# Course Syllabus
## OER101: Incorporating OER Into Your Classroom
## Fall 2017

## Instructor Information

| David Rose | |
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| | Email: rose@american.edu |
| | Phone: 202-885-1089 |
| | Office location: Hurst 214B |
| | Office hours: Use my youcanbook.me page to schedule a time to meet if you need additional help. |
| | Response time for questions: Usually within 24 hours. |
| | Assignment feedback turnaround time: Usually within 48 hours after the due date. |

**Instructor Bio:** I am currently the Faculty Innovation Technologist at American University's Center for Teaching Research & Learning (CTRL), an OER Research Fellow for the Open Education Group, as well as a student in Purdue University's online Master of Science in Education in Learning Design & Technology program.

Before joining AU, I was freelance writer traveling the world full-time for 2 years. Before that, I worked for the Saylor Academy, an education nonprofit designing free online courses built around open educational resources. While there, I created hundreds of course resources guides to help educators design OER-based courses, and developed a completely open course with NASA engineers and Nobel Laureate physicists.

The bulk of my work at CTRL centers around online learning and how OER facilitates pedagogical freedom and student performance. OER101 will dig deeper into these topics. I also co-manage AU's free WordPress installation, EdSpace, and can help you create your own site, whether for personal use like an ePortfolio, or for your class. You can read more about me on my EdSpace site.

## Course Information

### Description

*OER101: Incorporating OER Into Your Classroom* is a five-week practicum, delivered in a hybrid format, running from Thursday, August 24 to Thursday, September 28. The vast majority of the content will be delivered online with one required in-person workshop in MGC 200 on September 28. The course will serve as an introduction to what open educational resources are, the value they provide educators and learners, and an opportunity to work them into your curriculum. This course is best suited for current

instructors who wish to take control of their content back from commercial publishers while simultaneously relieving their students of the burden of overpriced textbooks. Be prepared to spend an average of 3-5 hours a week on this course.

## Course Goals

This course will:
- Improve your understanding of Open Educational Resources (OER).
- Help you gain an appreciation for the multiple ways in which OER can improve teaching and learning.
- Help you find and vet OER related to your area of expertise.
- Explore the relationship between OER and rising education costs, academic freedom, pedagogical creativity, and social justice.
- Provide opportunities for incentive-based OER inclusion in your course(s).

## Student Learning Outcomes

Upon successful completion of this course, students will be able to:
1. Defend the inclusion of open educational resources (OER) in your class, making sure to include A) a definition of what they are B) the various licenses available and C) how OER are different from free online materials.
2. Locate OER in your subject area using both common repositories and OER search engine filter tools.
3. Critically examine open educational resources for quality.
4. Create and remix open educational resources while abiding by stated copyright restrictions when necessary.
5. Develop an OER course redesign plan that includes alignment of learning outcomes, assessments, and content, as well as an approximate timeline.
6. Apply for a grant to review an OER textbook through the Center for Teaching, Research, and Learning.

## Instructional Technologies

In this course, students will use the following systems and tools:

- **Blackboard Learning Management System:** This course will be delivered entirely through Blackboard. Students will use their AU credentials to log in at https://blackboard.american.edu. AU's Blackboard Support team recommends using Chrome or Firefox to optimize your experience and avoid incompatibility issues that can occur when accessing Blackboard with other browsers.
- Blackboard Support: Please report any problems with Blackboard to the instructor and also contact the Blackboard Support Center at blackboard@american.edu or call (202) 885-3904 for 24/7 support.
- **AU Help Desk (focuses on all other IT issues)**: Contact the IT Help Desk at 202-885-2550, helpdesk@american.edu, or AskAmericanUHelp to reach OIT's professional staff who can answer your questions and provide general troubleshooting assistance. This includes Internet access and email issues.

## Textbooks and Materials

All readings and other course materials will be available online (and free of charge) through the Blackboard course site. These specific learning resources are detailed in the Course Schedule below. The only thing you will need is a computer and reliable internet access from which you can access the course.

