Library ACC/OER Webpages
UNIVERSITY OF ALBERTA LIBRARIES
Open Educational Resources
http://guides.library.ualberta.ca/open-educational-resources

Representative Documents: Library ACC/OER Webpages
Affordable Course Materials Initiative

Application Form

- Fillable PDF Application
- MS Word Application

Click on either link below to receive the same form in different formats.

About the Initiative

This new UCLA Library initiative incentivizes instructors to use low-cost or free alternatives to expensive course materials; these can include open-access scholarly resources, library-licensed and owned resources, and learning objects and tests that faculty create themselves. A total of $10,000 will be offered for the 2013-14 academic year:
- five awards of $1,000 each for instructors teaching courses with enrollments of fewer than two hundred students
- two awards of $2,500 each for instructors teaching courses with enrollment of more than two hundred students.

These modest yet significant sums are meant to offer an incentive for the time it will take instructors to identify new resources, adjust syllabi, and modify assignments and can also be used to cover any actual expenses incurred by the instructor.

The initiative has been endorsed by the Office of the UCLA Executive Vice Chancellor and Provost and the UCLA Academic Senate.

Background

The high price of course materials, including but not limited to textbooks, is a major concern to students and parents; a web page on UCLA’s undergraduate admissions site estimates it will total $1,821 per student for the upcoming academic year, an effective twelve percent addition to basic tuition and fees. Legislative actions to address these costs have been taken by the U.S. Congress and the California Legislature, the UCLA Store has taken steps to lower textbook prices, and USAC has created a textbook lending library, but the problem resists easy, unilateral solutions.

Some three years ago, the UCLA Library launched a collaborative project with USAC and the UCLA Store that continues to lower the cost of printed course readers by leveraging Library-licensed/deemed materials. Expanding upon this high-outcome/low-cost effort, the Library has identified a larger role it can play in lowering the cost of course materials, adapted from similar programs created over the past two years by Temple University and the University of Massachusetts, Amherst. Successful implementation of this proposal will also further Library efforts to identify journals for which the licensing terms need revision to make them more usable in instruction and to work with UCLA faculty to more effectively make their scholarly articles, books, and instructional resources available to students and colleagues via open access.

Acknowledgements

This page is based on the excellent libguide at UMass Amherst, adapted with their permission. This content will evolve and expand as the initiative uncovers additional sources of free material.

Instructors: Learn More about Copyright

To explain the basics of copyright and lay out some best practices, one of our librarians has created a CCLC course called “Copyright Basics for Instructors.” Anyone with a CCLC account can self-enroll anytime by clicking on the link below, and if prompted for an enrollment key, enter the word copyright.

- Copyright Basics for Instructors
Eligibility to Submit an Application
Each applicant must be the instructor of record. Course must be for enrolled students (i.e., not UCLA Extension courses) and can be at the undergraduate or graduate level.

Application Process and Deadlines
Applicants should fill out the form on the following pages and submit it as follows:
Mail print applications to:
Library Affordable Course Materials Initiative
11334 Charles E. Young Research Library
15751
Email electronic applications to: collectionslibrary.ucla.edu
Applicants will receive confirmation notices when their application forms are received.
All applicants are required to attend a one-hour workshop at which Library staff members will introduce search strategies and possible sources for open-access or low-cost instructional resources. Following that workshop, each awardee will be assigned an individual librarian, who will work personally with him or her to assist with locating materials.
For Spring Quarter 2015: Applications are due by Friday, October 24.
Applications will be reviewed by a committee of UCLA Library staff members involved in teaching and learning services and UCLA faculty honored for their teaching accomplishments.

Contact Information
For further information, contact:
Dawn Switzer
Director of UCLA Library Communications
Phone: 310.206.4109
Email: dswitzer@library.ucla.edu
Open Educational Resources to support your course

We’ve blogged a couple of times recently about open educational resources (OER) and open course materials, with the intent of spurring interest on the part of Duke faculty in exploring the use of these types of materials in their courses, to supplement or replace textbooks. Now, during Open Access Week, seems a good time to remind faculty about the purpose and promise of OER, and encourage faculty to talk with CIT if they need help getting started.

