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# A “Soup to Nuts” OER Workshop for Faculty and Staff

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## NUTRITION INFORMATION

For faculty to engage with open educational resources (OER), a number of needs have to be met. They need the background knowledge to engage in the conversation and start thinking about the issues. They need to know where and how to look for resources. They need the support of others in their campus community so that they’re not going it alone. And they need to know about the other opportunities engaging with OER makes possible. All of these elements add up to giving faculty the confidence to consider OER, implement OER in their classes, and represent OER to their colleagues.

This workshop is designed to address all these needs in one instance of instruction, which will ensure a cohesive experience. In order to allow plenty of time for practice and discussion, the workshop is spread over two consecutive days, with participants expected to attend the whole thing. The workshop components are designed to be modular, so they could also be spread over several, shorter meetings, provided that a cohort is established.

## PROJECT OUTCOMES

- Participants will become more knowledgeable of and comfortable with OER.
- Participants will (re)consider how they can use OER in their courses.

- Participants will connect with colleagues from multiple disciplines.

## NUMBER SERVED

The optimum cohort size is 9–15 people. To create comfort and space for attendees to reflect on their own teaching and professional practice, attendees should be faculty and staff.

## COOKING TIME

Prep time will vary depending on how much material is developed for the workshop versus adopted/adapted from already established resources.

Creating 10 modules, including lesson plans, slides, and activities/discussion questions, plus compiling participant resources, advertising, and planning for assessment can take approximately 35–40 hours.

Allow time in preparing for the event for arranging catering, creating and/or ordering marketing materials (pens, notebooks, etc.), and working through any red tape involved in reserving space, arranging stipends, etc. Arrangements will need to be made several weeks in advance of the event.

## DIETARY GUIDELINES

This recipe provides a guide for one approach

to increasing OER awareness and use within a campus community. Many institutions will have faculty and staff with a wide range of familiarity and current usage of OER. The approach in this workshop allows for all participants to increase their knowledge and begins the process of building a cohort of practitioners. Relying on a single OER champion on campus limits the potential to sustain and scale OER usage. Additionally, faculty may be more open to recommendations from peers than from a librarian or staff member (who often serve as a campus’ OER lead). Bringing together a group of interested people and preparing them to both utilize OER and do OER outreach helps to address these limitations.

This recipe is based on a successful OER workshop held at Alfred University in June 2019. This workshop was one of the next steps outlined in the Alfred University OER sustainability plan. As a campus with a single OER lead and with stipend-driven OER adoptions, it was critical to expand the conversation about OER. The elements of establishing a cohort of faculty and staff with baseline (or better) knowledge, introducing open pedagogy and the potential benefits of OER beyond saving students money, and explicitly introducing the idea of doing OER outreach are designed to address the questions of sustainability and scalability.

**INGREDIENTS & EQUIPMENT**

- Presentation resources (slide software, computer, projector, etc.)
- Discussion-friendly meeting area, including tables, where participants can form groups, and whiteboard(s) and/or big paper
- Good internet access (Wi-Fi)
- Computers for participants (encourage them to bring their own laptops if possible, so they can bookmark/save resources)
- Refreshments for participants
- Optional: Stipends for participants

**PREPARATION**

- Secure budget for the workshop. This will affect if stipends can be offered, food options, promotional materials, and possibly how much time can be devoted to prep.
- Order any promotional materials.
- Plan the modules/lessons (any template should work).
  - Determine goals and outcomes for the workshop as a whole as well as for each module.
  - Frame approximate timing for each module. Account for presentation, discussion, and activities.
- Develop educational materials, including slides, handouts, etc.
  - This process will likely include locating, selecting, and adapting OER teaching materials as well as creating some materials from scratch.
- Make space and catering reservations/arrangements.

- Recruit participants.
  - Combine broad advertising with individual outreach.
  - Ideally, participants should have varying levels of familiarity with OER.

