Eve, Martin Paul. "Introduction, or Why Open Access?" *Open Access and the Humanities:*

Contexts, Controversies and the Future, Cambridge University Press, Cambridge, 2014, pp.

1–42.

> As a lecturer in English and an avid supporter of the Open Access movement,
>
> Martin Paul Eve wrote *Open Access and the Humanities: Contexts,*
>
> *Controversies, and the Future* to add more insight to the discussion of Open
>
> access in the realm of humanities. Because there is a noticeable lack in research
>
> in the humanities, Eve intends to add to his work in providing examples and
>
> correcting myths and misunderstandings through this book. To accomplish these
>
> goals, this book covers topics such as a brief overview of open access, the
>
> economics surrounding online publishing, free and open licensing, and
>
> open-access monographs. Published through the Cambridge University Press,
>
> this book is available online as an open access material.

Fischer, Brittany. "Open Access." *What Is Open Access? - Open Access - Research Guides at*

University of North Dakota, 24 Oct. 2022, https://libguides.und.edu/openaccess.

> Written and organized by Brittany Fischer, librarian of the University of North
>
> Dakota Libraries, this website takes the form of a Libguide. As a libguide, this
>
> source intends to quickly and easily present information online to library patrons
>
> and users of the Internet. This libguide provides an overview of Open Access,
>
> discussing topics such as types of OA, why OA should be cared about, as well as
>
> radical open access. The source is intended to be read by a variety of people, as
>
> it provides perspectives towards OA from authors, researchers, students,
>
> librarians, and citizens.

Grand Valley Pressbooks, Pressbooks, https://pressbooks.gvsu.edu/.

This website was made to provide information about Grand Valley Pressbooks, a OER publishing tool for the university's faculty and staff. Within the website, information such as definitions of OER and library grants for developing OER are available to consume. This website also offers links to other Grand Valley resources for users to learn more about OER and GVSU's involvement with the movement. Because the resource this website aims to inform about is purely for GVSU faculty and staff, most of the information provided is geared towards that demographic.

Hanson, Melanie. "Average Cost of College Textbooks [2023]: Prices per Year." *Education Data Initiative*, 15 July 2022, https://educationdata.org/average-cost-of-college-textbooks#:~:text=The%20average%20postsecondary%20student%20spends,12%25%20with%20each%20new%20edition.

Written by the Education Data Initiative's senior editor and research analyst, this source reports data on several topics relating to the cost of college textbooks, such as hardcover costs and price increases, cost to students, eText and eBook costs, prevalence of OERs in universities, and methods to saving money on textbooks. It also reports on student behaviors surrounding textbooks, such as how many work extra hours or skip meals to purchase their course materials. The source was published in July of 2022, so the data collected is new and relevant to this presentation. It is important to note the limitations of the source, as it does not list data collection methods, whether this is data about American textbooks or textbooks worldwide, and when this data was collected.

Munro, Daniel, et al. *OER Student Toolkit*. BCcampus Open Education.

Written by Daniel Munro, Jenna Omassi, and Brady Yano, the OER Student

Toolkit hopes to inform of the benefits of OER and guide readers on how

students can become involved in OER advocacy. This book is a part of the

BCcampus Open Education, an organization focused on encouraging the use of

OER to make post-secondary education in British Columbia more accessible. As

a student toolkit, this book is aimed at student readers. Topics such as an

explanation of OER, their importance, and barriers to adoption, ways to

determine what OER already exists within a student's university, and how to

advocate on a university campus are discussed in the text. This book is free and

accessible online, adding to the OA/OER resources available.

Ruen, Matt. "Accelerating Open Educational Resources at GVSU." *GVSU Libraries: Scholarly Communications*, Grand Valley State University, 21 Oct. 2022,

https://www.gvsu.edu/library/sc/accelerating-open-educational-resources-at-gvsu-18.htm.