OER are teaching and learning materials made freely available online, and can consist of textbooks, course readings, simulations, games, syllabi, quizzes, and basically any other material that can be used for education. Educause recently published one of their popular and practical "7 Things" guides about OER, outlining the growing importance of OER and open courses in higher education:

Educational resources developed in an open environment can be vetted and improved by a broad community of educators, resulting in materials that represent what the educational community sees as most valuable. By providing educators with new access to educational material, open resources have the potential to spur pedagogical innovation, introducing new alternatives for effective teaching. Moreover, learning resources that can be modified and reused promote collaboration and participation—two key elements of a Web 2.0 approach to teaching and learning.

The resources required to develop high-quality learning materials and activities for a full complement of courses can be prohibitive for many institutions and instructors. By distributing the costs over a larger number of users, OER brings a greater range of tools within reach of more users. OER can also lower the costs for students to obtain educational content. OER...take(s) advantage of— and prompt(s)—developments in educational technology that facilitate new media, new formats, and new means of distribution.

Giving faculty the ability to pick and choose the individual resources they want to use—and to modify those resources and "assemble" them in unique ways—promises greater diversity of learning environments.

What could OER mean for you? Some possibilities.....

- If you are dissatisfied with the textbooks available for your course, instead you could find materials relevant to your course learning objectives by searching any of the numerous repositories of OER that exist on the web (the Open Educational Resources Center for California links to several of these). You end up with materials customized for your course at no cost, and your students don’t pay for a textbook(s) you don’t feel is valuable.
- You may want to move some of the content coverage in your course outside of class time, in order to use class time more effectively for active and engaging learning activities to help your students synthesize and think critically about the materials. You could record lectures and post them online for students to view before class, but if instead you can locate high-quality OER on your course topics, you save yourself time and can devote that time to other tasks.
- If some of your students need some review of prior concepts in order to be successful in your
course, OER materials and assessments may allow you to provide learning materials for them without a lot of development time for you.

If you are interested in learning more about OER or strategizing about how to incorporate them into your course, contact CIT.

Amy Kenyon
Amy plans, implements and assesses faculty development programs for the improvement of teaching and learning, provides programs and resources designed to increase understanding of the teaching-learning process and manages personnel and other resources for the Center for Instructional Technology. Her interests are in course and program design, curriculum mapping, assessment, engaging teaching strategies for student learning, and e-textbooks, e-readers and open learning materials.

Tagged with: course materials • course planning • eLearning
WHAT ARE OPEN EDUCATIONAL RESOURCES (OER)?

Dr. Roy McCarrell, the UNSW/Communiversity Chair in Open Educational Resources shares his expertise in a series of 10 short, informative videos that address the what, why, when, and how of OER. Please note that this is a behind-the-scenes look and therefore one of the chapters is ‘Where to find quality French language Open Educational Resources’.

An Open Education Reader

This is a collection of readings on open education with commentary created for a graduate course at Brigham Young University and edited by David Wiley. It includes chapters on intellectual property, free software, open source, open content, open textbooks, and research in open education.

The Open Education Handbook

This handbook is a deliverable of the LinkedUp Project, and is a primer on the open education ecosystem, information about useful tools and software, references, a glossary of commonly used terms, case studies and examples, and answers to frequently asked questions.

An Examination of the Lived Experience of Eleven Educators Who Have Implemented Open Textbooks in Their Teaching

A masters thesis by Danielle Perelsia out of Royal Roads University, Victoria, BC. Of particular interest is Chapter 4: Results. It includes quotes from teachers on how they found out about OERs, their experience teaching with them, and motivations behind use.
UNIVERSITY OF MINNESOTA LIBRARIES
Elearning at the University Libraries
http://lib.umn.edu/elearning

ELEARNING AT THE UNIVERSITY LIBRARIES

The University Libraries are committed to supporting the digitally enhanced learning environment by providing innovative solutions to integrate library content and services into existing and future course environments. We currently offer a variety of services that can be customized to meet the needs of a particular class or an assignment. In addition, we are implementing several pilot projects focused on providing new and reformatted content that best meets the pedagogical needs of these emerging online course environments.

Contact us to consult about available eLearning services - learnlib@umn.edu.