**COOKING METHOD**

1. Establish ground rules at the start of the workshop to facilitate open reflection and respectful discussions. Objections to and concerns about OER (whether myths to be busted or legitimate issues) from some participants should be expected and addressed honestly and respectfully.
2. Make sure the conversation encompasses the larger goals and possibilities of OER. It's not just about saving students money; it's a chance to reflect on and reevaluate assignments, how to engage students, what people like about teaching, etc., and to look at how OER can enable broader pedagogical goals. Create discussion prompts that will encourage these sorts of conversations and ask open-ended and follow-up questions.
3. Focus on OER basics and "how-to" for the first part of the workshop, then build on that foundation and delve into pedagogy and assessment. A modular structure allows for greater flexibility in delivering the workshop. If a particular discussion or exercise is going well, continue it for as long as it's productive.

**Workshop modules****Module 0: Workshop Introduction**

- Key points to cover:

- Introduce participants to each other.
- Set the tone for the workshop (establish ground rules).
- Define schedule/agenda for the workshop.

**Module 1: What is OER?**

- 30 minutes (20 min. presentation; 10 min. Q&A)
- Goals:
  - Define OER.
  - Identify key characteristics of OER.
  - Present the 5Rs enabled by open licensing: Retain, Reuse, Revise, Remix, and Redistribute.
- Outcomes:
 

Participants will be able to

  - Identify (and give examples of) the 5Rs
  - Explain the overlap and differences between OER and OA
  - Identify and explain CC licenses and their permissions
- Key points to cover:
  - What "open" means in OER (the 5Rs and "libre" vs. "gratis")
  - Creative Commons license components and meanings
  - Why your institution is thinking about/working on OER

**Module 2: Searching for OER**

- 60 minutes (20 min. presentation; 25 min. independent practice; 15 min. discussion)
- Goals:
  - Introduce significant tools available for searching for OER.

- Develop strategies for searching for OER.
- Outcomes:  
Participants will be able to
  - Identify three go-to websites for searching for OER
  - Locate at least one OER applicable to their discipline
- Key points to cover:
  - Keyword searching vs. browsing search strategies
  - Contact(s) who can help with searching for OER
- Resources to cover:
  - Open Textbook Library ([open.umn.edu/opentextbooks](http://open.umn.edu/opentextbooks))
  - OER Commons ([oercommons.org](http://oercommons.org))
  - OASIS ([oasis.geneseo.edu](http://oasis.geneseo.edu))
  - Mason OER Metafinder ([mom.gmu.edu](http://mom.gmu.edu))
- Activities/discussion questions:
  - Independently search for an OER for a class.
  - Share process and resources used in searching and discuss with the group.
  - Share the resource(s) that were found.

#### Module 3: Evaluating OER

- 60 minutes (20 min. presentation; 25 min. independent practice; 15 min. discussion)
- Goals:
  - Develop a framework for evaluating OER.
  - Instill confidence in the quality of OER.
  - Introduce evaluation/review tools and rubrics.

- Outcomes:  
Participants will be able to
  - Recognize and utilize reviews of OER during the search process
  - Create a sample or draft review of a resource found in the prior session using one of the evaluation tools provided
- Key points to cover:
  - OER can go through a variety of creation and vetting processes.
  - Textbooks and other resources should be evaluated on their own merits, whether they are open or traditional.
- Resources to cover:
  - BCcampus Faculty Guide for Evaluating Open Educational Resources ([pressbooks.bccampus.ca/facultyoer-toolkit/chapter/evaluating-oer/](http://pressbooks.bccampus.ca/facultyoer-toolkit/chapter/evaluating-oer/))
  - Open Textbook Library review criteria ([open.umn.edu/opentextbooks/reviews/rubric](http://open.umn.edu/opentextbooks/reviews/rubric))
- Activities/discussion questions:
  - How do you currently evaluate a traditional textbook or other resource? Do you have a “system” or use a standard rubric? Why or why not?
  - Using one of the tools provided, do a cursory evaluation of the resource found in the previous module. (A “real” review/evaluation would be much more in-depth. This exercise is to introduce participants to using a systematic evaluation process.)

