**Workforce 3One**

**Transcript of Webinar**

**Using Creative Commons CC BY, Open Educational Resources (OER), and Skills Commons to Enhance Grant Success**

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OPERATOR: At this point I'd like to move us over to our presentation and pass things along to our moderator for today, Cheryl Martin. Cheryl is the program manager here for the TAACCCT program here at the Department of Labor. So Cheryl, please take it away.

CHERYL MARTIN: Great. Thanks, Chris. And welcome to everybody, and thank you for joining us today. We really appreciate you jumping on.

So I am very happy that we are doing another round – another webinar in our round of webinars on OER, open educational resources, and we've got our wonderful folks who are supporting us on that helping us with that today. Just to give you a picture of where we are in terms of how this fits in with the rest of the technical assistance for TAACCCT, so you may have seen this one before but we have the TAACCCT – the TAACCCT learning network is you as the grantees.

And the organizations that help support you in doing what you're doing include of course Department of Labor ETA and then Jobs for the Future and their subcontractors doing some technical assistance. But then we've also got CalState/MERLOT who has a cooperative agreement with us to produce Skills Commons data work. And then in addition to that, they're working closely with and we are as well, some non-DOL funded organizations including Creative Commons and CAST, as you see there.

So today the parts of this box that we'll be hearing from are the CalState/MERLOT folks and the Creative – and Paul Stacey from Creative Commons, and we're really glad for that. Before we jump into what they're doing, just to say if you are confused about where to go to get what kinds of resources, this will give you an overview of that.

So you can always look on our COP. You can send questions to TAACCCT@dol.gov. You can – if you're interested in things that we're talking about today, you can contact CalState/MERLOT at support@skillscommons.org, and also there will be some additional contact information I believe at the end of this for Paul and Creative Commons.

So with that let's go to Paul and Gerry and Rick. So Paul Stacey has been with Creative Commons for a number of years and with us since the beginning of round one or with us being with TAACCCT grants. He's been working with them separately through the grant funding that they have for that. And so many of you are already familiar with Paul around how to use the resources from Creative Commons.

Within the last year we were just discussing that we're almost at our one-year anniversary here that Gerry and Rick were able to join our group with –and a lot has happened in the last year; right, Gerry and Rick? And you've brought to life this whole new thing called Skillscommons.org, and we're going to hear a lot more about that today as well as starting to get a little bit more into the details of how you all can use that.

So I'm going to say take it away, Paul, Gerry, and Rick. Thank you very much.

PAUL STACEY: All right. Thanks, Cheryl. This is Paul Stacey speaking. I'll speak first, and then Rick and Gerry have lots to share with you as well. I'm going to skip over this poll because I think we had polls at the opening.

Here's roughly what we want to cover with you all today. This is a session focused on helping you identify the opportunities associated with open education resources. So a chunk of what we want to cover at the beginning is really how to find and reuse existing open education resources that others have created because a lot's been going on in this field for quite a number of years, and so even prior to the TAACCCT grant program, OER were being created.

And you may be able to find and use some. So we thought we'd help you figure out how to do that, and then obviously as part of the TAACCCT program there's been a lot of work done by other grantees. And Gerry and Rick are going to speak about how to find existing open education resources created by other grantees and then reuse it for your work. And we'll also talk about quality. This is a really important factor in open education resources and one that the field is addressing in a series of methods, which I think is really interesting and promising. So we'll explain some of that.

We also want to look at some of the benefits associated with reusing open education resources and how to incorporate it into your work flow and your design and development process, as well as consider some of the implications from a benefits point of view.

And lastly, we want to speak about the practicalities of remixing open education resources together. So if you do find materials from someone else and you want to combine them with your own, how do you do that? And we'll look at some actual examples and then lastly close with how you can find out more about any of this and contact us, if you'd like to pursue and of this work in a more detailed way for your program.

So that's what we're going to cover. We want to first deal with the first item on the agenda, which is looking at existing openly licensed resources that could be incorporated into your programs. And we'll start first with open education resources that were created outside the TAACCCT program that you could make use of and incorporate into your grant work.

And so you can see on this slide I've put – there's a URL which I just dropped into the chat area, and so I welcome you all to click on that link and explore this page of our website that we created for TAACCCT grantees. I'll do a quick description of this page, and why we created it and then after I do that description, we'll move on to helping you find existing OER that other TAACCCT grantees have created.

