



OER as a Catalyst for Equity and Inclusion

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Overview

Introduction

Why OER?

What is OER?

OER as Praxis

Wrap-up

Have you utilized Open Educational Resources?

A: I have developed my own OER

B: I have adopted at OER for my courses

C: I haven't utilized OER but I am interested in learning more

D: What in the world is OER?!

Why use or produce OER?

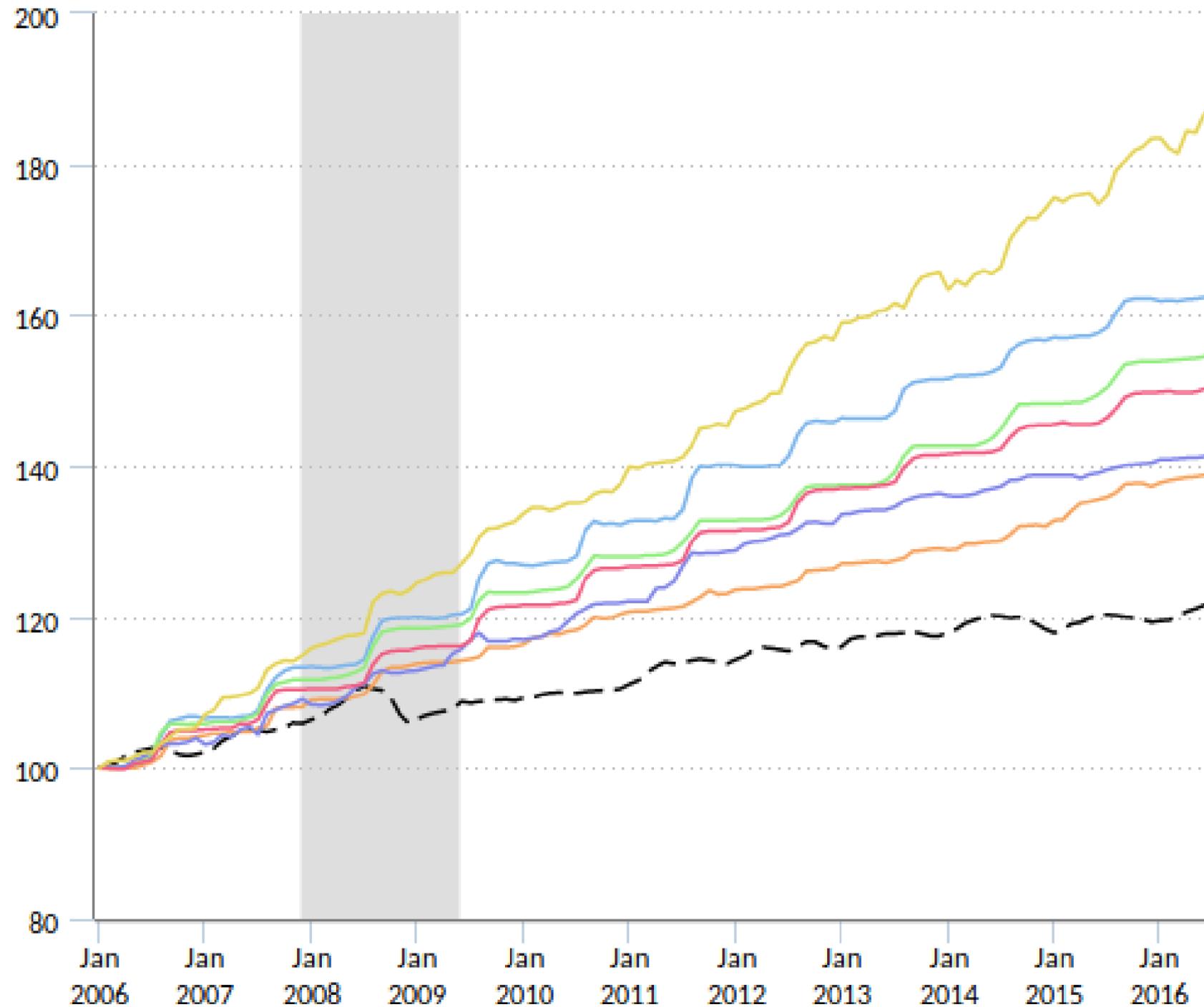
It is time for those of us creating high-quality online educational resources for local use to open to our fellows around the world.

- Sally M. Johnstone

Consumer price indexes for tuition and school-related items, not seasonally adjusted, January 2006-July 2016

January 2006=100

- All items
- College tuition and fees
- Elementary and high school tuition and fees
- Childcare and nursery school
- Technical and business school tuition and fees
- Housing at school, excluding board
- College textbooks



A photograph of four diverse students walking through a grand, arched university hallway. The hallway features high ceilings with a series of repeating arches and classical columns. The students are dressed in casual attire, including t-shirts, jeans, and backpacks. They are smiling and appear to be in a positive mood. The lighting is bright and even, highlighting the architectural details of the hallway.

