

**Transcript for OER Production Series: Find, Use, and Share Open Educational Resources  
BCcampus webinar hosted on August 1, 2024  
Facilitator: Josie Gray**

JOSIE GRAY:

Okay. I will get going. Thank you all so much, everyone, for taking time out of your day to attend this webinar on how we can find, use, and share open educational resources or OER. First, I want to point to our event code of conduct, which you would have agreed to when registering for this webinar. If you'd like to review the code of conduct, my colleague Harper has put the link into the chat so you can view it there. Next, I'd like to highlight that there is a link to a folder where you can download all of the resources related to this session. You can access that at [bit.ly/finduseshareoer](https://bit.ly/finduseshareoer). If you go to this link, you will find the PowerPoint file for the slides that I'm using today, which are accessible to anyone who's using a screen reader. The slides also include my speaking notes, and there's a PDF version of the slides as well. I also have a file in this folder that has a list of all of the links that I'll be sharing today. You'll have to try to jot those down as we go through; you'll be able to download a file that has all of them at the end of the session. My hope is that by sharing these files with you, that allows you to easily go back and refer to these slides in the future, you can adapt them for your own purposes. This is an openly licensed presentation, and just in general, engage with the content in a way that works best for you. While I speak, I will be reading out the content of my slides as well as describing any visuals that are there for anyone who maybe can't see the screen. In addition, we have enabled automatic captioning in Zoom, which you can turn on or off for yourself, and the recording will be properly captioned and then emailed out to everyone following the session as well.

My name is Josie Gray, and I use she/her pronouns. For anyone who can't see me, I am a thin white woman in my late 20s with shoulder length, blond, currently in a ponytail, glasses, and a septum piercing. I am joining you today from Moh'kins'tsis on Treaty 7 lands, which includes the territories of the Blackfoot Confederacy, which is made up of the Siksika, Piikani, and Kainai Nations. Also the Tsuut'ina Nation, and the Stoney Nakoda, which includes the Chiniki, Bearspaw, and Wesley Nations. This place is also home to the Métis Nation of Alberta Region 3. I'm really grateful to live and work from these lands here. I have moved a few times through my life, so I'd also like to acknowledge the Tsimshian First Nation in the Northwest Coast of British Columbia, as well as the nations who are part of Treaty 6 territory and the Lekwungen and W̱SÁNEĆ Peoples, as I've had the opportunity to spend time and learn on each of those places and on all of their lands. I work for BCcampus, which is an organization in British Columbia, Canada, that supports all of the public post-secondary institutions in the province in the areas of open education learning and teaching, and other special projects. Specifically, I work on the Open Education team as manager of production and publishing. I've been working in open education for eight years and I've supported many people in their OER projects during that time. And I want to really draw on that knowledge to orient you to the topic of open education resources and where to get started. If you have questions as we go through the presentation, feel free to put them into the chat or raise your hand. I've got the chat open in front of me, so I

will see them as they come in. My colleague Harper will also answer quick questions in the chat as well. Please do use that chat. You're also welcome to raise your hand and I will try to keep an eye on that as we go through. Feel free to ask questions as we go through, but there will also be time at the end as well.

Here is an overview of what we're going to cover in the session today. We're going to start by talking generally about what is open education and what are open educational resources. We will go through some basics of copyright and open licenses. We'll talk about why you might want to use and create OER, and then we'll go through getting started with OER. We'll talk about finding and sharing open educational resources, evaluating open educational resources, adapting open educational resources, and then adopting open educational resources.

To start, what is open education? Open education values sharing and collaboration between educators, students, and communities. It looks at how knowledge and information is created, shared, taught, and built upon, and it aims to reduce or eliminate barriers that restrict people from being able to access, learn from, and build on that knowledge. These barriers can look like high tuition and course material costs, proprietary models, copyright law, and digital rights management practices, geography, institutional affiliation or admission requirements. These are just some things, barriers that exist in our system that can block people from being able to access knowledge and learning. Ultimately, open education is about widening access to quality education and giving students and educators agency over their teaching and learning experiences. For anyone who is brand new to open education,

I wanted to give some concrete examples of what open education looks like in practice. For example, what we're going to talk about today is open educational resources. These are things like textbooks, videos, or labs, Educational materials where the creator has given others permission to use those materials for free, including permission to make copies and edits. There are also massive open online courses or MOOCs. These are free online courses that allow anyone to enroll. There is open access, which aims to make scholarly research available for free. There's open pedagogy, which aims to give students more agency in their learning and support them in being creators of information rather than just consumers. These are just some concrete examples of what falls under the open education umbrella.