But if you look at this Find OER page, I've really kind of broken it up into two significant chunks. The top part of the page is really oriented to helping you find what might be thought of as just openly licensed content, which would be created by photographers or writers or musicians or other people who are authoring and creating works and licensing them with Creative Commons for sharing with everyone around the world, but they weren't necessarily created with education intent in mind.

And so this is actually really important because many faculty and instructional designers who are creating curriculum in the TAACCCT program aren't necessarily looking for a complete course or a whole learning module that they want to reuse. They're actually just looking for an image or a picture or a sound bite that they can embed in their course to illustrate a concept and bring it to life in a more impactful way.

So the top part of this Find OER page, which you're welcome to explore, provides assistance for doing general searches. Even if you're using Google, you can actually narrow your search down to just find openly licensed content that has been licensed with the Creative Commons license.

Or if you're looking for a photo or a diagram or an image of some kind, there are a whole range of sites now that are putting out and making available to everyone openly licensed works that – like Flickr, for example, the photo sharing platform, has millions and millions of photographs that photographers have put up on Flickr with a Creative Commons license.

And so for any faculty member looking for an image, these are really very useful sites to take advantage of, and it's fairly straightforward from all of these sites to find an image or resource and then to download it and then incorporate it into your courseware.

And of course depending upon the license, at the very minimum what you'd be asked to do is give attribution to the original creator, and then there may be other aspects to the sharing of the resource that you need to take into consideration as well, depending upon which Creative Commons license they used.

So the top part of the page is really how to find open content, photos, images, video, audio, and music. There's literally millions and millions of resources that have now been openly licensed and faculty can take advantage of.

And then the bottom part of the page is really intended to assist you all in finding distinctly education content, so full courses, textbooks, tests and assessments, modules, things that were created by other educators with education intent in mind.

And so the bottom part of the page we've broken up into just sort of general education searching, but then if you know exactly what you're looking for – let's say open textbooks for example or simulations – we've tried to provide some specific links and guidance to help you narrow down and quickly find the kinds of resources that you're looking for.

One of the challenges that I would say the field now has is that there literally are so many openly licensed resources, both open content and open education resources that are available, that when you do a search, you often get a massive return of volume of resources with which to look at. And so part of the intent of this page is to narrow your search down, help you find exactly the kinds of things you're looking for in a fairly quick way.

I would also say, though, that this page is by no means intended to be completely comprehensive. There are more and more sites that are making open education resources and open content available, but those are some of the primary ones.

I also wanted to mention – this will be the last piece that I have to say before I turn it over to Rick and Gerry – that open education resources and open content in general is really a global phenomenon. And so while we tend to focus on our work in the United States or in North America, let's say, there is a huge amount of development for OER going on around the world.

And so I've taken the first link on this slide and also dropped it into the chat area and invite you to just take a second here to explore some of what's going on around the world. You can see that there's OER development taking place in Russia, in Italy, in Japan, in Finland, in Brazil, Greenland, South Africa. And so as we think about what the opportunities are to make use of existing resources, it's useful to think not only in our North American U.S. context but also in a broader context and look at resources that are available from around the world.

Last thing I will say about that is that every time you identify resources that are of use to you that have been created by someone either within North America or anywhere around the world, there's obviously an opportunity there for some kind of partnership and collaboration because one of the significant benefits of doing this OER work is that many hands make light work, and it's helpful to kind of coordinate the sharing and the development and the subsequent improvement collaboratively with like-minded peers, wherever they may be.

So I'll stop there and turn it over to Gerry and Rick who are going to speak about finding OER resources that existing grantees have created.

GERRY HANLEY: Well, thanks, Paul. And I think your comment about many hands make light work is very important around what I'll start talking about about MERLOT. MERLOT really is a network of people who each person doing a little bit, pulling it together makes a resource that could be very useful for many people.

And just a quick overview for those who may not be familiar with MERLOT. Right now we have over 62,000 materials. 27,000 of them have Creative Commons licensing on it, and I'll talk a bit about how the value of that Creative Commons license, about what you can then do with it. There's lots of free materials that have what you might call an acceptable use policy where they'll say you're free to use it for educational purposes, but the value of a Creative Commons license really allows you to do much more than just use someone else's materials.