#### Module 4: Adopting OER

- 60 minutes (30 min. presentation; 30 min. discussion)

- Goals:
  - Increase awareness of access and accessibility issues.
  - Understand the “real world” process of OER adoption.
  - Share and learn from experiences of OER adoption.
- Outcomes:  
Participants will be able to
  - Identify two different types of learning objects and how they can be integrated into courses
  - Identify three potential access/accessibility concerns
- Key points to cover:
  - OER objects go beyond textbooks.
  - Access (financial and technological concerns) and accessibility (disability concerns) should be considered when adopting any resource, whether OER or traditional.
  - There may not be a ready-to-adopt OER for any given course.
- Activities/discussion questions:
  - Share experiences adopting an “as-is” OER. Discuss positives and negatives, rewards and challenges.

#### Module 5: Adapting OER

- 60 minutes (20 min. presentation; 20 min. attendees who have adapted a resource share; 20 min. discussion)
- Goals:
  - Consider reasons to adapt a resource.
  - Understand the possibilities and challenges that come with adapting a resource.
  - Feel empowered and prepared to

- adapt an OER.
- Outcomes:  
Participants will be able to
  - Identify how the 5Rs relate to and enable OER adaptation
- Key points to cover:
  - The 5Rs of OER allow users to make changes to a resource to better suit their needs.
  - Explain what the 5Rs (can) look like “in action.”
- Activities/discussion questions:
  - Have you found (or used) an OER you would like to adapt?
  - Share experiences adapting an OER, including the adaptation process and the impact of using an adapted resource.
  - What possibilities does the ability to adapt a resource create? What challenges?

#### Module 6: Creating and Sharing OER

- 75 minutes (20 min. presentation; 30 min. faculty member(s) who have created OER share; 25 min. discussion)
- Goals:
  - Become familiar with OER creation resources.
  - Recognize the broad range of OER objects.
  - Understand accessibility issues that can (and should) be addressed in the design stage.
- Outcomes:  
Participants will be able to
  - Identify two aspects of accessibility to be aware of in the design/creation

process

- Identify at least one OER-focused community
- Key points to cover:
  - Any educational resource, licensed appropriately, is OER.
  - Accessibility should be considered on the front-end, not as an afterthought.
  - When releasing OER, consider future adopters/adapters.
- Resources to cover:
  - OER Commons Open Author ([oercommons.org](http://oercommons.org))
  - Rebus Community ([rebus.community](http://rebus.community))
- Activities/discussion questions:
  - What might you want to create or contribute to the OER ecosystem?
  - Discuss pros and cons of the Share-Alike and Non-Commercial clauses.

#### Module 7: Open Pedagogy

- 75 minutes (25 min. presentation; 30 min. discussion; 20 min. independent practice)
- Goals:
  - Introduce the concept of open pedagogy.
  - Inspire faculty to reconsider assignments (“disposable assignments”).
- Outcomes:  
Participants will be able to
  - Articulate the goal(s) of one of their assignments
  - Articulate how their assigned activity accomplishes/supports its goal(s)
- Key points to cover:
  - David Wiley’s concept of the “dis-

posable assignment” (as food for thought).

- Students can also be involved in the adaptation or creation of OER.
- Resources to cover:
  - Open Pedagogy Notebook ([openpedagogy.org](http://openpedagogy.org))
  - The Open Faculty Patchbook ([openfacultypatchbook.org](http://openfacultypatchbook.org))
- Activities/discussion questions:
  - What is the point of an assignment?
  - How can we help students see themselves as producers of knowledge, not just consumers?
  - Consider a current assignment. What is it meant to accomplish? How does it empower students? How might it be improved (with OER)?

#### Module 8: OER Outreach

- 75 minutes (30 min. presentation and/or review; 30 min. group activity; 15 min. discussion)
- Goals:
  - Confidence in explaining OER
  - Feel empowered and knowledgeable enough to bust OER myths
- Outcomes:  
Participants will be able to
  - Articulate their own experience with and goals for OER
  - Explain the 5Rs and why they are important
- Activities/discussion questions:
  - How would you explain OER to a colleague?
  - Can you explain the 5Rs and why they are significant?