Let's talk specifically about open educational resources. These are any resources used for teaching and learning that either are in the public domain or are under an open license that gives anyone anywhere permission to keep, share, edit, and remix the content without needing to get that original creator's permission.

Any educational material can be an OER. For example, textbooks, labs, videos, case studies, practice problems, images, podcasts, guides, etc. The main thing is that it's a resource with an educational purpose, and the creator of the resource has given others permission to share and adapt that resource for free.

I want to talk a little bit about copyright and open licenses and the public domain because each of these things are very important to understand how open educational resources work.

So open education and OER are a response to the restrictive nature of copyright law, which restricts sharing and adaptation, the rights to share and adapt content to the copyright holder in order to protect their intellectual property and commercial interests. Copyright is the legal framework protecting intellectual property of Creative works. In Canada, it is a collection of rights defined under the Copyright Act, which basically say that only the copyright holder has permission to reproduce, adapt, and share the work. Copyright protection for work is automatic. It's not something that you have to apply for. Copyright exists to protect the commercial interests of creators. For example, if I write a fiction book, copyright law ensures that I get to decide if and how I want to sell that book, and only I can write books based on that world and with those characters. However, when the creator is an educator creating an educational resource for use in their class, those commercial interests might be less relevant depending on the context. For example, let's say an educator has made a set of 10 videos where they're walking students through how to solve different math problems. This educator might not be expecting to make money on those sets of videos that they created. They might want other educators to be able to take them and use those videos. With copyright law, that's technically not allowed without people getting permission first. With open education, the goal is to make educational materials easier to share, reuse, and access by default, rather than everyone having to create their own resources or pay a lot of money to access them or do the work to get permission to use them. That's the purpose here in response to how copyright generally works.

This is described really well in the 2007 Cape Town Open Education Declaration. It states that "Open Education combines the established tradition of sharing good ideas with fellow educators and the collaborative interactive culture of the Internet. It is built on the belief that everyone should have the freedom to use, customize, improve, and redistribute educational resources without constraint.

With open educational resources, the goal is to give people working in education the tools to easily and legally find, share, and adapt education materials. This is enabled by Creative Commons licenses. These are a set of licenses designed to open up copyrighted works by communicating what a creator of a work is okay with people doing with that work. So there are six main Creative Commons licenses. Each license has a set of conditions that specify what people are allowed to do with the work, and these conditions are represented by a number of initialisms. So all six of these licenses have a BY or a by requirement. By stands for attribution, which means that anyone who uses and shares this work in any way must credit the creator. For resources under a Creative Commons attribution license or a CC By license, could take that resource, cut out a few sections, add your own content, customize the formatting, and share it back with the world, as long as you credit the original creator for their work that you adapted from. Some Creative Commons licenses also have an SA provision, which stands for Share Alike. Any Creative Commons license that includes Share Alike requires that any copies or

modifications of a work must carry the same Creative Commons license as the original work. Some licenses have an NC restriction, which means Non-Commercial, and that means someone cannot sell the work. They cannot profit off of that work. The final restriction that may be included in a Creative Commons license is ND or No Derivatives. Resources under Creative Commons license with an ND restriction can be shared, but they cannot be changed in any way.

There's a few things to know about openly licensed content, things to keep in mind. The first is that the copyright holder of an openly licensed resource retains their copyright over the materials and is not bound to the terms of the license. So let's talk about these slides, for example. I've created these slides, I have copyright over these slides, I have openly licensed them. I still have copyright over those slides. The open license just tells other people what I'm okay with them doing with those slides because of the license. Then the next item is that Creative Commons licenses are non-exclusive, so that means the copyright holder can apply a different license to the content in the future. Right now, my slides are under a CC BY license. I could revise these slides and relicense them anyway I wanted or make them all rights reserved. Because I'm the copyright holder, I can make changes to that license in the future. And then another thing to consider is that once someone gets a copy of an openly licensed resource, the permissions granted by that license cannot be revoked as long as they follow the terms of the license. Let's say you downloaded my slides here, you want to use them for your own purposes. It's currently under a CC BY license. I cannot revoke those permissions once you have a copy of that resource. I can change the license of my slides, but once you have a version downloaded, as long as you follow the terms of that license, I can't take those permissions away. Those are just some things to keep in mind, especially if you're thinking about openly licensing your own content. Considerations to keep in mind.

