

The Journey to Open

The Journey to Open

A Practical Guide to OER Implementation

SHAUNA ROCH AND ANDREW STRACUZZI

FANSHAWE COLLEGE PRESSBOOKS
LONDON



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Acknowledgements

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[eCampusOntario](#) is a not-for-profit corporation funded by the Government of Ontario. It serves as a centre of excellence in online and technology-enabled learning for all publicly funded colleges and universities in Ontario and has embarked on a bold mission to widen access to post-secondary education and training in Ontario.

Land Acknowledgement

Contributors to this resource are located in the traditional territories of the Anishinabewaki, Attiwonderonk, and Mississaugas among other peoples who historically lived on the lands. We respectfully acknowledge the lands on which we carried out this work and the First Peoples that have co-existed here since time immemorial. Readers are encouraged to visit the [Native Land Digital Website](#) to learn about the Nations, Peoples and Treaties of the spaces upon which they live and work.

About This Resource

Overview: A Journeyperson's Guide

The Journey to Open (First Edition) is a resource cataloging the development and implementation of Fanshawe Colleges' Open Educational Resource initiative. This resource charts the journey to establish an OER Design Studio to support college-focused OER design and delivery for teaching and learning. This guide contains resources and processes used to establish the Design Studio. Processes include: an incubator process, a design process, a grant program, and the OER adoption process. In addition, a team reflective practice, an OER showcase, and specific lessons for OER implementation are included.



As with many OERs, this guide is a work in progress. This book has been broken up into the following sections covering important aspects of implementing OER at Fanshawe College:

- [Section I: Open at Fanshawe College](#)
- [Section II: Team Perspectives and Reflections](#)
- [Section III: OER Showcase](#)



Accessibility

Accessibility Statement

We are actively committed to increasing the accessibility and usability of the textbooks we produce. Every attempt has been made to make this OER accessible to all learners and is compatible with assistive and adaptive technologies. We have attempted to provide closed captions, alternative text, or multiple formats for on-screen and off-line access.

The web version of this resource has been designed to meet [Web Content Accessibility Guidelines 2.0](#), level AA. In addition, it follows all guidelines in [Appendix A: Checklist for Accessibility](#) of the [Accessibility Toolkit – 2nd Edition](#).

In addition to the web version, additional files are available in a number of file formats including PDF, EPUB (for eReaders), and MOBI (for Kindles).

If you are having problems accessing this resource, please contact us at oes@fanshawec.ca.

Please include the following information:

- The location of the problem by providing a web address or page description
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue (e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader)

SECTION I: OPEN AT FANSHAWE COLLEGE

Section I: The Journey Begins

This section contains the following:

- [Open Initiative at Fanshawe College](#)
- [The OER Design Studio](#)
- [Studio Process Overview](#)
- [OER Incubator Process](#)
- [OER Preparation Course](#)
- [Open Educational Resources Course Map](#)
- [Development Process](#)
- [Open Education Grant Program](#)
- [Adoption Process at Fanshawe](#)



OER Team: meeting in-person – December, 2021



Open Initiative at Fanshawe College

History of Open at Fanshawe

Faculty and students at Fanshawe College have been utilizing, and realizing the benefits of Open Educational Resources (OER) for many years. However, most open education efforts have largely been at the grass roots level. A more centralized, collaborative approach to open education initiatives at the college was born from exposure to other work happening across Ontario and British Columbia. Please see the timeline below, which highlights some of the key events that helped to shape open work at Fanshawe.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/fanshaweoerdesignstudio/?p=418#h5p-21>

Open Education Day Events

As highlighted in the timeline above, Fanshawe College hosted three Open Education Day events from 2019-2021. During the event in 2019, a survey was administered to students asking them questions about educational resources and the factors that impact their decision to buy them. Over 120 students completed the survey. Overwhelmingly, students reported that they have made the decision to not purchase required textbooks due to cost. They also stated that they believed not having the resources affected their course grades. From these results, it became clear that more work was required to bring awareness to the college about open resources in order to better support our students.



