CONTRIBUTORS

Authors

Julian Blake
    Jane Halson
    Ian Kolk
    Anne Lennox
    Stuart Moffat
    Frank Ponte
    Rebecca Rata
    Carrie Thomas

Acknowledgements

Reviewers

Chapter 1 – Julian Blake, Frank Ponte, Anne Lennox
    Chapter 2 – Anne Lennox, Frank Ponte, Jennifer Hurley

Chapter 3- Jane Halson, Stuart Moffat, Frank Ponte, Anne Lennox

Chapter 4 – Carrie Thomas, Frank Ponte, Anne Lennox

Chapter 5 – Ian Kolk, Rebecca Rata, Anne Lennox

External reviewers

Anne Hawkins, Flinders University

Nikki Andersen, University of Southern Queensland

Sarah Howard, Queensland University of Technology

Kate McVey, University of Western Australia

Kylie Tran, University of Melbourne

Marion Slawson, Federation University Australia

OER Capability Toolkit

OER CAPABILITY TOOLKIT

JULIAN BLAKE; JANE HALSON; IAN KOLK; ANNE LENNOX; STUART MOFFAT; FRANK PONTE; REBECCA RATA; AND CARRIE THOMAS

CONTENTS

Part I. Defining Open Education and OER

Part II. Understanding Open Licensing

Part III. Finding and Evaluating OER

Part IV. Adapting, Creating and Sharing OER

Part V. Open Pedagogy, Principles and Practices

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'Luwaytini' by Mark Cleaver, Palawa.

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At RMIT we recognise and respect the unique culture and contribution that Aboriginal and Torres Strait Islander people bring to our communities. We are also proud to provide study, cultural, & personal support to our Aboriginal & Torres Strait Islander students in their learning journey. We womin djeka

you to further explore and experience more about Australian Indigenous culture by visiting our Indigenous education centre – Ngarara Willim Centre and interacting with our Aboriginal and Torres Strait Islander staff and students.

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Elder, A. (2019). *The OER Starter Kit* (Rev. Ed.). Ames, IA: Iowa State University Digital Press. Available under a Creative Commons Attribution 4.0 International License.

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INTRODUCTION

This capability toolkit has been designed to equip instructors with the skills they need to confidently find, use, or even create open educational resources (**OER**). To do this, the book has been broken up into five major parts covering important aspects of working with OER.

Part 1

This part defines open education and open educational resources (**OER**), highlighting the case for their use and the benefits for both students and teachers. It outlines the key themes of the open education movement and explains the 5R characteristics of OER. Drawing on relevant literature on the history of open education, the part then explores OER enabled pedagogy and the role of co-creation in open educational practice. Finally, it invites you to explore how you might become involved in the OER movement by reviewing the Cape Town 10 themes. The content of this part has been taken from multiple sources, adapted specifically for the Australian context.

Part 2

This part is partially derived from "Texas Learn OER" by Carrie Gits. It includes other content adapted for the Australian context where possible, licensed under CC BY 4.0.

This part distinguishes between public domain, open licences and all rights reserved for the purpose of copyright in the Australian context. It covers the Statutory Educational licence and how it is applied at RMIT University. Finally, it covers understanding Creative Commons licensing and how it can be applied when using others' works or creating your own, enabling the application of these concepts to the following parts.

Part 3

Content for this part was primarily derived from "Identifying, Finding and Adopting OER" by Mike Daly and Phylise Banner, SUNY OER Services, from "Adoption Guide" by Lauri M. Aesoph, BCcampus Open Education, and from "Module 9: Accessibility" by Open Washington, all licensed under CC BY 4.0. Topics covered include locating and evaluating OER resources, adopting and adapting them for reuse, and ensuring chosen resources are accessible to users. Short quizzes are included to check reader understanding.

Part 4

This part focuses on the processes for creating, adapting and remixing OER. It looks at examples of OER created at RMIT University and other institutions, and how you can share your OER once it is complete. Content is mainly derived from BCcampus, as well as Smartcopying, Open Educational Licensing, and the CAUL Publishing Workflow.

Part 5

This part is derived from "The OER Starter Kit" by Abbey

Elder, Iowa State University, licensed under CC BY 4.0. In addition, content has been derived from Getting Started with Open Educational Resources by Mahrya Burnett, Jenay Solomon, and Heather Healy, licensed under a Creative Commons Attribution 4.0 International License, and OER & Open Pedagogy Community of Practice by lkunspsccedu, licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This part focuses on open pedagogy, inclusivity and diversity. Where applicable, examples of inclusive open practices from RMIT University and universities in Australia are provided. Links to the Library's Open Publishing team appear throughout this part to assist educators further. An H5P activity at the end of the part is included, facilitating a starting point for educators when considering inclusion, diversity and open assessment in their course curriculum.

PART I
DEFINING OPEN EDUCATION AND OER

Learning objectives

In Part I you will learn:

- How open education is defined and the many benefits it offers
- About open pedagogy and the role of co-creation
- How OER are developed and used
- What contributions you might make to the OER movement.

1.

UNDERSTANDING OPEN EDUCATION

Defining open education

Open education can be defined as learning and teaching which is free from the financial, legal, geographic, social and other barriers that are present in traditional education settings. It stands on the philosophy that everyone in the world should have access to the same standard of high-quality education and resources.

The Open Education Consortium states:

Open education encompasses resources, tools and practices that employ a framework of open sharing to improve educational access and effectiveness worldwide.

Open education combines the traditions of knowledge sharing and creation with 21st century technology to create a vast pool of openly shared educational resources, while harnessing today's collaborative spirit to develop educational approaches that are more responsive to learner's needs.[1]

To learn more about how the open education model works, watch this short video.

OER Open Educational Resources *(2:37 mins)*

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=43#oembed-1

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1. Open Education Consortium. (2016). *About the Open Education Consortium.* https://www.oeconsortium.org/about-oec/

The case for open education

Harnessing the global reach of **digital tools**, the **open education movement** supports the idea that everyone should have equal access to high-quality educational experiences and resources. The movement works to eliminate barriers to this goal.

The Open Education Consortium summarises how the movement meets key challenges in global and equitable education.

Education is an essential tool for individuals and society to solve the challenges of the present and seize the opportunities of the future. However, the current provision of education is limited by educational institutions' capacity, consequently, this resource is available to the few, not the many. **The digital revolution** offers a potential solution to these limitations, giving a global audience unprecedented access to free, open and

high-quality educational resources.[2]

Watch this video to learn how the open education movement is both disruptive and global in focus.

Why Open Education Matters *(2:14 mins)*

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https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=43#oembed-2

("Why Open Education Matters" by Blink Tower is licensed under CC BY 4.0)

Thinkers on themes of global disruption in open education have explored and described a number of overlapping ideas.

- **Learner empowerment:** Open education provides opportunities for learners to become more engaged with content through interaction, collaboration and creation

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2. Open Education Consortium. (2016). About the Open Education Consortium.

of educational materials.[3]

- **Relevance:** Open education allows educators to tailor learning resources to local contexts, making materials directly relevant to their students and communities.[4]

- **Social justice:** Open education supports inclusion through learner participation and provides all learners with equal access to resources.[5]

- **Collaboration:** Open education has collaboration at its centre. As the Open Education Consortium states "sharing is probably the most basic characteristic of education: education is sharing knowledge, insights and information with others, upon which new knowledge, skills, ideas and understanding can be built". [6]

- **Innovation:** Open education enriches learning environments and supports collaborative educational innovation.[7]

3. Algers, A. (2020). Open textbooks: a balance between empowerment and disruption. *Tech Know Learn*, 25, 569–584. https://doi.org/10.1007/s10758-019-09426-5 CC BY 4.0

4. Kılıçkaya F, Kic-Drgas J. (2021). Issues of context and design in OER (open educational resources). *Education Technology Research and Development*, 69, 401-405. https://link.springer.com/article/10.1007%2Fs11423-020-09852-8

5. Lambert, S. R. (2018). Changing our (dis)course: a distinctive social justice aligned definition of open education. *Journal for Learning and Development*, 5(3), 225-244. https://jl4d.org/index.php/ejl4d/article/view/290 CC BY 4.0

6. Opensource. (n.d.) *What is open education?* https://opensource.com/resources/what-open-education CC BY 4.0

7. Ramirez-Montoya, M.S. (2020). Challenges for open education with educational

innovation: A Systematic Literature Review. *Sustainability*, 12(17), 7053
https://www.mdpi.com/2071-1050/12/17/7053 CC BY 4.0

2.

OER-ENABLED PEDAGOGY

Open pedagogy and the role co-creation plays in open educational practice

Open pedagogy as a philosophical approach to teaching goes back to the 1970s, encompassing themes of reduced educational formality; student **co-creation** of content; trusting learners to determine their own needs and learn by exploring; and intellectual equality of students and teachers.[1]

A growing association of open pedagogy and **open**

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1. Wiley, D., & Hilton, J. L., III. (2018). Defining OER-enabled pedagogy. *International Review of Research in Open and Distributed Learning*, *19*(4). https://doi.org/10.19173/irrodl.v19i4.3601 CC BY 4.0

educational practices with OER emphasised the learning network and the learner's place within it.[2]

Open pedagogy became about enabling freedoms for learners, which take many forms:

- **Freedom to ask questions**
- **Freedom to think critically and innovatively**, which may include disagreement with the teacher's perspective
- **Freedom to co-design learning experiences**, for example setting learning objectives, participating in grade weighting
- **Freedom to construct knowledge**.[3]

These freedoms link to the concept of **co-creation**, where "knowledge consumption and knowledge creation are not separate but parallel processes, as knowledge is co-constructed,

2. Wiley, D. (2017, May 2). OER-enabled pedagogy. *Improving learning*. https://opencontent.org/blog/archives/5009 CC-BY 4.0

3. Shimat, L., Lys, R. & Meinke, W. (n.d.). *UH OER publishing guide.* University of Hawaii. http://pressbooks-dev.oer.hawaii.edu/uhoerpubguide/ CC BY 4.0

contextualized, cumulative, iterative, and recursive".[4] Co-creation is fully realised by pursuing the specific attributes of open pedagogy, as illustrated below.
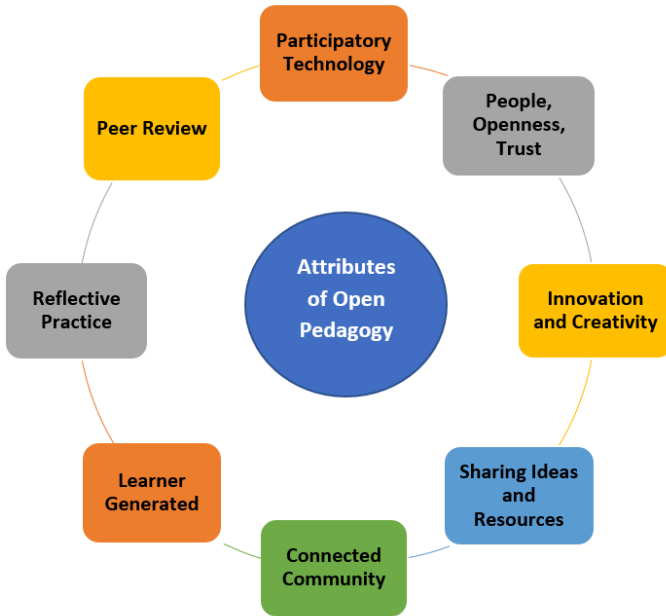
Attributes of open pedagogy (Adapted from "Attributes of open pedagogy" by Bronwyn Hegarty, Bronwynh on Education is licensed under CC BY 4.0)

Understanding renewable and open assessment

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4. Jhangiani, R. & DeRosa, R. (n.d.) *Open pedagogy notebook*. http://openpedagogy.org/ CC BY 4.0

In educational environments, **copyright** can create barriers by restricting what students can do. By removing these restrictions, we remove barriers to learning. When considering open pedagogy/education, David Wiley summarised four observations about the role of copyright and how removing these restrictions opens learning.

1. **We learn by the things we do.**
2. **Copyright restricts what we are permitted to do.**
3. **Consequently copyright restricts what we are permitted to learn.**
4. **'Open' removes these restrictions.**[5]

In a 2018 article by Wiley and Hilton a new term emerged: **OER enabled-pedagogy**. Wiley and Hilton define this as "the set of teaching and learning practices that are only possible or practical in the context of the **5R permissions** that are characteristic of OER".[6]

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5. Wiley, D. (2017, May 2). OER-enabled pedagogy. *Improving learning*. https://opencontent.org/blog/archives/5009 CC-BY 4.0

6. Wiley, D., & Hilton, J. L., III. (2018). Defining OER-enabled pedagogy.

OER-enabled pedagogy thus provides a framework for **renewable** and **open assessments**. The traditional assessment task, also referred to as a **disposable assignment**, is *teacher-driven* – students respond to a task set by the teacher, and they produce work which is assessed and then thrown away.

In contrast, renewable and open assessment is *student-centric*. Students are invited to respond to their contexts by openly working with other learners, sharing their knowledge with each other, and often with the public. Year by year, new students continually contribute to the student-developed body of knowledge. In this way, they produce:

- **Openly created works** which are an ongoing conversation with other learners as they participate and contextualise
- **Renewable assignments** which contribute to an ongoing body of knowledge and have value outside the creators' learning experience.[7]

International Review of Research in Open and Distributed Learning, *19*(4). https://doi.org/10.19173/irrodl.v19i4.3601 CC BY 4.0

7. Wiley, D., & Hilton III, J. L. (2018). Defining OER-enabled pedagogy. *International Review of Research in Open and Distributed Learning*, *19*(4). https://doi.org/10.19173/irrodl.v19i4.3601 CC BY 4.0

Examples of OER-enabled pedagogy

Examples

Science Fundamentals: DOER Fellowship Renewable Assignments

These are three renewable and openly accessible assignments, designed for first year undergraduate science students with little or no prior knowledge of science. The assignments are designed to test students' abilities to gain working knowledge of key scientific principles and to pass on accurate knowledge at an appropriate level for the given audience.[8]

The Open Anthology of Earlier American Literature

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8. Jones, H. & Brown, C. (n.d.) Science fundamentals: DOER Fellowship renewable assignments, University of Southern Queensland CC BY 4.0

Robin De Rosa (Plymouth State University) realised that the anthology of early American literature prescribed for her course was simply a collation of readings in the Public Domain, packaged and sold by a publisher. To make the book more freely accessible, and to engage students with the literature, De Rosa asked students to source the Public Domain versions of the examples, and then write an introduction to each reading explaining its background and relevance.[9]

A Student's Guide to Tropical Marine Biology

This project began in 2017 when students were writing blog posts for their tropical marine biology course. Students curated and packaged this work into Pressbooks and the new open text was issued in 2019. This work represents a collaborative process with many students across several semesters authoring and editing, and therefore reflects the interests and intentions of a broad range of students, not one person's ideas.[10]

9. DeRosa, R. (2016). *The open anthology of earlier American literature*, Plymouth State University. https://openamlit.pressbooks.com/ CC BY 4.0

10. Keene State College Students, BIO 381 Tropical Marine Biology. (n.d.) *A student's*

Explore more examples of open and renewable assignments in the Open Pedagogy Notebook.[11]

guide to tropical marine biology. Keene State College.
https://tropicalmarinebio.pressbooks.com/ CC BY 4.0

11. Jhangiani, R. & DeRosa, R. (n.d.) *Open pedagogy notebook*.
http://openpedagogy.org/ CC BY 4.0

3.

WHY OER ARE IMPORTANT

OER and the 5Rs

OER are essential building blocks for open education. Creative Commons defines open educational resources as "teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities".[1] They can include resources such as textbooks, slide sets, lecture notes, courseware, learning modules, open access journals, online tutorials, digital learning objects, streaming videos, problem sets and assignments.

The **5Rs** are the key characteristics essential to creating and using OER:

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1. Creative Commons. (n.d.) *Open education*. https://creativecommons.org/about/program-areas/education-oer/ CC BY 4.0

Reuse – Content can be reused in its unaltered original format.

Retain – Copies of content can be retained for personal archives or reference.

Revise – Content can be modified or altered to suit specific needs.