Creative Commons licenses are used for materials that are copyrighted. However, copyright protection does not last forever. In Canada, copyright protection lasts for the life of the author plus 70 years. Once that period has passed, that work enters in the public domain. Meaning anyone is welcome to copy and adapt the work and even make money on the work. That's why things like *Pride and Prejudice and Zombies* exist, which is an adaptation of the original *Pride and Prejudice* novel, which is in the public domain. This adaptation sets the story of *Pride and Prejudice* in a zombie apocalypse, where zombies regularly interrupt the parties and there's a lot more combat. Public domain resources are also considered open educational resources since they are available to share and adapt for free.

Sometimes people who have created works don't want to retain copyright at all, and instead they want to dedicate their work to the public domain right away. To address this use case, Creative Commons has created the Creative Commons Zero or CC0. With CC0, a creator is indicating that they are giving up all of their rights. It's similar to the work being in the public domain. For example, Open Goldberg Variations was a project that worked with a professional musician to create high-quality recordings of Bach's work, which they shared under a CC0 license to make those recordings widely available to the public. Up until then, while Bach scores were in the public domain, there were very few public domain recordings. They were trying to

fill that gap and wanted to make sure those recordings would be widely available as possible. They used this Creative Commons Zero dedication for that.

Let's talk about the benefits and affordances of OER and why you might use OER.

A big one is financial accessibility. The cost of commercial textbooks in post-secondary education continues to rise, and life for everyone is expensive right now and that is so much more true for students. Due to commercial publishers moving towards digital textbooks with access codes, students are often not able to find less expensive used textbooks like they might have in the past. Research has shown that expensive course materials can result in students going without required course materials or dropping classes, which puts them at a serious disadvantage to their peers who can afford the course materials. OER can be accessed and used by students for free. Since 2012, open textbooks alone have saved students in British Columbia \$39 million, and over 300,000 students have used open textbooks in B.C.

The next benefit of using OER in place of commercial resources is that students retain access after the course ends. This is especially relevant when considering commercial materials that require access codes to use. These access codes are generally time bound with students losing access to the materials after the course ends, which means they're unable to come back to the material in the future or to help with future courses. With OER because they're publicly available free, they're always available for students to come back to.

Another benefit of OER is that they widen access to information. OER are available for free online, so anyone can access and learn from them. For ones that are shared as web books or websites, they will also show up in search results. It's a way of making this information more accessible to the public.

OER also supports academic freedom and agency of instructors. Because of the open licenses, instructors can edit and customize OERs to fit their specific course and teaching style. This might look something like removing or reorganizing sections or replacing examples to fit your local context. We'll talk more about adaptation later on.

A final benefit of OER that I want to talk about comes from their digital-first design. Because OER are generally designed to be used on digital devices, they have a number of benefits over traditional print textbooks. First, OER are often available in multiple formats like PDF, ePub, and web versions. This allows students to select formats they are familiar with or will work best with their devices. OER can often directly include media, like video and interactive activities directly in the learning resource. Then finally, digital resources can be designed to be accessible and compatible with assistive technologies.

Before we get more into the specifics of getting started with open educational resources, I wanted to put forward some cautions and critical perspectives to keep in mind when working in open education and open educational resources in particular. The first is that open educational

resources are not necessarily more equitable and inclusive than non-open resources. I've seen a number of examples of OER that were accessible, inaccessible, or racist and colonial. It takes intentional work to make inclusive and equitable educational resources, whether they are open or not. That's true for all educational resources. OER aren't necessarily better than this. It really has to do with the people who are involved in the creation and the intention that they put into the resource to make it more equitable. Second is that copyright law has been used to steal and appropriate Indigenous traditional knowledges. Canadian copyright law does not adequately protect Indigenous knowledges in their many forms. Since open licenses are built on copyright law, open education must keep that context and reality in mind, especially when thinking about bringing Indigenous knowledges into open educational resources. There's a lot of harmful history there and contextual considerations that need to be thought through really seriously. Related to that is that not all information wants to be open. Open is not appropriate in every context, and it's important to think critically before openly licensing content, and ensure that you are the appropriate person to make the decision about whether something should be openly licensed or not or that you have the informed consent of those who do have that authority. This is especially relevant when working with Indigenous knowledges, as well as the stories and knowledges from other vulnerable communities. Fourth, working in Open comes with risk, especially for marginalized scholars, students, educators, particularly women of colour, who are more likely to experience backlash from fellow colleagues, students, and the wider public. Working more publicly, working in the open, there is risk there that needs to be thought through. In general, while openness can improve access to knowledge, it's not an objective good. It's a tool and a framework for us to think critically about the barriers and power structures that exist in education. But that critical lens is key. We must always be thinking through the potential harms of Open and ensure that we're centring consent, respect, equity, and all of the open education work that we do.