## Guidelines and Expectations

### Expectations for Course Participation

Attendance is mandatory for the workshop on September 28. If you are unable meet this requirement for any reason, you will be asked to participate in the following semester's training instead. We want to confirm full and equal participation to ensure a successful course. Additionally, peer review and other teamwork exercises are an integral part of the course.  In general, a new week starts every Thursday and the previous week's assignments are due by midnight on Wednesday. When group work is required, be sure to plan ahead with your peers to ensure enough time to complete the assignment.

### Academic Integrity Code

Standards of academic conduct are set forth in the university's Academic Integrity Code. By registering for this course, students have acknowledged their awareness of the Academic Integrity Code and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly and disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.

In this course, one or more assignments may be submitted to the instructor using the SafeAssign plagiarism detection tool, which is integrated into Blackboard. SafeAssign uploads the submitted work to the AU SafeAssign database for comparison against other student papers, as well as academic articles and internet resources, to generate an "Originality Report" that identifies areas of potential overlap. In addition to discouraging academic dishonesty, this tool can create opportunities for students to learn how to properly cite and paraphrase sources. Neither Blackboard nor AU claim any copyright ownership of work submitted through SafeAssign.

### Student Code of Conduct

The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The Student Code of Conduct is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

## Grading and Assessment

## Grade Structure and Due Dates

The table below shows how we have aligned assignments with grades and outcomes. Participants must receive at least 35/50 possible points to complete the training successfully.

| Assignment | Points (out of 50) | Due Date | Learning Outcome(s) |
|---|---|---|---|
| OER pitch letter | 9 | 8/30, 11:59pm | #1 |
| OER wiki guide | 9 | 9/6, 11:59pm | #2 and #3 |
| OER peer review | 9 | 9/13, 11:59pm | #3 |
| OER creation and remixing | 9 | 9/20, 11:59pm | #4 |
| OER course redesign plan | 9 | 9/27, 11:59pm | #5 |
| OER grant application | 5 | 10/4, 11:59pm | #6 |

All assignments should be posted through the course site within their corresponding pages. Feedback will be available on each graded item via the "Grades & Feedback" tab – select the points received to bring up a feedback page with links to any attachments.

## Rubrics and Checklists

All assignments will have detailed instructions in the Blackboard course space and will be scored using the rubrics that follow. You should review all of the instructions and the rubrics before submitting each assessment. If you have questions about an assignment or rubric, contact the instructor to schedule a time to speak one-on-one.

| Assignment 1: OER pitch letter rubric (9 points) | | | | |
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| | Exemplary (3 points) | Good (2) | Acceptable (1) | Unacceptable (0) |
| Pitch includes a definition of what OER are. | Definition includes not only an accurate definition of OER, but also the implications for students and educators | Definition includes a mostly comprehensive definition and a decent understanding of how that definition translates to real world implications. | Definition is mostly incomplete and/or includes little to no transfer of rote knowledge to potential applications of OER. | Definition is incorrect or missing entirely. |
| Pitch includes an explanation of the various OER licenses. | Every type of Creative Commons licence is mentioned AND explained in terms of what that license allows. Student also includes mention of non-Creative Commons licensed material that could still be considered "open." | Every type of Creative Commons licence is mentioned AND explained in terms of what that license allows. But the student does not include mention of any other "open licensed" material. | Some, but not all, Creative Commons licenses are mentioned and student does not adequately explain what those licenses allow the user to do. | Creative Commons is only mentioned in passing and the student does not detail the various licenses available. |

| Pitch includes an explanation of how OER are different from free online materials. | Student skillfully explains how OER does not just mean free and online. Student differentiates between terms open license and open access. | Differentiation between OER and free online materials is mostly clear, but could use clarification. | Student provides no attempt to differentiate terms like open access and open license, and also does a poor job of clarifying the additional benefits of OER beyond freely available online. | Readers/recipients of the pitch would have no understanding that OER means much more than "free." |
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| Assignment 2: OER wiki guide rubric (9 points) |
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| (2 Point) At least 10 OER were found in your subject area |
| (1 Point) Resources are posted in the Blackboard wiki area |
| (3 Points) At least 1/10 OER was found using one of the repositories listed at https://edspace.american.edu/open/explore-oers/. Make to specify which repository you found the resource in. |
| (3 Points) At least 1/10 OER was found using https://search.creativecommons.org/. |
| (2 BONUS POINTS) The wiki also contains your course learning outcomes and the resources found are aligned to each learning outcome. |