Remix – Content can be adapted with other similar content to create something new.

Redistribute – Content can be shared with anyone else in its original or altered format.[2]

Watch this short video to learn more about OER and how the 5Rs support their use in open education.

What is OER (1:40 mins)

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=381#oembed-1

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2. BCcampus. (2022). *Creative Commons and Licensing*. https://courses.lumenlearning.com/pathways/chapter/reading-the-5rs-of-oerhttps://bccampus.ca/topics-of-practice/open-education/creative-commons-licensing/CC BY 4.0

("What is OER?" by The Council of Chief State School Officers is licensed under CC BY 4.0[3]

Activity: Drag the words.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=381#h5p-13

(Adapted from "Creative Commons and Licensing" by BCcampus is licensed under CC BY 4.0)

OER benefits for students and teachers

There are many benefits of using OER in learning and teaching.

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3. The Council of Chief State School Officers. (2016). *What is OER?* https://youtu.be/LDTCdMKlDQw https://www.youtube.com/watch?v=M-Lx5pe13y4)

Teachers can use OER to complement existing curriculum resources. This gives them greater freedom as they can select and customise materials to suit the specific needs of their students and their learning goals. For example, teachers can:

- Save time and energy by adapting or revising resources that have already been created
- Tailor resources to fit specific context within your courses and research
- Expand interdisciplinary teaching by integrating resources from multiple fields
- Increase access to educational resources that have been peer-reviewed by other experts
- Include reviews and annotations that provide more in-depth knowledge of the resource
- Promote collaboration on creating new resources that can be used within or across disciplines.

For students, using OER can expose them to a wider range of digital learning opportunities in the form of open texts, open images, open courseware and self-assessment tools, and can reduce the cost of study by removing financial burden. Further to this, OER benefit students by:

- Enabling equal access to course materials for all students
- Providing students with the opportunity to explore course content fully before enrolling

- Enhancing the quality, range and flexibility of learning resources
- Allowing the application of knowledge in a wider context than their course may otherwise allow
- Supporting collaboration through peer-to-peer and social/informal learning approaches
- Providing an opportunity for **flexible learning**.

Examples of OER

These examples demonstrate that OER range from the traditional textbook look-and-feel, to audio-visual and interactive materials, and everything in between!

Books:

Dixon, C. & Kajtaz, M. (2020). Mechanical Design: Design of a Compressed Air System for a Factory, RMIT University and Informit Open.

Lee, J., Halilovich, H., Landau-Ward, A., Phipps, P., & Sutcliffe, R. (2019). Monsters of Modernity: Critical Icons for our Critical Condition, Kismet Press.

Ayre, K. & Krishnamoorthy, G. (n.d.). Trauma Informed Behaviour Support: A Practical Guide to Developing Resilient Learners, University of Southern Queensland

Courseware:

MIT now publishes virtually all of its course content openly online, including lecture notes, lecture video recordings, reading lists and supplementary materials.

Massachusetts Institute of Technology, MIT Open Courseware, https://ocw.mit.edu/

Images:

Collection of OER images created by RMIT University.

RMIT University (n.d.). OERs created by RMIT and licenced under Creative Commons [image collection]. https://rmit.primo.exlibrisgroup.com/discovery/collectionDiscovery?vid=61RMIT_INST:RMITU&collectionId=8122038210000341

Online courses:

Saylor Academy. (2021). ARTH101: art appreciation.

https://www.oercommons.org/courses/art-appreciation-and-techniques-2/view

Foster Open Science (n.d.). Open Peer Review. https://www.fosteropenscience.eu/learning/open-peer-review

Video:

Farthing, S. (2011). The elements of drawing. University of Oxford. http://podcasts.ox.ac.uk/series/elements-drawing

4.

OER IN PRACTICE

How are OER developed and used?

There are four ways to include OER in your teaching practice:

1. **Create** OER from scratch to meet the specific needs of your teaching or learning community. Learners can also create OER as open and renewable assessment tasks.
2. **Adopt** an OER produced by others if it is aligned with your learners' needs.
3. **Adapt** an existing OER to contextualise it to your learners' own environment, culture or learning goals. Learners can also adapt existing OER as an open and renewable assessment task.

4. **Remix** by combining elements of existing OER to produce new educational resources. Learners can also remix existing OER as an open and renewable assessment task.

This toolkit will step you through what you need to get started with developing and using OER in your teaching practice.

Part I has introduced you to the concepts of **open education** and **OER-enabled pedagogy**, and outlined their significance. At the end of this chapter you'll find inspiration for determining what your contributions could be to the OER movement.

In **Part II** you will learn about **open licensing**, the cornerstone of OER that determines how they can be used and reused. You'll want to understand this fully if you intend to create an OER, or to adopt, adapt or remix existing ones.

Part III will help you discover and evaluate OER for your teaching contexts. You may find just what you need, or you may find good starting points for adopting or remixing OER to make them more relevant to your students.

Part IV provides the tools for adapting OER which are not quite right for your students, for remixing from existing OER, or to go all-out and create an OER specifically for your cohort.

Finally, in **Part V** you will develop your understanding of open pedagogy principles and practices, their impact, and considerations for their use, including diversity and inclusion.

Watch the video below or read about RMIT's OER Textbook Heroes for inspiration.

ED Talks – Open Educational Resources *(3:14 mins)*

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=383#oembed-1

(Ed Talks: Open Education Resources by College of Business and Law, RMIT University and James Galpa-Grossklag is licenced under a CC BY (Attribution) licence)

Determine what your contributions could be to the OER movement

In 2007 at a small conference in Cape Town, South Africa, a declaration was proposed.

Cape Town Open Education Declaration: Unlocking the promise of open educational resources

We are on the cusp of a global revolution in teaching and learning. Educators worldwide are developing a vast pool of educational resources on the Internet, open and free for all to use. These educators are creating a world where each and every person on earth can access and contribute to the sum of all human knowledge. They are also planting the seeds of a new pedagogy where educators and learners create, shape and evolve knowledge together.[1]

There are so many ways to participate. For the tenth anniversary of the declaration **10 key themes** were articulated – The Cape Town 10 [PDF download]. Explore these below and consider how you can advance the open movement.[2]

1. *Cape Town Open Education Declaration*. (2008). https://www.capetowndeclaration.org/read/ CC BY-NC-ND 4.0
2. *Cape Town Open Education Declaration 10th Anniversary: Ten Directions to Move Open Education Forward*. (2018). cpt10-booklet [PDF]

1. Communicating open: taking the message of open education to the mainstream

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=383#h5p-10

2. Empowering the next generation: the open education movement must put the next generation at its core

An interactive H5P element has been

https://www.capetowndeclaration.org/wp-content/uploads/cpt10-booklet.pdf
CC BY 4.0

excluded from this version of the text. You can view it online here: https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=383#h5p-16

3. Connecting with other open movements: open education can grow stronger through collaboration with allied movements

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=383#h5p-17

4. Open education for development: unlocking new opportunities for education in

support of development

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=383#h5p-18

5. Open pedagogy: harnessing the power of open in teaching and learning practices

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=383#h5p-19

6. Thinking outside the institution: enabling everyone, everywhere,

to learn anything

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7. Data and analytics: exploring the intersection of open content, open data, and open learning analytics

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=383#h5p-21

8. Beyond the textbook: building

the open learning materials of the future

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=383#h5p-22

9. Opening up publicly funded resources: publicly funded educational resources should be openly licensed by default

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=383#h5p-23

10. Copyright reform for education: copyright reform and open education advocacy are two sides of the same coin

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=383#h5p-24

(Adapted from "Cape Town Open Education Declaration 10th Anniversary: Ten directions to move open education foward" is licensed under CC BY 4.0)

PART II
UNDERSTANDING OPEN LICENSING

Learning Objectives

In Part II you will:

- learn copyright basics
- develop your understanding of educational use of copyright material in an Australian context
- learn how to differentiate between materials that are 'all rights reserved', in the 'public domain' and openly licensed
- become familiar with Creative Commons licences and what makes it possible for you to reuse, modify, and reshare OER.

Did you realise this ebook is an OER? Do you want to reuse

the content, modify it for your students or colleagues? Guess what ... you can, with attribution of course!

You'll learn more about reusing open content in the following chapters. However, understanding what makes it possible for you to reuse, modify, and reshare this work is the first step. When discussing open licensing it is also necessary to understand copyright and what it protects within the Australian Copyright Act as well as educational use in an Australian context. In addition to introducing and defining open licenses, this section will cover copyright, educational use, and Creative Commons licenses.[1]

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1. Adapted from "Introduction to open licensing" by Carrie Gits , Digitex is licensed under CC BY 4.0

5.

UNDERSTANDING COPYRIGHT

It is important to understand copyright before distinguishing between materials that are all rights reserved, in the public domain, and openly licenced.

In Australia, the law that governs copyright is the Australian Copyright Act 1968.

What is copyright?

Copyright is a type of property that is founded on a person's creative skill and labour. Copyright protects the form or way an idea or information is expressed, not the idea or information itself.

Copyright is not a **tangible** thing. It is made up of a bundle of exclusive economic rights to do certain acts with an original work or other copyright subject-matter. These rights include the right to copy, publish, communicate (e.g. broadcast, make

available **tangible**online) and publicly perform the copyright material.

Copyright creators also have a number of non-economic rights. These are known as moral rights. This term derives from the French 'droit moral'. Moral rights recognised in Australia are the right of integrity of authorship, the right of attribution of authorship and the right against false attribution of authorship.

Copyright is distinct from physical property

A clear distinction exists between the copyright in a work and the ownership of the physical article in which the work exists. For example, an author may own the copyright in the text in a book even though the physical copy of the book will be owned by the person who purchases it. Similarly, the purchaser of an original painting does not have the right to make copies of it without the permission of the owner of copyright: the right of reproduction remains with the copyright owner who is generally the artist.[1]

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1. Commonwealth of Australia. (2016) *A short guide to copyright.* https://www.infrastructure.gov.au/sites/default/files/ short_guide_to_copyright.pdf CC BY 4.0

Who owns copyright?

It is important to understand who owns copyright to help you determine who has the right to assign an open licence to a work. It will also help you understand who needs to be contacted when permission is required to use their material.

Works – the general rule of copyright ownership

The owner of the copyright in works will generally be the author or creator (e.g. the writer, artist, composer, etc). There are certain important exceptions to this rule, as set out below.

Other subject matter – the general rule of copyright ownership

The owner of the copyright in **sound recordings**, **films** and **broadcasts** will generally be the maker or producer.

This means that:

- The owner of copyright in a **sound recording** is generally the record company.
- The owner of copyright in **films** is generally the

producer.

- The owner of copyright in a **broadcast** is the broadcaster.

Some exceptions to the general rule of copyright ownership

- **Contract** – the rights given under the Copyright Act may be varied by contract e.g. the author of a journal article may assign the right to publish to a journal publisher via a copyright transfer agreement.
- **Employment** – copyright in works made by an employee in the course of employment under a contract of service is usually owned by the employer (e.g. course materials produced by an instructor- see RMIT Intellectual Property policy Section 4.13
- **Commissions** – copyright in photographs, portraits and engravings commissioned for a private or domestic purpose will generally be owned by the person who commissioned the photograph, portrait or engraving. For all other commissions, the general rule is that the author or maker is the copyright owner unless the contract for the commission provides otherwise.
- **Co-authorship** – copyright may be owned by several authors jointly. Joint owners cannot deal with their copyright without the consent of the other authors. In order to qualify as a joint author, a person must have

done more than merely supplied ideas or suggestions.

- **Crown copyright** – where copyright material is created under the direction or control of the Crown, or where it is first published by the Crown, the copyright will be owned by the Crown. The Crown includes a wide range of government bodies, including government libraries and departments, but does not usually include independent statutory bodies such as the Australian Broadcasting Corporation.
- **Performers' rights in sound recordings** – unless otherwise agreed, the copyright in a sound recording made of a performance will be owned equally between the performer and the record company.[2]

What are the rights of a copyright owner?

Economic rights

The Copyright Act gives copyright owners a number of exclusive economic rights. These exclusive rights vary

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2. National Copyright Unit. (n.d.) *Who owns copyright.* https://smartcopying.edu.au/guidelines/copyright-basics/who-owns-copyright/ CC BY 4.0

according to the different types of works and other subject matter protected by copyright.

Literary, dramatic or musical works

The owner of copyright in a literary, dramatic or musical work has the following exclusive rights:

- to reproduce the work in a material form (which includes making a sound recording or film of the work or including a substantial portion of the work in a database)
- to publish the work (that is, to make copies of the work available to the public for the first time)
- to perform the work in public
- to communicate the work to the public (which includes the electronic transmission of the work such as a broadcast, and making the work available online)
- to make an adaptation of the work (which includes an arrangement of a musical work and a dramatisation or translation of a literary work)
- in the case of computer programs, and works recorded in sound recordings, to commercially rent the sound recording or computer program.

Artistic works

The owner of copyright in an artistic work has the following exclusive rights:

- to reproduce the work in a material form (which includes reproducing a two-dimensional work in a three-dimensional form and *vice versa*)
- to publish the work
- to communicate the work to the public (which includes the electronic transmission of the work as a broadcast or making the work available online).

Other subject matter

The owner of copyright in a film or sound recording has the following exclusive rights:

- to copy it
- to cause it to be heard or seen in public
- to communicate the material to the public (which includes electronic transmission, and making the film or sound recording available online)
- in the case of a sound recording, to commercially rent it.

The owner of copyright in a radio or television broadcast has the exclusive right to make a sound recording, film or

photograph of it, to re-broadcast it, or to communicate it to the public (otherwise than by re-broadcasting it, e.g. internet streaming).

Licensing of rights

Copyright owners may exercise any of the above rights themselves or may give permission to other people to do so. Such permission is referred to as a **licence**. Copyright owners may grant a licence that is subject to certain conditions such as the payment of a fee or **royalty**, or limit the licence as to time, place or purpose.[3] For example, copyright owners can retain their rights in a work and grant the use of the work to others in the form of an open licence. [4]

How long does copyright last?

Copyright protection applies for a finite period of time. This period varies, depending on the type of subject matter and

3. Commonwealth of Australia. (2016) *A short guide to copyright.* https://www.infrastructure.gov.au/sites/default/files/ short_guide_to_copyright.pdf CC BY 4.0
4. Commonwealth of Australia (2016) *Short guide to copyright.* https://www.infrastructure.gov.au/sites/default/files/ short_guide_to_copyright.pdf CC BY 4.0

when it was created. A work enters the public domain when copyright protection expires.

On 1 January 2019 the duration of copyright protection in Australia was standardised. This means that, in general, all literary, dramatic, musical and artistic works now have a standard term of protection:

- the life of the author plus 70 years, regardless of whether the material has been made public (previously unpublished works were protected for an indefinite time).
- for works where the author is unknown as well as sound and film recordings, copyright will now last for 70 years after creation, unless those materials are made public within 50 years of creation, in which case copyright will subsist for 70 years after being made public. (Previously copyright lasted for 70 years from the year of first publication.)[5]

There have been changes to the Australian Copyright Act over the years. To determine if something is in copyright or if it has expired refer to the Australian Government Duration of Copyright tables.

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5. National Copyright Unit. (n.d.) *How long does copyright last.* https://smartcopying.edu.au/guidelines/copyright-basics/how-long-does-copyright-last/ CC BY 4.0

6.

DISTINGUISH BETWEEN MATERIALS THAT ARE ALL RIGHTS RESERVED, IN THE PUBLIC DOMAIN, AND OPENLY LICENSED

What is all rights reserved?

As outlined in the section **What is copyright?,** copyright grants to creators a bundle of exclusive rights over their creative works, which generally include, at a minimum, the right to reproduce, distribute, display, and make adaptations. The phrase "All Rights Reserved" is often used by owners to indicate that they reserve all of the rights granted to them under the law. [1] If a work is in copyright, you should assume "all rights reserved" even if this isn't indicated.

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1. Creative Commons. (2021). *Frequently asked questions*. https://creativecommons.org/faq/ CC BY 4.0

What is the public domain?

A public domain work is a work that is not protected by copyright, which means it's free for you to use without permission. Works in the public domain are those for which intellectual property rights have expired, have been forfeited, or are inapplicable.