Let's talk about where to find and share open educational resources.

Before you start searching for OER, it's helpful to know your purpose and a bit about what you're searching for because this will influence where you start your search and how widely you search as well. For example, maybe you're just looking for inspiration. You want to see ideas about how you might structure your course or models for an open textbook. You might look not very deeply, but widely. Or maybe you're just getting started on an OER creation project and you want to know what's already out there and what you might be able to adapt and remix into your OER. In this case, you will likely look through multiple large collections to find as many options as possible. Or maybe you're looking for a very specific material type like a textbook or a video or an image. In this case, you'll go to the specific collections or search tools that have that material type.

Let's go through some of those collections and search tools. The first is the B.C. Open Collection, which is maintained by BCcampus and located at [collection.bccampus.ca](https://collection.bccampus.ca) It's a really great place to start if you are looking specifically for textbooks or course materials because that's the main content that we have in this collection. In this collection, we prioritize OER that

are created by Canadian-based instructors, and we aim to have resources that are applicable to courses taught in B.C. If you're based in British Columbia and you're looking for something that you can hopefully adopt as is, I would start here. You might not find what you're looking for, but that would be a good place to start.

Another collection that is based in Canada is the eCampus Ontario Open Library. Similar to the B.C. Open Collection. It's based in Ontario, but it accepts resources from all over. It's a much larger collection and it doesn't just have textbooks. It has a much wider range of resource types available in this collection. You can access that one at [openlibrary.ecampusontario.ca](https://openlibrary.ecampusontario.ca)

Another large collection is the Open Textbook Library maintained by the Open Education Network, which you can access at [open.umn.edu/opentextbooks](https://open.umn.edu/opentextbooks). This is an American-based open textbook collection, so it will lean more heavily American, but it does have a very large collection of high-quality open textbooks. It's another place to search as well.

Another very large collection is OER Commons. OER Commons, anyone can create an account at OER Commons and can upload their OER. It's a huge collection. It has a range of types of OER. It is less curated, so it does take more work to filter through to find what you're looking for. But if you're trying to find all that's out there and see the range of things that might be available, it's a good place to look.

Another place to look is the Pressbooks Directory. If you're not familiar with Pressbooks, it is an online publishing tool that many institutions and organizations across the world use to create open textbooks and other OER. A few years ago, Pressbooks created the Pressbooks Directory, which connects all of these different Pressbooks instances, so you can search and filter all of them at once. When I took this screenshot a few months ago, there was over 6,500 OER from over 150 different Pressbooks networks. It's very comprehensive. There's a few disclaimers about this directory. It's not curated in any way. Books that are created in any of the connected Pressbooks instances are added to the directory once the book becomes public, which means there are quite a few unfinished books and a lot of copies of very similar books. It takes time and patience to sort through these results and find OER that might be relevant or useful. But if you're trying to find everything that is out there, it's a really good place to go because it has basically everything that's been created in Pressbooks and a lot of stuff has been created in Pressbooks. Um, a cool thing about this tool is that you can filter by network. For example, you could filter these results to only show books shared from the BCcampus instance of Pressbooks, for example. There's lots of filters available through this tool to help find what you might be looking for.

Another place to look is the OER by Discipline Directory. This is a directory. It lists open educational resources and is organized by discipline. It's far from exhaustive, but BCcampus has created it and we use it as a way to keep track of resources that we find that don't fit within our Open Textbook collection. It's like our reference guide for us to be able to easily go back and be like, What was that resource again? be able to go back and find it. Everything that I've talked

about so far, we link to in the directory, all of the collections, and you can access it at [OpenTextBC.caOERdiscipline](https://opentextbc.ca/oerdiscipline).

I want to talk a little bit about finding images in particular. Once you know where to look, open images are relatively easy to find. A lot of the major search engines allow you to filter results by licenses. For example, when using Google images, you can filter your results to only show you pictures with Creative Commons licenses. The filtering option appears when you select Tools, and then Usage Rights, and then Creative Commons licenses.

