

Subject: AECT Proposal Acceptance

Date: Monday, October 25, 2021 at 3:27:57 PM Central Daylight Time

From: DO_NOT_REPLY@allacademic.com

To: Ramirez, Arlene

All Academic Code: 1872758

Title: 'Using Open Educational Resources: The Sharing Economy of Learning'

Dear Arlene Ramirez,

Greetings and thank you for presenting at AECT21 next week! If you have not already learned about the Convention Resources website through the weekly AECT News & Notes newsletter or our social media feeds, please take a moment to visit <https://aect.org/convresource.php>.

We've organized AECT 2021 Convention Resources into three main sections: Presenters' Information & Tutorials, Media Assets, and Frequently Asked Questions. Under Presenters' Information & Tutorials, you'll find *What to Expect* as a presenter for each of the session types and modes available this year. We also have a tutorial breaking down the different types of resources you can upload or create in AllAcademic to support your presentation. Media Assets provides virtual backgrounds to use in Zoom and a presentation template. The FAQ contains the answers to the most commonly asked questions received via email and social media.

Please note that the interactive convention schedule [<https://convention2.allacademic.com/one/aect/aect21/>] is your one-stop-shop for accessing all convention programming as a presenter or attendee. You must be logged-in to see session locations and Zoom links.

Thank you for being part of this year's convention! We're excited to see everyone in Chicago and virtually next week. If have additional questions about your presentation that are not addressed on the AECT 2021 Convention Resources website, please contact us directly at aect@aect.org.

-Ali Carr-Chellman, Tonia Dousay, & the #AECT21 Convention Planning Committee

Presenter's Name:

Arlene Ramirez & Waneta Hebert

Presenter's Affiliation:

University of Houston & Sam Houston State University

Session Type:

Concurrent Session

Division:

Design and Development

Title of Proposal:

Using Open Educational Resources: The Sharing Economy of Learning

Acronyms:

OER = Open Educational Resources

Short Description: (75 Words)

Discover how to incorporate Open Educational Resources (OER) to design engaging material for instruction. OER encompasses a plethora of resources, including completed modules, textbooks, video lectures and no-cost technology for integration into a design plan. Explore how to find OER that will match your instructional needs, as well as the licensing considerations appropriate for your setting. Come learn how OER can revitalize a new or existing course!

Short Abstract: (750 – 1,000 Words)***Introduction***

The session will introduce the concept of Open Educational Resources (OER) and how they can be part of an instructional design tool or artifact. Attendees will be given a tour through a sample course completed 100% with OER materials. Resources available on sites such as criticalcommons.org, Jamendo.com, Hippocampus.org, Ted.com, and learn.saylor.org. will be presented. In touring the demo course, highlights will focus on approaches for introducing these resources into the course. Discussions will also include incorporating technology to engage the learner further. Technologies discussed will be those already available at many organizations, such as Office 365 and Microsoft Teams, as well as a few no-cost options such as Screencast-O-Matic and Nearpod. Included in the presentation will be a brief overview of OER licensing to provide attendees insight on what can be retained, reused, revised, remixed, and redistributed (for more information: <http://opencontent.org/definition>), as well as what attribution is required.

Attendees will gain valuable insight into design options that will not require additional financial resources, allow for flexibility when the course's subject matter evolves, and require content modification. The resources introduced in the session will also provide attendees a framework for collaboration outside of their current organization and different perspectives on presenting various subject matter content.

Theoretical Background

OERs are educational materials ranging in topics and content, often digitized, which are offered at no cost to anyone. They encompass a range of educational resources including textbooks, lesson plans, simulations, lectures, case studies, videos, animations, and assessments (Kruger, 2019). In developing or designing courses for education or commercial purposes, modifying, reusing or editing may not be possible due to copyright limitations. However, OERs are licensed to allow for reuse, modification, and redistribution of resources (Kruger, 2019). Once a desired resource is found the instructor or designer can modify to meet the needs of the course according to the licensing.

Using OERs in developing educational and training materials also has an overlooked byproduct. Those developing or designing courses benefit from the best ideas of colleagues and gain perspective of new approaches to assessment, accreditation, and collaborative learning (Littlejohn, 2017; Tang, 2020). OERs used to develop or design courses can have a positive impact and create new learning opportunities and approaches that will ultimately benefit the learner.

OERs have been primarily used in educational institutions to reduce costs to students and program costs. A recent survey (Office of Distance Learning & Student Services, 2018) asked more than 20,000 students across all 40 public postsecondary institutions in Florida about the impact of textbook and course material costs. The survey found that 64.2% of surveyed students did not purchase a required textbook, 42.8% took fewer classes, 40.5% did not register for a specific course, 35.6% received a poor grade, and 22.9% dropped at least one course, all due to the cost of textbook and course materials. Another survey (Contrada & Good-Schiff, 2021) found that students spent an average of \$716 - \$1,352 on textbooks, compared to \$5,054 for tuition.