Here are some examples of works in the public domain:

- Material created by the US Government, such as pictures taken by NASA
- Materials for which Copyright Protection has lapsed, such as Miles Franklin, My Brilliant Career
- Works released to the public domain by licence when they were created, such as images on Pexels

Determining if a work is in the public domain because copyright has lapsed or expired can be difficult because the terms of copyright protection in Australia have changed over time. See **How long does copyright last?** [2]

As well as copyright expiring, creators can relinquish copyright in their work to the public domain.

Creative Commons (the organization) created a legal tool

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2. Gits, C. (2020). *Texas Learn OER*. https://sites.google.com/austincc.edu/ texaslearnoer/ CC BY 4.0/

called CC0 to help creators place their work as close as possible to the public domain by releasing all rights to it.[3]

You can identify these works by looking for the Public Domain Marks

Public Domain Mark

"Public Domain Mark" is licensed under CC BY 4.0

Creative Commons CC0 Public Domain Mark

"CC0" is licensed under CC BY 4.0

What is openly licenced?

Open Licences are a set of conditions applied to an original

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3. Meinke, W. (2018). *UH OER Training*. https://pressbooks.oer.hawaii.edu/oertraining2018/ CC BY 4.0

work that grant permission for anyone to make use of that work as long as they follow the conditions of the license. The copyright owner – usually the creator of the work – can choose to openly license their work if they want others to be able to use it freely, build on it, customize it or improve it. Open licenses therefore give permission to anyone to use the work at no cost, and generally allow anyone to modify the work with no or minimal restriction (such as attributing the original author's work). There are several open licenses that follow these principles, among the most common are Creative Commons licences for written works, music, visual and other artistic expressions; and GNU General Public License for software. Exact conditions of open licences are available under the licence descriptions. [4]

You will be introduced to Creative Commons licences later in this part.

What is the difference between public domain and open licence?

They both grant free access to the materials, but the scope and nature are completely different.

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4. Adapted from.Year of open. (n.d). *What are Open Licenses?*
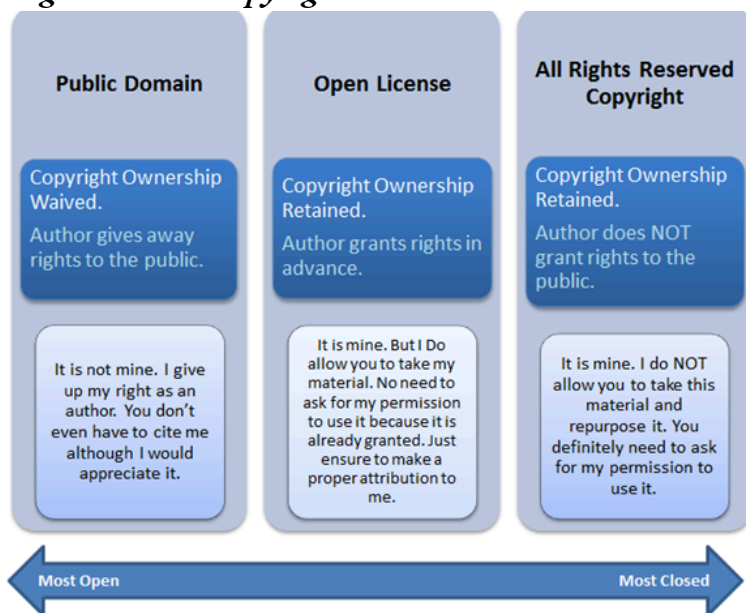   https://www.yearofopen.org/what-are-open-licenses/ CC BY 4.0

Open licensing does recognise clear ownership of intellectual property and the work is still protected under copyright law, whereas works in the public domain are not protected by copyright law. Therefore, users are required to follow the licence requirements when using openly licensed materials.

This infographic below illustrates the differences between public domain, open licence, and all rights reserved copyright. [5]

Difference between open licence, public domain and all rights reserved copyright

Public Domain	Open License	All Rights Reserved Copyright
Copyright Ownership Waived. Author gives away rights to the public.	Copyright Ownership Retained. Author grants rights in advance.	Copyright Ownership Retained. Author does NOT grant rights to the public.
It is not mine. I give up my right as an author. You don't even have to cite me although I would appreciate it.	It is mine. But I Do allow you to take my material. No need to ask for my permission to use it because it is already granted. Just ensure to make a proper attribution to me.	It is mine. I do NOT allow you to take this material and repurpose it. You definitely need to ask for my permission to use it.

Most Open → Most Closed

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5. Gits, C. (2020). *Texas Learn OER*. https://sites.google.com/austincc.edu/ texaslearnoer/ CC BY 4.0

"Difference between open license, public domain and all rights reserved copyright" by Boyoung Chae is licensed under CC BY 4.0

Why open licensing matters

The power of open licensing lies in its ability to clearly communicate how the creator intends the work to be used. A creator can explicitly share the work and control the licensing provisions while retaining ownership. Remember, for a work without a copyright notice, all rights reserved is assumed. If you want to openly share your OER with your students and peers at RMIT, or publish it online for the world to access, displaying an open copyright licence statement with the work ensures it will be easily and clearly adopted in the way you intend. [6]

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6. Gits, C. (2020). *Texas Learn OER*. https://sites.google.com/austincc.edu/texaslearnoer/ CC BY 4.0

7.

UNDERSTANDING CREATIVE COMMONS LICENCES

Creative Commons licences offer creators a spectrum of choices between retaining all rights and relinquishing all rights (public domain), an approach we call "Some Rights Reserved." [1]

The video below explains how Creative Commons licences allow creators to modify copyright terms.

Creative Commons Aotearoa New Zealand *(5:32 mins)*

> 📹 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*

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1. Creative Commons. (2021). *Frequently asked questions.* https://creativecommons.org/faq/ CC BY 4.0

*https://rmit.pressbooks.pub/
oercapabilitytoolkit/?p=1046#video-1046-1*

*("Creative Commons Kiwi" by Creative Commons Aotearoa
New Zealand is licensed under CC BY 3.0 New Zealand)*

Copyright and Creative Commons

CC licences are copyright licences, and depend on the existence of copyright to work. CC licences are legal tools that creators and other rights holders can use to offer certain usage rights to the public, while reserving other rights. Those who want to make their work available to the public for limited kinds of uses while preserving their copyright may want to consider using CC licences. Others who want to reserve all of their rights under copyright law should not use CC licences. [2]

Using a Creative Commons licence does not negate copyright – Creative Commons licences provide a means for a

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2. Creative Commons. (2021). *Frequently asked questions.*
https://creativecommons.org/faq/ CC BY 4.0

creator/author to openly licence the use of their work to the public, while recognising their exclusive rights of copyright. [3]

In this short video Cable Greene, Director of Open Education at Creative Commons, provides an overview of what an open licence is and the impact it has on open educational resources, locally and globally.

CableGreen explaining Creative Commons and OER in 2 minutes (2:14 mins)

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=1046#oembed-1

("Cable Green explaining Creative Commons and OER in 2 minutes" by National Digital Learning Arena is licensed under CC BY 4.0)

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3. Moist, S. (n.d). *Faculty OER toolkit.* BC Campus. https://pressbooks.bccampus.ca/facultyoertoolkit/   CC BY 4.0

The six licences

There are six different Creative Commons (CC) licence combinations that are a mix of four main licence conditions, all include the primary condition of Attribution. Understanding the meaning of each condition can be useful when deciding which CC licence to use on your own work or evaluating an open resource. [4]

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4. Gits, C. (2020). *Texas Learn OER*. DigiTex https://sites.google.com/
austincc.edu/texaslearnoer/ CC BY 4.0

The licence conditions

Core conditions	Application of condition
Attribution BY	This applies to every Creative Commons work. Whenever a work is copied or redistributed under a Creative Commons licence, the original creator (and any other nominated parties) must be credited and the source linked to.
NonCommercial NC	Lets others copy, distribute, display and perform the work for noncommercial purposes only.
No Derivative Works ND	Lets others distribute, display and perform only verbatim copies of the work. They may not adapt or change the work in any way.

Share Alike SA	Allows others to remix, adapt and build on the work, but only if they distribute the derivative works under the same the licence terms that govern the original work.

("About the Licences" by Creative Commons Australia is licensed under CC BY 4.0)

Combining conditions

The BY (attribution) condition is a part of all the licences, but not all of them work together. For example, the SA and ND conditions do not appear in the same licence because there is no reason to include the share-alike condition when no derivatives are being allowed. Together, the conditions form the six CC licences: [5]

   Combining conditions

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5. Gits, C. (2020). *Texas Learn OER*. Digitex.https://sites.google.com/austincc.edu/texaslearnoer/module-7-creative-commons-licensing-in-depth CC BY 4.0

Licence	Licence description
Attribution: CC BY	This licence lets others distribute, remix, adapt, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licences offered. Recommended for maximum dissemination and use of licenced materials.
Attribution-ShareAlike: CC BY-SA	This licence lets others remix, adapt, and build upon your work even for commercial purposes, as long as they credit you and licence their new creations under the identical terms. All new works based on yours will carry the same licence, so any derivatives will also allow commercial use. This is the licence used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licenced projects.
Attribution-NoDerivs: CC BY-ND	This licence lets others reuse the work for any purpose, including commercially; however, it cannot be shared with others in adapted form, and credit must be provided to you.
Attribution-NonCommercial: CC BY-NC	This licence lets others remix, adapt, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to licence their derivative works on the same terms.

Attribution-NonCommercial-ShareAlike: CC BY-NC-SA	This licence lets others remix, adapt, and build upon your work non-commercially, as long as they credit you and licence their new creations under the identical terms.
Attribution-NonCommercial-NoDerivs CC BY-NC-ND	This licence is the most restrictive of our six main licences, only allowing others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially.

(Adapted from "About the licenses" by Creative Commons is licensed under CC BY 4.0)

Choosing an open licence and combining licences for your original, remixed or adapted work

Choosing an open licence for your original, remixed or adapted work

When creating a work to share, carefully consider how you want your work to be used when considering applying an open licence . As the original creator of your work, you have choices.

- Do you want to allow derivatives?
- Do you want to allow for commercial purposes?
- Do you want the same licence to be applied on derivatives?
- If this work was made using openly licensed material, are there any licence conditions you must abide?

Remember, when sharing your work, selecting and displaying the licence with it ensures the work can be adopted and adapted how you want downstream! If you don't select a licence, others must assume the work is all rights reserved even if you intended it to be openly licenced. Creative Commons

licences are designed to provide more options to the creator than copyright all-rights reserved.

The CC License chooser is a simple tool designed to help creators decide which licence is best for their work. Remember, when remixing content to create something new, if any of your adapted content includes the SA (share alike) condition – you *must* apply the SA condition to your newly remixed finished work.

Visit the CC licence chooser. With two questions, the tool will prompt you to select conditions for sharing your work. A licence icon, statement, and code to embed is generated for you to easily copy and paste into your work. [6]

Combining licences within a remixed or modified work

As you find different types of OER to reuse in an OER you are creating, you may find the need to remix and modify the content. Understanding how the different licenses can or cannot be combined is a critical step in reusing openly licensed

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6. Gits, C. (2020). *Texas Learn OER*. DigiTex. https://sites.google.com/austincc.edu/texaslearnoer/ CC BY 4.0

material. The licence compatibility chart below is a great resource in determining which licences work together. [7]

Choose two works you wish to combine or remix. Find the licence of the first work on the first row and the licence on the first column. You can combine the works if there is a check mark in the cell where the row and column intersect. Use at least the most restrictive licensing of the two (use the licence most to right or down state) for the new work. If there a cross at the intersection of the row and column then you can not just these works. This probably indicates that one of the two licences may not used for commercial purposes, or one of the licences does not allow for derivative works to be created[8]

Licence Compatibility Chart

7. Gits, C. (2020). *Texas Learn OER.* DigiTex. https://sites.google.com/ austincc.edu/texaslearnoer/ CC BY 4.0
8. CC Wiki. (2013). *Wiki/cc license compatibility.* https://wiki.creativecommons.org/ wiki/Wiki/cc_license_compatibility CC BY 4.0

	Public Domain	Public Domain	CC BY	CC BY-SA	CC BY-NC	CC BY-ND	CC BY-SA
Public Domain	✓	✓	✓	✓	✓	✗	✓
Public Domain	✓	✓	✓	✓	✓	✗	✓
CC BY	✓	✓	✓	✓	✓	✗	✓
CC BY-SA	✓	✓	✓	✓	✗	✗	✗
CC BY-NC	✓	✓	✓	✗	✓	✗	✓
CC BY-ND	✗	✗	✗	✗	✗	✗	✗
CC BY-NC-SA	✓	✓	✓	✗	✓	✗	✓
CC BY-NC-ND	✗	✗	✗	✗	✗	✗	✗

(Adapted from "License Compatibility Chart" by Creative Commons is licensed under CC BY 4.0)

Match The Licence Game

In the exercise below match the scenario with
the Creative Commons licence.

*An interactive H5P element has been
excluded from this version of the text. You
can view it online here:
https://rmit.pressbooks.pub/
oercapabilitytoolkit/?p=1046#h5p-25*

*(Adapted from Busbee_CC_Attribution_Licenses_Ver2.doc
Kenneth Leroy Busbee under a Creative Commons Attribution
License CC-BY 3.0)*

Giving attribution

All six Creative Commons licences include the BY or
attribution condition. This is a requirement of reuse. The
original creator has explicitly informed the user of this
requirement through the use of the BY condition. Providing
attribution is the legal requirement of the open licence.

Attribution: Title, Author, Source, & Licence (TASL)

When creating attribution statements a good rule of thumb is to remember the acronym TASL:

- **T**itle of the work
- **A**uthor (creator) of the work
- **S**ource (link) or where the work can be found
- **L**icence of the work

For some examples, take a look at the reference list at the bottom this section [9]

While some tools, like CC Search, include the attribution in the resource, there are other tools available to help users easily create attribution statements for work they reuse, remix, or modify.

The Open Attribution Builder – Adopted and adapted by RMIT and located on the RMIT Library website, was created by Open Washington. This tool, similar to a citation generator, builds attribution statements that can be copied and pasted

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9. "Texas Learn OER" by Carrie Gits, Digitex is licensed under CC BY 4.0

into documents and websites. Note: all the attribution statements for these parts were created using this tool.[10]

Citation v. Attribution

Others' ideas and information provide evidence that build an argument or lay the foundation for a piece of written work. A strong work will appropriately reference these sources, showing the reader where the information and ideas originate from. This should be done for both restricted and open works through citations and attribution statements. Use this as an opportunity to show students by example how a scholar respects and shares information from other sources.

Even though they share characteristics, citations and attributions play different roles and appear in different places. This section defines citation and attribution, explains how and when they should be used in an open textbook, and discusses their purposes, similarities, and differences.

Citation

A citation allows authors to provide the source of any

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10. Gits, C. (2020). *Texas Learn OER*. DigiTex https://sites.google.com/austincc.edu/texaslearnoer/ CC BY 4.0

quotations, ideas, and information that they include in their own work based on the copyrighted works of other authors.

Citation is a common and long-time practice among scholars used to indicate where a resource is from and who the author is. Unlike an attribution, citation is typically used for copyrighted works with restricted rights or "all rights reserved." In other words, it is used in works for which broad permissions have not been granted.

As an academic and potential author of an open textbook, we assume that you are familiar with the rules around citation. The Referencing guide at the RMIT Library Learning lab provides some great tips and tools.

Attribution

Attribution is the cornerstone condition when using a resource or text released with an open licence. This legal requirement states that users must attribute — give credit — to the creator of the work. (See above, **The licence conditions,** Attribution BY). An attribution statement is used to provide credit to the original creator; its purpose is similar to a citation. Best practice says that the statement should include the Title, Author, Source, & Licence (TASL)

In a CC BY licence, the "CC" stands for "Creative Commons" and the "BY" stands for "Attribution," or who the work is "by."

BY = attribution

("Self publishing guide" by Laurie M. Aesoph, BCcampus is licensed under CC BY 4.0)

When using text from another open educational resource, be clear in your attribution statement what section of your textbook contains this information.