Flickr is another open image site that supports filtering by license. You can set it so that only Creative Commons licensed images will appear in the search results. Once you click Search, click the Any license, drop down menu and select All Creative Commons.

You can also find openly licensed videos on YouTube. After you search on YouTube, you can select the filter option, and then under features, you can select Creative Commons. That'll show you Creative Commons, openly licensed videos that fit your search terms.

I mentioned the OER by Discipline Directory that BCcampus maintains. We have a page in that directory called Multimedia and Tool Collections, and we use this to make a list in particular, I wanted to highlight all these open image websites that exist. There are a number of stock photo sites that are openly licensed, a number of search tools. We have a huge list of images on this page. It's a really useful resource if you're looking for images in particular.

I also wanted to talk a little bit about how to tell if a resource you come across is under an open license. If you're searching in an open collection, it can be pretty easy to tell because you know resources added to that collection are open. But sometimes you might come across an open resource on a random website and you want to be able to verify if it's openly licensed or not. So if a handbook, if a textbook, an image, a website, or any other type of resources under an open license, that information will most likely be provided on a copyright page, sometimes in the terms of use or on a permissions page. If the resource is available online or in a document, license information may also be displayed in the footer. Those are some places to look if you're trying to find license information.

And here are some things that we'll let you know for sure if a resource is under an open license or not. Look for mentions of Creative Commons. That might be just the short form of the license, such as CC BY or CC-NC, or the spelled out version like Creative Commons Attribution... You may also see a Creative Commons license icon, such as the CC BY icon, which I have pictured on the slide. A resource is not under an open license if it says "All rights reserved," or if you can't find any license information. If there's no license information, assume it's all rights reserved.

Let's say you've looked through a collection, you've found a few OER that might work for you, and you're trying to figure out which one you might want to adopt, how to judge quality, what



is the process and the things to think through. We're trying to figure out if you want to use an OER going forward.

When you're looking at OER to adopt, it can be really helpful to identify what your priorities are. On the slide, I have a bubble graphic labelled with different things that may influence whether or not you adopt a specific OER. This isn't comprehensive, but some priorities might be that it saves students money, that there are supplemental materials available like slide decks or test banks, that the content is up to date, that it aligns with course learning outcomes, that there is established quality, so it's been through peer review, for example, or that you can use it as it is without needing to make any updates or adaptation. These things are all interrelated and a high priority on one item might mean you need to deprioritize another depending on what's available. For example, let's say your priority is to find an open textbook that is up to date, it aligns with your course, and you can use it as is. You find an open textbook that was published last year, so pretty recent, but it was published for an American audience and is missing some Canadian contexts that your students will need to know. From there, you have to decide if you're okay with the textbook not perfectly aligned with your course and supplementing that content with different resources, or if you're okay with doing some adaptation so that it aligns better. There's just some things you have to think through. Or maybe you find an open textbook, but it's a few more years out of date than a commercial book just released by a publisher, then you have to decide if a more updated textbook is worth the cost from a student perspective, and that's all very context dependent depending on how out of date and how crucial that information is for course and for your students. Just various things to think through that will vary depending on your priorities and context.

Once you start looking through OER, there are some things you can look for to identify just on a surface level, find OER that might be a good fit and might be worth a more thorough review. Some quality indicators you can look for are author affiliation or their qualifications. You can look to see if they had peer review done. Resources gone through peer review, they will generally include what that process looks like. Can also look for adoption information. Who else is using this textbook? Where is it being used? For course alignment, if there are learning objectives, that can tell you about whether it might align with your course. You can also look through a table of contents that can show you the main topics being covered. Then for currency, you can look for a published date, and you can also look at the reference list. That will give you a very surface level indication of how high quality of a resource and if it's appropriate for your context.

We also have a tool that can be helpful if you're wanting to do a more in depth review. BCcampus developed the Open Textbook Quality Rubric to help us evaluate OER that are under consideration for the B.C. Open Collection. It has six dimensions, so that includes topics covered, organization and clarity, accuracy, currency, Canadian context, and equity. Each of those dimensions can be evaluated from 1 to 4. Then the rubric describes what is a 1? What is the 2, and the book can be evaluated that way. A much more in-depth review for a specific resource.

Let's talk about how to adapt an OER. Let's say you found an OER that seems like a decent starting point anyways, and you want to make changes so it better fits a particular context that you might want to use the OER in.