And what's in MERLOT? There's a lot of open textbooks and courseware, and as a community there's about 250 new materials are being added here a month to it. So it's a continuous growing collection. And who's pulling this together? We have 130,000 people from around the world. About 50,000 are faculty members, and again, about 1,000 per month new members are joining. And the more hands that help identify education material for us to share, it makes each of us a little bit easier job.

So what I'm going to do next is now share my screen here, and, Greg, just if we are good to go with sharing my screen, just tell me when you see it and then I'll start playing around.

OPERATOR: Should be good to go, Gerry.

MR. HANLEY: OK. Great. Thank you. So here hopefully you see the homepage of MERLOT, and you see a number of different tiles that you have here. And there's lots of things you may want to look for. So there's materials. You may want to look for members. You can browse versus search, and we have search other libraries. As Paul said, there's a number of OER libraries, and how can you search – with one term search all the libraries?

MERLOT has some tools. The other aspect about MERLOT too is you can personalize it. So as you find materials, you can organize things into your own little personal collections. We'll talk a little bit about that. And MERLOT also has many different type of user interfaces to their collection. So we partner with a lot of people.

So let's just go through a quick walkthrough. Just think this is just a sip of MERLOT before you have lunch. And so what we've come here is to browse the materials. I can use the key search term and all that other stuff, and here's that search other libraries. But let's just say I'm in health sciences. I'm looking at a nursing program or applied math – or applied technical health program, and I might say, where could I find some of these materials?

On the left-hand side here you see all the different topic areas, and health sciences is in science and technology. So I can simply navigate through this little list here to find the content area that's important to me. And so I'm looking at health sciences, and there's over 4,000 materials that I might find there.

And as I look on this here, I can see assessing blood pressure, and I go, oh, that might be really interesting for me to look at. And so I simply click on the title there, and in MERLOT what we try to do is not just give you the material but what else could you know about it to help you make decisions. As Paul said early on, around the quality issue, MERLOT has editorial boards. In fact we have 23 different editorial boards who are peer reviewing the material by experts in the field.

And so here's a technical allied health community who then provides you some information about the value of this material. What are the strengths and what are the concerns that you might have because finding is the first step and then how do I think about using it is the second step? So you have peers doing the evaluation. There's also people who are just writing their comments around these things from students and faculty, the MERLOT community providing you some guidance about how they like it.

This person says – here's a faculty member – "This is a great site for learning how to take blood pressure. Very specific." So again, it gives you some help to understand the value of that resource for educational purposes.

And so just to get a peek at this, we just click on that link. We go to the material, and the reason I chose this material is this is a case where these authors created it and it says it's designed to be used and shared free of charge in appropriate educational environments. And that's a great thing if you want to kind of use it as a resource by itself, but then you say, well, what if I wanted to make a little change for it or what if I wanted to add something to it? Not having a Creative Commons license would say, oh, I'd have to go and talk to Scott and Danny and Andrew and say, could I – what can I do with this? Versus when you have a Creative Commons license, it kind of tells you right off the bat what you can do.

Again, free materials are very helpful, and this could be very useful to a lot of your educational programs and we – MERLOT has a lot of this stuff, and what I'm going to show you next is what if – what are some of the materials that we – you may want to go through and the value of that Creative Commons license.

So in the MERLOT description it can tell you who your audience is, the materials that it has, and MERLOT also says people who looked at this material also viewed some of these other materials. So again, MERLOT helps you. Once you find one thing you like, you can see what else might be out there. And then again at the bottom here's a discussion forum that people have. So again, what we try to do at MERLOT is just not find a material but how can it help you be informed to make a judgment of could I use this in my class, and would this be a useful piece of material with a quality resources here?

So let's go back. Let me show you another example here. Let's say now in electronics, and now I'm really interested in looking at some other areas that I might want to look at in electromagnetism or something like that. And so when we begin to look at physics, electricity, and magnetism, I may want to look at, oh, here's electricity and magnetism. I just go by these topic areas, but then you may want to say, you know what.

I might be really interested in maybe I want simulations to help my students do project-based materials so they – project-based activities so they're testing their ideas. They're checking things out. It's not just a presentation or an open textbook, but it's really an effective way to help them find useful materials and test out kind of the science of ideas; right? And so you might say, oh, Faraday's Electromagnetic Lab, that sounds like a cool simulation.