| Assignment 3: OER peer review rubric (9 points) |
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| (1 Point) Choose a resource to debate of at least 10 pages of reading or 10 minutes of video |
| (3 Points) Fully complete Achieve's OER Rubrics individually |
| (3 Points) Share your review with your team member(s) and debate your differing opinions. The debate can happen asynchronously in the discussion forum, or you can record your synchronous debate through Collaborate. |
| (2 Points) Share your debate with the rest of the class, and comment on two other group's debate results. |

| Assignment 4: OER creation and remixing rubric (9 points) |
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| (3 Points) Submit a piece of content that you created for your course -- e.g. supplemental reading, quiz, short video, etc. -- and licensed under Creative Commons. |
| (3 Points) Submit a document demonstrating your content remixing ability -- make sure to include the original openly licensed content, as well as your new version. |
| (3 Points) Abide by stated copyright restrictions when necessary (e.g. SA, ND, etc), and ensure appropriate license for remixed content. |

| Assignment 5: OER course redesign plan rubric (9 points) |
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| (3 Points) Redesign plan includes appropriate alignment of OER content to learning outcomes. |
| (3 Points) Redesign plan includes alignment of content to assessments. |
| (3 Points) Redesign plan includes a timeline for when the actual changes will be finished. |

| Assignment 6: OER grant application (5 points) |
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| (3 Points) Attend the workshop on September 28 with the Open Textbook Network. |
| (1 Point) Meet with David Rose to discuss review grant opportunities in your disciple. |
| (1 Point) Submit a grant application through https://edspace.american.edu/open/open-education-grants/. |

# Course Schedule

| Week/ Topic | Readings, Media & Resources | Activities & Assessments |
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| 8/24 - 8/30<br><br>**What is OER?**<br><br>Learning outcome: Defend the inclusion of open educational resources (OER) in your class, making sure to include A) a definition of what they are B) the various licenses available and C) how OER are different from free online materials. | **Audio**<br>● NPR: Planet Money: Why Textbook Prices Keep Climbing<br><br>**Readings**<br>● American University: OER and Open Licenses<br>● Saylor Academy: Licensing Information (cc by 3.0)<br>● American University: Ten Take-Aways: Open Educational Resources (OERs) (cc by 4.0)<br>● EDUCAUSE: 7 Things You Should Know About Open Educational Resources (cc by nc nd 3.0)<br>● David Wiley: OER-Enabled Pedagogy (cc by 4.0)<br>● Digital Pedagogy Lab: Open Pedagogy and Social Justice (cc by nc 4.0) | **Assignment 1: OER pitch**<br>● 9 points (18% of course grade)<br>● Due: 8/30 by 11:59pm<br><br>Instructions: Think of this pitch as something you'd send to your fellow faculty members or department chair. As long as you include the three key components outlined in the learning outcome, the delivery method is up to you. You may choose to write a letter, record a video pitch or an actual conversation you have in person or through the internet, a PPT presentation, etc.<br><br>Make this as natural and real-world based as possible -- how would you normally talk to colleagues about pedagogical matters you are passionate about? Who are you trying to convince? |