Citation and attribution serve different purposes.:

- Citation is used for academic purposes in order to give credit to a colleague for their work as part of academic integrity. It's also used for legal reasons. Attributing an open work fulfils the legal requirement of the open-licence, which requires you to give credit to the creator of the work.

- Citation is used for "all rights reserved" works where the copyright holder does not share the rights of the copy with the general public. The opposite is true for cases where attribution is used.

- Citation legally protects an author who wants to refer to

someone else's work and to avoid plagiarism and copyright infringement. The author of an open work has given advanced permission for others to use their work. (See the Plagarism guide at the RMIT Library Learning Lab

- When referencing a restricted work with a citation, one must be careful about the amount referenced. Both direct quotations and paraphrasing are permitted. All of an open work may be used with no limitations; attribution is used to give the author of this work credit.

- The closest one can come to altering a restricted work is to paraphrase the original author's ideas and expression of these ideas. Whereas the author of an open work has provided advanced permission to use AND change their work (except in cases where ND — NoDerivatives licence — has been applied).

- Citation styles are varied and established. They dictate how to cite or reference a paraphrase or quotation within text (e.g., with an in-text citation or footnote) and how and where to provide the full reference, whether it be in a reference list, a works cited, or a bibliography and the end of a book.

- The styles for attribution statements are still emerging. Current best practice for an attribution statement states it should reside on the same page (digital or printed) as the resource it refers to. Statements can stand alone, e.g., within the caption of an image, or in a list at the bottom

of the page.

The following table summarizes the differences between citations and attributions.

Citation vs. Attribution

Citation	Attribution
Academic and legal purposes (plagiarism and copyright infringement).	Legal purposes (e.g., rules of Creative Commons licences).
The rights of the copy (meaning copyright) are **NOT** shared with the general public by the copyright holder.	Permission **IS** shared with the general public by the copyright holder by marking the work with an open-copyright licence.
Protects an author who wants to refer to a restricted work by another author.	Author of an open work has given advanced permissions to use their work.
Used to quote or paraphrase **a limited portion** of a restricted work.	Used to quote (or paraphrase) **all or a portion** of an openly licensed work.
Can paraphrase, but cannot change work without permission.	Author has given advanced permission to change work.
Many citation styles are available: APA, Chicago, MLA.	Attribution statement styles are still emerging, but there are some defined best practices.
A reference list of cited resources are typically placed at the end of the book.	Attribution statements are found on the same page as the resource.

Similarities

There are also similarities between a citation and attribution.

Both can be, and often are, applied to copyrighted works (See section Distinguish between materials that are all rights reserved, in the public domain, and openly licensed an open licence)

Both give credit to the creator of the original work

For both restricted and open works, the author or creator of a work might be different from the copyright holder. For example, if a faculty member writes an open textbook, their institution might hold copyright. However, it's standard practice to attribute the creator – not the copyright holder – in the attribution statement.

Both can be used for either a newly created work or a revised work

Both can be used when referring to a portion of another work, though the amount that can be cited from a fully copyrighted work is substantially less than what can be used from an open work

Both can be used when building an argument or the foundation of a textbook [11]Aesoph, L. M. *Self publishing*

11.

guide   BCcampus.   https://opentextbc.ca/selfpublishguide/
CC BY 4.0/footnote]

8.

UNDERSTANDING EDUCATIONAL STATUTORY LICENCES (AN AUSTRALIAN CONTEXT)

What is a statutory licence?

Statutory licences allow educational institutions such as universities to copy limited amounts of copyright material for educational purposes. Statutory licences are not open. Universities pay for the licences and are bound by strict conditions on the scope and use of third-party copyright material.

The agreements and licences

Universities Australia manages agreements with the Copyright Agency and Screenrights on behalf of its member universities. These agreements are negotiated and maintained in accordance with the statutory licence detailed in section 113P of the *Copyright Act 1968*.

Universities Australia also assists in appointing the independent monitoring body that collects usage data associated with the statutory licence. This collection facilitates accurate distribution of royalties to copyright owners by collecting societies. [1]

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1. Universities Australia (n.d.) *Policy & Submissions: Copyright.* https://www.universitiesaustralia.edu.au/policy-submissions/copyright/ CC BY 4.0

PART III
FINDING AND EVALUATING OER

Learning Objectives

In Part III you will learn:

- How to recognize the different types of OER and how to find them
- How to evaluate OER and how to adopt one that suits your needs
- How to ensure the OER you produce are accessible to all users.

9.

SEARCHING FOR OER

Recognising the different types of OER

In its simplest form, the term OER describes any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or licence fees.

Materials that are under full **copyright**, or which are not accompanied by a specific licence allowing anyone to copy, adapt and share them, are not Open Educational Resources. You can use these materials only within educational provisions or copyright exceptions.

According to the **OLCOS** Roadmap (2012, p. 20) [1], the core attributes of OER are:

- Open resources are provided free of charge for educational institutions, content services, and users such as teachers, students and lifelong learners.
- Open resources are liberally licensed to enable re-use, including modifying, combining and re-purposing of content.
- Open resources are produced using open formats and standards that allow for easy re-use.
- Open systems and tools are produced with open-source software, using open Application Programming Interfaces (APIs).

To simplify things, you can think of OER falling into the category of either content or tools. Review the table below:

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1. Open eLearning Content Observatory Services. (2012). *Open educational practices and resources: OLCOS roadmap 2012.* https://www.olcos.org/cms/upload/docs/olcos_roadmap.pdf is licensed under CC BY NC SA

CONTENT
*full courses *simulations *readings *study guides *rubrics *videos *images *worksheets *games *quizzes *assignments *syllabi *textbooks

(*Adapted from: "Identifying, finding and adopting OER ", by SUNY OER Services is licensed under CC BY 4.0)*

Where to look for OER and Search tools

The **Creative Commons** organisation estimates over 2 billion works are now licenced worldwide across many content types.[2] For example, Wikimedia, whose most well-known project is the free online encyclopaedia, Wikipedia, uses a Creative Commons Attribution-Share Alike for its online content.[3]

But with over two billion openly licensed materials available on the internet, how do you go about finding the right ones for your needs?

2. *Creative Commons. (*n.d.*). Creative Commons homepage.* https://creativecommons.org/ is licensed under CC BY 4.0

3. Community College Consortium for Open Educational Resources. (n.d.) *Find OER.* https://www.cccoer.org/using-oer/find-oer/ is licensed under CC BY 4.0

> As a starting point, use the RMIT University library guide that lists OER discovery sites, plus resources for specific subject areas.

In this video, Abbey Elder highlights repositories to search for OER, then provides techniques for locating the OER resources within them, and then provides rubrics for evaluating the resources found.

How to Find and Evaluate OER *(6:05 min)*

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=114#oembed-1

(*"How to find and evaluate OER" by Abbey Elder is licensed under CC BY 4.0*)

10.

EVALUATING OER

To adapt or adopt – how do you proceed after finding a suitable OER?

When you are searching for OER, consider what would be suitable for your needs. You next need to ask yourself what you want to do with that OER. Do you want to adopt and use as is? Or, do you want to adapt and modify the content to further meet your needs? If you found OER that matched your learning outcomes perfectly, but some modification was required, does the licence on that resource allow you to modify? Or, is it licensed in a way that does not allow for modifications or derivatives? If modifications are not allowed, you may want to consider another resource.[1]

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1. Texas Learn OER. (2020). *Evaluating OER.* https://sites.google.com/austincc.edu/texaslearnoer/module-5-finding-evaluating-oer/evaluating-oer is licensed under CC BY 4.0

Evaluating the quality of OER

Once you have found an appropriate OER, take time to evaluate it to see if it meets your criteria based on content, presentation, online accessibility, production options, platform compatibility, delivery options, interactivity, consistency between online and printed versions, and available ancillary material such as test banks or presentations.

These questions can help guide you when evaluating OER:

Clarity, comprehensibility, and readability

- Is the content, including any instructions, exercises, or supplementary material, clear and comprehensible to students?
- Is the content well-categorised in terms of logic, sequencing, and flow?
- Is the content consistent with its language and key terms?

Content accuracy and technical accuracy

- Is the content accurate based on both your expert knowledge and through external sources?
- Are there any factual, grammatical, or typographical

errors?

- Is the interface easy to navigate? Are there broken links or obsolete formats?

Adaptability and modularity

- Is the resource in a file format which allows for adaptations, modifications, rearrangements, and updates?
- Is the resource easily divided into modules, or sections, which can then be used or rearranged out of their original order?
- Is the content licensed in a way which allows for adaptations and modifications?

Appropriateness

- Is the content presented at a level appropriate for higher education students?
- How is the content useful for instructors or students?
- Is the content itself appropriate for higher education?

Accessibility

- Is the content accessible to students with disabilities through the compatibility of third-party reading applications?

- If you are using Web resources, does each image have alternate text that can be read?
- Do videos have accurate closed-captioning?
- Are students able to access the materials in a quick, non-restrictive manner?

Supplementary resources

- Does the OER contain any supplementary materials, such as homework resources, study guides, tutorials, or assessments?
- Have you reviewed these supplementary resources in the same manner as the original OER? [2]

Note: You can find additional rubrics for evaluating OER in the RMIT University library guide.

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2. Affordable Learning Georgia. (n.d.). *OER evaluation criteria.* https://www.affordablelearninggeorgia.org/assets/documents/R4_criteria.pdf is licensed under CC BY 4.0

Adopting OER

When conducting initial searches for OER, it is important to keep in mind you have options in how you use them, including adoption and adaptation. First, let's examine adoption:

Using an open textbook for your class:

Find the right textbook. Search the collections within the RMIT University library guide for textbooks or use the subject specific links to guide you.

Review and evaluate to see if it matches your criteria based on content, presentation, online accessibility, production options, platform compatibility, delivery options, interactivity, consistency between online and printed versions, and available supplementary material (test banks, PowerPoints, etc.).

Decide if you want to use as is or modify it. One of the benefits of open textbooks is the flexibility to modify and customise them, as much or as little as you like, to meet specific course structures. If you want to make edits or append content, make sure the Creative Commons (CC) licence allows for that (every CC licence except the non-derivative licence allows for modifications). If you are interested in modifying an open textbook, check out the next section on adaptation.

Distribute to your students. There are a number of ways in which you can do this.

If you're using a textbook, provide a direct link to the resource for your students.

Alternatively, download copies of the book and put them on a page accessible to your students. Some examples of where files can be made accessible are:

- Your institutional **learning management system (LMS)**. Load the book files into your Moodle, Desire2Learn, Blackboard, or Canvas site and make the books available to your students via the LMS.
- An online file-sharing service like SharePoint or the RMIT OER collection. Upload copies of the book files and send your students the link.

Deposit with the university library. Ask if a digital copy can be linked to this repository: Open Educational Resources. Contact the library via library.olt@rmit.edu.au, and include your e-mail address.

Report open textbook adoptions to your institution. Become a OER textbook hero and tell us how you have adopted and integrated the OER as part of your teaching practice. [3]

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3. BCcampus. (2019). *Adoption guide.* (2nd ed.). https://opentextbc.ca/adoptopentextbook/chapter/adopting-steps/ is licensed under CC BY 4.0

Adapting OER

An additional option when using OER is to adapt the existing resource to your needs. Adaptation can involve revising, modifying, or expanding the content. Adaptation opens up the range of opportunities in using OER, since resources that are near matches can be adopted and then modified to suit. You can also combine several different resources together to produce an enhanced work that no single resource can match. Works adapted from creative commons licenced materials can then be released and shared with an open licence in turn.

See Adapting and remixing OER for more information.

Evaluating OER Quiz

Check your knowledge with this three-question quiz. Select the (i) icon on each option for hints and more information.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=116#h5p-8

ACCESSIBILITY AND OER

An overview of accessibility

As instructors, we have legal and ethical obligations to ensure our courses are fully accessible to all learners, including those with disabilities. We use digital resources in our courses because we believe they enhance learning. However, unless carefully chosen with accessibility in mind, these resources can have the opposite effect for students with disabilities, erecting daunting barriers that make learning difficult or impossible.[1]

Accessibility and universal design

The Web Content Accessibility Guidelines (WCAG) 2.0,

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1. Open Washington. (2018). *Module 9: Accessibility.* https://www.openwa.org/module-9/ is licensed under *CC BY 4.0*

developed by the World Wide Web Consortium, provide an international standard that defines accessibility of web-based resources. The principles of WCAG 2.0 are applicable to other digital assets as well, including software, video, and digital documents.[2]

Maintenance of accessibility with creation of online resources is guided by the RMIT Digital Accessibility Framework.[3]

A full range of resources to assist accessibility can be found here: RMIT College of Business and Law Learning and Teaching hub.[4]

2. W3C. (2008). *Web Content Accessibility Guidelines (WCAG) 2.0.* https://www.w3.org/TR/WCAG20/

3. RMIT University. (2021). *Digital Accessibility.* https://www.rmit.edu.au/staff/our-rmit/diversity-and-inclusion/accessibility/digital-accessibility

4. College of Business and Law. (2021). *L & T Toolbox: Supporting.* http://www.learningandteachinghub.com/supporting/ is licensed under CC BY 4.0

Choosing accessible video, images, textbooks and course material

Choosing and using accessible video

When selecting video, be sure to choose videos that include closed captioning. Closed captions provide a text version of the spoken audio and other critical sounds, displayed in sync with the video.

Closed captions make video accessible to students who are deaf or hard of hearing, but also benefit many others, such as second-language students.

YouTube automatically captions most videos that are uploaded to its website. However, automatic captions, which are created by a computer, are not accurate enough to be relied upon (consider the effect of one missed "not" on the meaning of the video). Consult the following resources for additional information on finding videos that have captions:

Searching YouTube for videos with captions[5]

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5. YouTube help. (2021). *Search for videos with captions.*
   https://support.google.com/youtube/answer/3029103?hl=en

Turning YouTube captions on and off[6]

If you find an open-licenced video that is perfect for your course but does not currently have captions, or you need to edit the captions, here's how:

YouTube: How to contribute subtitles and closed captions[7]

Remember, supplying captions is not sufficient for full accessibility. Always include a written transcript as well, for those unable to access the video.

Choosing and using accessible images

If images are used to communicate information, they should include short text descriptions for individuals who are unable to see the images. These short descriptions are typically referred to as "alternate text" or "alt text."

Most authoring tools that support adding images to content also support adding alt text to an image. When you're adding an image to a web page or document, simply look for an "alt

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6. YouTube help. (2021). *Manage subtitle settings.* https://support.google.com/youtube/answer/100078?hl=en

7. YouTube help. (2021). *Add subtitles and captions.* https://support.google.com/youtube/answer/2734796?hl=en&visit_id=637685705238440705-4018161768&rd=1

text" field in the Image Properties dialog and enter a short description into the space provided.

The alt text that you enter for a particular image depends on the context. Think about what you're wanting to communicate by adding the image. Then, add alt text that will communicate the same idea to someone who is unable to see the image. The video below provides some hints on how to add alt text.

Inclusive Learning: Alt Tags (0:34 mins)

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=416#oembed-1

("Inclusive Learning: Alt Tags" by ADGProduction COB is licensed under CC BY 4.0)

Choosing and using accessible course material

When choosing among the wide variety of course materials, be sure to consider whether these materials present challenges or

barriers for students with disabilities. Ask specific questions, such as:

- Is all written content presented as text, so students using assistive technologies can read it?
- If the materials include images, is the important information from the images adequately communicated with accompanying alt text?
- If the materials include audio or video content, is it captioned and transcribed? More information on captions is available on video below.

Inclusive Learning: Captions *(1:09 mins)*

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=416#oembed-2

("Inclusive Learning: Captions" by ADGProduction COB is licensed under CC BY 4.0)

- If the materials have a clear visual structure including headings, subheadings, lists, and tables, is this structure

properly coded so it's accessible to blind students using screen readers? Reasons for using tagged headings are included in the following video.

Inclusive Learning: Tagged Headings *(0:35 mins)*

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=416#oembed-3

("Inclusive Learning: Tagged Headings" by ADGProduction COB is licensed under CC BY 4.0)

- If the materials include buttons, controls, drag-and-drop, or other interactive features that are operable with a mouse, can they also be operated with keyboard alone for students who are physically unable to use a mouse?
- Do the materials avoid communicating information using colour alone e.g. the red line means X, the green line means Y?