Open Educational Resources are a solution to this problem, and many colleges and universities are embracing OER to make higher education more affordable for students. For example, Houston Community College in Houston, Texas offers two full associate's degree programs with zero textbook costs under a program called Z-Degree started in 2017 (Houston Community College, 2017).

Considering the use of OERs in commercial applications is also advantageous as they can cut training costs. While OERs are designed for broad audiences, they are a great tool for the general training needs of organizations (Aubron, 2018). By using courses with general content and adding examples and illustrations unique to the target audience and organization, training can be augmented and provide savings in the design and implementation process.

Aside from costs savings, OERs can provide benefits to course design:

- Greater access to learning resources
- Scalability, easily augmenting existing materials
- Content can be altered without copyright issues
- Quick circulation, providing more relevant and timely information

Some considerations that may create reluctance in using OERs are:

- Quality control due to the many resources available and no universal review process
- Intellectual property and copyright concerns

- Lack of confidence in the quality and content

In the commercial non-education sector, many have difficulty reconciling free material with proven-related material. Hesitation is especially evident with material covering complex subject matters (Otto, 2019).

In summary, OERs are a great option for replacing course materials because they are easily available, flexible and adaptable, and useable without worry about copyright infringement. They also provide an opportunity for instructors to collaborate with others around the world in both creating and sharing useful resources (Tang, 2020).

Organization & Interaction

The session format will be as follows:

- Define OER
- Tour a course designed with only OER materials
- Discuss ways to enhance a course with OER or other free technology
- Review OER resources and licensing categories
- Questions and Answer time

Audience members will have an opportunity throughout the session to use their personal devices to locate OER for potential use. Participants are also welcome to share ways they have used or plan to use OER in the question-and-answer session.

References

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- Houston Community College. (2017). *Houston Community College launches Z-degree program with \$300,000 grant from the Kinder Foundation* [Press release]. <https://kinderfoundation.org/wp-content/uploads/2017/04/HCC-Kinder-Foundation-Press-Release-FINAL.pdf>
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Office of Distance Learning & Student Services. (2018). *2018 Student textbook and course materials survey*. Florida Virtual Campus.

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Otto, D. (2019). Adoption and diffusion of open educational resources (OER) in education: A meta-analysis of 25 OER-projects. *The International Review of Research in Open and Distributed Learning*, 20(5), 122-140. <https://doi.org/10.19173/irrodl.v20i5.4472>

Tang, H. (2020). A Qualitative Inquiry of K-12 Teachers' Experience with Open Educational Practices: Perceived Benefits and Barriers of Implementing Open Educational Resources. *International Review of Research in Open and Distributed Learning*, 21(3), 211–229.

Key Words

Engagement, Instructional Design in Higher Education, Open Education



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Reviews

Summary of reviewers notes and ratings on criteria.

Using Open Educational Resources: The Sharing Economy of Learning

Group / Group: Divisions / Design and Development

Review Worksheet

Individual Submission

(2/2)

Review #2114902

Criteria	Rate
Alignment with the convention theme, and additionally with the call from the relevant division/affiliation/SIG or special strand	4 / 5
Timeliness and general interest level of topic	5 / 5
Objectives and purpose: Clarity and significance of	4 / 5
Theoretical framework or conceptual perspective	4 / 5
Contribution to the field or advancement of the field	4 / 5
Clarity of the writing and format	5 / 5

Comments to the Author

Well-organized proposal. I would be interested in attending the session.

Review #2114958

Criteria	Rate
Alignment with the convention theme, and additionally with the call from the relevant division/affiliation/SIG or special strand	5 / 5
Timeliness and general interest level of topic	4 / 5
Objectives and purpose: Clarity and significance of	5 / 5
Theoretical framework or conceptual perspective	5 / 5
Contribution to the field or advancement of the field	3 / 5
Clarity of the writing and format	5 / 5
Comments to the Author	
The author(s) plans to introduce to and walk the audience through a course designed and developed only through open educational resources. The presentation is valuable in that it is hands-on and practical although open educational resources are not a concept that is new.	



Submission Summary



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Using Open Educational Resources: The Sharing Economy of Learning

In Event: *D&D- Sources to Prepare the Next Generation of Instructional Designers (h)*

Thu, Nov 4, 1:00 to 2:00pm CDT (1:00 to 2:00pm CDT), Palmer, Salon 1

Short Description

Discover how to incorporate Open Educational Resources (OER) to design engaging material for instruction. OER encompasses a plethora of resources, including completed modules, textbooks, video lectures, and no-cost technology for integration into a design plan. Explore how to find OER that will match your instructional needs, as well as the licensing considerations appropriate for your setting. Come learn how OER can revitalize a new or existing course!

Authors

Presenter: <i>Arlene Ramirez</i> , Sam Houston State University	>
Presenter: <i>Waneta Hebert</i> , Sam Houston State University	>