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| | ● Open Ed Group: summary of all known empirical research on the impacts of OER adoption (cc by 4.0)<br><br>Videos<br>● Open Oregon: OER Basics (cc by 3.0)<br>● intheacademia: The OERs - Open Educational Resources (cc by 3.0)<br>● EDUCAUSE: David Wiley: The Financial Potentials of Open Educational Resources (cc by 3.0)<br>● Julie Curtis: Faculty Members' Experiences Using Open Educational Resources (cc by 3.0)<br>● Professor Shelley Slaey: OER (Open Educational Resources) Introduction (cc by 3.0)<br>● Creative Commons: Wanna Work Together? (cc by 3.0)<br>● Creative Commons: A Shared Culture (cc by 3.0) | How do they like to receive information such as this?<br><br>Please see the above rubric for how this assignment will be graded. |
| 8/31 - 9/6<br><br>**How to Find OER**<br><br>Learning outcome: Locate OER in your subject area using both common repositories and OER search engine filter tools. | **Multimedia**<br>● Saylor Academy: Open Course Resource Center (cc by 3.0)<br><br>**Tool**<br>● American University: Open American's Explore OERs (cc by 4.0)<br>● Creative Commons: Search (cc by 4.0)<br><br>**Video**<br>● David Wiley: Open Education Week: Finding Open Educational Resources (cc by 3.0) | **Assignment 2: OER wiki guide**<br>● 9 points (18% of course grade)<br>● Due: 9/6 by 11:59pm<br><br>Instructions: Create a wiki page in Blackboard. Find at least 10 OER that could be used in your course(s). Even better, align those resources to specific learning outcomes, and not just general topics. Specific instructions are detailed in the rubric above. |
| 9/7 - 9/13<br><br>**Assessing the Quality of OER**<br><br>Learning outcome: Critically examine open educational resources for quality. | **Tool**<br>● Achieve.org: Achieve OER Rubrics (cc by 3.0) | **Assignment 3: OER peer review**<br>● 9 points (18% of course grade)<br>● Due: 9/13 by 11:59pm<br><br>Instructions: You will be split into groups for this assignment. All efforts will be made to pair you with someone from a similar, if not the same, discipline. As a group, you will choose an open resource to debate the quality of, relying on Achieve's OER Rubrics as guidance. Once you assess the quality individually and debate with your team, you will share your debate results with the rest of the class. |

| | | Specific instructions are detailed in the rubric above. |
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| 9/14 - 9/20<br><br>**Creating OER**<br><br>Learning outcome: Create and remix open educational resources while abiding by stated copyright restrictions when necessary. | **Video**<br>● TheOGRepository: Creating OER and Combining Licenses - Full (cc by 3.0)<br><br>**Reading**<br>● John Hilton III, David Wiley, Jared Stein, Aaron Johnson: The Four R's of Openness and ALMS Analysis: Frameworks for Open Educational Resources | **Assignment 4: OER creation and remixing**<br>● 9 points (18% of course grade)<br>● Due: 9/20 by 11:59pm<br><br>Instructions: By this point, you know what OER is, how to find it, and how to vet it for quality. Now it's time to create some yourself.  This week, you will submit a piece of content that you created for your course -- e.g. supplemental reading, quiz, short video, etc. -- and license it under a Creative Commons license of your choice. You will also practice remixing existing OER content -- after all, there's no need to reinvent the wheel if something close to what you need already exists! Understanding stated copyright restrictions and interpreting what you're allowed to do (or not do) will be a crucial part of this assignment. As always, see the rubric above for full details. |
| 9/21 - 9/27<br><br>**OER Course Redesign**<br><br>Learning outcome: Develop an OER course redesign plan that includes alignment of learning outcomes, assessments, and content, as well as an approximate timeline. | **Reading**<br>● BC Open Textbooks: BC Open Textbook Authoring Guide (cc by 4.0)<br><br>**Tool**<br>● American University: OER Redesign Template (cc by 4.0)<br>● American University: Outcomes/Topics/Assessment alignment (cc by 4.0) | **Assignment 5: OER course redesign plan**<br>● 9 points (18% of course grade)<br>● Due: 9/27 by 11:59pm<br><br>Instructions: You know the ins and outs of OER by this point. Now it's time to implement all you've learned by starting the course redesign process. Using the OER Redesign Template and Outcomes/Topics/Assessment alignment docs attached, follow the instructions detailed in the rubric above to lay out how to plan to revamp your course with OER. |
| 9/28 - 10/4<br><br>**OER Workshop & Grant Application**<br><br>Learning outcome: Apply for a grant to review an OER textbook through the Center for Teaching, | **Workshop**<br>● Mandatory workshop on Thursday, September 28 in MGC 200 from 10am-noon.<br><br>**Reading**<br>● American University: Open American Grants for OER Course Redesign | **Assignment 6: OER grant application**<br>● 5 points (10% of course grade)<br>● Due: 10/4 by 11:59pm<br><br>Instructions: The week of the course is the most fun. We'll all meet up in person at the OER workshop hosted by our friends from the Open Textbook Network. The purpose of this workshop is to talk about the grant opportunities we offer at AU for OER |