Choosing and using accessible textbooks

Most downloadable textbooks are available in PDF format. PDF, like most other document formats, includes support for accessibility features such as headings, subheadings, lists, and alt text on images, but the author and/or publisher must make a conscious effort to include these features.

In order to support accessibility features, a PDF file must be tagged. A tagged PDF is a type of PDF that includes an underlying tagged structure that enables headings to be identified as headings, lists as lists, images as images with alt text, etc. Tags provide the foundation on which accessibility can be built. To determine whether a particular PDF is tagged, open it in Adobe Acrobat or Adobe Reader and go to Document Properties (Ctrl + D in Windows; Command + D in Mac). In the Document Properties dialog, "Tagged" is either "Yes" or "No" as shown in the image below.[8]

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8. Open Washington. (2018). *Module 9: Accessibility.* https://www.openwa.org/module-9/ is licensed under CC BY 4.0
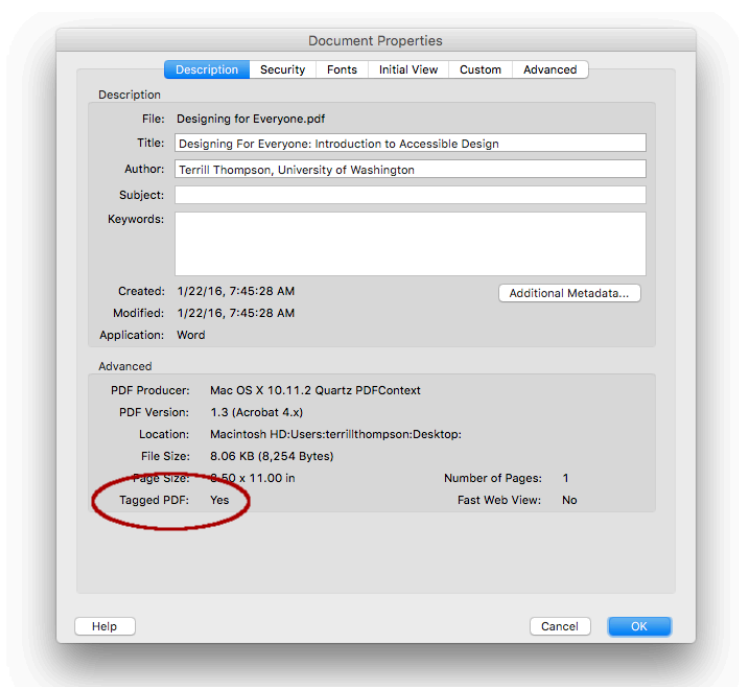
(Document Properties in PDF *by* Open Washington *is licensed under* CC BY 4.0)

Accessibility Quiz

Check your knowledge with this three-question quiz.

An interactive H5P element has been excluded from this version of the text. You

can view it online here:
https://rmit.pressbooks.pub/
oercapabilitytoolkit/?p=416#h5p-12

PART IV
ADAPTING, CREATING AND SHARING OER

Learning Objectives

In Part IV you will learn:

- Reasons for adapting an OER
- Key points of licensing and attribution of OER
- Workflow processes in creating an OER
- The benefits of sharing, and how to share your OER

12.

ADAPTING AND REMIXING OER

Adaptation

The term adaptation is commonly used to describe the process of making changes to an existing work. We can also replace "adapt" with revise, modify, alter, customise, remix, or other synonyms that describe the act of making a change.

When it comes to working with **open textbooks** (and open educational resources in general), one of the conceptual hurdles faced by most people is around the notion of adapting or changing someone's work. What exactly can be adapted within the scope of an open resource? Won't the original author get upset if you change their work?

Changing someone's work can feel uncomfortable. But rest assured, if the author has released their work under a Creative Commons licence that allows for adaptation (which is any

Creative Commons licence except the No Derivatives (ND)[1] licence), then they expect that you will change the content, providing you give them the proper attribution. Using information and media from an open textbook or other open educational resource is not considered plagiarism.

Adaptation of an OER is possible where the copyright holder has already granted permission by releasing their work using certain open — or **Creative Commons**—licences as outlined in chapter 2.

Determine reasons for adapting an OER

When you use an openly licenced textbook or other open educational resource, you are free to adapt it to fit your learners' needs. In other words, you can adjust the resource to fit your course curriculum, not the other way round. Other reasons for revising an existing open work might be to:

- Address a particular teaching style or learning style
- Adjust for a different course or program
- Adapt for a different discipline
- Accommodate a different learning environment

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1. Creative Commons. (n.d.). *Attibution-NoDerivatives 4.0 international*. https://creativecommons.org/licenses/by-nd/4.0/legalcode CC BY 4.0

- Address diversity needs
- Meet a cultural preference
- Meet a regional or national preference
- Make the material more accessible for people with disabilities
- Add material contributed by students or material suggested by students
- Translate the material into another language
- Correct errors or inaccuracies
- Update the book with current information
- Add more media or links to other resources
- Use only a portion of the book for a course[2]

When you have decided to adapt an OER, you need to make sure it is suitable for your needs. Here are a few steps you might take when evaluating an OER. If this process seems lengthy, think about the process you follow to review textbooks and other materials in your course. You can use a similar or modified evaluation process.

1. The content under consideration covers the subject area appropriately
2. The content of the OER is accurate and free of major errors and spelling mistakes

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2. BCcampus. (2021). *Reasons to adapt an open textbook*. https://opentextbc.ca/ adaptopentextbook/chapter/reasons-adapt/ CC BY 4.0

3. An understanding of Creative Commons licence types will determine how content can be used or altered for course needs

4. The OER is clearly written and appropriate for the students' level of understanding

5. The accessibility of the content is appropriate for all students[3]

See Evaluating the quality of OER for more information and rubrics.

Adapting an OER with correct attribution and licencing

Adapting an OER can allow for a wide range of possibilities as the number, variety, and quality of OER available is such that any educator should be able to find resources they can readily (with or without modification) use within their classroom.

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3. Elder, A. (2022). *Evaluate OER*. https://instr.iastate.libguides.com/oer/evaluate CC BY 4.0

Adapting existing OER will almost always be more efficient than creating teaching materials from scratch.[4]

What can you change?

Anything and everything in an open textbook or resource can be changed if the conditions of the open licence are met.[5] There are many resources including this work that can help you adapt an existing OER. Always ensure you check the licence on a resource before you start adapting it. Outlined below are some points covering **attribution** and licencing to consider when looking to adapt an open resource.

Licences and permissions

Works online are often protected by **copyright**, but you can potentially adapt, modify, and reuse existing online content by looking out for Creative Commons licensed material.

Works that fall within the **public domain** can also be adopted and reused without infringing copyright. See

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4. Moist, S. (2017). *Adopt/adapt vs creation*. https://pressbooks.bccampus.ca/facultyoertoolkit/chapter/adopt-adapt-vs-creation/ CC BY 4.0

5. Aesoph, L. M. (2016). *Adaptation guide*. https://opentextbc.ca/adaptopentextbook/chapter/permission-to-adapt/ CC BY 4.0

Distinguish Between Materials That Are All Rights Reserved In The Public Domain And Openly Licensed.

If you want to use materials that are not released under a Creative Commons licence or in the public domain, then you can try obtaining written permission from the copyright holder to use the material in your resource; be mindful that copyright holders may not approve the re-licensing of their works under a Creative Commons licence, or they may charge for the use.

Written permission can be as simple as an email from the copyright owner confirming that you are allowed to use the material in the way you intend. When seeking permission, you need to make it clear that your resulting work will be licensed under a Creative Commons licence, you also need to ensure you provide the original copyright holder all necessary information to make an informed decision in granting permission. This would normally include how you intend to use the work, any changes or adaptions you intend to make, and the terms of the Creative Commons licence you will licence your work under.[6]

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6. Smartcopying. (2021). *Permissions*. https://smartcopying.edu.au/guidelines/permissions-and-consents/permissions/ CC BY 4.0

If permission is granted by a third party to use their material in your OER, but not licence their contribution as Creative Commons, you will need to ensure that it is clearly marked and it has been included with the permission of the rightsholder. The content should be labelled as **"Reproduced with Permission"** with the rightsholder's preferred attribution style included. This will assist users downstream who wish to adapt your work by making it clear that the material in question is NOT Creative Commons.

There are many different places where you can search for openly licensed material [7] including open images to use in your OER. Additionally, Google images allows you to filter results by Creative Commons licence if you select Tools > Usage Rights. When gathering images, keep track of attribution information to make creating front and back

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7. RMIT University Library. (2021). *Copyright guide*. https://rmit.libguides.com/copyright/free_stuff

matter[8] pages easier. Also, make sure that any images conform to accessibility guidelines.

See Accessibility for more information.

When searching for videos, you can identify Creative Commons content by using filters. For example, you can filter your YouTube search to include videos with a Creative Commons licence or search within specific open educational resource repositories. Before using a video, you need to review the content for potential infringement – refer to the Australian Copyright Council's guidelines on Video Uploads & Copyright.[9]

8. University of British Columbia. (2021). *Documentation: Open textbook publishing guide/textbook outline*. https://wiki.ubc.ca/ Documentation:Open_Textbook_Publishing_Guide/Textbook_Outline

9. Australian Copyright Council. (2019). *Video uploads & copyright: YouTube, Vimeo, Facebook etc.* https://www.copyright.org.au/browse/book/ACC-Video-Uploads-&-Copyright:-YouTube,-Vimeo,-Facebook-etc.-INFO117

13.

CREATING OER

If you do not want to adapt an OER, or the content you need does not exist, you can create your own. There are many benefits of creating an OER from scratch. You may be able to reuse your original materials you have already created for the classroom, or you can adapt parts of existing OER and include them in your own creation (depending on the licence type). Creating an OER gives you more flexibility and creative control over the content and the production process as a whole.

For your OER to be truly "open", the work should be meaningfully accessible and editable. How can you ensure adopters can easily reuse, revise, remix, redistribute and retain the work? (see OER and the 5Rs for more on this). The ALMS framework[1] highlights the vital importance of offering source files and creating work in easily adoptable formats.

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1. Wiley, D. (n.d.). *Defining the "Open" in Open Content and Open Educations Resources. http://opencontent.org/definition/* CC BY 4.0.

Access — Editable with freely accessible tools

Level — Should not require advance technical expertise

Meaningful — Format is editable

Source — Source file is accessible

The ALMS framework allows OER creators a structure guiding the openness of the content while ensuring meaningful access is available for adopters. When creating a work, consider sharing it in several formats that permits accessible adoption, for example, Microsoft Word, PDF and Google Docs.[2]

Activity: Drag the words

An interactive H5P element has been

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2. Gits, C. (2020). *Adapting, creating & sharing OER. https://sites.google.com/ austincc.edu/texaslearnoer/module-8-adapting-creating-sharing-oer* CC BY 4.0.

excluded from this version of the text. You can view it online here:
https://rmit.pressbooks.pub/
oercapabilitytoolkit/?p=579#h5p-14

Resources for creating OER

A publishing or production workflow is recommended when starting an OER project, as it outlines all the important steps to consider when creating an OER. The Council of Australian University Librarians (CAUL) has recently developed a publishing workflow that highlights the 7 stages of publishing, which includes: initiating, planning, drafting, designing, reviewing, publishing, and evaluating. The diagram below illustrates the 7 stages of the publishing workflow process.[3]

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3. Council of Australian University Librarians. (2022). *CAUL OER Collective Publishing Workflow*. https//caul.libguides.com/oer-collective-publishing-workflow/home

CAUL OER Collective Publishing Workflow (*"CAUL OER Collective Publishing Workflow" by* Council of Australian University Librarians *is licensed under* CC BY 4.0)

Initiate

In the Initiate stage, you will start to become familiar with OER and key concepts around adopting, adapting, creating, as well as developing an understanding of copyright and Creative Commons licences. During this stage, you may also consider collaboration, either with other authors or with students as an

open pedagogy project, and you should decide whether your OER project will require financial and technical support.[4]

Plan

The Plan stage is all about defining your project goals and begins with the planning of your OER project. Think about how you will keep track of any third-party content you may use and choose a **Creative Commons** licence for your project. Other considerations may include setting expectations with other authors/contributors, allocating and managing writing/ publishing tasks, adopting a style guide, ensuring you have enough support to confidently move forward with your OER project (remember that Librarians and OER specialists can support your needs and assist with various stages of the publishing workflow process), and become familiar with the Pressbooks platform.[5]

Draft

In the Draft stage of the publishing workflow process, you will

4. Council of Australian University Librarians. (2022). *Initiate: Introduction*. https://caul.libguides.com/oer-collective-publishing-workflow/initiate CC BY 4.0
5. Council of Australian University Librarians. (2022). *Plan: Introduction*. https://caul.libguides.com/oer-collective-publishing-workflow/plan CC BY 4.0

develop the structure of the OER, and start to write, revise and curate content in Google Docs or another rich content editor such as Microsoft Word or OpenOffice. You may also decide to create/curate any figures, images, or videos at this stage, as well as any interactive learning objects such as quizzes or H5P activities. Make sure any images and videos meet accessibility requirements, and all content should be developed with diversity and inclusion in mind. You should also check any copyright requirements at this stage to determine whether any third-party content requires permission to re-use.[6]

Design

The Design stage involves building out your OER project through the application of templates and standards; check with the Open Publishing team for advice associated with Pressbooks book themes (there are over 20 different themes), cover design templates and the RMIT Open Publishing Toolkit for Authors. The author toolkit will include guiding principles and the role of authors.

Review

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6. Council of Australian University Librarians. (2022). *Draft: Introduction*. https://caul.libguides.com/oer-collective-publishing-workflow/draft CC BY 4.0

The Review stage involves copyediting and proofreading of the content. This includes checking spelling, grammar, syntax, and ensuring the style is consistent throughout. Check the work for **accessibility**, **copyright**, **licencing**, **inclusivity**, and **diversity** standards.

The final part of the review process is to conduct a peer review of your work and respond to any feedback provided. Once that is complete, notify the Open Publishing team in preparation for publication.[7]

Publish

At the Publish stage you may consider applying either a DOI or ISBN. See RMIT Open Publishing Style Guide For Authors for more detail.

You will also apply your Creative Commons License. See Part 2 of this guide.

Creating export versions of your OER in several file formats such as PDF, EPUB etc. and archiving editable files also needs to be addressed. In terms of discoverability, when you publish your OER, it will be indexed and made available on the Pressbooks Directory, also consider whether your book needs to be discoverable via a library catalogue and institutional

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7. Council of Australian University Librarians. (2022). *Review: Introduction*. https://caul.libguides.com/oer-collective-publishing-workflow/review CC BY 4.0

repository. Finally, conduct any marketing activities to promote your work.[8] The Open Publishing team can also assist in promoting your OER.

Evaluate

The Evaluate stage looks at ways of managing and improving your OER after publication. To examine what kind of impact your OER is generating, the Open Publishing team can advise on how to configure and access Pressbooks Analytics to check the number of page visits over time. You may also consider gathering user feedback to identify if any improvements could be implemented. Finally, think about how you will manage any errors or omissions that come to light once the work is published – consider making any major revisions to your work by creating a new edition.[9]

OER examples – RMIT University and other

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8. Council of Australian University Librarians. (2022). *Publish: Introduction.* https://caul.libguides.com/oer-collective-publishing-workflow/publish CC BY 4.0

9. Council of Australian University Librarians. (2022). *Evaluate: Introduction*. https://caul.libguides.com/oer-collective-publishing-workflow/evaluate CC BY 4.0

institutions

As part of the initial stages of the publishing workflow it can be beneficial to look at other examples of OER that have been created for style and inspiration. The RMIT University Library's Digital Collections hosts RMIT created OER.[10] There are books, images and videos that have been badged with a Creative Commons licence and deposited in the collection for sharing and using. You will also find textbooks[11] created by other institutions that have been included in the collections, all of which are searchable via the Library's discovery platform, LibrarySearch. Additionally, there are many examples of OER resources in the RMIT University Library Guide,[12] along with a dedicated OER textbook section that enables you to search a range of OER aggregators and databases.