Let's talk about why you might adapt an OER. You might adopt an OER to better fit teaching style or course, to correct errors or update information, to make it better work for either in-person or virtual teaching, to address accessibility needs, to include cultural and intellectual diversity, to translate the content into another language, to support a specific pedagogical need, or to bring in local examples. These are just some ideas of why people might adapt in OER.

What an adaptation looks like can be a really huge big project or it can be very small, and the types of changes you might make might vary depending on what your priorities are. It could look like removing or reorganizing chapters, adding and replacing images, deleting rewriting content, or adding new content, combining two resources together, or adding multimedia or H5P activities.

This is the general process of how to actually adapt an open educational resource. The first is to check the license and make sure the license allows for editing. If you see a license that has the ND or No Derivatives, that is not a resource you're able to adapt. It has to not have the ND restriction. The next step will be to find an editable file or convert the content to an editable file. I've given some examples of files that are editable or not. Things I consider editable files are formats where people generally have easy access to the software to be able to edit something. Microsoft Word, PowerPoint, Google Doc, Excel. Lots of people have access to those different software and know how to use them. They're quite editable. If you can find one of those files, it's a good place to start. Some editable files need special software. For example, Pressbooks, if you have a Pressbooks account, you can edit anything that's been published in Pressbooks. Videos, you need access to video editing, editing software, same with audio, same with H5P. These are all editable things. You just need access to the correct software. Then there's some things that aren't quite editable as it is. I consider PDF in this category. I know you can technically edit PDFs, but you need that expensive subscription, and it's often a nightmare to try to do. Editing and PDF is not fun. Then websites are generally not editable. And if you can't find an editable file or you don't have, if you can't find an editable file or a way to edit, your best option is to copy and paste into a format you can edit in. That's always an option. Once you have an editable file, you can move forward with making your changes and keeping track of your changes is always a good practice. You can communicate how you changed the resource. Once you finish with your changes, you're going to add an attribution statement, which we'll talk about in a minute. Then once you're all finished, you can share your adapted version with the world.

Attribution statements are how we give credit to the creator of open educational resources that we are using. Attribution is a legal requirement outlined by the "BY" or BY part of Creative

Commons licenses. If there's a BY in the license, you have to attribute the original creator of the work.

What does an attribution statement look like? We use the acronym TASL to help remember all the parts of an attribution statement. They are the title of the resource, the original author, the source, so a link to where you found it, and then the original license of that resource. All four of those elements are needed for an attribution statement. Then if you've made changes, you've adapted it, you would also include a general description of the types of changes you made. Here is an example. I have a picture on the slide and a sample attribution for this picture. It says, "Morning at Prince Rupert," which is the title of the photo, "by Steven Tan," the photographer or author, "is licensed under a CC BY-NC-ND 2.0 license." That's the license that that photo is under. The title, the photograph, and the license are each linked back to where that information is found. That's the source part of the license. I'm linking back to where I found that photo to the photographer's page and to the license information.

Attributing a picture is pretty straightforward. It gets more complicated when you are creating an OER that includes a combination of original content as well as open content created by others. There aren't really established style guides, like there are with references. There's flexibility with attribution, but it also means it can be intimidating to figure out how to do it correctly. Where and how you attribute. Let's say you're working on a textbook, for example, where you attribute and how you attribute will depend if you're adapting one OER or remixing several because it can be various levels of complexity. But in general, attributions can go at the beginning or end of an OER where they're comprehensive describing the whole book. They can also go at the end of each section. Let's say you had a few chapters that were adapted from different places. At the end of each chapter, you could say this chapter was from here and these are the changes I made and be more specific in the attribution.

At BCcampus, we do have some templates for attributions, depending on different contexts. I have a link on the slide. I think I might have forgotten to give it to Harper, but hopefully he can find it and put it in the chat. But there's some templates of different attribution statements for different contexts. If you're working on a larger project and trying to figure out how to do the attribution statement, I would suggest looking at these templates. That can be a good place to start because they give some examples. You can access that at [opentextbc.ca/publishingstyleguide/chapter/attribution](https://opentextbc.ca/publishingstyleguide/chapter/attribution)

Let's say you have found an OER and you're wanting to use it. What are the steps? You're happy with it as it is, you just want to use it in the classroom.

