



Launching Open Education Campus Campaigns

October 2, 2017, Open Education in Action, Maskwacis Cultural College

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OER is not revolutionary. It's an evolution & return to core values of the academy - sharing knowledge freely for the benefit of society.

- Wayne Mackintosh, Founding Director of the [OER Foundation](#) and the [OER Universitas](#)

“Openness is about increasing access, increasing affordability, increasing the effectiveness, or the vibrancy, or the engagement of people in education”

- David Wiley, Chief Academic Officer of Lumen Learning, Education Fellow at Creative Commons, and Adjunct Faculty of Instructional Psychology & Technology at Brigham Young University

... then the real question is, why do we care about education?



Mount Royal University

1) **Build awareness.** This includes articulating why there is a need for OERs and Open Education now (e.g., did you know that textbooks have increased over 88% over the past decade?), including but also moving beyond just textbooks. Some information on what Open Education, Open Pedagogy, and OERs are -- as well as the need and impact of these things, and the opportunities and challenges to be aware, etc. -- is often a great starting place.

2) **Support** and **recognize** individuals and teams. For example, this might happen through Open Education focused Teaching and Learning Enhancement grants (e.g., asking: could or should your TLE grant recognize or foster openness?), and/or through human and educational supports, such as events or communities of practice workshops that help people to build their open toolkits and apply their knowledge and skills in practice.

3) **Foster partnerships** within and across the university. For instance, building partnerships between different parts of the institution, such as the teaching centre (in our case, ADC), the Library. Also looking for ways to foster discussion and partnerships between faculty, administration, students, and staff (e.g., we had a webinar with Robin DeRosa that all of these groups attended, and our half-day OER events in Nov 2016 and 2015 attracted people from across these diverse audiences within and beyond our own university).



University of Calgary

1. **Awareness** and Communication of benefits to students and faculty: create an institutional webpage,
 - publish to social media, faculty email lists, institutional daily news release articles, student newspaper,
 - print bookmarks and distribute to all libraries and faculty offices,
 - campus wide digital screen promotional illustrations, and
 - monthly, institutional community of practice special topic workshops hosted through the teaching and learning

1. Institutional infrastructure: Institutional **support** from a **cross-functional group**, including vice provost teaching and learning, faculty members, students, educational developers, librarians, and the bookstore, who are active in OER development and who have identified a need to develop an integrated network for communicating about, resourcing, and advocating for, OERs. This includes appointing a Lead at both the library and the teaching and learning centre, and establishing a Faculty Advocacy Group

2. Institutional support in the form of **funding** for faculty to hire undergraduate and graduate research assistants who research and peer review existing OERs to adopt and adapt for course syllabus learning outcomes.



Maskwacis Cultural College

1. Find curriculum relevant OERs such as textbooks, journal articles, reports, photos, dissertations, assignment ideas, assessments, etc and **give them to the instructors**
2. Train a **network of people** to **support** open education movement such as bookstore to give open textbooks and It department to train instructors to use Google classroom, Google forms, provide access of open curriculum links to open textbooks, etc
3. Provide consistent **training opportunity** for college staff, students, community advocates and build connections with open education community in the province, in Canada and internationally.
4. Hire student **open education navigators** for training and this is creating jobs for our students
5. Regularly send articles to local newsletter to include something about open education (\$15,800 save by using open resources)
6. **Empower** our **community advocates** talk about open education.
7. **Present** at conferences and write



BC campus

1. Raise **awareness** about textbook affordability and availability of OER
2. **Collect data** about student textbook behaviour
3. Advocate to faculty (ask to **speak** at Dept, Faculty and Senate meetings)
4. Ask your **Library** to integrate OER for easy discovery (e.g. library catalogues)
5. Lobby for **resources** to support training, an open textbook review program, OER grant program, institutional policy
6. Identify, support, and **recognize** early adopters
7. Pass a resolution **supporting** the adoption of OER
8. Lobby to create a **campus OER working group**



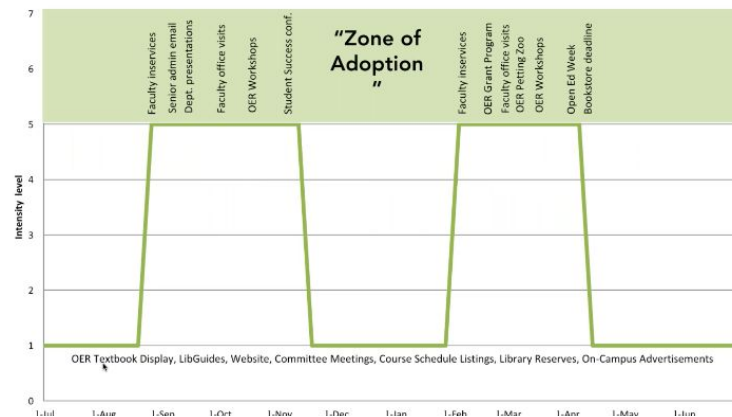
Alberta OER

1. Gain **endorsement** from leadership.
2. Find existing instructor **champions**.
- 3. Build relationships. Uplift and Recognize.**
4. Establish key messaging and **common language**. Align it with what is already happening within the institution.
5. Identify who you are speaking to and **tailor information** to them. This requires that you **know WHY** they may or may not be ready to consider open educational resources and practices.
6. **Listen** to what is working and what isn't. Share