Additional Benefits

For Students Include

- lower DFW rates, no difference in quality
(Clinton & Khan, 2019)
- higher grades for Pell Grant, part-time,
and historically underserved students
(Colvard et al., 2018)
- Students rate OER faculty higher and
more likely to want to take an OER course
(Vojtech and Grissett, 2019)



Additional Benefits

For Faculty Include

- learn from more experienced faculty
(Henderson & Ostashevski, 2018)
- flexibility of resources (Wiley, 2014)
- improved teaching due to reflective
practice (Weller et al., 2015)

...OER can support access to education, pay respect to cultural and gender differences, and open up possibilities for giving voice to traditionally marginalized voices...

*OER @ Niagara College: A Quickstart Guide for Faculty by
Jackie Chambers Page and Siscoe Boschman,
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"Open Education is the development of free digitally enabled learning materials and experiences primarily by and for the benefit and empowerment of non privileged learners who may be underrepresented in education systems or marginalised in their global context."

(Lambert, 2018)



What is it?

Educational

Digital objects such as images, videos, and interactive content or instructional materials such as lecture content, textbooks, online courses, lessons, assessments or study guides

Open

Free of cost and stored in the public domain. Often they are licensed to be used, modified, and shared with others.

Digital Format

OER are almost exclusively developed and published in a digital format.

BRIEF HISTORY



Paris, France July of 2002

Developed out of the MIT OpenCourseWare Project, a precursor to MOOCs



Learning Objects

In the early 2000s, consisted of documents, videos, assignments, lessons, and interactive learning tools.



MOOCs

At a time of increasing accountability, MOOCs were touted as a true disruptive innovation.

The "Open" Spectrum

OER represent the most cost effective and flexible options for educational materials, especially textbooks

Commercial options are the most expensive and restrictive option

	Cost to Students	Permissions to Teachers and Students
Commercial Textbooks	Expensive	Restrictive
Library Resources	Free	Restrictive
Open Educational Resources	Free	5Rs

David Wiley. Slide. CC BY 4.0

Open Educational Resources (OERs) provide teachers, learners, & others with legal permissions to engage in the 5R activities.

- 1 **REUSE:** Content can be reused in its unaltered form.
- 2 **RETAIN:** Users have the right to make, archive, and “own” copies of the content.
- 3 **REVISE:** Content can be adapted, adjusted, modified, or altered.
- 4 **REMIX:** The original content can be combined with other content to create something new.
- 5 **REDISTRIBUTE:** Copies of the content can be shared with others in its original, revised, or remixed form.



Open Educational Practices

Student-Driven Learning

Students construct their own learning pathways by actively engaging in the learning process. Students gain ownership of the learning process because they have some say in the experience.

Knowledge Co-Creation

Students participate in co-creation of knowledge to deepen their understanding of the course materials and to participate in scholarly work that lives on beyond the course.

Builds Scholarly Community

Moves beyond active learning in that it asks students to dialog about theories, learning, technology, and social justice in a way that informs the development of their own educational practices and structures.

Adapted from 7 Things you should know about OEP - Educause

PRAXIS

THEORY

PRACTICE



TCC Connect (CN) Digital OER Program is a competitive program that provides stipends to selected individuals or teams of faculty at TCC CN for the revision, redesign, or new development of OER course material. TCC CN awards three categories of stipends:

- 1. enhancements*
- 2. revision/redesign*
- 3. new development*

Purpose Statement

The primary purpose of this program is to increase equity and access to quality, no-cost educational materials. The program is designed to increase success rates and improve educational outcomes for traditionally underserved students, such as, but not limited to, students of color, first-generation college students, and economically disadvantaged students.

Project Selection Criteria

Priority are given to projects based on criteria such as student impact and inclusive design.

Inclusive Design Built in to the Two-step Peer Review Process

OER projects are reviewed twice throughout the development process on the following criteria:

- Accessibility (Principles of UDL)
- Inclusion of research, work, contributions, and perspectives from scholars who have been traditionally marginalized

PROGRAM TIMELINE

Phase I – Pilot 1 Revision/Redesign (R²)

- Develop infrastructure to manage development program and access impact
- Promote OER adoption in partnership with OER repositories (OpenStax, OERCommons, etc.)
- Technology Infrastructure

Phase II – Launch 2–3 Projects

- Continuous improvement through programmatic assessment
- Capacity building (staffing, expertise, etc.)
- Strategic partnerships

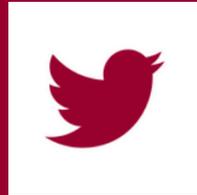
Phase III – 2–4 projects per cycle

- OER maintenance infrastructure
- Explore z-degrees
- Explore student-driven projects (OEP)



ANY QUESTIONS?

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