Curated by Grand Valley State University's Scholarly Communications librarian,

this website talks about OER and GVSU. This website quickly and efficiently

informs users about OER at GVSU. This guide covers many topics such as OER

funding, curation, and the Accelerating OER Initiative. Links to relevant resources

are also provided, such as other GVSU informational guides and outside reports

about OER. As a part of GVSU's goal to adopt Open content, it is freely available

to any user of the Internet at any time.

Ruen, Matt. "Open Access Publishing Support Fund." *GVSU Libraries: Scholarly Communications*, Grand Valley State University, 21 Oct. 2022,

https://www.gvsu.edu/library/sc/open-access-publishing-support-fund-2.htm#:~:text=The%20Open%20Access%20Publishing%20Support,to%20%242%2C000%20of%20publication%20fees.

Written by Grand Valley State University's Scholarly Communications librarian, this website informs users of the university's Open Access Publishing Support Fund. This source discusses many of the topics relevant to this fund, such as grant criteria, limitations of the grant, the process of obtaining funding, and the overall goals of the program. As a part of GVSU's goal to adopt Open content, it is freely available to any user of the Internet at any time.

Suber, Peter. *Open Access*. MIT Press, 2012.

The author of *Open Access*, Peter Suber, is one of the figureheads and leaders of the Open Access movement. This book is meant to serve as an indepth introduction to the world of OA. Many topics are covered in this source, such as what open access is, the benefits for authors and consumers of research, copyright, and what the future may hold. Written in 2012, this book is not as up to date with the current changes in the OA/OER movement, but it provides a good basis from which readers can learn from.

"What Are OER?" *Open Educational Resources*, Grand Valley State University, 12 July 2022, https://libguides.gvsu.edu/c.php?g=275750&p=1838305.

This source is in the form of a libguide, meaning its goal is to present information quickly and efficiently for users to access. Written by previously Scholarly Communications librarian Matt Ruen, this guide covers topics such as what OER is and why it should be adopted into course materials. Links to OER-related resources are provided, as well as informational links about OER that come from outside of the university. As a part of GVSU's goal to adopt Open content, it is freely available to any user of the Internet at any time.

"What Is Open Access?" *UNESCO Open Access Publications*, UNESCO,

https://en.unesco.org/open-access/what-open-access.

This website is published by the UNESCO Open Access Publications, meant to inform users

about Open Access. UNESCO is an organization whose main goals are to build a culture of

peace, sustainable development, and intercultural dialogue through education, which is involved

in the adoption of Open information worldwide. Although the website itself is rather small, plenty

of information about what OA means and the criteria in which a publication can be considered

Open access is provided. This source also presents links to outside resources, such as to The

Berlin Declaration on Open Access and how to contact them with questions.

Presentation Abstract

Are you interested in being able to access reliable information, research, images, and more online without running into a paywall or fee? Are you interested in accessing online textbooks and other class materials without having to spend a single dollar? With Open Access and Open Educational Resources, these scenarios are possible. This presentation will discuss Open Access materials and Open Educational Resources, and their role in educational spaces and within the different Knowledge Market services.

Script

Intro ideas

How many of you have heard of open access or open educational resources? How many of you know what these are? How many have used either of these?

My name is Jillian Beckwell and I will be talking about open access and open educational resources! As I've spent time working as a research consultant for the KM and as an Access Services student at Mary I, I've become very familiar with the world of information. In addition to this, I've spent this school year planning and researching for this presentation, alongside the Scholarly Communications librarian Matt Ruen, as a part of my Honors Senior project. I'm excited to share with you what I've learned, and for you to be able to walk away with knowledge of this topic too.

Agenda:

Today we will be talking about things such as, what open access and open educational materials are, why they are possible, how they are beneficial to you, and most importantly, how they may show up in your consultations!

Transition into next slide

What is OA? What is OER?

So for those of you who are unfamiliar with OA and OER, I'm going to explain a bit about what they are.

OA and OER are actually very similar. They are both ways to describe content and information resources. To be "open", materials need to have no restrictions to access. They are free, available online at any time. They are also free of most copyright or licensing restrictions. So, instead of accessing information through a subscription, this information is completely free. What is different between them, is essentially their purpose.

