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Open Education Symposium 2020

Open Services Committee, Milne Library

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Open Education Symposium 2020

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OER AT GENESEO DURING COVID-19

— JONATHAN GRUNERT —

At Geneseo, many instructors use OER in their classrooms. The shift to online and distance learning during the COVID-19 crisis resulted in instructors relying more heavily—if not exclusively—on online resources. Many Geneseo instructors

who responded to our survey indicated that the shift to online teaching did not impact their use of OER—they were already relying on OER when teaching face-to-face! Others told us that the COVID-19 crisis had spurred them to seek out OER, and that they intend to use OER in future iterations of their courses.

We hope that Geneseo instruc-

tors find in the COVID-19 crisis an opportunity to expand their reliance on OER in the classroom—if not in adopting OER, then in creating new OER where a gap exists. OER allow for a flexibility that eases the transition from face-to-face instruction to online instruction, both for students and their instructors. •



IN THE NEWS

— JONATHAN GRUNERT —

In the COVID-19 crisis, Open has been in education news, largely related to limited-time free access to various tools and platforms. One of the most prominent stories has been the creation of the National Emergency Library by the Internet Archive at archive.org, with the suspension of waitlisting for many of its books. Others, like Springer Publishing, are making their open access materials more easily discoverable.

There is one caveat to these companies making their work freely available: They are free, not open. These vendors are offering limited-time free access to their resources. They are not making them open, or available for modification, adaptation, and reproduction. Nevertheless, these resources are useful, and a valuable contribution to alleviating financial stress students may be facing. •

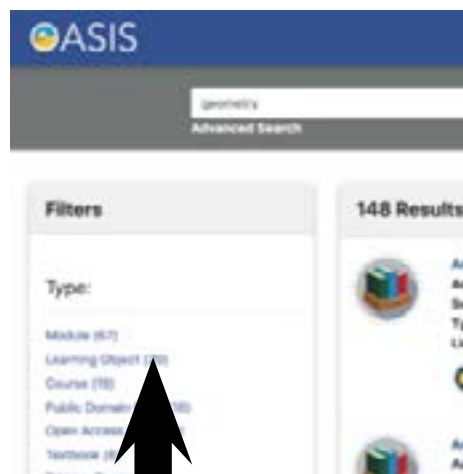


A Homegrown Tool for Finding Open Resources

— BILL JONES —

OASIS is an search tool built by Milne Library to help eliminate barriers to finding relevant OER materials. Visit OASIS at oasis.geneseo.edu to discover OER through a collection of 385,000 items from 97 different sources.

Since OASIS was released in September 2018, there have been 76,000+ unique users from 165 countries. Currently, there are 501 institutions with linking webpages to OASIS.



Filter results by Type, Subject, Source, License, or Review

Special features of OASIS include filtering results by type, subject, source, license, or review, as well as searching within results, emailing results to a colleague, and suggesting new resources to be added to OASIS. •

Lock-down Learning about Open

— AMANDA WENTWORTH —

The open community has swiftly responded to this crisis by putting together webinars and community calls to connect and guide current and hopeful open practitioners through the shocking interruption of face-to-face instruction.

Resources included in this section were selected by Open Services Committee members based on their relevancy, and have already been presented. You will find information and links below to each presentation “LEARNING” CONTINUED ON P.2

A CURE FOR COMMON ONLINE LEARNING

— ALLISON BROWN —

There's a huge world of open resources out there to delve into—Here are a few ideas to add to your toolbox:

Give students some guidance

Are you hearing from students that they are having trouble with online learning? There are lots of [resources for students on our own website](#), but consider adding in a section in your Canvas course with guidance for your class. The articles below are openly licensed, so copy/paste right into a page in Canvas—just be sure to list an attribution (the name of the original author/publisher and the link is sufficient):

- [How To Do Well In An Online Course](#)
- [Learning to Learn Online](#)
- [Tips for Learning during Disruption](#)

You can also add more specific sections relevant to your course or delete sections that aren't relevant or useful.