It's as easy as just sharing it with your students, and that can look like uploading the file into your learning management system or providing a link to where students can download the file. That can be very straightforward. BCcampus also likes to know if people have adopted open textbooks because that allows us to identify ones that are really popular and track savings and things like that. So if you have adopted an open textbook, you can let us know by filling out our

adoption form at [open.bccampus.ca/use-open-textbooks/tell-us-youre-using-an-open-textbook/](https://open.bccampus.ca/use-open-textbooks/tell-us-youre-using-an-open-textbook/) With dashes between those words and then tell us you're using an open textbook. Harper will put that link into the chat as well. Thank you, Harper.

I want to talk very briefly about creating your OER, but it's not really our main focus for today. I just want to go over it briefly. Creating your own OER can be really simple or it can be a big project.

It can be as simple as taking materials that you've already created, whether those are handouts, worksheets, videos, things that you already have, and just putting an open license on them. To do that, you would just go through the Creative Commons licenses and decide which one you'd like to use. You would put the license information and your name on your materials to communicate what you're allowing people to do with your materials, and then sharing your content with others. That can look like sending it out through a discipline list serve, emailing it to colleagues. It can look like adding it as a suggestion to one of the collections I described earlier. A lot of those collections, either if you can't submit it yourself, you can submit it as a suggestion and then the collection manager will evaluate it and decide whether it fits with their collection or not. There's a lot of different options when it comes to sharing your own open educational materials.

If you're wanting to take on a larger project to create open educational resources, there's a few guides I wanted to point to as resources. One is the *Getting Started: OER Publishing at BCcampus*. This is a guide we maintain at BCcampus, which aims to provide a high-level overview of the main things you'll need to know when you're creating something like an open textbook. It talks about workflow and resources, talks about equity, talks about Pressbooks, which is the platform that BCcampus provides for people wanting to create open textbooks in B.C. It talks about accessibility and universal design for learning, licenses and permissions, and then citation and attribution. This guide is intended to be a summary and then it links to more resources that go to a lot more in depth. It's meant to be an overview that directs you to where you can really dig into these topics. Another resource is the *Self-Publishing Guide*. This resource is very in depth, and it's really targeting people who are wanting to create their first open textbook from beginning to end, everything you would need to know. It's very thorough. It answers a lot of questions that new open textbook authors often have, but it's a really great resource for people that are taking on a big project or doing it on their own and are trying to figure out the resources that are available and the things they need to know to do that.

This is the first webinar in the OER Production Series. We have four more webinars coming up that address different topics. They're all on each Thursday in the month of August. Next week is Technical Accessibility. If you're trying to learn about how to make educational materials accessible to students with disabilities, that session we'll talk about that. And then the next two sessions after that are all about Pressbooks. Pressbooks is our self-publishing platform that we make available to all faculty and staff teaching at post-secondary institutions in British Columbia. If you're wanting to figure out how to use that platform, definitely attend those

sessions. Then our final session is talking about Universal Design for Learning and Open Educational Resources. Getting in more advanced accessibility topics and thinking about multimedia and UDL and how all of that fits into open educational resources. If you haven't yet registered for those sessions, you can do so at [bccampus.ca/events](https://bccampus.ca/events). Another opportunity that I wanted to share is BCCampus has established an agreement with Creative Commons to offer a 15% discount for staff and faculty who are working at post-secondary institutions in British Columbia to take any of the Creative Commons certificate courses. These courses provide a really in-depth study of public domain, copyright, Creative Commons licenses, and what it means to engage in global shared commons of knowledge and culture. So there is a course that is specifically designed for educators and one that is designed for librarians. This discount is available for the courses starting in September, January, and June in 2025. So this September and then January, June, 2025. This is available to all B.C. post-secondary faculty and staff, and you can take advantage of the discount by going to their website, registering, and using the promo code, BCCAMPUS15 (all caps) and that'll get you the discount.

Now, I'd like to stop for questions. Finished much earlier than the time we had set aside for the session. There's lots of opportunity for questions and discussion if people have any of those. Feel free to put things in the chat. If you'd like to raise your hand, that is welcome as well. My colleague Harper has also put a feedback form into the chat. If you have feedback about the session today, things we can do better, things that worked well, those kinds of things. That really helps us improve and know how to improve going forward. If you have time to fill it a short feedback survey, we'd greatly appreciate it. But I'd like to pause for questions. It can be about open education in general, copyright, open licenses, kind of basics of getting started with OER, anything that might be on your mind. Please go ahead, Manisha.