OA usually comes in the form of scholarly work and communication. This usually takes the form of articles and journal publications, but can also range from other media types like images, data, videos, and more. In some cases, depending on the type of license, OA can also be edited and republished by others, without needing permission.

OER are similar to OA in that they are also free to access online materials. Unlike OA, OER are specifically educational materials, like textbooks, podcasts, lecture slides, and more. Essentially, OER should grant users the permission to follow the 5 Rs: retain, reuse, revise, remix, and redistribute. The ability to change and reupload is what makes sources like these special. OER are aimed to be used both in the classroom and outside of the classroom, at any time, making them flexible materials.

Why OA and OER?

The next question is: why is there a need for these types of sources?

The simple answer: information has become expensive. Fees, subscription and textbook prices have skyrocketed, making it hard to access trustworthy information. As new discoveries and information is shared, the more purchases you have to make to access it. And the more prices increase, the less access people have to peer-reviewed information. With OA and OER, more information, better information, and new research is accessible.

In addition to this, the economic situation for OER and scholarly OA works are different from the usual in publishing. The goal that academic authors have in mind is to be read by peers and the public, rather than to sell or commidify their work like a fiction author. With OA and OER, authors are able to reach this goal faster and easier.

The Internet makes OA and OER possible. Those who created OA and OER tried to use the tools that they already had (in this case, the Internet) as a way to share more information more effectively. Without the Internet, the ability to share and spread OA would not be possible.

Where to find OA and OER?

There are many, many, repositories and databases with OA and OER. Some of the ones I have highlighted here are:

Openverse - houses OA images, videos, and audios

Oapen - provides access to academic books

UNESDOC digital library - a database with a bunch of OA and OER materials and resources

The Open Access Button - searches for an OA version of any text, even has a Chrome extension that will search while you are looking at a text

Open Textbook Library - a repository of open textbooks

These are only just some of the ways to search for OA and OER. I also have a handout for anyone interested with a QR code to the links to these websites and more!

OA and OER for Students

As I'm sure you can imagine, these types of sources can be really beneficial for students. Let me ask you this:

When researching, either for an assignment or for a consultation, or whatever, have you come across the perfect source, but as soon as you click on it you get that notification that says you need to pay to have access? Have you even chosen not to buy a textbook because it's too expensive?

OA and OER can solve problems like these!

OER takes away financial barriers. OER can replace expensive textbooks that we as students have to pay for to succeed in our classes. There's a lot of data about how having to pay for educational materials can create barriers in our learning. For example, according to the Education Data Inivitative, the average textbook costs around $105.37 (Hanson). Now, imagine that for four, five, or six classes! Also, many students work extra hours and even skip meals to pay for their textbooks. This takes away from students'

educational careers, as students are more focused on affording their education, rather than actually learning. OER takes away this barrier.

OER can lead to increased student involvement. Because anyone can create, revise, and distribute OER, students can do so as well. This allows students to participate in what is known as "open pedagogy", where students become active participants in scholarly knowledge-sharing.

OER are also accessible forever. Unlike E-textbooks, OER do not need to be rented and can be accessed repeatedly throughout a person's educational career. Additionally, oftentimes when students graduate, they no longer have access to the databases and journals they used when attending classes. OER can be accessed after graduation, allowing for knowledge creation and sharing outside of the traditional classroom.

OA and OER can also be a way for you to share your achievements and research more easily. With OA and OER, students like you can research and publish without going through the usual hoops that can make publishing regularly difficult. There is also an advantage to publishing through OA and OER, as more people are able to read your work and more people are able to cite it, which looks great!

Advocates Around Campus

There are many people around campus that are advocates of OA and OER!

There are many staff members throughout the library that are focused on spreading OA and OER at GVSU. People like Matt Ruen, Alicia Lemon, and Jacklyn Rander are all working on informing students and faculty about OA and OER and adding OER to classrooms.