So I click on this and I can go to the materials and now you can see here this material has a nice Creative Commons CC BY license on it. So that tells you right away there are things that I can do with this material to reuse it, remix it, retain it. There's all the five R's of what's important for the Creative Commons license, and then if you want to go to that material, we can say, let's go check out Faraday's experiment. Here it is.

And then if you want to really see what the value of that is, here's a little simulation where you're moving a magnetic bar; right, and you can create current. And the faster you move it, the brighter it goes. So now people can actually play with kind of the phenomena of electromagnetism to get and communicate those ideas within a learning environment more successfully.

So let me just go back again to give a few other highlights around MERLOT two as well. One of the things you can do is you say, oh, I really like this Faraday's experiment. How do I remember where it is? Well, one of the things you can do in MERLOT is you can begin to create your own collections of materials, and here's a case where people have created collections they call bookmark collections of electromagnetism and here's Jacob Martin's who's found Faraday's and he's found something else that he likes too.

So what you can do in MERLOT is you can create little personal collections as well as your students can do it. And you find a lot of people are beginning to create their own collections. You can say, oh, who's Jacob Martins? He's a faculty member in physics at the Vancouver School Board.

So hopefully I'm just giving you a little kind of a taste of MERLOT that we have here, and then just give you also a sense of the personalization that you can do as building your collections and sharing your collections. I'm just pulling up my profile here. I'm able to create lots of different types of collections. So building your little library along these areas and I might be in accounting, and so here's just a whole collection possible here.

And if you like it, the simple thing you can do in MERLOT is you can click on this little icon and you can copy all these materials into your little profile and you're off and going and using, leveraging the search and browsing that I've done, the work that I've done, in a sense the hands that helped make the light work is you can then copy these resources and share it with your students, with other colleagues. So you can begin to propagate the value of these type of open education resources.

So I'm going to stop there. Again, this was just a quick highlight of MERLOT's services. We're really helpful. We hope that you can find some of these materials that can be blended with your resources. And what I'm going to highlight next here on the PowerPoint slides are –

RICK LUMADUE: Hey, Gerry?

MR. HANLEY: Yes, Rick.

MR. LUMADUE: Yeah. There was a question posted by Margaret about how can you do a search, if it doesn't fit into one of the broad categories like you had looked in the broad category area, is there a way to do search for material, for example, on data visualization at a college level or higher? Can it be done on MERLOT too?

MR. HANLEY: Of course. So if you want to – Greg, if you want to pull up the – so I can screen share again, if you don't mind.

OPERATOR: Gerry, just give us one second. We're pulling it over now.

MR. HANLEY: That's no problem.

MR. LUMADUE: And then there's another question too, Gerry. How do you filter for level, K through 12 or only college level?

MR. HANLEY: OK. And, Rick, what I'll do is I'll answer those as we go along. I'll check on that. All right. So first, folks, if you want to do some – just any sort of keyword search here, you might say I'm interested in – I'm doing some work in – so thermodynamic equilibrium because this is something that I have to understand if I'm doing refrigeration and some basic phenomena. I can type in that term, and here it will just give me those specific materials that have thermodynamic equilibrium in it, and then I can go have some fun. And here's some simulation stuff like that.

If you want to filter materials, it's pretty simple. Let's just go. We can click on search, and notice there's something called advanced search materials. And I can filter in detail around a variety of things. So if I'm looking for materials in grade school, middle school, high school, graduate school, and I might say I'm looking for stuff at the high school level and I might say let me find some materials in – let's just say we want to do something in the sciences. How about biology or something like that?

OK. So then I can choose my different sections in various ways, if I want to go into evolution, things along those lines. And then you can choose those things, and you can say also, oh, I want to make sure it has a Creative Commons license on it. OK. And let me just do any category here. I can search. And so here are materials specific to evolution that have a Creative Commons license that's for high school.

So that's a quick sense of how to use the search tools, and if we have interest, we can provide you lots of – there's videos on our YouTube channel where it walks through different ways for you to use MERLOT. And what I'll do, Margaret, you're welcome very much. And what I'll do is I'll – as I – when I pass off to Rick, I'll answer the questions in the chat room too with other ideas. OK.

So now, I stopped screen sharing and highlighting some of the other aspects that we have in MERLOT to create unique communities that people are looking for only a subset of materials. So we have something called – if you're looking for open textbooks in particular, here's a find and I can find open textbooks.