Dive into historical documents

Public domain materials represent the majority of openly (or rather un-)licensed material. And a lot of it has been digitized, so it's easy for you and your students to access, and can be interesting jumping off points for discussion and projects. Here are a few places to locate digitized public domain material:

- [NYPL Digital Collections](#) (just be

sure to check “search only public domain materials” once you add a search term to the search box)

- [The Internet Archive](#): This collection has everything from [texts](#), images, to video. [Check out this 1920s educational film about bees and spiders!](#)

If you assign a text that is public domain, Milne Library Publishing can create a custom edition for you (see [this Corning CC edition of Frankenstein as an example!](#)) We can create an online edition, with downloadable and printable files as well. Contact Allison Brown at browna@geneseo.edu for more information.

Lastly, there is open material written about a lot of public domain material: [The Public Domain Re-](#)

“CURE” CONTINUED ON P.2



Have Questions

about OER?

contact the
Open Services
Committee at

www.geneseo.edu/library/

[oer-services](#)

or read more at

libguides.geneseo.edu/OER

“LEARNING” CONTINUED FROM P.1
to review what was discussed.

Resilient Digital Materials for Teaching and Learning: Copyright and Open Education Strategies Webinar Series

As teachers are making an emergency shift to online education, one component of that struggle is navigating concerns around copyright when finding digital teaching materials. This webinar series addressed that both from K-12 and Higher Education perspectives.

Finding Teaching Materials for Fall 2020 and Beyond

Originally presented on April 24, 03:00 PM ET: Evaluating Resilient Digital Teaching and Learning Materials from Open and Commercial Sources for College and University Teaching (Including Finding Materials and Evaluating Licensing).

- Webinar Recording: youtu.be/2gvnE22rm98
- View slides here: docs.google.com/presentation/d/1bxhUH-li5iXIWHXhV5qcnLFM-9mwuAwBJAfmur7rLDJ40/edit?usp=sharing

Universal Design

Originally presented on May 8,

12:00 PM ET: Ensuring Equitable Access to Education in the Transition to Online Teaching and Learning for Students with Disabilities and Vulnerable Students.

- [Webinar Recording](#)

“New to online teaching?”

Originally presented on April 17 by Barbara Illowsky: Canvas and Blackboard course cartridges to adapt and adopt for OpenStax, OER and traditional texts.

- Webinar Recording: bit.ly/IL-LOWSKY-4-16-20

Open Pedagogy with Faculty & Students

Originally presented on April 8th, 3 pm EDT: Join the CCCO-ER to hear about the learning benefits from faculty and students who have participated in open pedagogy projects that were enabled through the adoption of open education resources and open practices. Learn how students working with instructional designers and librarians have begun to help faculty adopt, create and implement open content across their campus.

- Webinar Recording: www.ccco-er.org/webinar/april-8-open-pedagogy-with-faculty-students/

Transcription Center

The home laboratory

It’s difficult to suddenly not have access to the labs and other spaces we rely on to teach more hands-on lessons. Thankfully, there are some open simulations, labs, and other activities written with the distance-learning student in mind.

- [PhET interactive simulations from University of Colorado, Boulder](#) has teaching resources and activities to accompany the simulations in biology, chemistry, physics, math, and earth science.
- [Virtual Microscope for Earth Sciences Project](#) lets students explore samples from across the world, and across time.
- [Qubes](#) is a platform for math and biology educators to locate or share resources and methods for preparing students to use quantitative approaches to tackle real, complex, biological problems. Many of the resources are designed to be used in an online setting.
- [oPhysics](#) is a collection of interactive physics simulations.

There are still a lot of hands-on experiments and activities that can be done at home. [YouTube is full of openly licensed videos with experiments](#) that can be done with household items and products (a lot of these are made for kids, but why should they have all the fun?) Challenge your students to replicate, explain, or do an experiment of their own with whatever they have at hand! •

read online at
[wp.geneseo.edu/
symposium-2020](http://wp.geneseo.edu/symposium-2020)

Building Successful OER Advocacy through Partnership with Students

Originally presented on April 27, 2 pm EDT: Students have always been a central part of the push towards open educational resources (OER). As important stakeholders on campus, students can be powerful voices for advocacy, marketing, and OER implementation, but building student partnerships can also come with unique challenges. In this webinar, Cailyn Nagle, Affordable Textbooks Campaign Director for the Public Interest Research Group (PIRG) and Will Cross, Director, Copyright & Digital Scholarship Center for North Carolina State Libraries, introduce strategies for building sustainable student partnerships that can improve your OER work including:

- Moving from transactional models of working with students to partnerships
- Building sustainability into projects
- Avoiding common pitfalls of working with students

Grounded in real examples from practice, participants will come away with key next steps and considerations for opening up OER work

to the student community.