10. RMIT University Library. (2021). *RMIT Open Education Resource: OERs created by RMIT and licenced under Creative Commons.* https://primo-direct-apac.hosted.exlibrisgroup.com/primo-explore/collectionDiscovery?vid=RMITU&collectionId=81220382100001341

11. RMIT University Library. (2021). *Open Educational Resources - textbooks.* https://primo-direct-apac.hosted.exlibrisgroup.com/primo-explore/collectionDiscovery?vid=RMITU&collectionId=81128261890001341

12. RMIT University Library. (2021). *Open Educational Resources (OERs).* https://rmit.libguides.com/c.php?g=924918&p=6679325

If you're considering an **open pedagogy** project, the book, A Guide to Making Open Textbooks with Students[13] by the Rebus Community contains many case studies of OER texts that have been created in collaboration with students.

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13. Mays, E. (Ed.). (2017). *A guide to making open textbooks with students.* https://press.rebus.community/makingopentextbookswithstudents/ CC BY 4.0

14.

SHARING OER

Benefits of sharing

- Students can access the work immediately resulting in cost savings
- Others can adopt, adapt, and modify your work to suit their needs
- Your work can have an impact when shared with the wider community (e.g. shared open research has been crucial during the COVID-19 pandemic)

See the benefits of OER for more information.

When it is time to share your OER, you will need to consider:

- Terms of use — what sort of licence will the OER be released under?
- Check copyright — is the OER free of copyright

restrictions?

- How will the OER be hosted and made available? e.g. Pressbooks platform open repositories[1]

Terms of use when sharing your OER

Choose a licence

Choosing the right Creative Commons licence will provide the legal framework for others to use, adapt and share your material. Attribution is always a requirement, and you as the author/creator can decide whether to open it up to remixing and/or commercial us*e*. If you have published your OER on a website/webpage, then embed the licence HTML code in your webpage to allow your materials to appear in Creative Commons search results.[2]

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1. Pressbooks. (n.d.). *Open Educational Resource repositories and guides*. *https://fhsu.pressbooks.pub/guide/chapter/open-educational-resource-respositories-and-guides/* CC BY 4.0

2. Centre for Open Educational Resources and Language Learning. (n.d.). *Guidelines for creating and sharing Open Educational Resources*. https://utexas.instructure.com/courses/1097558/pages/guidelines-for-creating-and-sharing-open-educational-resources?module_item_id=7604285 CC BY 4.0

See Part 2 of this toolkit: Understand Creative Commons Licences

The video below pays tribute to the people around the world using Creative Commons licences to build a better, more vibrant and open culture.

Wanna work together? *(3:00 mins)*

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=581#oembed-1

("Wanna Work Together?" by Creative Commons is licensed under CC BY 4.0)

Sharing your work under an open licence

Ensure you have attributed all the materials you have used in the work — an attribution builder will help you do this.

Once you have chosen a Creative Commons licence for your work, you should let the world know! The Creative Commons Licence Chooser can assist with this process.[3]

How to make your OER discoverable

We have considered the benefits of sharing your work, and choosing an appropriate licence, however, it is equally important to think about how to share your work so that it can be discovered by others.

For OER textbooks

Consider using Pressbooks, an author publishing platform that gives you the ability to adapt or create your own OER. Works published in Pressbooks are generally indexed in the Pressbook Directory, and users can use faceted searching and filtering to locate open texts on a wide range of topics. RMIT has a subscription to Pressbooks, and assistance with your OER textbook proposal can be provided by the Library's Open Publishing Team: open.library@rmit.edu.au

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3. Creative Commons. (n.d.). *Creative Commons license chooser.* https://creativecommons.org/choose/ CC BY 4.0

Repositories and aggregators

OER textbooks also have the potential to be made discoverable through OER aggregators and repositories such as OASIS, Mason OER Metafinder and Open Research Library.

OASIS — A tool that searches open content from 98 different sources and aims to make the discovery of open content easier.

Mason OER Metafinder — Conducts real time simultaneous searches across 21 sources of OER materials.

OER Commons — A repository of open educational resources representing a variety of disciplines.

OER Commons — Digital Dexterity Educators – Australian resource to create and share resources that enhance digital dexterity of staff and students in tertiary education.

Humbox — Humanities resource repository.

OpenLearn Create — Open educational platform where individuals and organisations can publish their open content, open courses and resources.

Open Library of Humanities — (OLH) is a charitable organisation dedicated to publishing open access scholarship with no author-facing article processing charges (APCs). This

platform supports academic journals from across the humanities disciplines.

Upload and share your materials

Google Drive — For sharing documents (lesson plans, activities, instructional materials, etc.) Once you have uploaded your materials, get a public URL for a document or collection by changing the sharing settings to "Public on the Web."

Slideshare — For slides.

Internet Archive — Upload and store any digital materials.

WordPress — Free blogs that can be used for educational purposes.

Create and share materials with an educational repository

Open Author from OER Commons — Build and publish OER with a simple WYSIWYG editor.

Merlot Content Builder — Build scalable educational websites.

WikiEducator — Build and share OER in a familiar format.[4]

Images

Consider Flickr or Wikimedia Commons. As you upload your image to these repositories, you will see the option to select the terms of use. Follow these instructions if you need help in uploading an image to your Flickr account and badging it with a CC licence.

Videos

Consider YouTube or Vimeo. Follow these instructions if you need help in uploading a video to your YouTube account and badging it with a CC licence.[5]

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4. University of South Carolina Libraries. (2022). *Open Educational Resources: Create your own OER*. https://guides.library.sc.edu/c.php?g=410356&p=3732812#s-lg-box-wrapper-13612726 CC BY 4.0

5. Washington State Board for Community and Technical Colleges. (2021). *Open Washington: Module 8*. http://www.openwa.org/module-8/ CC BY 4.0

Quiz

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://rmit.pressbooks.pub/
oercapabilitytoolkit/?p=581#h5p-15

PART V
OPEN PEDAGOGY, PRINCIPLES AND PRACTICES

Learning Objectives

In Part V you will:

- Gain a foundational understanding of open practices, open pedagogy and OER-enabled pedagogy
- Understand how to implement open pedagogy in the classroom
- Develop a basic understanding of how diversity in education can be achieved.

FAMILIARITY WITH OPEN PEDAGOGY, PRINCIPLES AND PRACTICES

Openness in education brings potential for **co-creation** and learning through active participation in knowledge production. The diagram below outlines the benefits of **open pedagogy** which go beyond student affordability and encourage flexibility for teaching staff by enabling instructors to customise their teaching materials to fit **course learning outcomes.**

Some of the benefits include:

- Reducing barriers that prevent equitable access to education, including economic, technical, social, cultural, and political factors
- Treating education as a learner-driven process where students have more agency, authority, and ownership over what they are learning

- Giving students the opportunity to contribute meaningful work in an authentic way
- Valuing community and collaboration
- Facilitating connections that transcend classrooms, communities, and viewpoints
- Valuing openness and transparency.[1]

These actions create the opportunity to provide more relevant and engaging materials for students and subsequently allow for the convergence of technology, learning, teaching, equity and social justice.

Serving Social Justice & Transforming Pedagogy

1. McLean, S. (n.d.). *Teaching with educational resources*. https://www.oercommons.org/courseware/lesson/58897/overview?section=9. CC BY 4.0

(*"Serving Social Justice & Transforming Pedagogy"* by Forsythe, G *is in the* Public Domain, CC0)

Example

In an example of **open pedagogy**, Jessica Kruger PhD shares her story about writing a textbook with students at the University of Buffalo. [2]

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2. Greatrix, M. (2019, April 17). *Open Pedagogy* [Video]. YouTube.
https://youtu.be/dNm6cdWuKtY CC BY 4.0

Open Pedagogy (7:56 min)

> One or more interactive elements has been excluded from this version of the text. You can view them online here: https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=124#oembed-2

"Open Pedagogy" by Martha Greatrix is licensed under CC BY 4.0

Example

Lastly, a blog post by Travis Wall from Pressbooks outlines examples of **OER** that are student-led. Educators can apply open pedagogical principles by allowing students to contribute to the creation of an open work, such as a collection of essays, a research project or a textbook used by future students. Students are empowered by this action as they become part of the teaching process and feel a

greater connection to the course material because of their contributions.[3]

Understanding open principles and pedagogy

Do you remember when smartphones were first released? They were full of infinite possibilities compared to earlier phones. Before smartphones, we could only call and text. After smartphones, we now take videos and pictures, play movies and music, surf the web and read email, and call and text. Some long-time users of older phones had difficulty taking advantage of all the capabilities offered by new phones. They were too accustomed to the limitations of older phones. In some cases, these users only called and texted on their smartphones. (Maybe you know someone like this!) Many educators have a similar problem with **OER**. They've used education materials published under restrictive licenses for so long that they

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3. Wall, T. (2022, 19 January). *Student-led OER to inspire and engage your class.* https://pressbooks.com/open-education/student-led-oer-to-inspire-and-engage-your-class/

struggle to take advantage of the new pedagogical capabilities offered by **OER**. Open pedagogy, open practices, and **OER-enabled pedagogy** are all about teaching and learning practices and the tools that empower teachers and learners to access, create and share knowledge openly and learn deeply.

Three Definitions

The **open education** movement is still discussing and debating what it means to think about teaching and learning practices in a more inclusive, diverse, and open manner. At least three major definitions have emerged from this discussion.

Open education practices:

- Use, reuse, and creation of **OER** and collaborative, pedagogical practices employing social and participatory technologies for interaction, peer-learning, knowledge creation and sharing, and empowerment of learners[4]

Open pedagogy:

- An access-oriented commitment to learner-driven education and a process of designing architectures and using tools for learning that enable learners to shape the public knowledge commons of which they are a part.[5]
- Read more in the Open Pedagogy Notebook.

OER-enabled pedagogy:

- A set of teaching and learning practices only possible or practical when you have permission to engage in the **5Rs**[6]

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4. Cronin, C. & MacLaren, I. (2018) *Conceptualising OEP: A review of the theoretical & empirical literature*. https://drive.google.com/file/d/1DEo5_maFewNJhSHZ9UNoBv6104ip_30J/view

5. DeRosa, R. & Ravi, J. (2017) Open pedagogy. In *A Guide to Making Open Textbooks with Students*. Rebus Community. https://press.rebus.community/makingopentextbookswithstudents/chapter/open-pedagogy/ CC-BY 4.0

6. Wiley, D. (n.d.). *Defining the "open" in open content and open educational resources*. https://opencontent.org/definition/ CC-BY 4.0

In the following video David Gaertner, an instructor in First Nations and Indigenous Studies at the University of British Columbia, explains that it is important for his students to have the opportunity to create work with a broader impact that can live beyond the classroom walls. Rather than focusing on writing solely for the educator, Gaertner wants his students to consider different audiences and develop their own voices.[7]

Read more about how David has engaged his students.

Open Dialogues: How to engage and support students in open pedagogies *(3:05 min)*

("Open Dialogues: How to engage and support students in open pedagogies" by Centre for Teaching, Learning and Technology,

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7. Centre for Teaching, Learning and Technology, University of British Columbia. (2018, January 30). *Open Dialogues: How to engage and support students in open pedagogies.* [Video]. YouTube. https://youtu.be/PGVzKqvKhQw CC-BY-SA 4.0

University of British Columbia is licensed under CC BY-SA 4.0
)

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=124#h5p-2

16.

OPEN PEDAGOGY AND IMPACT

The open licences applied to **OER** allow instructors to adapt and integrate materials into their classes in new ways, incorporating topics of local interest or translating content into another language. Instructors who teach graduate-level courses or courses in niche subject areas are often drawn to OER for two reasons:

1. They can adapt existing materials to meet the specific needs of their class.
2. They can share created materials with other instructors in their subject area around the world.

Developing new OER can be incredibly impactful, especially for instructors who feel they are underserved by the traditional textbook model and market.

Open pedagogy

Using OER in the classroom can make it easier for students to access and interact with course materials. However, another major aspect of **open education** asks not "what you teach with" but "how you teach". The set of pedagogical practices that include engaging students in content creation and making learning accessible is known as **open pedagogy.**

As DeRosa and Jhangiani explain, "one key component of open pedagogy might be that it sees access, broadly writ, as fundamental to learning and to teaching, and agency as an important way of broadening that access."[1]

DeRosa and Robison expand on this topic, explaining that:

"students asked to interact with OER become part of a wider public of developers, much like an open-source community. We can capitalize on this relationship between enrolled students and a broader public by drawing in wider communities of learners and expertise to help our students find relevance in their work, situate their ideas

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1. DPL Vancouver. (n.d.) *Open pedagogy and social justice.*
   http://www.digitalpedagogylab.com/open-pedagogy-social-justice/

into key contexts, and contribute to the public good."[2]

Depending on the source you consult, open pedagogy might be a series of practices, a learning style, or a state of mind.

For the sake of this chapter, open pedagogy is defined as a series of practices which involve engaging students in a course through the development, adaptation, or use of **open educational resources.**

One method of engaging in open pedagogy is the development of **renewable assignments**, assignments which students create for the purpose of sharing and releasing as OER. These

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2. DeRosa, R., & Robison, S. (2017). From OER to open pedagogy: Harnessing the power of open. In R. Jhangiani & R. Biswas-Diener (Eds.), *Open: the Philosophy and practices that are revolutionizing education and science* (pp. 115-124) Ubiquity Press. https://doi.org/10.5334/bbc.i CC BY 4.0

can range in content from individual writing assignments in Wikipedia to collaboratively written textbooks.[3] [4]

Wiley and Hilton[5] compiled the criteria in the table below to distinguish between different kinds of assignments, from least to most open. You can explore more examples of open pedagogy in action in the Open Pedagogy Notebook.

Wiley and Hilton's Criteria Distinguishing Different Kinds of Assignments

	Student creates an artefact	The artefact has value beyond supporting its creator's learning
Disposable assignments	Yes	No
Authentic assignments	Yes	Yes
Constructionist assignments	Yes	Yes
Renewable assignments	Yes	Yes

3. Open Pedagogy Notebook: Sharing Practices Building Communities. (2018). *Student-created open "Textbooks" as Course Communities*, http://openpedagogy.org/course-level/student-created-open-textbooks-as-course-communities/ CC BY 4.0

4. Open Pedagogy Notebook: Sharing Practices Building Communities. (2018). *Editing Wikipedia in the classroom: Individualized open pedagogy at scale. http://openpedagogy.org/course-level/editing-wikipedia-in-the-classroom-individualized-open-pedagogy-at-scale/* CC BY 4.0

5. Wiley, D., & Hilton III, J. L. (2018). Defining OER-enabled pedagogy. *International Review of Research in Open and Distributed Learning*, 19(4). https://doi.org/10.19173/irrodl.v19i4.3601 CC BY 4.0

(Adapted from "Defining OER-Enabled Pedagogy" by David Wiley, & John Levi Hilton III is licensed under CC BY 4.0)

Tools for implementing renewable assignments:

- **Hypothes.is:** One of the tools commonly used for open pedagogy projects is Hypothes.is. Hypothes.is allows users to annotate websites and online readings easily. Using hypothes.is can let students engage with your course readings and each other in a more interactive way than discussion boards might allow.
- **Wikibooks:** Wikibooks and WikiEdu are both excellent tools for working with students to create a text. Alternatively, short student projects, such as annotated bibliographies, can be done via Wikipedia by adding context and citations to short or underdeveloped articles. This not only gives students the opportunity to get experience explaining concepts for a public audience, it also increases the available public knowledge on your course topic!
- **Google Drive:** Google Drive provides a

variety of tools that can be used for collaboration on text-based projects as well as slideshows and spreadsheets.

- **YouTube:** Student-made instructional videos or class projects can be incredibly useful to showcase for future students in the class or to use as supplemental materials for explaining difficult concepts.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=162#h5p-3

17.