And what's important, what we've done in this site is actually have people write up e-portfolios of what the course I'm teaching, what the resource I'm using, and how and why have I used an open educational resource? We emphasize the open stacks textbooks that have the CC Commons license on it.

And then we also have – we've also selected by particular course. Many of you might be teaching accounting – financial accounting. Well, are there open textbooks out there that have been reviewed? So we've started to organize these materials. We also in MERLOT create student – we have a student portal called MERLOT X. What students are often looking for are free materials. How do I find something? I can't afford a textbook. How can I find these things?

So you can see creating different views on the resources that we have in MERLOT, MERLOT has search apps. You can do a search, and we actually created a specific site. How do I just find mobile apps within the community that are focused on educational purposes? And so we have a little selection of that, and we're working with the Tennessee Board of Regions.

And I think the last thing I'm going to talk about is kind of a different filter into MERLOT library. We call it the virtual labs. Well, how do I just find simulations that really help us enable our students to really practice doing science, not just listening about science? A lot of these virtual labs, many of them have the CC BY license on it, free for you to use.

And the last thing on accessibility, we're building a community for people to share training materials, information about people who have expertise, and where are the open textbooks that actually have had some accessibility evaluations done? We're organizing these into kind of communities and websites that let you filter those type of materials for your special interests.

So what I wanted to do there really briefly just again a sip of MERLOT is to get a sense of your capabilities that we've been working on since 1997 when we created MERLOT and then – and some of these capabilities we're going to be migrating into the Skillscommons.org services to enable the community to be able to take advantage of the wonderful material that you're all creating there.

And with that I'll pass it over to Rick Lumadue who will start doing some review of the Skillscommons.org website.

MR. LUMADUE: OK. Thank you, Gerry. And I just wanted to draw your attention to the – I guess we'll go ahead and screen share at this point. OK. Great. So just draw your attention to the support center because just in the last week we were able to get up on the tutorials and users guide here.

This page if you just scroll down, of course you've seen – most of you have probably already seen the videos and the user guides, but if you haven't, they're there for you to look at when you get ready to do your uploading and then of course some different guidelines and strategies and Creative Commons – (inaudible) – guidelines and ways other uses are creating derivative works from your materials. Some information here about accessibility guidelines to help you guys prepare your materials, strategies for assessing the quality of online hybrid courses.

But this is what I wanted to get to and draw your attention to, which has just been recently added within the last week, is this highlighted area that I'm doing there on OER and how to find more OER material with MERLOT.

So all the great stuff that Gerry has just shown you, the links and all those are right here in this section. And so lots of good resources available. We wanted to draw your attention to that. That's on the Skills Commons support center page. OK? This first page. So that's there.

Also wanted to draw your attention to just what's been uploaded to Skills Commons up to this point. Within the last year that we've been up I guess really people started to contribute. The first grantees we had some early adopters helping us as we were setting up the Skills Commons site just to do some testing and making sure the metadata and everything was up and working.

I think the first ones we had contributed were back in July of 2014, but since that time we've had a total of 780 – a little over 780 materials – submissions contributed to Skills Commons. And so we have all the grant projects from round one to four listed here. So you can browse by grant project, and you can see that there's learning resource collections for each grant project as well as a program support materials collection.

So if you're looking for materials to help you with recruiting or brochures or student recruitment, those types of things, you can find in a program support material collection and of course the learning resources would have the course material and things related to that.

And then you can also search by material type. So we've gone through and cleaned up some of the metadata. We've had duplicates in there before as we were going through this process before we established version 1.0. And so at this point we're pretty much settled I think on the material type.

So if you can go in there and you can see here you've got them listed alphabetically. So as you see here in animations, there's 29 submissions or contributions. So you can click animations, and that will link into here and you can see what it is and then who contributed it, which project. So if you wanted to, just for example, just click that, it's actually – you can see just by the title there, it's a science syllabus.

So you can go in and you could look at it, and then if you wanted to view it, you just click that link there and it would download it into your downloads file. Then you can look at it and work with it, if it's something you want to use or take from that, and this is by the South Dakota Green Energy Project name.

And so there's all the metadata about it, what education instructional information is theirs. It was developed for a credit course for an associate's degree first-year community college level or equivalent. So you get some good information there, and then also you can go and search by credential type.