In addition to these faculty advocates, GVSU's student senate, particularly the Educational Affairs Committee, has advocated for the use of more OER to make educational materials more accessible and cheaper.

GVSU's Efforts with OA and OER

GVSU also has a lot of opportunities for faculty to become involved.

There is an option for professors to request a curated list of potential OER to use in their courses. Additionally, through OER Funding Opportunities, faculty instructors can receive funding for reviewing, creating, and/or publishing OER.

GVSU has provided the tools necessary for faculty to take the next steps towards OA/OER creation. The Grand Valley PressBooksEDU is a publishing platform for faculty interested in creating OER.

The Open Access Publishing Support Fund aims to encourage GVSU faculty to take part in the change of the scholarly publishing industry to be more accessible. This program allows GVSU authors to publish scholarly work in open access journals by providing grants. From 2012, this fund has supported the publication of more than 220 articles by GVSU faculty, staff, and students.

Scholarworks

ScholarWorks is GVSU's own open-access repository, filled with work from GV's own scholars! This is just one of the library's ways of supporting the adoption of OA and OER.

Faculty, honors students, graduate students can share their information. After this semester, you should even be able to see my project on there!

This repository is also used to publish OA journals and contains parts of the university archives.

Really cool!

OA and OER in the KM

So, it's time to talk about how you can use this in your consultations!

Research Center:

OA can be used throughout the research process. While they do not regularly show up in the GVSU library databases, you are most likely going to see them

through Google Searches or through Google Scholar. OA repositories and tools, like the UNESDOC digital library and the open access button can also be good backups to the regular library databases.

Writing Center:

OA and OER sources about writing and writing skills are available through many repositories and are plentiful, such as through the OER Textbook Library! These can be good to provide to students who want to reference materials after the consultation. You can use these sources to read to improve your own writing skills and knowledge, or see what is being talked about in the world of writing.

Speech Lab:

OA and OER about different types of speeches, manuscripts of example speeches, and public speaking tips are available and accessible.

Images, data, and videos are also available for presentations. You can use repositories like Openverse to find these kinds of materials. These types of materials are free and easier to access, so they are easier to use!

Digital Creator Lab:

OA sources about making podcasts, videos production, and digital skills in general are available! Like the other services, you can use repositories like Openverse and the OER Commons to do so!

As someone who talks about info

Lastly, As consultants, we have knowledge of information systems, concepts, and processes, and we know how to talk to students. We can use these skills to become advocates for OA and OER within our consultations. We can even recommend these sources for after a student graduates, so they will still have access to trustworthy resources and information.

We are also able to communicate with faculty and professors, to encourage them to use OA and OER in the classroom and consider publishing their research through this process!

Concluding statement:

Overall, OA and OER are incredibly useful yet underutilized sources within the field of information. I hope with this presentation you were able to see how they are incredibly useful because they remove the barriers to accessing free, trustworthy information and materials. You can say goodbyes to paywalls, fees, and expiration dates forever with OA and OER. These materials have slowly been progressing into GVSU's classes, research, and libraries, and with our help will hopefully make even more progress.

So now, the next time you hear someone complaining about textbook prices or a paywall, I fully expect you to bring up OA and OER (just kidding)!

Agenda

OA

Scholarly works:
- articles
- journals

Other media:
- software
- videos
- data
- images

**Free
Online
Available at
anytime**

OER

Educational Materials
- textbooks
- videos
- lecture slides

5 Rs
- retain
- reuse
- revise
- remix
- redistribute

Free + Permission

Why OA and OER?

Information is expensive

The goal of academic writing
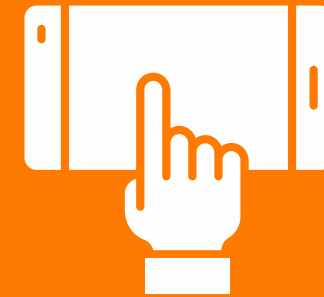
The Internet!