Unizin Engage Pilot

The University Libraries along with partners in the Office of Information Technology, the Center for Educational Innovation, and the University Bookstores is providing access to the Unizin Engage platform in Spring 2016 and Fall 2016. Engage is a digital content platform that allows faculty to organize, deliver, and measure the uses of open and licensed content for a course. Engage student-course pricing is designed to provide significant savings due to the “All Student Acquire” model. Unizin publisher agreements provide aggressive discounts for students - often 50% off new textbook pricing.

Benefits include:
- Lower costs of publisher materials to students
- Access to publisher content on the first day of class
- All students have the same content, rather than an older version of text
- Direct integration with Moodle or Canvas, providing students with single sign on access to course material
- Additional tools for engagement with teachers and students - content based Q&A, content analytics on reading time, notes taken, and questions posed

Contact learnlib@umn.edu to discuss publisher availability, use of openly licensed ornon-textbook content in the Engage environment, or any questions you might have for us!

Digital Coursepack

Work with the University Libraries eLearning team to create your own digital coursepack containing library licensed materials, copyrighted materials, and freely available materials all in one place. The University Libraries' digital coursepack project streamlines the course content creation process to make it easier for faculty and students to get the materials they need for success. Digital Course Packs also help save students money by utilizing materials already owned by the libraries.

Content Discovery: We can help instructors find customized course content and materials already purchased through the University Libraries. The Libraries have access to thousands of full-text databases, journals, and e-books that can easily be integrated into your course environment. Utilizing library content saves students money. We can help you find it.
Content Acquisition
The University Libraries will investigate strategic purchases for new materials for direct course support. Work with the University Libraries eLearning and collections/ liaison teams to identify content for purchase for your course. We are willing to explore a variety of format, copyright, and delivery issues to help make your experience as painless as possible.

Copyright/Intellectual property advising
Consult with Nancy Sims, Copyright Program Librarian, to learn more about copyright issues in the online course environment. The Copyright Information and Resources site as well as a variety of workshops are also available.

Course Content Creation/Digital Publishing
The Libraries currently offer a variety of services that support course content creation and publishing. We are also exploring more streamlined and integrated solutions for future course support.

Library Course Pages
We can customize a web page of library resources to support an assignment, course or program. Some faculty also add librarians as instructors in their course website (e.g. Moodle) to support student research. We can also give advice on readings, images, video and other media to enrich your online course website.

Find out more about instructional support services at the University Libraries.

Contact Us
Kristi Jensen
Program Development Lead, eLearning Support Initiative
Shane Nackerud
Technology Lead, eLearning Support Initiative

Copyright Questions?
Nancy Sims
Copyright Program Librarian

University of Minnesota Libraries
499 Wilson Library
309 19th Avenue South
Minneapolis, MN 55455

Phone
(612) 624-3321

Email
Contact Us

Search the University Libraries website

Support the Libraries
Giving to the Libraries
Partnerships & Grants
Jobs at the Libraries
OER: Open Educational Resources: Resources on Campus
http://libraryguides.missouri.edu/c.php?g=420086&p=2865293
Alt-Textbook Project

In the Fall 2014 term, the NCSU Libraries awarded a first round of grants to faculty to adopt, adapt, or create free or low-cost alternatives to expensive textbooks. The first round is in progress and is expected to save NC State students more than $200,000 in the first year.

How to Apply

Complete the Call for Proposals form with information about your course and a brief narrative describing your proposed alternative to a commercial textbook. All current faculty members of NC State University teaching courses in Spring or Fall 2016 are eligible to apply. To learn more contact Will Cross, Director of the NCSU Libraries Copyright & Digital Scholarship Center.

Information Sessions

Information sessions will be held in partnership with the Office of Faculty Development on Monday, October 5th from 10:15-11:30am and in the Libraries at the following times:

- Thursday 9/17/15 - Hunt Library
  Conference Room 5703
  1-2pm

- Wednesday 10/7/15 - DH Hill Library
  Assembly Room
  1-2pm

Open Textbooks and NCSU Libraries

The NCSU Libraries is committed to fostering change in the current textbook publishing environment. The Libraries’ Copyright and Digital Scholarship Center is available to partner with faculty members on licensing resources, using digital repositories, and creating and publishing their own open educational resources. The Alt-Textbook Project will empower faculty to innovate pedagogically, enhance access for NC State students to high-quality, tailored educational materials, and reduce the financial burden of expensive
textbooks.