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| Research, and Learning. | | textbook reviews.  Following the meeting, I encourage everyone to schedule a one-on-one meeting with me to further discuss grant and OER possibilities at AU. |

## Student Support & University Policies

### Technical Support

AU is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents a student from completing a time-sensitive assessment activity, instructors may extend deadlines and provide appropriate accommodations based on the situation.

- **Blackboard Support:** Students should immediately report any problems to their course instructor and also contact the Blackboard Support Center at blackboard@american.edu or call (202) 885-3904 for 24/7 support. Students can also log on to Blackboard Help for support.

- **AU Help Desk (focuses on all other IT issues):** Answers to your technology questions are just an e-mail, instant message, or phone call away. Contact the IT Help Desk at 202-885-2550, helpdesk@american.edu, or AskAmericanUHelp to reach one of our professional staff who can answer your questions and provide general troubleshooting assistance. Students can also log on to the Need Help Now? portal for support.

### Academic Support Services

All students may take advantage of the Academic Support and Access Center (ASAC) for individual academic skills counseling, workshops, Tutoring and Writing Lab appointments, peer tutor referrals, and Supplemental Instruction. The ASAC is located in Mary Graydon Center 243.

Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Asbury Hall. A more complete list of campus-wide resources is available in the ASAC.

### Students with Disabilities

If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu, or drop by MGC 243. For more information, visit AU's Services for Students with Disabilities web page.

### Center for Diversity & Inclusion

CDI is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus

and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center. (202-885-3651, MGC 201 & 202)

### Counseling Center

The Counseling Center offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. (202-885-3500, MGC 214)

### Dean of Students Office

The Dean of Students Office offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class. (202-885-3300, Butler Pavilion 408)

### International Student & Scholar Services

International Student & Scholar Services has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410)

### Office of Advocacy Services for Interpersonal and Sexual Violence

OASIS provides free and confidential advocacy services for students who experience sexual assault, dating or domestic violence, sexual harassment, and/or stalking. Please email or call to schedule an appointment with a victim advocate in OASIS. (oasis@american.edu, 202-885-7070, Wellness Center – McCabe Hall 123).

### Writing Center

The Writing Center offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1st Floor Commons).

### Emergency Preparedness

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the University be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Blackboard, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU website, and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty

and/or respective dean's office for course and school/college specific information.

Note: If campus is closed on the day of the workshop, we will either hold a synchronous session online or reschedule the workshop for another day. Details will be provided via Blackboard should such event arise.

## Discrimination and Harassment (Title IX)

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. AU does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information, or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the University Police (202-885-2527) or the Office of the Dean of Students (dos@american.edu or 202-885-3300). To file a Title IX complaint or for more information on your rights, contact the Title IX Program Officer (202-885-3373 or TitleIX@american.edu). Please keep in mind that all faculty and staff – with the exception of counselors in the Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident. For more information, including a list of supportive resources on and off-campus, contact OASIS (oasis@american.edu or 202-885-7070).

## Religious Observances

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see American University's religious observances policy.

## Sharing of Course Content

Students are not permitted to make visual or audio recordings (including livestreams) of lectures or any class-related content or use any type of recording device unless prior permission from the instructor is obtained and there are no objections from any student in the class. If permission is granted, only students registered in the course may use or share recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes, and any discussions – online or otherwise). Use is limited to educational purposes even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. Further details are available from the ASAC website.

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed, sold, or

posted on social media outlets without written permission of the instructor. Unauthorized downloading, file sharing, or distribution of any part course materials, or using information for purposes other than student's own learning, may be deemed a violation of American University's Student Conduct Code and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

## Use of Student Work

The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.