[Due to technical difficulties, this webinar could not be recorded. Please see the slide deck below.]

Slide deck: drive.google.com/file/d/16W4zqB7fk81MxCNVK-0PE89VdV-K6WWsL/view?usp=sharing •

MILNE LIBRARY
PUBLISHING'S
AMAZING
ONLINE
PUBLISHING
PLATFORM
NOW ONLY
\$0

Perfect for
Adapting Open Texts
Collaborative Student Projects
Annotating Public Domain Texts

Contact Allison Brown at browna@genseo.edu or forms.gle/sD8d2uSPMRXQaYpY6

“CURE” CONTINUED FROM P.1

[view](#) is an online, open publication with scholarly essays delving into and showcasing a variety of public domain works. There are very timely discussions there, like the origins of [modern clinical trials](#) and [Athanasius Kircher's Study of the Plague](#).

Service projects

Many of us are feeling helpless during this time, and one way to re-focus our work is to share what we can—our time, our work—and create projects and activities to give the same opportunities to students.

Have you ever complained about students using Wikipedia as a source? [WikiEdu](#) is a program that helps teachers integrate Wikipedia editing & improvement into their course. Faculty get lots of support, like instructional design consultation, assignment management software, assignment templates, and tutorials about how to contribute to Wikipedia.

You can get your students involved in making digitized materials more accessible to researchers like you! Many projects rely on volunteers to transcribe letters and other scanned materials so they are searchable. They will get experience by interacting with primary sources, and historical documents will be more discoverable:

- [Newberry Transcribe](#): Uncover everyday life during the 19th and early 20th centuries
- [Transcribe Bentham](#)
- [What's on the Menu - NYPL](#)
- [Smithsonian Digital Volunteers](#):



Geneseo Open Services Committee

Open Cooking

— ALLISON BROWN —

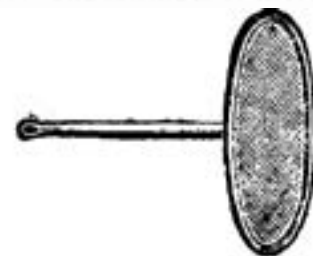
Because of extra time at home and low stock at grocery stores, social distancing has created more home cooks than ever. Did you

know that Milne has a whole ebook collection of local cookbooks in our Geneseo Valley Historical Reprints series? Try your hand at historical classics like election cakes ([Geneseo Valley Cook Book](#), p 71) floating islands ([Golden Links Cookbook](#), p 49), or something called “Curly Peppers” ([Contributed Recipes](#), p 6).

These cookbooks even have recipes for outside the kitchen, like for furniture polish ([Geneseo Valley](#)



ASPARAGUS BOILER.



OMELET PAN.



SARATOGA POTATO FRYER.

[Cook Book](#), p 108) and an ointment for chapped hands ([Contributed Recipes](#), p 52). But maybe wait on tackling “Clam Chowder for 100 People” ([Boethian cook book](#), p 6) until our current crisis has passed. •

OER using Open Science Framework

— JONATHAN GRUNERT —

Open Science is a collaborative movement that works to share research activities with few barriers, so researchers in relevant fields can evaluate, replicate, adapt, reuse, and modify the work. One of the principles of Open Science is Open Educational Resources, in large part due to OER giving access to cutting-edge scientific research.

The COVID-19 crisis has underscored the importance of openness in research and education as it has highlighted an ecosystem of

global research networks. OER benefits from this, too, largely as concerns the coordination of research and education. The research conducted within an Open Science framework can become an OER, engaging students with the researchers without navigating journals and conferences that existed in physical spaces. In the digital world, OER are essential pieces to the coordination of COVID-19 documentation, demonstrating the complementary efforts of COVID-19 research to undergraduate students, so they may see the rebuilding of scientific research. •

Adapted from Dylan Roskams-Edris, “The Digital Migration: Lessons about Open Science Arising from the COVID-19 Crisis”