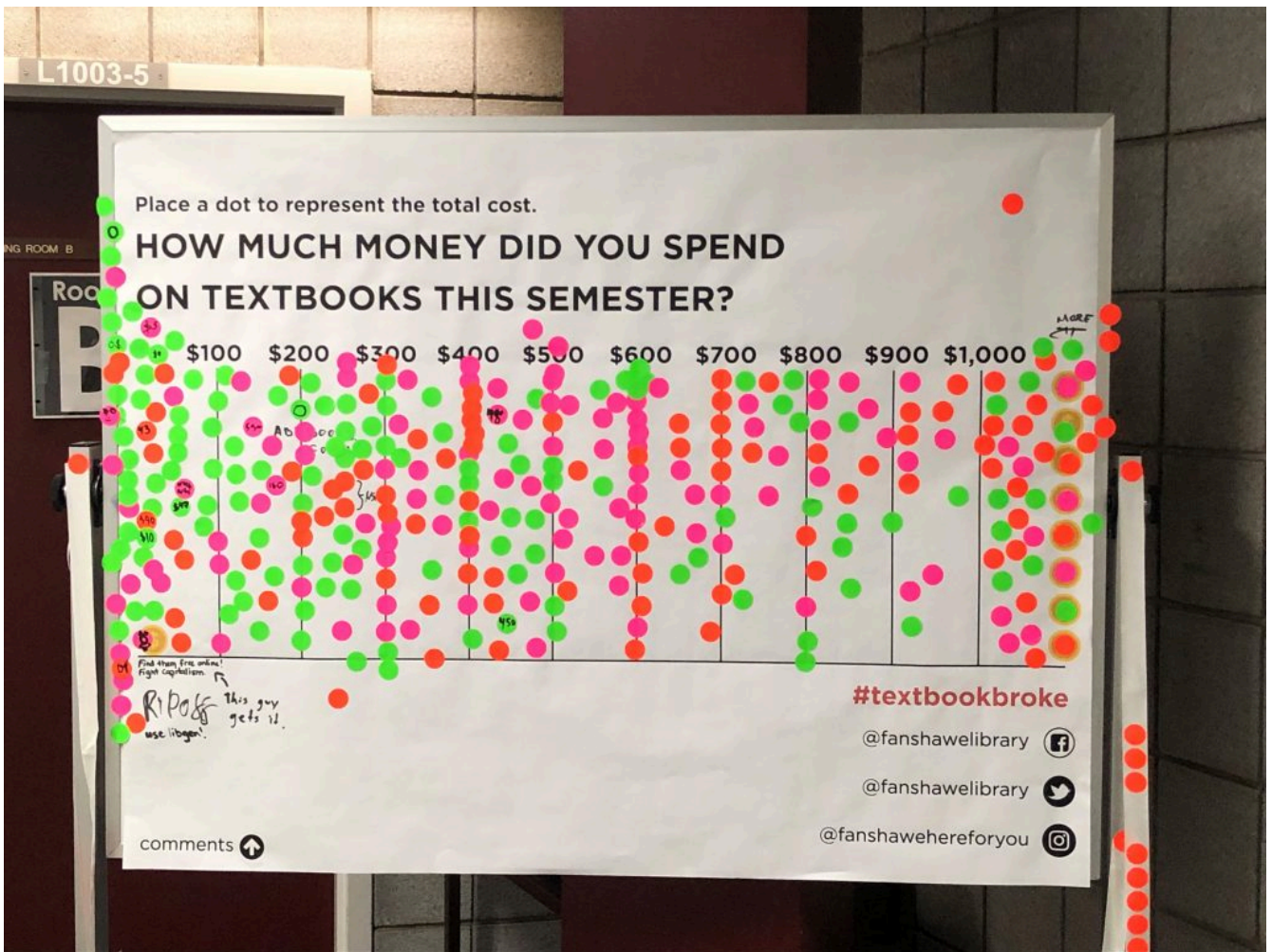
Open Education Day 2019 Team (Left to Right): Julie Cross, Andrew Stracuzzi, Donna Sevenpifer, Shauna Roch, Jim Johnston, Steve Torrens, Meaghan Shannon.

At Open Education Day in 2020 faculty were surveyed to assess their OER awareness, and to determine whether or not they would be likely to adopt or use OER. Faculty in attendance reported that they were familiar with OER and the majority responded they would be likely to use OER in their classes. However, the respondents commented that they would require training and support to help them find, and create OER for their teaching. This information provided the basis for future discussions at the college around how best to support faculty to encourage OER adoption.



Open Education Day 2020 Team (Left to Right): Steve Torrens, Catherine Steeves, Shauna Roch, Andrew Stracuzzi, Greg Denomme, Paula Parlette, Jim Johnston, Tammy Pulinec

The Fanshawe Library and Learning Commons set up a Textbook Broke campaign during Open Education Week 2020 in the library that asked students how much money they spent on textbooks. The whiteboard display seen in image below is the result of that engagement.



Textbook Broke Campaign 2020

Fanshawe's Open Learning Management System

As we were considering how to engage faculty in open resources, we were also facing challenges with how to provide resources to students studying online to help them be successful. We came across an excellent open resource from KPU called [Learning to Learn Online](#) which provided a source of materials and resources that we could adapt for our own online learners.

One of the challenges for students new to online learning is navigating the learning management system (LMS) and all of the tools that are integrated within it. We wanted to find a way for students to be able to gain access to the LMS before being registered as a student so that they could have the opportunity to try out online learning before committing. We had the idea to create a separate version of our LMS from [Desire to Learn](#) (D2L) with the same overall look and feel. We called this new system [Fanshawe Open](#). Then we created the course Learning to Learn Online based on the resource from KPU. With very little marketing, except for links on our [college's website](#), the course been accessed by over 1300 registrants since its creation.



Welcome to FanshaweOpen!

If you're interested in exploring online learning at Fanshawe College, then you've come to the right place! To access our *Learning to Learn Online* course or to enroll in other available open courses, please enter your username and password or click [Register](#) to create a new account.

Want a preview of the open courses you'll find inside? Click [Explore](#) to get started.



FanshaweOpen Portal (Click to enlarge)

Fanshawe OER Promotion

YouTube Video

The OER Design Studio collaborated with Fanshawe's Reputation and Brand Management (RBM) to produce an informational video on OER.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/fanshaweoerdesignstudio/?p=418#oembed-1>

Video: [What are Open Educational Resources \(OER\)?](#) by Fanshawe College

Description: Whether you're a student or faculty member, OER can greatly benefit you during your time at Fanshawe College! In this video, we'll walk you through what OER are, why they matter and how you can get involved in the process. Website: <https://www.fanshawelibrary.com/OER> Intake form (for faculty members): <https://bit.ly/3zk1y3j> Have questions or want to get involved? Email oer@fanshawec.ca

Transcript available on YouTube:

- Go to YouTube and open the video of your choice.
- Click on the "More actions" button (3 horizontal dots) located next to the Share button.

- Click “Open transcript”

The Fanshawe Annual 2022

This magazine contains innovative and inspiring stories about Fanshawe College students, alumni, faculty and staff.

The OER Design Studio

While creating the 'Learning to Learn Online' course and book, we recognized that a centralized support structure was needed at the college to help aid in open resource adaptation and creation. The [Fanshawe OER Design Studio](#) began in the spring of 2021 with the financial support of the eCampus Ontario [Virtual Learning Strategy](#) funding.

The Studio provides support to faculty in researching, adopting and creating OER to be used by students in Fanshawe courses and programs. Support provided by the studio includes: research, copyediting, copyright compliance, publishing, graphic design, instructional design, and multimedia creation. The purpose of the studio was to fill the need identified in the faculty and student surveys. Students want to have access to OER, and faculty need support in finding and creating OER.

All materials created by the studio are shared under an open license. Products include textbooks, ancillary materials, H5P interactives, videos, and open courses in [Fanshawe's Open LMS](#).