Where to Find OA and OER

openverse

UNESDOC Digital Library
United Nations Educational, Scientific and Cultural Organization

OER COMMONS
OPEN EDUCATIONAL RESOURCES

open
Open Access
Publishing in European Networks
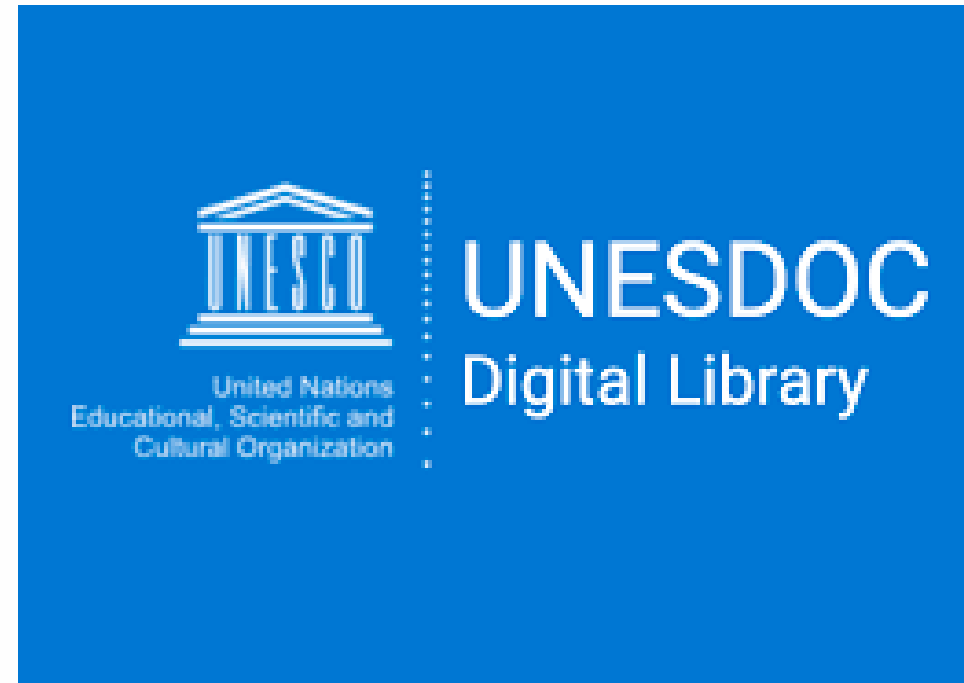
OA and OER for Students

📖 **Takes away financial barriers**
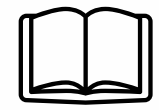
📖 **Leads to increased student involvement**
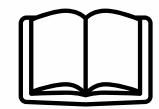
📖 **Is accessible forever**

📖 **A way to share achievements and research**

Advocates Around Campus

GVSU faculty focused on spreading OA and OER at GVSU:

- Matt Ruen - Scholarly Communications Librarian
- Alicia Lemon - Scholarly Communications Associate
- Jacklyn Rander - Publishing Services Manager

Student Senate Action

- Advocates of OER and OA on campus since 2014
  - Educational Affairs Committee

GVSU's Efforts With OA and OER

Grand Valley Pressbooks
Simple Book Publishing

CREATE YOUR OWN OER

Grand Valley Pressbooks is an easy-to-use publishing platform for creating professional, accessible, and openly available textbooks and educational materials.

SIGN IN WITH YOUR GVSU ACCOUNT

ABOUT GRAND VALLEY PRESSBOOKS

The PressbooksEDU publishing tools are free for GVSU faculty and staff, with support from the University Libraries.