So if you wanted to go in and look just for associate degree, bachelor degree, certificate, or just a credential diploma or one that's not, doesn't have any credentialing on it or another, one category we have there is for other. And then stacked and latticed credential models, you can click those and see there's a lot in that one. It's 115, but certificates are the most there with 390 and then the associate degree has 330. And there again you just click the link there, and you can kind of just scroll through and look at materials by associate degree.

And then you can also go and look by industry, and so you could browse the different materials by the industry and construction. And this is kind of in an accordion style, which will open up, and then you can kind of look at all the things that are related to construction and construction buildings and things like that.

And you can go in. They still have the NAICS codes on them, but here are some of the entries that are – were most recently entered, and then you can scroll by page or just to the next page, second or third page, or click this to go to the next page and look at – just kind of scroll through and read through the descriptions there; one that you'd like, you just click it, and here you can get the material zipped file that's in an LMS.

So if you wanted to take that use that in your LMS, you could take that and upload it. And of course you got the description again, the metadata, the subject materials, and things like that, the subjects that this material covers. And just kind of going through there, the format accessibility policy and then any accessibility features that they have filled out when they uploaded the material filling out the metadata.

And so what's really great about this too is that you can pretty much – if you wanted to just download the .zip file and take pieces out of the course LMS file, that export file, and only use certain pieces of it, you could do that. And so we've got some demonstration of that coming up here in a little bit. But that's how you would kind of just look by industry type.

OK. And so this is from the Colorado Helps and Manufacturing Program, as you see kind of the breadcrumb information here at this line. And then if I want to – if I like that and I want to look at more things that are in Colorado Helps Advanced Manufacturing, I'll hit their learning resource collection here and then I can see what else they've got.

And so we can see they've got quite a long list. There's a Word document. Here's an actual welding safety review module course. There's one in metrology, posters and flyers, conference presentations and handouts. So you can just kind of see all the different Word documents that are in here, and then of course you can look at those and play around with those.

And of course the other thing that you can do is you can just – even from the homepage, if you just wanted to search a certain topic, for example, I know a lot of grantees and grant projects are doing developmental courses. So for example, if you just needed a basic fundamental math course, you can just do a search from that on the homepage, and then you can kind of see all these that come up that have already been submitted. And so there's 144 related to fundamentals of math. So you see that here where I highlighted. So on each page here it has ten showing.

Then over here on the aspects of material type, it kind of gives you some extra information here, and these will be filled out a little bit more as our tech team is working on producing it so we can show which ones are certificate and by industry as well. But here we see the material type. You can find if you're looking for a hybrid or blended course, you could click that, and it would bring up all the – out of the 144, the 35 that are hybrid or blended courses. All right.

So I want to go back, and I'm just looking for presentations because I've already got my course, pretty much my outline. I just need some presentations. Well, there I can find 24 presentations of fundamental math, and I can kind of go through there, read their descriptions. Oh, this one looks good, whole numbers, a pre-algebra course.

There's a whole zipped soft chalk lesson file that I can download, and as I kind of go through this metadata, the description page here, I find that I can even go and look at the access to their public materials on soft chalk cloud. So I can actually view the course. So that's another option as well, and so you can kind of go through the modules and things like that and the different sections and look at that.

So neat things there. So I just wanted to draw your attention to the – what's already on Skills Commons and just a lot of great resources are already available there and just draw your attention as well to the support materials page to make use of that to help you as you work on your grant project and begin or continue developing your OER materials. And so with that I'll turn it over to Paul, I believe.

MR. STACEY: Yup. I'm just going to skip through these, Rick.

MR. LUMADUE: Yeah. No problem.

MR. STACEY: Just jumping to the aspect of the agenda that is addressing quality, and I can see some questions related to this in the chat area too. I'll just say a few things about quality perhaps before getting into some of the specifics.

I think sometimes what people are looking for when they ask the question about quality depends upon who the person is asking. I know if I'm speaking to a really technical person, their interest is in a specific aspect of quality that pertains perhaps to the technology formats of the files being shared, whereas if I'm speaking to a faculty member, they want to ensure that the subject matter being depicted or described in the education resource is sound and accurate and valid.