CONSIDERATIONS FOR USING OPEN PEDAGOGY

Before jumping in with open pedagogy, you should keep in mind how you will support students through the changes you plan to make. Ward [1] discussed some of these considerations in an interview with Rajiv Jhangiani, a leader in the field of open pedagogy:

> "When taking that approach, [Rajiv] said, it is important to give students control over their work. Let them choose **Creative Commons** licences they are comfortable with. Allow them to later remove online work they decide is inferior. At the same time, scaffold assignments so that students gradually build skills and improve their

1. Ward, D. (2017). *Turning open education into a social movement.* http://cteblog.ku.edu/turning-open-education-into-a-social-movement/

ability to produce high-quality work."

If you are interested in utilizing **open pedagogy** in your courses, first consider how this will affect your students.

Understand your tools

You don't have to use a flashy tool or technology to make open pedagogy work. Make sure that you are choosing a tool or technology that your students can easily learn and – if it is not already familiar to them – that you have included time in your course for teaching students how to use your chosen tool.

Scaffold learning

Not all students will be familiar with technology or able to engage with OER quickly. It's important that you scaffold technology support into your teaching so all students can be on the same page when it comes to using the tools you've created or adopted.[2]

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2. Kim, M. & Hannfin, M. (2011). Scaffolding problem solving in technology-

Some methods for scaffolding learning are provided below:

- Integrate interactive exercises into your class to help students work through new concepts.
- Create tutorials on how to use any technology or tool unique to your class.
- Use blogs and discussion posts to introduce the concept of writing for a public audience.
- Give students the choice between set assignment types to accommodate learners with different technical competencies.

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enhanced learning environments (TELEs): Bridging research and theory with practice. *Computers & Education*, 56(2), pp. 403-417. https://doi.org/10.1016/j.compedu.2010.08.024

Educate students about copyright

It's important that students who are creating items that might be published and shared openly understand what that means. If you're uncomfortable about discussing **copyright** with your students, ask the open publishing team located in the Library to deliver a copyright session to your students or to direct you to relevant resources.

Considerations:

- Your students don't need to be copyright lawyers to feel safe using OER. Focus on building a comfortable foundation of knowledge about CC licenses: the rest, if necessary, can come later.

- Students should also understand their own work is covered by copyright unless you have applied a creative common license. If students cite or quote previous work, they should treat themselves as the author and

their own previous work as an unpublished paper.

- If you'd like your students to learn more about this topic but don't know where to start, consider reaching out to the open publishing team or read Part II of this publication.

Be considerate of student privacy

Some students will be energised by the idea that their homework can be seen, used, or even improved upon by future students in the class. Others may feel uncomfortable with this step. Allow students to opt out of making their materials public if they are uncertain about doing so and give them the option to remove their name from public documents if they are uncertain about this for any reason.

Considerations

- Explain clearly how and where student-created course content will be shared in the course syllabus.
- Teach students their rights as content creators and allow them to opt out of sharing their assignments.
- Allow students to share their work without attaching their personal information to it, if they are concerned about this.
- Reaffirm students' interest in publicly sharing their materials with each assignment that will be posted.

These are only a few concepts to keep in mind when exploring open pedagogy in your course. You can learn more about this topic in the Open Pedagogy Notebook.[3]

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3. Jhangiani, R. & DeRosa, R. (n.d.) *Open pedagogy notebook: Sharing practices, building community*. https://openpedagogy.org/ CC BY 4.0

18.

DIVERSITY AND INCLUSION

("One of my favorite things about Lafayette 283/365" by Scott Mcleod is licensed under CC BY 2.0)

Wiktionary[1] defines diversity as

> "the quality of being diverse or different; difference or unlikeness."

Diversity is often perceived as an organisational goal or ethical preference. For OER, including diverse perspectives is vital. Diversity in **open education** can be achieved by including a variety of sociological perspectives in your open content. Doing this ensures that your students can identify with and relate to your course material. Critical here is ensuring that all cultures are presented accurately in your materials, and not according to stereotypes or perceptions based on the standards of your own culture.

Whether intentional or not, **ethnocentrism** — "a tendency to view alien groups or cultures from the perspective of one's own"[2] — can creep into the content and presentation of your course materials, and it is something all authors should be aware of. This doesn't mean you must create course content that accurately portrays and includes all

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1. Wiktionary: The Free Dictionary https://en.wiktionary.org/wiki/
   Wiktionary:Main_Page CC BY SA 3.0
2. Rebus Community. (2017, September 29). *Diversity, equity, and inclusion in
   OER*. [Video]. YouTube. https://youtu.be/rUiyiAT0uMQ CC-BY 3.0

cultures and perspectives. However, you should be respectful toward other people and be aware of your biases as they arise.

One way you can accomplish this is by explicitly acknowledging the perspectives that are included in your content and those which are not. How has your social and cultural background reflected on the work you've created? What authors are being cited and acknowledged in your work, and why? Acknowledging that your perspective is limited while including other perspectives in your work can be an incredibly rewarding experience.

Some benefits of including diverse perspectives in your course content include:

- Engaging more students because they recognise themselves or their life experiences in your course content.
- Sharing content that appeals to instructors in a variety of educational settings.
- Creating a more interesting reading and learning experience for your students and learners around the world.

If you aren't certain about how or where to add examples relevant to other cultures, that doesn't mean your resource will

never include these perspectives. Thanks to your OER open licence, once your resource has been published, instructors from other countries, cultures, and socioeconomic backgrounds might choose to remix your work for their course's needs.

The changes they make might include:

- Translating the book into a different language.
- Adjusting the content to meet the local cultural, regional, and geographical interests.
- Revising the material for a different learning environment.

Another option for making your work more inclusive from the beginning is to consider inviting instructors and professionals in your field to contribute to your OER. However, you should be aware of the ways in which your project's design may deter or welcome people of other ethnicities, races, and cultural

backgrounds[3]. For example, you may have set up regular meetings for those collaborating on your project at a time that is not feasible for a scholar living in a different time zone. Keep this and other considerations in mind if you would like people from other countries to collaborate on your project.

Watch the video below to hear Dr Meera Sabaratnam and School of Oriental and African Studies (SOAS) students talk about their university's efforts to decolonise the curriculum and provide a more global educational experience. OER affords teachers the flexibilities required to offer a more inclusive curriculum.[4]

Decolonising the Curriculum: A Global Education (2:39 mins)

3. Rebus Community.(2017, September 29). *Diversity, equity, and inclusion in OER*. [Video]. YouTube. https://youtu.be/rUiyiAT0uMQ CC-BY 3.0

4. SOAS University of London. (2019, September 23). *Decolonising the curriculum: A global education* [Video]. YouTube. https://www.youtube.com/watch?v=rtCuyJEv2wI CC BY 4.0

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://rmit.pressbooks.pub/ oercapabilitytoolkit/?p=185#oembed-1

"Decolonising the Curriculum: A Global Education" by SOAS University of London is licensed under CC BY 4.0

Advancing inclusivity through open pedagogy

Open pedagogy can be a powerful tool for letting students take control over how they engage with and relate to their course content. In some ways, engaging students in the creation of OER can be seen as the ultimate way of allowing them to see themselves reflected in their work.

However, there can be some concerns with this approach as well. For example, your student body might be composed of a majority of one race, gender, or class, making the total

"picture" of the course content created by your students less inclusive overall.[5]

> Here are some considerations to keep in mind when having students create course content, especially if your course is covering a topic related to gender, race, or cultural studies:
>
> - Ask students for their input on the **inclusivity** of your resources.
> - Think about how your OER could be more diverse (pictures, examples, etc.).
> - Watch out for harmful depictions of diverse populations from your students.
> - Have a plan in place to address issues if they arise.

Fostering an environment of inclusion where your students can engage with different cultural norms is an important aspect of the tertiary education experience, whether you are teaching physics or criminal justice. Although it might be

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5. Bali, M. (2014). *Critical pedagogy: intentions and realities.* http://hybridpedagogy.org/critical-pedagogy-intentions-realities/ CC BY-NC 4.0

daunting to jump into creating an inclusive educational resource, keep in mind that OER can be improved upon and continually revisited by yourself and others.

Start by finding or creating an OER that work for you, and avoid pitfalls like ethnocentric and trans-exclusionary language. You can always revisit your chosen OER or work with others to improve upon it by adding more diverse examples later on.

Don't "other" your students

When attempting to make your course materials more inclusive, the first thing you should watch out for is the possibility of "othering" your students. Wiktionary[6] defines **othering** as " the process of perceiving or portraying someone or something as essentially alien or different".

Some best practices for avoiding othering include:

- Never assume your audience's gender and/

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6. Wiktionary: The Free Dictionary https://en.wiktionary.org/wiki/ Wiktionary:Main_Page CC BY SA 3.0

or gender identity, ability, or sexual orientation.
- Avoid calling the most commonly seen traits in your context "normal."
- Always make materials accessible for all students.

Further Reading

- Powell, John A.& Menendian, Stephen. (2016). The problem of othering: Towards inclusiveness and belonging. *Othering & Belonging, 1*(1), http://www.otheringandbelonging.org/the-problem-of-othering/
- Kerschbaum, Stephanie L. (2015). Anecdotal relations: On orienting to disability in the composition classroom. *Composition Form* 32. http://compositionforum.com/issue/32/anecdotal-relations.php
- Murphy, JoAnna R. (2015) Addressing ageism in the 21st century classroom. *Hybrid Pedagogy*. November 3, 2015. http://hybridpedagogy.org/addressing-ageism-in-the-21st-century-classroom/
- White, Erin. (2019). Trans-inclusive design." *A List*

Apart. May 9. https://alistapart.com/article/trans-inclusive-design/

- Womack, Mark. (2016). Sexist pronouns. In *A writing handbook*. http://drmarkwomack.com/a-writing-handbook/style/sexist-pronouns/

- Wilson, K. & Hodgson, C. (n.d.). *Pulling together: Foundations guide.* https://opentextbc.ca/indigenizationfoundations/ CC BY 4.0 ↵

- Harrison, S., Simcoe, J. Smith, D. & Stein, J. (n.d.) *Pulling together: A guide for leaders and administrators.* https://opentextbc.ca/indigenizationleadersadministrators/ CC BY 4.0↵

- Antoine, A., Mason, R., Palahicky, S. & Rodriguez de France, C. (n.d.). *Pulling together: A guide for curriculum developers.* https://opentextbc.ca/indigenizationcurriculumdevelopers/ CC BY NC 4.0↵

- Allan, B., Perreault, A., Chenoweth, J., Biin, D., Hobenshield, S., Ormiston, T. Hardman, S., Lacerte, L., Wright, L. & Wilson, J. (n.d.). *Pulling together: A guide for teachers and instructors.* https://opentextbc.ca/indigenizationinstructors/ CC BY NC 4.0↵

- Cull, I., Hancock, R., McKeown, S., Pidgeon, M., & Vedan, A. (n.d.). *Pulling together: A guide for front-line staff, student services, and advisors.* https://opentextbc.ca/indigenizationfrontlineworkers/ CC BY NC 4.0↵

- Biin, D., Canada, D., Chenoweth, J. & Neel, L. (n.d.).

Pulling together: A guide for researchers, Hił k̓ ala. https://opentextbc.ca/indigenizationresearchers/ CC BY NC 4.0

19.

EXAMPLES OF OPEN PRACTICE

RMIT University

The RMIT University Library through its Open Textbook Initiative [1] has created the 'textbook hero'. The idea emulates several American universities where academic staff are highlighted for adopting or creating an **open textbook** and have demonstrated impact on student learning. **Professor James Harland** is RMIT's first textbook hero for replacing his course's prescribed textbook with an OER textbook. There have been numerous others who have adopted an OER textbook at RMIT University in their teaching practice and over the course of several years have cumulatively saved student's over $250,000.

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1. RMIT University Library. (2018). *Open Textbook Initiative.* https://emedia.rmit.edu.au/oer/ CC BY 4.0

Access the RMIT Inclusive teaching website[2] for educators for guidance and resources to effectively integrate an inclusive teaching approach into your practice. The inclusive teaching guide provides a framework from which to plan and reflect on your practice. It includes pedagogical approaches that support the notion of inclusive practices, principles and strategies for inclusive teaching and resources from the inclusive conversation series. [3]

Access the Library guide on inclusive teaching[4] for practical resources to support educators to implement inclusive teaching approaches and links to other materials.

Australian and international universities

For more inspiration, have a look at what is happening elsewhere in Australian and international institutions.

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2. RMIT University. (2021) *Inclusive Teaching* https://www.rmit.edu.au/staff/teaching-supporting-students/teaching-at-rmit/program-design-and-delivery/teaching-guides/inclusive-teaching

3. RMIT University. (2021) *Inclusive Teaching* https://www.rmit.edu.au/staff/teaching-supporting-students/teaching-at-rmit/program-design-and-delivery/teaching-guides/inclusive-teaching

4. RMIT University Library. (2021) *Inclusive Teaching Resources.* https://rmit.libguides.com/inclusive_teaching_practice

Examples

Charles Darwin University: Cultural Knowledges and Work Integrated Learning: Student Authored Works

Dr Johanna Funk of Charles Darwin University delivers a Cultural Capability subject. In 2020, Dr Funk worked with students to openly publish four assessed case studies.[5] The resource continues to be iteratively compiled with case studies from first- and second-year students from the course taught by the College of Indigenous Futures, Arts and Society. The case studies introduce Indigenous narratives to raise cultural awareness and intelligence.

University of Southern Queensland: Academic Success – Australian edition.

University of Southern Queensland has remixed an

5. Charles Darwin University. *Cultural Knowledges and Work Integrated Learning: Student Authored Works*. Charles Darwin University. https://cduebooks.pressbooks.pub/cuc107/ CC-BY-NC-ND

original work created by OpenStax entitled College Success[6] ensuring that it reflects an Australian student experience with especially rewored content. It focuses on areas such as English language foundations, working with information, and writing assignments. Academic Success Australian Edition.[7]

Every chapter throughout the book concludes with a summary of key points as a quick reminder of what you have learnt. In addition, there are short quotes from past and current students from diverse backgrounds, reflecting on their personal experiences at university.

Kwantlen Polytechnic University, Canada: Business Writing for Everyone

This is a remixed work by Kwantlen Polytechnic University. This work is based on original content and adaptations from other open textbooks. The

6. Baldwin, A. (2020). *College Success.* OpenStax. https://openstax.org/details/books/college-success CC BY 4.0

7. Bartlett, C. Cawthray, T. Clark, L. Derrington, K. Devi, A. Frederiks, A. Hargreaves, W. Howarth, D. Irvine, S. Lovric, K. McGregor, R. Pickstone, L. Retallick, B. Sahay, A. Thangavelu, A. & Tweedale R. (2021). *Academic Success* https://usq.pressbooks.pub/academicsuccess/ CC BY-NC-SA 4.0

adaptation statement at the beginning of the text indicates the origins of each chapter. This book reflects Canadian content and language. It also changes names within the text to reflect the classroom composition, intentionally uses gender-neutral language, and includes narratives connected to topics within the text that depict First Nations representation and recognition.[8]

Other examples:
Refer to the Travis Wall article [9]on student-lead OER for further examples.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

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8. Cruthers, A. (2020). *Business writing for everyone.* Kwantlen Polytechnic University. https://kpu.pressbooks.pub/businesswriting/ CC BY-NC-SA 4.0

9. Pressbooks. (2022). S*tudent-led OER to Inspire and Engage Your Class*. https://pressbooks.com/open-education/student-led-oer-to-inspire-and-engage-your-class/

*https://rmit.pressbooks.pub/
oercapabilitytoolkit/?p=196#h5p-6*

20.

OPEN PEDAGOGY PLAN

Think about your current course. Does it have any open pedagogical elements? Could you trial an open approach, even a minor assessment task? Does your course incorporate inclusive elements?

In order to plan your activities properly, you should think about the following steps:

1. Course details
2. Open assessment ideas[1,2]
3. Considering diversity and inclusion[3]
4. Drafting a syllabus statement for your course[4]

1. West, Q. (n.d.). *Open pedagogy assignments compilation. https://docs.google.com/ document/d/1KWy_Dx8k0cIVa2bNM_Ma0v0JGiBpaGSQFC5mmciEfe8/edit* CC-BY 4.0

2. University of Texas Arlington Libraries. (2021). *Introduction to open pedagogy. https://libguides.uta.edu/openped/intro* CC BY-NC 4.0

3. Katz, S. & Elder, A. (2021) *Adapting resources for inclusion. https://docs.google.com/ document/d/1dEc_Oye3ovQ3X9lXNs18riMiikOxTqVMRfOvzrLUs_g/edit* CC-BY 4.0

4. Katz, S. & Elder, A. (2021). *Drafting a syllabus statement worksheet.*

5. Designing an open assessment.[56]

Give the Open Pedagogy Plan Wizard a try and take your plan with you!