The Studio is comprised of faculty and staff who not only fulfill their individual roles in the creation of OER, but also help to develop the policies and procedures to ensure sustainability in the long-term. The studio team also includes students working in different capacities as part of their educational experience at Fanshawe.

Team Members



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/fanshaweoerdesignstudio/?p=367#h5p-20>

Additional Members *(not featured above)*

- **Jessica Bugorski** – Director, Library Learning Commons
- **Davandra Earle**, Copyeditor Student
- **Melanie Mitchell Sparkes**, Instructional Design Student
- **Lavisha Asijja**, Instructional Design Student
- **Meghan Hallam-Wood**, Project Coordinator

Fanshawe Staff Supporting the Studio

- **Wilson Poulter**, Copyright Services Officer
- **Meghan Shannon**, Manager – Academic Integrity
- **Megan Anderson**, Librarian
- **Paula Parlette**, Librarian

- **Carlie Forsythe**, Library Reference Specialist
- **Mary Ryan**, Library Reference Specialist
- **Rebecca King**, Library Reference Specialist
- **Nicole Frey**, Outreach Specialist
- **Alexandra Hawkins**, Outreach Specialist

Roles

Project Lead	Day to day management of the Studio and workload. Helps to build awareness across the college, and networks with others in the open community.
Project Coordinator	Manages the projects and provides updates.
Faculty Liaison	Quality assurance and instructional design lead.
Instructional Designers	Design support for content development in Pressbooks, H5P and the Open LMS.
Graphic Designers	Works with subject matter experts and instructional designers to develop design solutions. Ensures designs meet accessibility standards and are copyright compliant. Sources stock photography where required.
Copy-editors	Proofread and edit text based content. Check for spelling, grammar, syntax and punctuation, as well as readability and style.
Photographer	Works with subject matter experts and instructional designers to take professional quality photos for use in open resources.

Job Descriptions

- [Sample Student Role Descriptions](#)

Studio Process Overview

Like any new department or team, new processes needed to be developed to ensure efficient operational practice. Below is a list of processes that have been developed to focus the work we do in the studio. The following sections will describe these processes in more detail. As well, some lessons learned will be shared.



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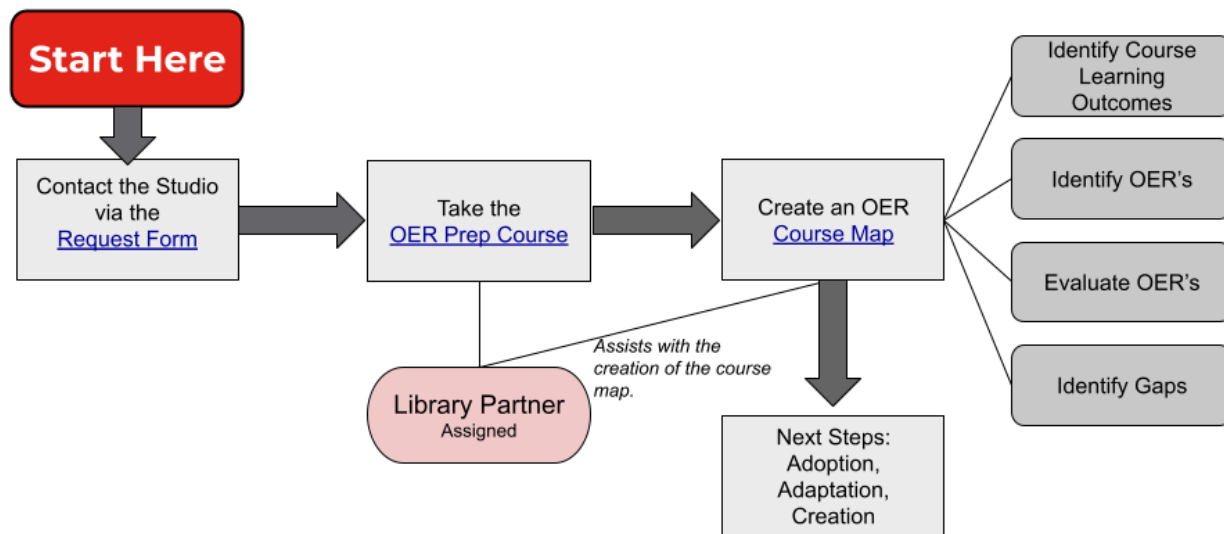
<https://ecampusontario.pressbooks.pub/fanshaweoerdesignstudio/?p=512#h5p-26>

OER Incubator Process

The process map and corresponding steps provided below outline the OER Incubator Process at Fanshawe. This process is focused on building awareness around the use and creation of OER, as well as building relationships between faculty and the library staff.



OER Design Studio Incubator Process



This work was adapted from OER On Ramp by Sacramento City College. This version by Shauna Roch, Fanshawe College, May 2021, CC BY 4.0. International license.

- STEP 1** To begin the process at Fanshawe, faculty reach out to the Studio either by completing the [request form](#), or by emailing oer@fanshawec.ca.
- STEP 2** The project manager will meet with the faculty member to outline the process and obtain more information about the project. Sometimes at this stage, brainstorming of new ideas may take place. Faculty are encouraged to take the [OER Prep Course](#) to learn more about OER and open licensing, as well as how to find open resources. The project manager reaches out to other colleges to see if faculty there are using OER for similar subjects.
- STEP 3** The faculty member is encouraged to either share their course outlines with their course level learning outcomes, or they are asked to fill out the course map template which acts as the repository for the open resources environmental scan. They are partnered with a librarian or library staff member who can assist them in their environmental scan. New environmental scan requests are shared with the library through Microsoft Teams, and staff and librarians "sign-up" for projects that they are interested in. They work with the faculty to complete the research. Faculty can access the course map document at any time and add in comments, or gaps they may have.
- STEP 4** After the completion of the environmental scan, faculty can decide to adopt an existing OER or work with the Studio to create something new. If faculty are adopting - they will follow the [Adoption Guide](#), so that the Studio can track their adoption, and savings to students.