And instructional designers are interested in the design part. So there's all these different potential perspectives on what quality is. I think that for many people as well there's this assessment of quality which pertains to not just its look and feel and its design but did it help achieve the actual learning outcomes.

I'll just say that there are a variety of rubrics that are being used by developers to assess quality, but some of those rubrics pertain to quality of online learning, for example, as opposed to quality of open education resources. And so I thought I'd share a few thoughts about how the quality of open education resources is being addressed or examined and evaluated.

The first one is really captured on this slide. There is a distinct differentiation between free and open. So just because a resource is freely available on the web and you might be able to use it under the terms of their use, let's say, the fact that it's not open means that you can't actually revise and modify it without permission of the original creator. And this is where the benefit of open starts to come into play.

On the right you can see that there's a depiction here of all of the Creative Commons licenses. For TAACCCT, all of the resources you are creating are CC BY, the license near the top of this stack. At the bottom are two licenses that in general are not used and not considered appropriate for open education resources. So those two licenses have ND associated with them, which stands for no derivatives.

And the general feeling in the education community is that all faculty like to be able to customize their teaching and learning resources to reflect the understanding of their domain and the way they like to teach. And simply providing a resource that is locked down and cannot be modified isn't appropriate in the education space.

So in general, open education resources are assessed as being open in the sense of an open education resource if they have one of the licenses that you see falling along this spectrum of the green arrow. So that's one aspect of quality. Open education resources are not just free. They're open, and they're open in a way that allows derivatives or changes to be made.

Another factor to consider for the open education resources are do you have these five R's? So when you're looking at a resource, can you retain it on your own site? Can you not only retain it but can you reuse it just as is or revise it and remix it? And then do you have the fifth R, which is the ability to redistribute it? And really open education resources ought to have all five of these, if they're high quality.

I wanted to also speak to that technical perspective I mentioned earlier that some people have in mind when they ask about quality of OER and reference actually the SGA that came out for the TAACCCT program grant because in the SGA there's Appendix G which recommended a set of formats for digital assets.

And the formats specified in this appendix are intended to ensure that the resources you create when you're authoring files and uploading them eventually to Skills Commons are in an editable format so that if someone else downloads that file and wants to enhance it or modify it or make some changes to it, they actually can.

So for example, a PDF for a document is not that desirable because it's essentially closed and uneditable. Yes. A person might be able to use it as is, but they can't make any changes to it. And so far preferable are .doc files or PowerPoint files or files that can be edited by a subsequent user, and you can see a list here for documents, for images, for video, and for audio. So I wanted to mention that as another quality attribute of OER is is it editable by a subsequent user?

And then a couple of other parts from my point of view and then I'll turn it back over to Gerry and Rick. When it comes to OER, if you're going to be looking at existing OER and thinking about reusing it, have a look at the attribution statement that they've either put on the resource them self or if they're reusing other people's resources, make sure that the attribution statements that they're putting on the work refer to the other works that they're incorporating into their resource.

And this is the sort of – the tassel method of quality attribution, which is ideally it would have the title, the author, and then a link to where the original work was and a link to the license. And you can see the example here that I've used for this photo by a colleague friend of mine, D'Arcy Norman of the Peace Bridge in Calgary, which is a licensed CC BY.

And then another area that Gerry referenced in the context of MERLOT, which I think is really important, is that we're increasingly seeing peer review being brought to bear on open education resources. This is a really important aspect of what I think will result in high quality open education resources as we see the practices that are typically done in research around peer review become applied to the education content that makes up our curricula.

And so there are increasingly resources and collections of resources that have undergone a peer review process and been vetted by faculty and deemed by those faculty to be sort of thumbs up high quality resources.

I would advocate at this point for TAACCCT grantees to consider creating – engaging your librarians in creating vetted quality collections of open education resources that fit with the academic program offerings of your college or your consortia of colleges and literally establish a designated collection of resources that are being made available to faculty and to students that have gone through that kind of vetting process. And it doesn't have to be just faculty. I think librarians can play a significant role there too.

Maybe before I move on to this next part of our agenda and just make sure that, Gerry and Rick, were there any things that you guys wanted to say about quality before we move on to the next one?

MR. HANLEY: Sure. If you don't mind.

MR. LUMADUE: Yeah. Me too.