> An interactive H5P element has been excluded from this version of the text. You can view it online here:
> https://rmit.pressbooks.pub/oercapabilitytoolkit/?p=224#h5p-7

https://docs.google.com/document/d/1olAd2Gpe1l8gLqoX73wjehiQOXRMLQ3N4JCCcv2PWpA/edit CC-BY 4.0

5. Katz, S. & Elder, A. (2021). *Designing a renewable assignment worksheet: Part 1.* https://docs.google.com/document/d/18V70fthpmfVtx0BSW0hXoOtsY5ci6tr1nJ9IieFMhII/edit CC-BY 4.0

6. Katz, S. & Elder, A. (2021). *Designing renewable assignments: Part II.* https://docs.google.com/document/d/1wCu-FmWUy4WUwqINe4TloVgPkCz3n6kxVa-k6OjtCcs/edit CC BY 4.0

GLOSSARY

5Rs

A derivative term providing a shortcut to identify the conditions of open when OER are used.

The 5 R's are: retain, reuse, revise, remix and redistribute. ("ASCCC OERI — OER Basics" by Rachel Arteaga and Suzanne Wakim is licensed under CC BY 4.0)

Accessibility

Accessibility can be viewed as the "ability to access" something. The concept of accessible design and practice of accessible development ensures both "direct access" (i.e. unassisted) and "indirect access" meaning compatibility with a person's assistive technology (for example, computer screen readers).

("Wikipedia" is licensed under CC BY-SA 3.0)

All rights reserved

The copyright holder of a creative work reserves all copyright-related rights, typically including the right to publish the work, to make derivative works of it, to distribute it, to make profit from it, to license a number

of these rights to other people, and to forbid these uses by any unauthorized people, thus being entitled to take legal action against infringement. ("Wiktionary" is licensed under CC BY-SA 3.0)

Alt text

Short for *alternative text*. A text caption, associated with an image or other element, that is rendered if the usual content cannot be rendered. ("Wiktionary" is licensed under CC BY-SA 3.0)

Attribution

The process by which a content user gives proper credit to the original creator of a work when a portion of that work is reused or adopted outside of its original context. Attribution typically includes a link to the original work and information about the author and license. (Adapted from "Wikipedia" is licensed under CC BY-SA 3.0)

Backward design

A method of designing an educational curriculum by setting goals before choosing instructional methods and forms of assessment. ("Wiktionary" is licensed under CC BY-SA 3.0)

Co-creation

Co-creation or co-designing is a learning process whereby knowledge consumption and knowledge creation are parallel processes. It is often realised in education by renewable assignments such as the creation of open textbooks by students. (Adapted from "A Guide to Making Open Textbooks with Students" by Rebus Community is licensed under CC BY 4.0). See also Renewable assessment.

Copyright

A set of intellectual property laws that give the rightsholder of a work (usually the author) exclusive rights over the reproduction, reuse, remixing, display, performance, and redistribution of their work.
(Adapted from "The OER Starter Kit" by Abbey Elder is licensed under CC BY 4.0)

Course Learning Outcomes

The final outcomes that an instructor expects their students to gain by the time the students complete a course. ("The OER Starter Kit" by Abbey Elder is licensed under CC BY 4.0)

Creative Commons

A set of open licenses that allow creators to clearly mark how others can reuse their work through a set of four badge-like components: Attribution, Share-Alike, Non-Commercial, and No Derivatives. ("The OER Starter Kit" by Abbey Elder is licensed under CC BY 4.0)

Decolonising the curriculum

Identifying colonial systems, structures and relationships and challenging them. Decolonisation of the curriculum requires a significant cultural shift from exclusion to inclusion of all cultures and knowledge systems. (Adapted from "Introduction to decolonising the library" by University of Essex Library is licensed under CC BY 4.0)

Derivative work

In copyright law, a work that is a variation of an original work sufficiently similar to contain protected elements of the original work, but sufficiently different to qualify for copyright protection independent of the original work. ("Wiktionary" is licensed under CC BY-SA 3.0)

Digital tool

Digital tools are websites, program or online resources

that make tasks easier to complete. ("Digital Passport" by Department of Health and Social Care is licensed under CC BY 3.0)

Disposable assignment

An assessment task which has no utility after the student has completed it. (Adapted from "What is Open Pedagogy?" by David Wiley is licensed under CC BY 3.0)

Diversity

The quality of being diverse or different; difference or unlikeness. ("Wiktionary" is licensed under CC BY-SA 3.0)

Ethnocentrism

The tendency to look at the world primarily from the perspective of one's own traditional, deferred, or adoptive ethnic culture. ("Wiktionary" is licensed under CC BY-SA 3.0)

Fair Use

A doctrine in intellectual property law originating from the USA that permits one party to make use of another party's protected intellectual property (such as a copyright or trademark) under narrowly defined

circumstances. ("Wiktionary" is licensed under CC BY-SA 3.0)

Five Rs

See 5Rs.

Flexible learning

Flexible learning is a principle of practice in formal education, concerned with increasing flexibility in the requirements, time and location of study, teaching, assessment and certification. ("Wikipedia" is licensed under CC BY-SA 3.0)

Inclusivity

Inclusion in education refers to all students being able to access and gain equal opportunities to education and learning. A pedagogical practice that relates to both inclusive education and progressivist thinking is Universal Design for Learning (UDL). This method of teaching advocates for the removal of barriers in the physical and social environments that students of all abilities are within, as this is the main reason why students are unable to engage with the material presented in class. (Adapted from "Wikipedia" is licensed under CC BY-SA 3.0)

Learning Management System (LMS)

A piece of software that manages, analyses, and runs educational courses. Canvas and Blackboard are two popular examples. ("The OER Starter Kit " by Abbey Elder is licensed under CC BY 4.0)

Licence

A legal document giving official permission to do something. (Adapted from "Wiktionary" is licensed under CC BY-SA 3.0)

Licencing

The process by which a rightsholder (usually the creator of a work) dictates that others can reuse their work in specific ways. ("The OER Starter Kit " by Abbey Elder is licensed under CC BY 4.0)

OER

See Open Educational Resources

OER-enabled pedagogy

The set of teaching and learning practices that are only possible or practical in the context of the 5R permissions that are characteristic of OER. (Source: "International Review of Research in Open and Distributed

Learning" by David Wiley and John Hilton, is licensed under CC BY 4.0)

OLCOS

Open eLearning Content Observatory Services, (OLCOS) a project to provide a central resource for promoting the creation and use of OER, particularly open digital educational content. ("Open eLearning Content Observatory Services" by Open eLearning Content Observatory Services (OLCOS) is licensed under CC BY-NC-SA 2.5)

Open access

A model by which content creators make their scholarly outputs free to access without cost to users. This can be done either by publishing content with an OA publisher or by sharing a copy of the content on an open repository. ("The OER Starter Kit " by Abbey Elder is licensed under CC BY 4.0)

Open assessments

Assessment tasks in which students create or contribute to an open resource and contribute to an ongoing, public body of knowledge. See also **Renewable assignments**. (Source: "International Review of

Research in Open and Distributed Learning" by David Wiley and John Hilton, is licensed under CC BY 4.0)

Open Education

Resources, tools and practices that employ a framework of open sharing . (Source: "About the Open Education Consortium" by Open Education Consortium is licensed under CC BY 4.0)

Open Education Movement (OEM)

Open education is an educational movement founded on openness, with connections to other educational movements such as critical pedagogy, and with an educational stance which favours widening participation and inclusiveness in society. ("Wikipedia" is licensed under CC BY-SA 3.0)

Open Educational Practices

Practices which encourage the development of openness, community engagement, transparency, responsibility, sharing, and accountability in education. (Adapted from "Open Education Practices: A User Guide for Organisations/Resources and Practices" by Otago Polytechnic, Open Education Practices: A User Guide for Organisations and Individuals is licensed under CC BY-SA 4.0

Open Educational Resources

Teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5 R activities. (Adapted from "CC Wiki" by Creative Commons is licensed under CC BY 4.0)

Open licence

A copyright licence which grants permission for all users to access, reuse, and redistribute a work with few or no restrictions. ("The OER Starter Kit " by Abbey Elder is licensed under CC BY 4.0)

Open pedagogy

A set of pedagogical practices that include engaging students in content creation and making learning accessible to all. ("The OER Starter Kit " by Abbey Elder is licensed under CC BY 4.0)

Open source software

Open-source software (OSS) is computer software that is released under a license in which the copyright holder grants users the rights to use, study, change, and distribute the software and its source code to anyone

and for any purpose. ("Wikipedia" is licensed under CC BY-SA 3.0)

Open textbook

An openly licensed and free to access textbook; an OER meant to be used as a textbook for a course. ("The OER Starter Kit " by Abbey Elder is licensed under CC BY 4.0)

Othering

The process of perceiving or portraying someone or something as essentially alien or different ("Wiktionary" is licensed under CC BY-SA 3.0)

Public Domain

A work which is not covered under copyright law, whose copyright has expired, or which has been dedicated to the public domain by its rightsholder is said to be in the public domain. ("The OER Starter Kit " by Abbey Elder is licensed under CC BY 4.0)

Renewable assessment

Assessment tasks in which each student cohort creates or contributes to openly created work, developing an ongoing body of knowledge and which value outside the creators' learning experience. (Adapted from "Wiley, D., & Hilton III, J. L. (2018). Defining OER-enabled

pedagogy. *International Review of Research in Open and Distance Learning*, 19(4)." is licensed under CC BY 4.0)

Renewable assignment

An assignment task which forms part of renewable assessment. (Adapted from "Wiley, D., & Hilton III, J. L. (2018). Defining OER-enabled pedagogy. *International Review of Research in Open and Distance Learning*, 19(4)." is licensed under CC BY 4.0)

Royalty

Payment made to a writer, artist, creator etc. for the sale or use of intellectual property. (Adapted from "Wiktionary" is licensed under CC BY-SA 3.0)

Tangible

Touchable; able to be touched or felt; perceptible by the sense of touch. ("Wiktionary" is licensed under CC BY-SA 3.0)

The digital revolution

The shift from mechanical and analogue electronic technology to digital electronics. (Adapted from "Wikipedia" is licensed under CC BY-SA 3.0)

Universal Design

A process intended to design products that are usable by all people, with or without disabilities, to the greatest extent possible. (Adapted from "Wikipedia" is licensed under CC BY-SA 3.0)

Universal Design for Learning

A framework to improve and optimize teaching and learning for all people based on the concept that, by providing multiple ways of engaging with content, the diverse educational needs of learners can be met. (Adapted from "Wikipedia" is licensed under CC BY-SA 3.0)

OER - QUESTIONS AND ANSWERS

Academic freedom

Are you going to force us to use open textbooks?

- Academic freedom and your expertise as an educator are important. Only you can decide which resources are best for your students.

Accessibility

Are there accessible versions for disabled users?

- Open content has huge potential to increase accessible content on campus. Unlike traditional materials, it is not locked down and can be adapted and reformatted without extra permission. In addition to accessibility expertise and resources that may be available to all at your own university, OER-related resources such as the BC Campus OER Accessibility Toolkit https://opentextbc.ca/accessibilitytoolkit/ continue to develop.

Accreditation concerns

Will I get in trouble with accreditation bodies for using an open textbook?

- Accrediting bodies do not typically dictate what course materials an educator must use, but in highly specialized programs (perhaps medicine and law), there may be special parameters for course materials.

Ancillaries

Do open textbooks have supporting/ancillary materials?

- Some do. Like commercial textbooks, some open textbooks have ancillary materials.

Availability

Why aren't there more local options available?

- As the Australian OER production increases there will be more local options available to customize to your own context. Try these OER aggregators as a starting point:. Pressbooks Directory; OASIS; Mason OER Metafinder. Local e-textbook sites include: USQ; ANU; La Trobe; Sydney University Press; University of Adelaide; UTS

Bookshops

What about our University bookshop? If we support this effort, won't they go out of business?

- Bookshops are already facing many challenges, since students do not purchase commercial textbooks and look for alternate ways to locate the required book. Open textbooks are actually an opportunity for bookstores to get more students to buy through "print on demand" options at reduced cost to commercial equivalents.

Currency

If I adopt an open textbook, how do I know that it will be updated for currency?

- There's no guarantee that an open textbook will be updated for currency. The good news is that you could make these updates, or collaborate with others on this work, due to the permissions afforded by the open license.

Editing capability

How can I edit these?

- You will likely need some technical support from the staff at your institution. Who might offer that at your University: the Library, instructional/learning designers,

Open Education Librarian
- Also, the OTN Community published an editing guide: Modifying an Open Textbook

Peer review

Are open textbooks peer reviewed?

- Yes, in many cases. For example, peer review is part of the publishing process for OpenStax open textbooks.
- Whether peer review has/hasn't been part of the publishing process, it's essential for educators to bring their own expertise to their direct consideration of open textbooks (like all educational materials). The reviews of peer educators, such as the reviews included in the Open Textbook Network, may also be helpful. This textbook has several reviews based on clear criteria.

Print copies

Can students order a print copy?

- Authors and publishers almost always provide a PDF, so students can print pages as needed. In addition, some universities make arrangements with University bookstores to provide printed copies at cost. Others upload the PDF to an online print-on-demand service and students order copies directly. There are many on-demand online print services (Book Printing Company,

for example), or students could print out only the parts they want at home or on campus.

Quality

They can't be that good if they're free, right?

- Only you [educator] can tell if a book is good, open or not. Check if a publication has been through a peer review process in the publishing phase (you can usually tell by reading the front matter or preface), or read the reviews attached to publicly available open textbooks such as those from the Open Textbook Network. These have been written by other educators and included in the network, unedited, to consider directly how peers have judged the quality of open textbooks across 10 criteria.

How do I know if a book is "good?"

- The best way is to review for yourself — the books are free online.

Is the quality the same as other textbooks?

- There is a growing number of studies that show that students have the same or better learning outcomes when using open textbooks. One source of empirical studies is The Review Project by the Open Education

Group at Brigham Young University, which collects empirical research on the impacts of OER adoption. But only you can judge quality for your own course.

Stability – If I adopt an open textbook, how do I know it won't later disappear?

- All open textbooks should be available in a portable file format (often several portable file formats). However, the user should save a local copy to be sure to have access.

Student learning – Are students learning using these resources?

- Numerous case studies have found that student outcomes are as good or better with open content vs. traditional materials. One source of empirical studies is The Review Project by the Open Education Group at Brigham Young University, which collects empirical research on the impacts of OER adoption.

Why textbooks (I don't use textbooks)?

- Many educators understand and continue to use

commercial textbooks and may find it helpful to learn of alternative options such as open textbooks.

- Open textbooks are part of the broader universe of open educational resources. The information we share about open textbooks and open licensing will help and encourage you to explore **OER** in all of the formats and variations that may be useful to you.

How do I find the time to adopt an open textbook?

- It does take time to review a textbook before it is recommended for use. The benefit to educators is that you can review several texts and combine them to deliver a customized resource to your student cohort. The flexibilities for educators outweigh the restrictions imposed by copyright materials.

Where can I find an open textbook for my class?

- Use the Library. If you need help, ask your librarian for help: open.library@rmit.edu.au

Why would I, or any faculty member, give away content for free?

- No one is asking you to! You can still use open textbooks

without writing one. Others are looking for increased exposure for their work and for themselves. Some have also experienced struggles in affording textbooks when they were students and choose to author an OER textbook as a way of helping to address textbook affordability issues in higher education.

Why would I adopt an open textbook?

- Open textbooks decrease costs for students and increase accessibility to learning. They also allow for continuous improvement because you can edit and improve an open textbook.

Adapted from OER Subject Librarian Toolkit by Jennifer Beamer licensed under a Creative Commons Attribution 4.0 International License.