Lessons Learned

This process has now been undertaken by the studio several times, and we have learned a great deal about what works and what does not.

- **Be Flexible:** there is no one-size fits all model – some faculty want to engage in the process and do much of the research themselves, and take the OER prep course, while others do not. Some faculty would prefer for the librarians and library staff to complete the environmental scan for them, and provide guidance on open licensing while they review the resources found. We need to be flexible and meet them where they are at.
- **Be Adaptable:** faculty seem to prefer to contact the studio by email and many want to have a call to brainstorm and hash out ideas they have. The request form has become redundant as many faculty are unsure about what they want and/or need.

OER Preparation Course

The [OER Preparation Course](#) is a self-paced course designed to provide an introduction to open educational resources (OER). Throughout the modules there are opportunities for faculty to check their knowledge and to further explore concepts. The modules can be followed in any order, but it is recommended to start with **Module 1** and progress through in order. The final product is the course map which faculty can share with their library partner.

OER Prep Course Learning Objectives

By the end of this course, you should be able to:

- Define Open Educational Resources
- Explain the rationale for OER adoption and use
- Explain the differences between the Creative Commons licenses
- Identify repositories and other resources for finding relevant OER
- Use tools and criteria to evaluate OER

Course Modules

- [Go to Module 1: Introduction to OER](#)
- [Go to Module 2: Why OERs?](#)
- [Go to Module 3: Open Licensing](#)
- [Go to Module 4: Creative Commons](#)
- [Go to Module 5: Finding OER](#)
- [Go to Module 6: Evaluating OER](#)

To better understand the differences between the digital educational resources available through commercial publishers and OER, please see our [Digital Educations Resources Infographic Guide](#).

These modules were largely adapted from the following resource:

[ACC Learn OER](#) by Carrie Gits is licensed under a [Creative Commons Attribution 4.0 International License CC BY](#) 2019. Revised August 2020, February 2021.

However, please refer to each module for additional resources used.

Unless otherwise noted, **OER Prep** by S.Roch is licensed under a [Creative Commons Attribution 4.0 International License](#)

Open Educational Resources Course Map



NOTE: this is a template, please make a copy and name the document your course description, and share with oer@fanshawec.ca. Please see [Google Doc Sharing Help](#) if you require assistance.

- Download the [OER Course Map Template Google Link](#) to make a copy.

This document contains the following:

Course Information

Course Name:	
Course Code:	
Faculty Name:	
School:	
Research Deadline:	
Date Compiled:	

Learning Outcomes

List your course level learning outcomes in the space below. This will help to better focus research efforts.

OER Resources

Include the information related to the open resources you find in the table below. Be sure to include links to the resources, CC licensing, and specify the resource type. You can review the [OER Prep Course](#) for more

information. If you have any comments or specific needs, please make a note of it. Your library partner will assist you in this.

Non-OER Affordable Resources

The resources listed below are available to Fanshawe students under library license. These resources cannot be revised or included in an adapted OER. They can only be used within a Fanshawe Online Course for Fanshawe students.

Non-OER Resources (Title & Link to Resource)	Resource Type (book, course, case etc.)	License	Notes

Gap List

Based on the research you have done for your map above, what gaps exist in open content? List all gaps below

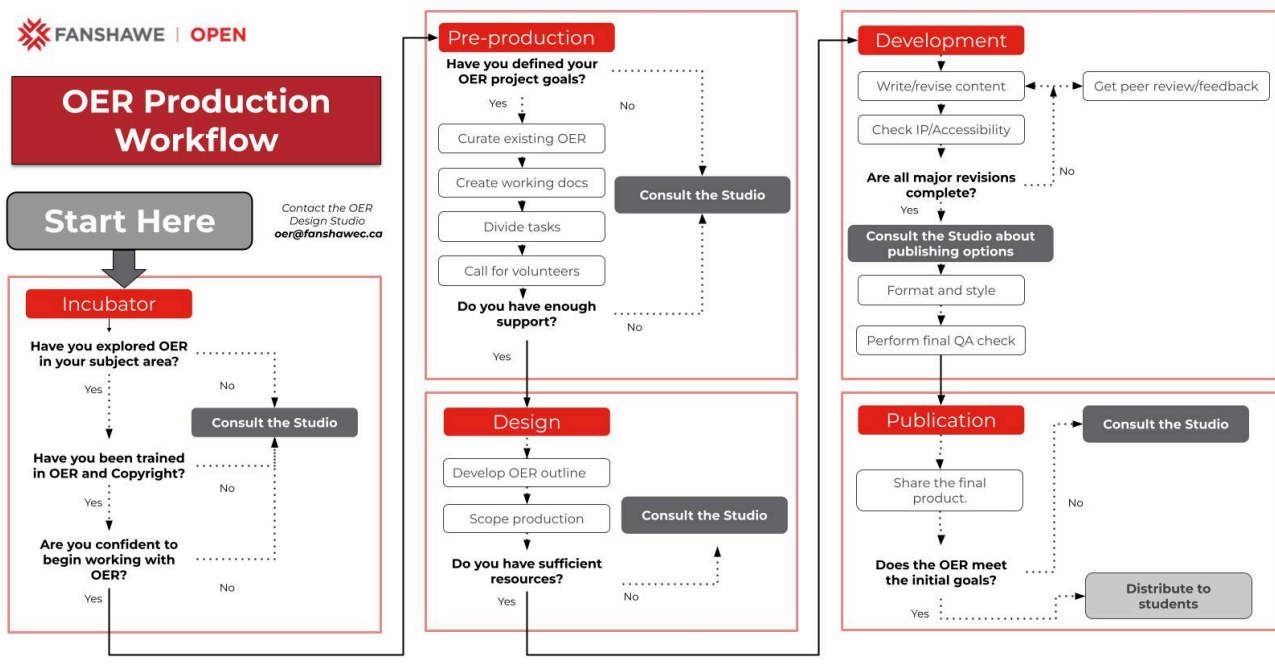
OER Course Map Template by S.Roch (2021) is available under a [Creative Commons Attribution 4.0 License](#).