MANISHA:

First of all, I want to say thank you for a fantastic presentation. You know, I loved it. I'm a librarian, so I really loved your all the resources in one place and giving us more context about copyright and Indigenous sources appropriation and not being open. My question is about you also mentioned OERs I used the advantage, advantage was multimedia. I'm creating many OERs, Indigenous. It's all Indigenous content Indigenous knowledge with Indigenous students on-reserve. And what's the... What else apart from traditional knowledge labels, what else can I add to protect it. I do want it to be used, many of them are Non-Commercial No Derivatives. That's my first question. What, apart from TK labels and CC licenses for Indigenous knowledge, what else can I add to stop appropriation? That's my first question. My second is what are the things to keep in mind when working with students as authors. When do we take permission? What is the work flow? Should it be done across two courses? Because it is a lot of content. One course can be assignment created and the next one can be editing it, copyrighting it because students are more interested in completing their assignment. These learning objectives have a potential to be converted into an OER. What's the timeline? Should it be across two courses? Thank you.

JOSIE:

Thank you for those questions. Your first question was about how to protect traditional knowledge in the context of OER, in addition to the Creative Commons license or traditional knowledge labels. I would say you will never be able to protect from bad actors, even all rights reserved, there is always the potential for bad actors and that's not something you can necessarily plan for. But I think being clear about... Legal protection only does so much. There's a lot of flaws in copyright that will not protect Indigenous knowledge. So when working with Indigenous knowledges being working with the Knowledge Holders and making sure that they understand what that means and that they're okay with that. I think it is really important that they really lead that decision about whether something is openly licensed or not and whether something is shared publicly or not and those kinds of things. I think there are things you can do to communicate to people who are engaging with a resource, the appropriate ways to engage with a resource. It's not a legal protection. Something that you provided at the beginning of the resource that sets the standards for how you're expecting people to engage with the resource and what's okay and what's not okay. It's not so much that it's a legal protection that you can put on it, but still stating what are the appropriate ways to engage in this resource and what aren't. Your second question was, I think about working with students to create OER and what's the best way to do that? It might take longer than one semester to create an OER and I think is that right, Manisha?

MANISHA:

Yes, yes, because then it's a different workflow, and I may not be teaching. I just have a student with me for 13 weeks. A learning object, the assignment is a reusable assignment. The next step. My students are very happy to create OERs, really, many OERs, because it's like the e-portfolio and they want to share knowledge and skills. It's the time and the skills, which is, at present, a barrier to converting the reusable assignments, learning objects into an OER, I find.

JOSIE:

Right. For that case where you're trying to have students create OERs, but it's not really possible in the timeline of a course. It might be looking at the scope of the assignment. It might also be thinking through maybe having it turned into an OER is something that not every student accomplishes because they just don't have time in the context of the semester that is available. I think there will be students that will not want to create OER and they need the option to not publish it publicly. I don't know exactly the solution to the challenge. But yeah, I think thinking through the assignment and exactly what you're wanting students to accomplish. Maybe figuring out how to adjust it where it can be handed off to future students, and it's more of a shared resource that has multiple students' input over time. Really good question. Definitely worth thinking through more. Thank you.

Question in the chat. "I've created a modular OER. I want folks to be able to use modules individually, adapting the OER, but I do not want to allow derivatives of original podcasts and essays located in each module. How do I license?" Stephanie, that's a really good question. My understanding is that you have a resource that's in sections. You're okay with people using the sections, but you don't want them to edit. You're okay with people using the sections

individually, but you don't want the sections edited in any way, is that right? Yes. I think what you would need to do is license each section individually, and just put really, so if you were creating, if it's on a website or a Pressbook, you might explain that. You might say this resource is under an ND license, whatever the other acronyms are. You're allowed to use the sections individually. Do not edit the sections, and then under each section, you would have the same: "Name of the section by the creator is under a CC, whatever ND license." I think just explaining that that's how you're okay using it and then licensing each section individually as well. Does that help? Your audio is not coming through, but I see you're nodding.

STEPHANIE:

Okay. Can you hear me now? Yes. Okay. Yeah. Thank you. This is very helpful. Thank you.

JOSIE:

You're welcome. No problem. Thank you for sharing some of the work, Manisha. That's great. Other questions? Anything else people would like to ask or talk through? Okay. Not seeing anything. With that, I'd like to let you all go early. Thank you so much, everyone for your time and engagement today. I really do appreciate it. I just wanted to put the link to where you can download the resources today back up on the slide, [bit.ly/finduseshareoer](https://bit.ly/finduseshareoer) If you're wanting to go back to anything that I shared today, you can access those. But thank you so much. I hope you have a great rest of your day.