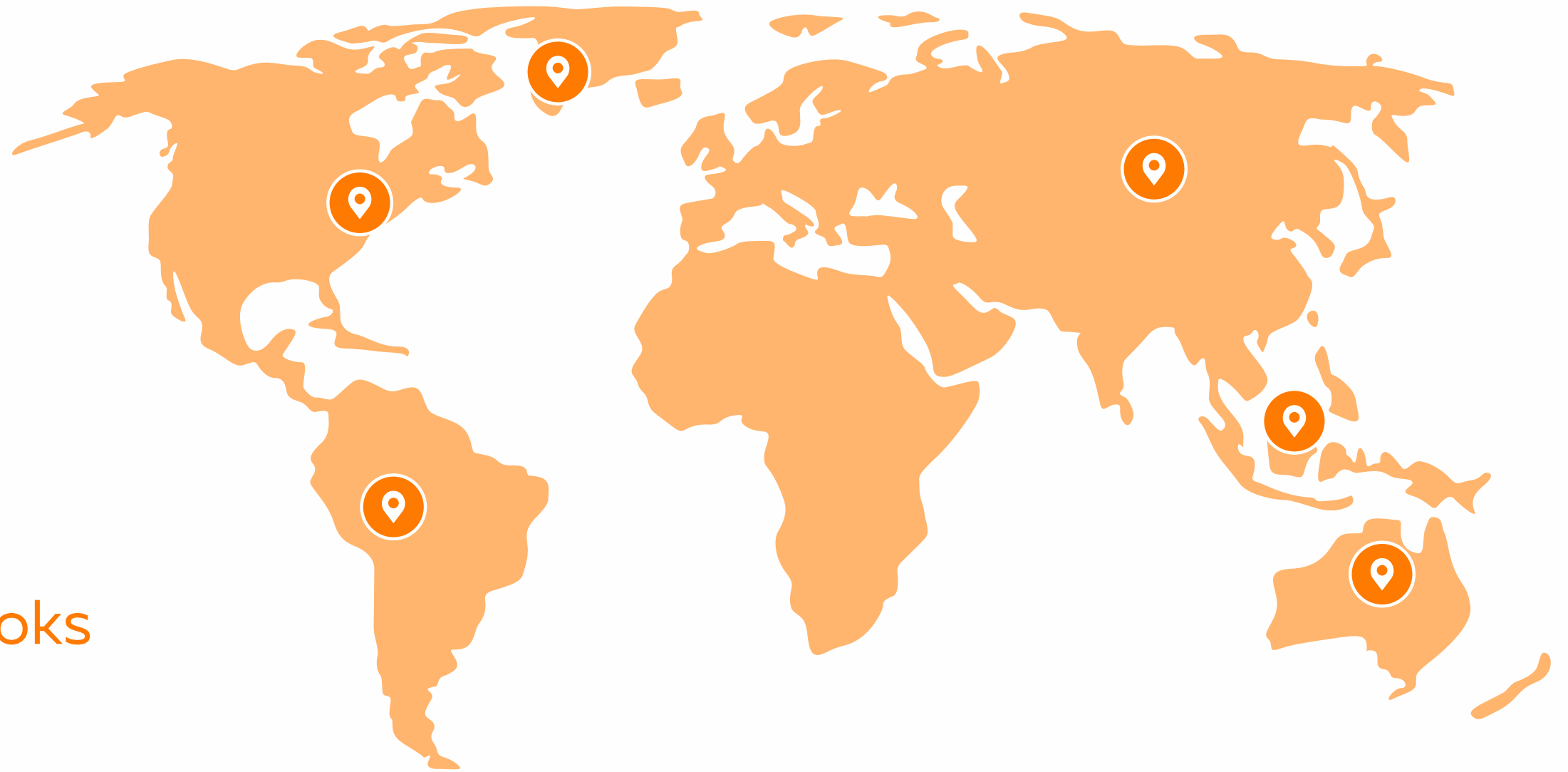LEARN MORE ABOUT OER AT GVSU

Professor Opportunities

- OER Funding Opportunities
- Grand Valley PressBooksEDU
- Open Access Publishing Support Fund
- Policy: OA/OER scholarship counts

ScholarWorks

Library managed open access information platform
- Published journals
- OER and Open Textbooks
- Student and faculty research
- University archives

Downloads from every country and every continent

OA and OER in the KM

The Library Research Center

- Research and sources
- Could show up in Google, Google Scholar, and OA/OER repositories.