Development Process

Each OER project is different and it is rare that any OER adoption a turn-key process. While OER textbooks exist for many high-enrollment courses, the pedagogical design (or teaching style) and student population will vary.¹

OER PRODUCTION FRAMEWORK

The following OER production framework, based on an instructional design framework, depicts the major steps that OER adoptions typically go through:



How to use this workflow diagram

This workflow can help you understand the major steps in the production of OER and manage your own progress in your project. Key questions are asked at various points and directions to support are included.

Terms and their meaning

OER = Open Educational Resources
 IP = Intellectual Property
 QA = Quality Assurance

This work was adapted from [Production of OER](#) by Billy Meinke and University of Hawai'i at Mānoa Outreach College, licensed under a [CC BY 4.0 International license](#).



This version by Shauna Roch, Fanshawe College, May 2021

OER Production Workflow adapted from [Production of OER](#) by Billy Meinke and University of Hawai'i at Mānoa Outreach College, licensed under a [CC BY 4.0 International license](#).

You can see [the full Project Production Workflow on Google Drawings](#).

1. Planning & Completing your OER Project was adapted from [Scoping an OER Project](#) by Billy Meinke, licensed [CC BY 4.0](#).

Incubator Phase

This step (described previously) is a quick readiness check to gauge a SME's knowledge and previous experience with OER. They are encouraged to take the OER Prep course to help them learn about OER, open licenses and where to find OER.

Pre-production phase

This phase is an extension of the incubator phase, where the SME along with their library partner are working to complete the OER course map. This process entails performing an environmental scan for existing resources. If the SME locates a resource that meets the majority of their needs they are encouraged to adopt the resource as a pilot for at least one semester so that they can detail the gaps and changes they would make to any future adaptation of the resource. In many instances, ready-made OERs are not available for SMEs to adopt and then they proceed on with creating a [project development plan](#) for a new resource.

Planning is a vital part of creating a successful OER. Making a general timeline and design for the workflow of the project is important to ensure that you stay on track and have a realistic idea of how long OER creation and adoption may take. At this phase, ensure that you are simply planning. No new content should be created.

Creation or Adaptation ?

The term **adaptation** is commonly used to describe the process of making changes to an existing work, though we can also replace “adapt” with revise, modify, alter, customize, or other synonym that describes the act of making a change. If you are not adapting an existing work you are then creating something new. It is important to review the licensing on materials before deciding to adapt. Using information and media from an open textbook or other open educational resource are **NOT** considered plagiarism.

Adapting open resources can be a good place to start, and there are many reasons why you would revise existing work:

An adaptation can turn ugly, taking twice the time and three times the energy than you thought. To prevent from falling into this trap, consider starting small. For your first crack at an adaptation, decide to make a few minor changes such as:

- Removing the chapters you don't need OR
- Adding an example or two from your current curriculum OR
- Including some exercises you've found useful in the classroom.

Start Small



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/fanshaweoerdesignstudio/?p=87#oembed-1>

Video: [The Secret to my Productivity](#) by vlogbrothers *Transcript available on YouTube*

SME's are encouraged to attend training on copyright and accessibility at this phase. Also, they are introduced to the Studio team and information is provided about the types of supports offered.

Design phase

This step follows very closely after the pre-production phase. It focusses on adapting existing OER, and highlighting the gaps where content is needed. SME's will outline their overall project needs for ancillary resources, visuals and graphics. Also, an overall style guide will be developed to guide the overall design of the resource.

Development phase

This phase will likely be the most time-intensive, as the new resource is being developed. In the Studio, we take an agile development approach where the content is being produced in it's final form in increments as the SME finishes their drafts usually weekly. SME's creating textbooks are given options on where they build their content. If they feel comfortable they can jump right into Pressbooks, or they can write the content in Google Docs or Word which is then uploaded or copied into Pressbooks. This phase also involves the editing and revision of resources. Quality assurance reviews are also done to make sure the resource meets accessibility, and copyright requirements.

After the content is ready to go reviewers are sought to provide feedback on the resource. Please see the reviewer guides in the resource section below.

Lastly, the author (SME) will request approval from their manager on behalf of Fanshawe College to openly license their creation. See the forms and guides in the resource section below.

Resources

- [Guide: OER Faculty Review Process](#)
- [Guide: OER Student Review Process](#)
- [OER Development Guideline](#)
- [OER Development Approval Form](#)
- [OER Development Release Form](#)

Publishing phase

The final phase involves publishing and sharing the content that has been created. This includes creating exported versions, archiving editable files for those who might wish to edit your work (.doc, .xml, etc), and making any ancillary materials such as syllabi or lesson plans available. The new adapted or original OER content is then disseminated and shared with the open community.

Lessons Learned

- **Cross-Training** is very valuable in a design studio. Having individuals be able to jump into a project and complete tasks can help to ensure the project gets done on time.
- **Agile development approach** is also another valuable tool. In the past we took the content from the subject matter experts once it was complete and started to build in Pressbooks or the Open LMS, but is hard to address issues after the content is done. We now take an agile approach where we develop content in chunks alongside the SME. This means that any issues are addressed right away and not carried through the entire process.
- **Training** on copyright compliance and accessibility is crucial. All members should understand the process from the beginning.
- **Project Management Tools** are essential as well especially when juggling multiple projects. We now use Asana as our project management tool and the collaboration, and communication is much improved.

References

[*BCcampus Open Education Adaptation Guide*](#) by [BCcampus](#) is used under a [CC BY 4.0 International license](#).
[University of Alberta OER Starter Kit](#) by Jemma Forgie is licensed under a [Creative Commons Attribution 4.0 International License](#).

Open Education Grant Program

Grant Overview

The **Fanshawe Open Education Grant Program** provides funding and support to faculty interested in adapting and creating Open Educational Resources (“OER”). Open Education Resources are “teaching, learning, and research resources that reside in the public domain or have been released under a license that permits their free use and re-purposing by others” (Hewlett Foundation). OER can include a wide variety of resources, such as textbooks, videos, lab manuals, instructor resources, interactive objects, and slide decks. This program has been funded by Fanshawe’s eLearning Organizational Development Group, the Student Technology Fund, eCampus Ontario, and Fanshawe’s Library and Learning Commons. This program supports the use of OER to benefit teaching and learning by enhancing equal access to learning resources, reducing cost to students, and promoting flexibility in teaching for faculty.

Grant Categories

Category 1: Adaptation	<p>Adapt an existing open education resource(s). This may include, but is not limited to, creating a Canadian or localized edition of an existing open textbook, adding content and/or creating ancillary materials, such as test banks, slide decks, videos, or interactive media, etc. for an existing resource (such as an open textbook, a freely available educational resource, a modification to an existing open education textbook/ ancillary object, or the development of new open education resource).</p> <p>Additional Resources:</p> <ul style="list-style-type: none">• Reasons to Adapt an Open Textbook BCcampus Open Education Adaptation Guide by Lauri M. Aesoph.• The eCampusOntario Adapt an OER webpage.
Category 2: Creation	<p>Develop a new open textbook or other open educational resource. This should cover a topic or subject area that is not currently included in an existing open textbook or other open educational resource.</p>

Selection Process

Step 1:	Interested faculty (part-time, partial load, and full-time) are encouraged to begin the process by completing the OER Prep Course . Once complete, faculty can create and submit a course map with their course learning outcomes to the Studio. The library staff will perform an environmental scan for open resources that already exist.
Step 2:	At completion of the environmental scan, faculty are asked to complete the application form and have it signed by their Academic Manager. The completed form can then be emailed to oyer@fanshawec.ca . Successful applicants will be notified by email. If you have any questions about the grant program, please reach out by email.

Successful grant recipients will be required to sign an agreement of undertaking and submit a detailed project plan with milestones once the project. Funding will be determined and assessed by the Studio based on an estimate of time required to meet proposed project objectives. Recipients will also be required to attend check-in meetings throughout the duration of the project. Recipients may also be asked to attend events related to open education to help promote the use of OER at Fanshawe.

Support from the OER Design Studio will be provided with respect to: administration, research, copy editing, copyright review, graphic design, and publishing.

Selection Criteria

The following criteria will be considered during the evaluation process:

- **Feasibility** of timeline and project objectives, including a plan for sustainability (updates etc.)
- **Impact on students:** number of students and cost savings, availability for underserved or diverse groups, and potential for OER reuse
- **Plan for measuring** learners' experience with the OER and project success
- **Subject or disciplinary area** (not already served by an existing OER)

The Fanshawe OER Design Studio has awarded eleven OER development grants to faculty to support the creation of open digital textbooks and resources. The Fanshawe (OER) Grant Program provides successful applicants with funding to create or adopt open educational resources, to promote access and flexibility.

The following faculty members, and their projects are supported by the funding and the Design Studio for the upcoming winter semester:

Grant Recipients for Winter 2022

Susan Loosley, School of Community Studies

- Open Textbook: Child Abuse and Neglect Case Studies

German Gutierrez, School of Language and Liberal Studies

- Open Textbook: Introduction to Spanish Adaptation & Video Creation

Debra Patterson, Kinlin School of Business

- Open Textbook: Essentials of Project Management Adaptation for HR Strategic Projects

Linda Whitehead, School of Community Studies

- Open Textbook: Recreation & Leisure Studies

Jennifer Fraser, School of Design

- Open Textbook: Art History for Interior Design

Sheryl Third, School of Community Studies

- Open Textbook: Early Childhood Education Reflective Practice

Robin Frkovic, School of Community Studies

- Open Textbook: Skills for College Success

Colin Robertson, School of Tourism, Hospitality and Culinary Arts

- Open Textbook: Marketing Strategies & Analysis in Golf Management

Sharmistha Nag, Kinlin School of Business

- Open Textbook and Resources: Microeconomics

Laura Westmaas, School of Language and Liberal Arts

- Open Textbook: Communication Psychology

Iuliia Kau, Kinlin School of Business

- Open Textbook: Global Value Supply Chain

Adoption Process at Fanshawe

Once you have found an OER that suits your needs, the next step is adoption. The adoption process is easy! You will need to ensure that you have:

- reported your adoption to the library ([adoption form](#))
- entered your OER into the Course Outline Mapping and Management System ([COMMS](#))
- explored options for alternative formats (i.e. printed versions)
- provided access to the OER in your course site for students

Resources

Please see our [adoption guide](#) for more information on this process

Attribution

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When creating attribution statements a good rule of thumb is to remember the acronym TASL: Title, Author, Source, License. Please see this [example](#).

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Adaptation Resources

Perhaps you have found some open resources that are valuable, but do not meet all of your needs. In this case, you have the option to adapt or revise the resources in accordance with Creative Commons licenses to better suit your requirements. Adaptations could involve minor corrections and improvements, remixing or adding new components, or even completely reworking the entire resource.

You may find these resources helpful in your adaptation:

- [6 Steps to Modifying an Open Textbook](#)
- [BC Campus Adaptation Guide](#)
- [Corrections, Adaptations and New Editions Guidelines](#)

If you are publishing your adapted version in Pressbooks, please see the Pressbooks resources under the Create an OER navigation tab.

SECTION II: TEAM PERSPECTIVES AND REFLECTIONS

Section II: Travel Companions

This section contains the following team reflections :

- Meet the team: [Shauna Roch](#)
- Meet the team: [Andrew Stracuzzi](#)
- Meet the team: [Catherine Steeves](#)
- Meet the team: [Michele Halle-Shook](#)
- Meet the team: [Robert Armstrong](#)
- Meet the team: [Co-op Students: Megan and Lauren](#)



OER team: Ready, Set...



Shauna Roch

Role: Project Lead



Shauna Roch Project Lead OER Design Studio

Describe your first introduction to the concept of OER? How has your understanding of Open changed by being part of a team advancing OER support?

My introduction to OER was in early 2018 when I participated in an [eCampusOntario textbook sprint](#) with other Ontario educators. We worked over one weekend to adapt a business communications textbook. I really enjoyed the process, and working with a team of individuals who are passionate about open education. I enjoyed the process so much I signed up to be an eCampusOntario Open Ranger. This allowed me to meet other open educators in Ontario and expand my network.

Soon after the sprint experience I adopted an open textbook for my own course and the feedback from my students and the other faculty teaching the course was wonderful. I love the flexibility that open resources provide, and obviously the savings for students!

In your OER role in the design studio, describe some of the challenges with creating OER material as you see it?

In my role as project lead, the major barrier to creating OER is learning everything you need to know *quickly!* We have been overwhelmed with faculty interest which is fantastic, however it means that our team had to quickly evolve and learn all of the nuances of open development and publishing all while working remotely. This has unique challenges on the types of roles we created in the studio, and how we managed projects and how we communicate.

Working with this team has been incredible and they have all been flexible as we learned what works and what doesn't.

Shauna's Tips

I have learned a lot through this process so it is hard to focus on just a few key takeaways. I have mentioned some important takeaways under the process descriptions, so I may repeat a few here:

- A **project management tool** and communication tool is essential especially when working remotely.
- **Do it right the first time!** When it comes to adding in metadata, captioning images, or tracking attributions – it is important to do the work at the time you are building, because it is harder to go back and fix it all after the fact.
- **Be flexible and ask for help.** It is sometimes easier and more efficient to lean on team members with specific skill sets than try to trouble shoot technical issues yourself.



Andrew Stracuzzi

Role: Faculty Lead and Quality Assurance Support



Andrew Stracuzzi – Faculty Lead and Quality Assurance support

Describe your first introduction to the concept of OER? How has your understanding of Open changed by being part of a team advancing OER support?

As a faculty member with 20 years of teaching experience, my introduction to the concept of OER and open pedagogy came rather late. While I was familiar with open resources, my understanding was limited to the concept of teaching material that was “free for use” as opposed to work that contained a creative commons attribution where the author retains moral ownership of their work.

Being apart of the Fanshawe OER team has given me the opportunity to learn and apply concepts of OER to my everyday teaching and learning as a faculty member. In addition, the studio has given me the opportunity to collaborate with others in the learning process – my understanding of copyright, instructional design, graphic design, and accessibility, as well as the intricacies of using Pressbooks, H5P, and other open platforms has been expanded by being part of a team.

As the faculty lead, I have also been able to engage and educate other colleagues about the potential of OER use and creation, and I have been

able to work on projects from a variety of disciplines outside my own field. Moreover, it has been rewarding to be part of a team that has the ability to advocate for change and promote innovation in teaching and learning in a way that benefits both students and faculty. The Covid 19 pandemic has shown the world of education that OER has and will continue to be an asset to 21st century learning.

In your OER role in the design studio, describe some of the challenges with creating OER material as you see it?

In my role as faculty lead, the major barrier to creating OER is *time*. Faculty need to have the opportunity and the incentive to take part in the process. Depending on the type of OER, the necessary

time requirements can vary. Most faculty need to be given the appropriate time to create OER that suits their teaching and learning needs. As part of the Fanshawe Open OER studio, the creation of our grant process has significantly increased faculty buy-in. For OER to be successful within an academic setting, faculty must be recognized and compensated by their respective schools for contributing to open pedagogy.

In your role (whether instructional design, graphic design, project management, or administrative support) identify ONE benefit and ONE challenge you experienced in the design/delivery process.

In my role, one benefit has been the ability to work in a team environment with people of diverse skills. If I didn't know how to do something, then another member of the team would be able to jump in and help. One challenge has been the ability to work independently during the pandemic; creating OER can be a solitary endeavor, and it can be quite time consuming and repetitive when working in Pressbooks, H5P, or with other open tools.

Andrew's OER Tips

In your respective role, share ONE best practice for OER creation?

In Pressbooks, when importing chapters from existing OER, make sure to check the permalinks to each of your chapters. If a user changes the title of a chapter that has been imported, then you must also make sure to update the existing permalink. In Pressbooks, you can copy the title of the chapter and paste it into the permalink field. Pressbooks will automatically format and update the link.



The Journey to Open View Chapter

Edit Chapter

Add New

← Edit Previous (Chapter)

Edit Next (Chapter) →

Copyright and Open Licensing

Permalink: <https://ecampusontario.pressbooks.pub/fanshaweoerdesignstudio/chapter/copyright-2/> Edit

Comparing Pressbooks Chapter Title versus Permalink Title

In your respective role, share ONE challenge you encountered and how to solve it?

One challenge is maintaining an organizational structure when working with faculty and team members. Creating one OER is quite manageable but creating 20 of them at the same time can be overwhelming. After trying various tactics and tools, we developed a set of design guidelines, identified best practices, and set up a virtual communication strategy for both faculty/SME interaction and team collaboration. We switched to an agile project management approach, which helped significantly with overall productivity. We were able to assign tasks and projects appropriately by establishing clear deadlines for completion. Most importantly, we were able to use "downtime" between project creation cycles more effectively to be proactive for future tasks.

Catherine Steeves

Role: Instructional Design



Catherine Steeves – Instructional Designer

Describe your first introduction to the concept of OER? How has your understanding of Open Pedagogy changed by being part of a team advancing OER support?

My first introduction to OERs was during my Masters program at University of British Columbia. I learned more in the following years through attending the ICED 2017 conference and subsequent professional development opportunities.

In your OER role in the design studio, describe some of the challenges with creating OER material as you see it?

I have found that it has been very challenging finding up to date information and tutorials on how to create accessible materials, specifically, when the content requires more than headings and basic images.