The Problem with Textbooks

Runaway textbook costs on college campuses have become a major impediment to student success. Textbook costs have outpaced inflation by 300% over the last 30 years. Students spend an average of $1,200 per year on textbooks. 7 out of 10 students have forgone purchasing college textbooks because of cost, according to a recent PIRG survey on 13 college campuses.

Open Educational Resources: A Solution

Many alternatives to the current textbook publishing landscape have emerged in the last decade, allowing faculty to easily find and use current, high-quality free online Open Educational Resources for their courses. Projects such as Open Textbook Library and OpenStax College provide access to free, peer-reviewed textbooks covering a wide variety of subjects, while other initiatives such as OpenStax CNX and Merlot II provide repositories of peer-reviewed open educational materials that can be remixed and customized by faculty who wish to build their own textbook or course materials.

Projects at NCSU

The 2014-15 Alt-Textbook OERs are out and being used in courses this semester!

Projects from the first round span nine schools and departments, represent innovative strategies for pedagogical change such as Maria Gallardo-Williams' nationally-recognized S.M.A.R.T. lab videos and Sabrina Robertson and Carlos Goller's BIT OER project, and have collectively saved NCSU students more than $200,000 in 2015.

Alt-Textbook projects from the first round include:

- Dr. Andrew Cooper's (Mathematics) MA225: Foundations of Advanced Mathematics
- Dr. Michael Evans' (Curriculum, Instruction, and Counselor Education) ECI 515: Online Collaborations in Education
- Maria Gallardo-Williams’ (Chemistry) CH226: Organic Chemistry I Lab
- Juliana Kocsis’ (Foreign Languages) FLE 201: Oral Communication in English for International Students
- Janell Moretz's (Parks, Recreation and Sport Management) PRT 238: Diversity and Inclusion in Parks, Recreation and Sport Management
NORTH CAROLINA STATE UNIVERSITY LIBRARIES
Alt-Textbook Project
https://www.lib.ncsu.edu/alttextbook

- Jennifer Landin’s (Biology) BIO105: *Biology in the Modern World*
- Sabrina Robertson and Carlos Goller’s (Biotechnology) BIT 410/510: *Core Technologies in Molecular Biology*
- Adria E. Shipp’s (Education) ECD 561: *Strategies for Clinical Assessment in Counseling*
- Alyson Wilson’s (Statistics) ST/CSC 495: *Introduction to Data Science*

Contact

Will Cross, NCSU Libraries Copyright & Digital Scholarship Center
Open Educational Resources: Discipline Specific OER

This site is designed to introduce OER initiatives, explain creative commons licensing and OER, and to help you get started searching for Open Educational Resources for teaching and learning.

About

Below you will find the largest, most popular repositories of open educational resources. At the left you will find links to subject-dedicated pages featuring textbooks, supplemental materials, and video lectures. Each resource is introduced by a short paragraph that lists what one can expect to find in that particular resource, its developers and their university affiliations in addition to the usage terms associated with the content. All of the content featured within these pages is free to use, but usage rights vary. Most content found within these pages is released under a Creative Commons license. Some content is in the public domain and fewer still are under full copyright but can be linked to or used free of charge. More information about Creative Commons licensing can be found at the OU Creative Commons LibGuide.

Use

This collection is intended to showcase the potential of open educational resources to curb high textbook prices. It is our hope that its users feel free to adopt these resources or leave constructive comments about the resources found on these pages. Comments from students and faculty alike will be thoughtfully considered and used to guide the future development of this collection. If you need additional content, or are not finding what you need in the provided links, please contact Stacy Zemke (zemkes@ou.edu) for additional help with open resources.

General Open Educational Resource Repositories:

OER Commons

OER Commons was developed to serve educators in discovering, creating, and collaborating around the use, evaluation, and improvement of open educational resources. Not only can OER Commons help during the hunt for OERs, but it can also serve as a place to create resources. The OER Commons open author tool allows users to combine text, images, audio, and video files into their own customized resource as well as create brand new resources from scratch. Recommended by OU Librarians for the Business, Education, History, Life Sciences, Psychology and Sociology subject areas. Read more about our reviews of OER Commons.
OpenStax CNX

OpenStax CNX (formerly Connexions) is an educational content repository and a content management system that can be used to search for and remix learning modules. The modular nature of Connexions makes remixing or downloading specific pieces of content a seamless task. Because content can be submitted by anyone, Connexions features what it calls licenses which provide a mechanism for viewing vetted and endorsed contents. Lenses act as a preliminary quality control measure. This site is not recommended by OU Librarians for any specific subject areas. Though it is recommended for the OpenStax textbook. Read more about our reviews of OpenStax CNX.

Merlot

Merlot is a web-based repository of educational material that is free, open, and peer-reviewed. Merlot makes searching for resources easy, as it provides a link to the original content, a description of it, and all associated information such as its intended audience as well as its usage permissions. Merlot also features tools for combining content found within its repository. Recommended by OU Librarians for the Business, Education, Music, Political Science and Sociology subject areas. Read more about our reviews of MERLOT.

Saylor

Saylor is a modular repository of open educational resources. Faculty at Saylor compile open educational material from across the web into courses that are modeled after those taught in universities. Savoyar's search feature is a quick way to highlight resources that contain a specific topic. Recommended by OU Librarians for the Art History, Business, Engineering, History, Political Science and Psychology subject areas. Read more about our reviews of Saylor.org.

Updates and Content Submission

This LibGuide is continuously being updated. Please subscribe to the RSS feed to be updated when new content is added. Again, the quality of resources collected here is a function of feedback submitted by students and faculty. Found an OER that is not listed in these pages? We would love to hear about it. Link to it in a comment or send it to codykentaylor@ou.edu.

License

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VANDERBILT UNIVERSITY LIBRARY
Open Educational Resources
http://researchguides.library.vanderbilt.edu/oer
Open Textbooks Review Criteria:

1. Comprehensiveness - The text covers all areas and ideas of the subject appropriately and provides an effective index and/or glossary.

2. Content Accuracy - Content is accurate, error-free and unbiased.

3. Relevance/Longevity - Content is up-to-date, but not in a way that will quickly make the text obsolete within a short period of time. The text is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement.

4. Clarity - The text is written in lucid, accessible prose, and provides adequate context for any jargon/technical terminology used.

5. Consistency - The text is internally consistent in terms of terminology and framework.

6. Modularity - The text is easily and readily divisible into smaller reading sections that can be assigned at different points within the course (i.e., enormous blocks of text without subheadings should be avoided). The text should not be overly self-referential, and should be easily reorganized and reassigned with various subunits of a course without presenting much disruption to the reader.

7. Organization/Structure/Flow - The topics in the text are presented in a logical, clear fashion.

8. Interface - The text is free of significant interface issues, including navigation problems, distortion of images/charts, and any other display features that may distract or confuse the reader.

9. Grammatical Errors - The text contains no grammatical errors.

10. Cultural Relevance - The text is not culturally insensitive or offensive in any way. It should make use of examples that are inclusive of a variety of races, ethnicities, and backgrounds.

The criteria were developed by OpenStax and can be found at http://openstax.org. The full version of the review criteria used by OpenStax can be found at http://openstax.org/how-we决定了reviewcriteriausedforOpenStaxTextbooks. This text is licensed under a Creative Commons Attribution 3.0 Unported License.
Open education week 2016
The University Libraries and campus partners will celebrate Open Education Week March 14-18, 2016, with events and workshops, and a keynote speech on March 17. Visit lib.vt.edu/oer or watch the OpenVT and OpenVA listservs for event details and announcements.

Open education
Open educational resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. They include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.” - Hewlett Foundation

OER initiative
The libraries’ Open Educational Resources (OER) initiative aims to address the following questions:
What can we do to improve student learning and faculty teaching materials to make them increasingly...
1. Affordable – ensuring that no student is excluded from access because of financial reasons
2. Accessible – available in multiple formats, compatible with multiple devices, as well as ADA compliant
3. Quality – peer-reviewed, current, assessable by the intended audience
4. Flexible/Adaptable – supportive of various faculty teaching and student learning pedagogies, across disciplines, and teaching approaches
5. Engaging – encouraging efficacious and active student engagement with learning materials
6. Innovative – adopting, where relevant, and teaching technical literacy

The Open Education movement is built around the idea of Open. These represent the gold standard in openness:
1. Reuse – the right to make, use, and control copies of the content
2. Retain – the right to use the content in a wide range of ways (e.g. in class, in study groups, on a school website, in a video)
3. Revise – the right to adapt, modify, or alter the content itself (e.g., translate the content into another language)
4. Remuneration – the right to continue the original or revised content with other open content to create something new (e.g., mashup)
5. Relicense – the right to share copies of the original content, your revisions, or your derivative work with others (e.g., give a copy of the content to a friend)

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Open educational resource announcements
Open textbooks on display in Newman Library
## Open Educational Resources: OER Overview

A "getting started" guide overviewing open, editable, and low-cost textbooks and open teaching and learning resources for faculty, students, and librarians.

### What are Open Educational Resources?

Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. They include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

- Hewlett Foundation

### Get Involved!

Through a partnership with the Open Textbook Library, the University Libraries at Virginia Tech are pleased to offer the opportunity for VT faculty to attend an Open Textbook Adoption Workshop and receive $250 for a written review of an open textbook. The 1-hour workshop is offered periodically throughout the semester and covers:

- Open - what it is and what it isn’t
- Open educational resources and open textbooks as a solution to student affordability issues.
- OER as a tool for learning resource customization and pedagogical innovation
- Supporting faculty adoption of open educational resources

Open textbooks may be selected from among those in the Open Textbook Library. Please apply here or contact Anita Wels for additional information.

### How do I figure out whether something is "open-licensed"?

- Determining the copyright and licensing status of a work

### Why Open Licensing? Why OER?

**VIDEO:** Why Open Education Matters (2:27)

Definition: "Open Educational Resources" are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.

Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.


### Open Textbooks Collections

- [OpenStax College open textbooks](https://openstax.org)
- [Open Source Laboratory Notebooks](https://osln.org)
- [Mouse Party (Interactive) Genetics and the Brain](https://mouseparty.org)

### Currently Featured Open Educational Resources

- [Psychology by OpenStax College](https://openstax.org/details/books/microeconomics)
- [AAUP Article on Open Textbook Publishing](https://www.aaup.org/publications-and-resources/journals/report/book-brief-open-access-guidelines)

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### Essential Foundations of OER: Open Licensing

**"Get Creative: On the origin and adventures of the Creative Commons licensing project"**

[Tutorial](https://creativecommons.org/about)

### OER Adoption Impact Calculator

**What Are the Impacts of Adopting OER?**

**Institutional Settings**

- Total Textbook Cost to Students
- Return on Investment
- Student Retention

### OER Initiative at the University Libraries, Virginia Tech

The University Libraries’ Open Educational Resources (OER) Initiative aims to address the following questions:

**What can we do to improve student learning and faculty teaching materials to make them increasingly:**

1. Accessible - available in multiple formats, compatible with multiple devices, as well as ADA compliant;

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**Contact:**

- [NEED HELP? Contact me!](mailto:Anita.Wels@vt.edu)
- **Economics, Mathematics & Law Librarian**
- **Open Education, Copyright, and Scholarly Communications Librarian**
- 540.231.2604

**Anita Wels**

**Email Me**
VIRGINIA TECH LIBRARIES
Open Educational Resources: OER Overview
http://guides.lib.vt.edu/oer

Why is the Open Source model compelling for learning and research?

- Affordable - ensuring that no student is excluded from access because of financial reasons;
- Quality - peer-reviewed, current, authoritative, usable/accessible by the intended audience;
- Flexibility/Adaptability - supportive of various faculty teaching and student learning pedagogies, across disciplines, and teaching approaches;
- Engaging - encouraging critical and active student engagement with learning materials, and/or;
- Innovative - adopting, where relevant, and teaching technical literacies.

The Open Education movement is built around the Site of Open. These represent the gold standard in openness:

1. Reuse - the right to make, own, and control copies of the content;
2. Reuse - the right to use the content in a wide range of ways (e.g., in data, in study group, or on a public website, in a video);
3. Reuse - the right to adapt, modify, or alter the content; itself (e.g., translate the content into another language);
4. remix - the right to combine the original or revised content with other open content to create something new (e.g., a mixtape);
5. Redistribute - the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend).

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