The Writing Center

- OA and OER sources about writing and writing skills

The Speech Lab

- OA and OER about different types of speeches, manuscripts of example speeches, and public speaking tips
- Images, data, and videos for presentations!

The Digital Creator Lab

- OA sources about making podcasts, video production, and digital skills
- Images, data, and videos for content/assignments

AS SOMEONE WHO TALKS ABOUT INFO

Become advocates for OA and OER with students:
- Tell students what you've learned in consultations
- Recommend these sources for after graduation

Become advocates for OA and OER with everyone:
- Have conversations with professors and faculty
  - We know how to talk to others!

Thanks

OA and OER Resources

OA and OER are:
- Free
- Online
- Accessible forever

- Can be accessed after graduation
- Takes away financial barriers
- Can be accessed, edited, and redistributed

Search methods and further reading:

During research consultations:

- OA journals and articles can be great sources for research
- OA and OER can come up in Google and Google Scholar searches
- OA citation advantage - easier to get your published work out there!

Workshop Video:

Link to access from temporary location:

https://drive.google.com/file/d/1we2UG3CYHNJJn8rygrCewDJkZXp5nANE/view?usp=sharing

Screenshot from video:

Workshop Activity

Name:

Date:

Makeup Workshop Activity - OA and OER

The goal of this activity is to give you the opportunity to reflect on what you've learned in the presentation and explore different OA/OER repositories and databases. Hopefully, you will feel comfortable working with these types of sources and even feel open to including them in your consultations when you see necessary!

During the video:

1. What similarities are there between OA and OER?

2. List one reason why OA and OER exist:

3. Which OA/OER repository or database seems the most interesting to you?

4. How do you think OA and OER will benefit you (as a student, researcher, or consultant) the most?

5. How might you try to include OA/OER in a consultation?

6. How might you advocate for OA and OER around campus?

After the video:

Please open the handout provided and use the QR code to find the list of repositories and databases. Feel free to explore as many as you want through the following exercises:

1. Try searching for a topic relevant to an assignment you are working on (or have worked on in the past if you are not working on one right now). Are there any sources that you would consider using in your assignment? If so, please list a couple of titles and the website you used. If not, please put N/A.

2. Next, try searching for a topic relevant to your future career. Are there any sources that you would consider relevant? As you list a couple of titles and the website you used, consider how you might use them in the future.

3. Try using the Open Access Button (linked in the same document) to find an open version of a source. You can find a random one from the library database or Google Scholar, as you would during a consultation. Did you manage to find an open version of what you were looking for? How might you find this useful in a consultation or during an assignment?

Workshop Activity Answer Key

1. What similarities are there between OA and OER?

    a. **Answers should include something along the lines of content or information resources that are free and available online.**

2. List one reason why OA and OER exist:

    a. **Answers should include: information is expensive, the goal of academic writing is different from regular writing, or through the Internet**

3. Which OA/OER repository or database seems the most interesting to you?

    a. **Answers may vary, should include either Open Verse, Oapen, UNESDOC digital library, The Open Access Button, the Open Textbook Library, or the OER Commons**

4. How do you think OA and OER will benefit you (as a student, researcher, or consultant) the most?

    a. **Answers may vary, should include something about cheaper education materials, more involvement with class materials, accessibility, a way to share achievements and research, or whatever the student may find useful that is not included in the presentation.**

5. How might you try to include OA/OER in a consultation?

    a. **Answers may vary, could include something about using the repositories or databases during a consultation as a backup or talking about accessing information after graduation.**

6. How might you advocate for OA and OER around campus?

    a. **Answers may vary, could include something about talking to students or professors to encourage use of OA and OER.**

Survey

Link to access from temporary location:

https://docs.google.com/forms/d/e/1FAIpQLSdKDqOUctpuBXbPr2-BjsrCCgTDvAYS-HqjhFk-IT6
tOfXJeQ/viewform?usp=sf_link

Screenshot: