



**Open Educational Resources Reviewed
+ OER in Pedagogy and Practice: Annotated Bibliography**
Compiled by UAS Faculty Workshop Participants Spring 2016

CONSTRUCTION MANAGEMENT

- *The Fundamentals of Construction Management* (open textbook) by Abimbola Olukemi Windapo, <http://bit.ly/constructionmanagementOER>

ECONOMICS

- *Core-Econ* (open interactive textbook), <http://www.core-econ.org/>
- *The Economics of Seinfeld* (OER), <http://yadayadayadaecon.com/>
- *Principles of Economics* by OpenStax College, <https://www.openstaxcollege.org/textbooks/principles-of-economics>

EDUCATIONAL LEADERSHIP

- *Leading with Cultural Intelligence* (open textbook) <http://www.saylor.org/site/textbooks/Leading%20with%20Cultural%20Intelligence.pdf>

ENGLISH & COMPOSITION

- *Writing in College: From Competence to Excellence* (open textbook) by Ami Guptill et al., <http://textbooks.opensuny.org/writing-in-college-from-competence-to-excellence/>
- *Writing in College* (open textbook) by Joseph Williams and Lawrence McEnerney. University of Chicago Writing Program. <http://writing-program.uchicago.edu/resources/collegewriting/>
- *Exploring Perspectives: A Concise Guide to Analysis* (open textbook) by Randall Fellow, <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=68>

SPECIAL EDUCATION

- *Plankton Dreams: What I Learned in Special Ed* (open textbook/memoir) by Tito Rajarshi Mukhopadhyay, <http://www.oopen.org/search?identifier=560011;keyword=special%20education>
- *Comprehensive Individualized Curriculum and Instructional Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders* (open textbook), <http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1005&context=pdxopen>

OER Pedagogy and Practice Research Literature

Ehlers, Ulf-Daniel (2011). "From Open Educational Resources to Open Educational Practices." *eLearning Papers*, n. 23. Accessed from <http://www.openeducationeuropa.eu/sites/default/files/media25180.pdf>

Annotation by Ann Spehar, Assistant Professor of Economics:

OER have exploded on the digital scene yet it appears that it is not yet very high on the agenda of faculty in higher education. According to this article it has not yet reached a "critical threshold" The reason given here is that the primary focus to date has been on simply expanding access to digital content. It has ignored how it is used within the educational setting, or focused much on ensuring quality or even supporting new innovative methods of teaching and engaging student's learning.

Their suggestion is to not just focus on open educational resources (OER) but to extend the focus on open educational practices (OEP) that encourage innovation.

Many of the initiatives and funding are heavily focused on the creation and publication of OERs while little effort is spent of ensuring use and reuse of many of these OERs. The next phase they are argue should turn to supporting means that encourage OER's use and funding should focus on efforts that encourage OERs to be embedded into innovative improved learning environments.

The new shift is from open content to open practices that encourage the use of OER.

The paper spends time discussing the "Phase Two" of OEP. They believe that the learning architecture must change as well in such a way as to encourage collaborative practices that improve learning experiences. Collaborative in that resources are shared and pedagogical practices are implemented that rely on "social interaction, knowledge creation, peer-learning and shared learning.

In other words, pedagogy and the institutional architecture that supports innovative pedagogy must adapt as well.

Judith, K. & Bull, D. (2016). Assessing the potential for openness: A framework for examining course-level OER implementation in higher education. *Education Policy Analysis Archives*,24(42). <http://dx.doi.org/10.14507/epaa.24.1931>

Annotation by Heather Batchelder, Assistant Professor of Education:

Twenty international case studies were analyzed to determine how Open Educational Resources were being utilized in institutions of higher learning and the researchers suggest strategies to implement the choice and use of Open Educational Resources. Five key categories of challenge emerged in the study: challenges related to the localization and contextualization of OER, faculty's ability to identify high quality OER, challenges related to use permissions, discoverability, and practitioner independence in using OER. The researchers found that OERs available in formats conducive to separation are more readily useful across contexts, however,

<http://uas.alaska.edu/library/alt-textbook.html>

disaggregated resources may be too disconnected, and lack contextual information needed to make them usable as a sole source of information in a course.

The researchers verified five strategies used to review OER: Individualized Strategies (faculty going online to review and explore OER), Programmatic Strategies (collaborative faculty exploration, possible through professional development sessions using resources already available at the institution), Institutional Strategies (institution has established policy and procedures for OER exploration), and Networked, or User-Shaped Strategies (groups of faculty, content developers, and other interested parties explore OER with or without support of a specific institution).

The researchers offer a Continuum of Openness to find balance between strong control of OER and the risk of more freedom in the use of OER in higher education. Strategies at both extreme of the continuum may offer significant strengths in specific contexts, strategies located in the center of the continuum may provide the balance between efficiency, capacity for innovation, and adaptation.

Larson, L. (2015). The Learning Potential of e-Books. *Educational Leadership*, 72(8), 42. UAS Permalink, <http://bit.ly/23XEQCH>

Annotation by Robin Gilcrist, Assistant Professor of Construction Technology:

This article, though geared to secondary education and literacy development, had very useful information in describing the benefits of adopting e-books for students. Even at the post-secondary level there are many students who struggle with reading for a variety of reasons. E-books, according to the article, can help students with visual impairment by providing larger font, contrasting fonts, backgrounds, etc. In addition to visual control over the text presentation, e-books with dictionary capability can help students understand complex vocabulary without having to disengage from the text.

Petrides, L., Jimes, C., Middleton-Detzner, C., Walling, J., & Weiss, S. (2011). Open textbook adoption and use: implications for teachers and learners. *Open Learning*, 26(1), 39-49. UAS Permalink, <http://bit.ly/2aZShOX>

Annotation by Jonas Lamb, Assistant Processor of Library and Information Science:

This article introduces a study conducted by membership of The Community College Open Textbook Project (CCOTP) to move beyond reporting on the cost-savings benefits of open textbooks to a closer examination of how use of open textbooks positively effects teaching and learning outcomes. The study found that student use of the interactive elements (embedded links, videos, etc) present in open textbooks led to exploration and inquiry on the topics. In several instances this led faculty to alter their teaching styles to allow students to lead the course of inquiry.

<http://uas.alaska.edu/library/alt-textbook.html>