MR. HANLEY: Real quick would be a quality, even though it's singularly described here, there are really many dimensions of quality I think that Paul was pointing out here. And on the Skills Commons support services center, again it's on – if you go to the homepage, there's a navigation at the top that says support. We've organized some materials that can help you ensure the quality of the instructional design of the course, particularly when you're looking at more materials moving online.

And there's a section in there calling strategies for ensuring the quality of online and hybrid courses, and there are both professional organizations, quality matters that focuses on that. There's also the Online Learning Consortium has something called the quality scorecard for your institution. And the Cal State University system has a free rubric for evaluating quality too as well.

So we've organized those materials so if you're looking for rubrics to help you evaluate and guide the development of your materials for the – really the students' learning experience through that instructional design process, we have those resources. There are also issues around quality in a sense to ensure all students, including those with disabilities, have access to that material.

We've provided you some – on the same support services page about how do you ensure the accessibility of Word documents, PowerPoints, and PDFs and also some links to materials to help you find other resources around learning more about accessibility. And I put this in the chat already quickly is that by next week we should have a checklist for you to look at the accessibility of instructional materials that would allow you to do some of that evaluation yourself.

So when you catalog things in the Skills Commons, you can actually include these evaluations of your accessibility, or you can include the evaluation of applying a Quality Online Learning and Teaching rubric or the QOLT rubric. Those can be additional materials to support your contributions in Skillscommons.org.

MR. STACEY: Thanks, Gerry. Yeah. I think it's really fascinating to see the emergence of all these different, as you're saying, rubrics for assessing quality and I think there's an interesting question about whether there needs to be a specific rubric for open education resources. And in my part I've just hinted at some components of what that might look like.

We wanted to speak briefly about some of the benefits and the process of reusing open education resource material. I kind of grabbed this slide from a presentation given by Dirk Van Damme of the OECD at Open Global Education just a week or two ago that looks at the innovations or the benefits that are emerging from open education resources.

And I wanted to emphasize that, while you can see in the kind of bottom right or the lower right that public and private costs and reduction of public and private cost is one of the benefits of open education resources, it's simply one. As you can see at the very bottom quality of the resources is another one that is seen as a benefit because of the peer review process, but the others are perhaps more interesting.

I do think that the new forms of learning is a very, very compelling reason for looking at open education resources, and we're starting to see some very interesting work emerge around new teaching and learning practices that are being tried that are only possible because the resources are open in the first place.

And one big change that I think open education resources bring is the notion of teachers collaborating, and so the whole process of creating course curricula starts to transition from being a solo "Lone Ranger" kind of effort to being a collaborative effort done with peers.

And obviously the distribution of OER and their free accessibility and ability to make them available over the web reduces things like barriers to learning. So there's a pretty rich canvas of benefits to explore with OER, and I really feel like we're just at the beginning of that exploration.

This is a slide I used in our last webinar just looking at what the overall impact of both the license and the OER is on your program. Clearly, as we've described here, you're authoring new OERs part of what you're doing, and there's lots of existing OER you can source and revise and reuse in your development process and which will then get shared publicly through Skills Commons. But as I'm suggesting, four, five, and six here are different and more big-picture ideas around how you might be thinking about OER more strategically for your initiatives and things that you could be exploring in terms of leveraging those benefits.

I wanted to provide a practical tip for the design and development strategies that people are using for creating OER. This just shows a screenshot of how you can integrate different works together, and so the big green box to the right is really all Creative Commons CC BY licensed. But within that you might have a CC BY-SA like the blue one in the top right.

You might have a CC BY-NC photo like the one in the middle to the left. And so you can actually integrate different resources that are licensed differently together to create a completely coherent work, and of course in each case you would simply give attribution to where those other resources are coming from.

And, Gerry and Rick, you wanted to kind of do a youth case. I know I can see we're actually getting close to our time. So I'll let the facilitators decide where we go next.

MR. HANLEY: What I'll do is I'll just tell you that we've written a youth case about how you can explore Skills Commons to reuse those materials. It's written up on the support services center, and given that we're at the end, we'll just pass on that. I'll put the link again in the chat so people can go have some fun with it, if they'd like.

MR. STACEY: OK. Great. And so we're nearing the end. So here is some additional information that we compiled to help you find OER resources. We referenced many of these throughout our webinar today, and if you have questions, please feel free to contact Gerry, Rick, and I at any time.

We're really keen to ensure that all grantees are getting the support they need in this area.

(END)