Open Stax

1. Assess current state - **collect data**.
of faculty using OER, # of students impacted by OER, \$ amount of savings to students, Success stories
2. Build a **task force** - involve the right people. Students, Faculty, Administrators, Librarians, Instructional support, Senior administrator, Bookstore, Disability services.
3. **Direct tactics** - results in one or more faculty member saying “yes, no, or tell me more”
(track: how many faculty inquires, faculty adoptions, students impacted)
 - a. Faculty incentives
 - b. Senior administrator sends email
 - c. Department presentations
 - d. Faculty office visits
 - e. OER workshops
 - f. Student success conferences
4. **Timing** your efforts with instructor schedules.



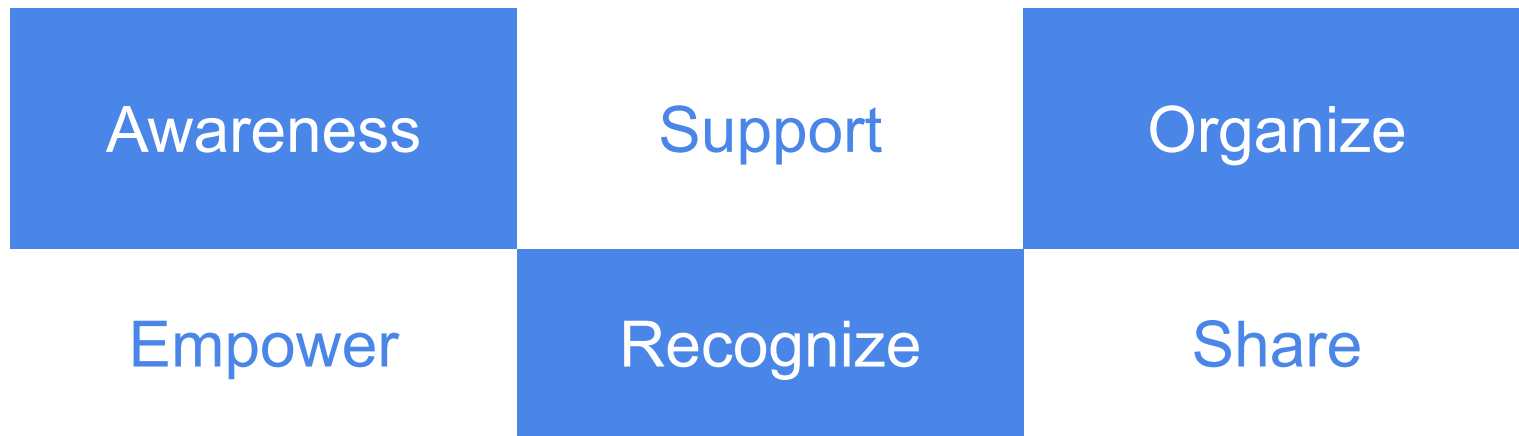


SPARC (Scholarly Publishing and Academic Resources Coalition)

1. Stakeholders - identify the people **who will be most affected** by the changes
2. **Set the stage** (action plan) - define the status quo, define your project mission, your goals and activities, how you will assess success, and who will work on your project
3. Assess Barriers - **define the challenges** you will face and how you can tackle them
4. Advocacy Planning - how you will convince key internal and external constituents to **support** for the work that you are doing
5. **Communications** Worksheet - how to talk about your initiative with people outside of your project group



Common Themes



Community / Relationships / Partnerships



Don't Recreate the Wheel!

Serving **SOCIAL JUSTICE & PEDAGOGICAL INNOVATION** with **OPEN EDUCATIONAL PRACTICES**

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Global Open Educational Resources (OER) Movement

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Open Education:
Access, Pedagogy, and a Reinvestment in Public Higher Ed

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Alan Levine

Adopting OER: The Why, What and How
 Ascenda School of Management June 7, 2017 Webinar
 Amanda Coolidge, BCcampus

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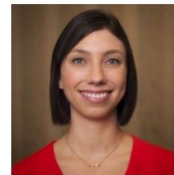
Beyond Free

Harnessing the resonant value in open and collaborative practices for public good

David Porter, Ed.D.
CEO, eCampusOntario.ca
November 26, 2016

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OPEN EDUCATIONAL RESOURCES #TXLA17



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SPARC*

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Don't Stop Here!

[edX Introduction to Open Education](#) - free online course started October 1

Speedy Intro to Open Education - online webinar on October 27 (e-mail krystam@ualberta.ca)

[Alberta OER Community Calls](#) - anyone is welcome.