- Have the conversations here changed anything about how you look at your teaching practice or educational resources?
- What would you suggest to a colleague who is interested in OER?
- Break into pairs. Take the roles of an interested colleague and yourself with your OER knowledge. Practice explaining OER and answering your colleague’s questions. Everyone should play both roles.

## Module 9: Assessment

- 45 minutes (discussion)
- Goals:
  - Consider how to identify, measure, and demonstrate success.
- Outcomes:
 

Participants will be able to

  - Articulate what student success in a course looks like to them [the participants]
- Key points to cover:
  - Backward design puts the goals first, then considers the tools and strategies that can support those goals. Encourage this approach for assignments.
- Resources to cover:
  - COUP framework for evaluating OER ([openedgroup.org/coup](http://openedgroup.org/coup))
- Activities/discussion questions:
  - How does the phrase “learning objectives” make you feel? Why?
  - What does student success look like?
  - What does success in your course look like?

The Alfred 2019 workshop was delivered over two consecutive days. Day 1 encompassed modules 0–5 and day 2 covered modules 6–10. Participant feedback from the Alfred 2019 workshop on which day was more valuable was mixed; this likely had to do with how much knowledge people had going into the workshop and their interest in pedagogy. Building multiple levels of discussion into the workshop allowed more people to engage as well as the expansion of some participants’ horizons.

**ALLERGY WARNINGS**

- **Money.** Faculty are most likely to have time to participate in a substantial workshop during the summer; if they are out of contract (9- or 10-month appointments), they should be compensated for their time. Multiple participants expressed that their attendance at the Alfred 2019 workshop was made possible by stipend money.
- **Timing.** The timing of the workshop may differ from what is anticipated. Some groups will want more breaks or take longer to come together in the morning. Building in flex time between modules to accommodate those variations will ease the pressure to keep on schedule. However, with a group that doesn’t utilize that flex time or has shorter discussions, the workshop may end earlier than the scheduled time. Have contingency plans or extra prompts and/or activities in case participant discussion is lacking. Shorter discussions than

anticipated combined with building flex time and breaks (which people declined to take) into the schedule, resulted in dismissing participants early both days. Participant feedback reflected that timing issues were the major weak point of the Alfred 2019 workshop.

- **Internet.** Reliable internet access is critical. Spotty Wi-Fi in the workshop location led to participant frustration, interrupted the workshop flow, and hampered participants’ ability to fully engage with the resources presented. Although participants were understanding and shared computers readily, the Wi-Fi issues created unnecessary obstacles.
- **Facilitation.** Effectively moderating discussions and activities and effectively delivering information are essential. Presenters who are not confident in their ability to relate to (or manage) their audience may want to recruit a colleague to co-moderate instead of running the workshop solo. That said, if you’re reading this recipe (and by extension this book), you should embrace your expertise, draw confidence from the fact that you almost certainly know more about OER than any of your attendees, and take comfort in the fact that everyone at the workshop is there to learn and build community—including you.

Also, remember that you are there to give your participants the knowledge and tools to effectively engage with OER. You cannot

(and should not) “make” anyone use OER. Not everyone will enter the workshop (and not everyone will leave the workshop) completely sold on OER. This is okay.

### CHEF’S NOTES

One of the objectives of this workshop is to establish a cohort of faculty (and staff) who will help with OER outreach efforts and support colleagues working with OER. This requires workshop attendees to participate in all workshop activities together. One longer “experience,” rather than multiple shorter

sessions, works best. If workshop modules must be delivered over a longer period of time, such as via “lunch and learn” sessions, consider incentives for people who attend the complete series.

A project like this can lead to a variety of outcomes. While there were no new “one-for-one swap” style OER adoptions that resulted from this workshop, several participants embraced the bigger ideas presented. One participant, who already had a textbook project in the works, decided to make it an OER project. Several participants connected

over discussions about accessibility and open pedagogy and formed a group to focus on helping faculty implement universal design for learning (UDL). Since the workshop, the UDL group has continued to meet and its membership has increased.

### ADDITIONAL RESOURCES

Workshop materials, including slides, the participant handout, and the participant survey are available at <https://drive.google.com/open?id=1B4GrIltBW2y3gHz4E4KpLMzPVXuWtjQB>