Another challenge was knowing when to deem a project complete. There are always more things to change and improve so it can be hard to know when to stop, especially when you want to create a high-quality product.

In your role identify ONE benefit and ONE challenge you experienced in the design/delivery

process.

A benefit would be being part of a dedicated team. It is good to have the support of a team with different skills and knowledge which can be shared. It also helps to create consistency throughout the various projects since all the knowledge can be pooled so no one is starting from the beginning.

The main challenge is learning all the various systems and their best practices. It takes longer than you think to become comfortable with a system and even longer to find all the efficiencies.

The biggest thing is time. Time to learn but also to explore. Being able to learn more deeply about different topics and keeping up with the latest research will be important going forward.

Catherine's Design Tips



1. **Get prepared before you begin.** Sort out any copyright issues, get the images organized, and then take some time to look over the project as a whole so you can decide on some overall elements to provide consistency throughout the project. It is much easier to take some time upfront than have to go back through later.
2. **A challenge is trying to complete them quickly and to a high standard.** It can be difficult knowing where to draw the line of “good”. What is helpful is to remember that OERs are iterative, they are made to be changed and updated. Changes are easy to make if you decide one is necessary later.

Michele Halle-Shook

Role: Instructional Design



Michele Halle-Shook – Instructional Designer

Describe your first introduction to the concept of OER? How has your understanding of Open Pedagogy changed by being part of a team advancing OER support?

My first introduction to OERs was in 2014 at Athabasca University. Being an online university, many texts used are OERs. In 2017, I attended a conference on distance education. That was the first time I realized OERs impact locally and globally. In 2021, I joined the newly created OER studio as an Instructional Designer. Although I have used OERs before, I had never designed one, nor did I realize the work that goes into the creation process. My knowledge of OERs has increased exponentially since I started at the studio. We work hard to produce quality material that engages the students. We achieve this by incorporating H5P interactives, graphics and creating slide decks for the instructors. Our goal is to provide the faculty and students with a textbook equal to or better than a purchased text. By incorporating OERs into courses, we remove the financial barrier of buying a textbook.

In your OER role in the design studio, describe some of the challenges with creating OER material as you see it?

As I mentioned earlier, I did not know how to create a great OER resource. These past few months, I have learned the importance of ensuring that the material is copyright compliant and accessible and follows the appropriate formatting guidelines. We strive to use and create quality materials that provide equity, diversity, and inclusion for all students as a team. In addition, we know that there are benefits of incorporating OERs for students and faculty. I would love to see the studio continue creating OERs. I am proud to work in the role.

In your role, identify ONE benefit and ONE challenge you experienced in the design/delivery process.

The design and delivery of OERs benefit from the collaboration that goes into the creation process. Our project leader (Shauna) ensures that the OER resource the faculty member may adopt meets our quality assurance checks from a pedagogical, accessibility, and copyright-compliant perspective. In addition, the college has a copyright officer who can ensure that we meet all compliance standards. The overarching principle of an OER is that it is a collaborative process. The challenge that I have faced as an Instructional Designer has been in the design phase. I did not come to the role with a design background. However, as the studio has grown, I have become better at design. When creating the resource, I try to view it as the reader. A designer can incorporate many great tools into the OER to make a beautifully designed book. My goal is to ensure that the OER resources I create are high quality and that I can be confident to deliver to the team, the faculty member, and finally, the student.

Robert Armstrong

Role: Graphic Design



Robert Armstrong – Graphic Designer

Describe your first introduction to the concept of OER? How has your understanding of Open Pedagogy changed by being part of a team advancing OER support?

Before starting work with the OER Design Studio, I understood the concept of open-source and collaborative free learning materials, but generally the idea of their use was for self-taught learning. Knowing that we can create quality and thorough learning materials that can be used in a classroom setting has opened my eyes to the possibilities of creating these materials for areas that don't use traditional learning resources.

OER is not as complicated as it appears, especially when you have a team working alongside you to produce materials that are professional and inline with your educational goals. Being involved with OER can also be any part of the teaching process, as it doesn't necessarily have to be the core teaching material. Anything can be OER, as long as it allows others to learn from it, share and adapt it for other uses. OER benefits from sharing, as ideas can flourish unencumbered from a "walled garden" that may prevent access and collaboration.

OER doesn't suffer from the lack of quality or cohesiveness when assembled professionally by a team who has a focus on enhancing the quality of the materials and accessibility for students. Students benefit immensely by having access to content that can be updated constantly to reflect ever-changing aspects of the content as well as not being financially burdened by excessive textbook and resource fees. It also puts the institution in a positive light as it shows they care about student education and reinforces the positive student experience.

In your role identify ONE benefit and ONE challenge you experienced in the design/delivery process.

Benefits

Team collaboration is a great benefit. Being able to rely on other team members' strengths in order to get a task complete is an invaluable asset. Having team members willing to help out and expand out of their comfort zone to assist is also a benefit that can't be ignored.

Due to the pandemic, and work-from-home, you lose those in-person chats as you have to either schedule meetings over platforms like Zoom or WebEx, use email, or chat-style platforms like Microsoft Teams and Slack. As with anything regarding online communication, there are often points that are missed due to miss-communication.

Challenges

Challenges are learning new software and platforms in a short amount of time. While there are basic skills that can be transferred between platforms, every introduced piece has their own set of challenges that can take some time to debug or make work with existing platforms. Also can be a challenge when there is something new to implement in already established OERs that may cause a redesign or change of thought on how to present the information.

Accessibility considerations of graphics is also a big challenge, as creating graphics and illustrations requires thoughtful consideration of colours, specific typefaces and layout for ease-of-use. Quality control of graphics can be an issue too, with some Open Source content not being up to standards, so there has to be a re-creation or alteration of the existing materials. Copyright issues are also a big consideration, since we rely on open-source materials, and if they don't exist, we're tasked to create them.

Robert's Technical Tips



1. **Focus on inclusive design from the start.** Every graphic should focus on best practices for users in their viewing and interpretation of the graphic at hand. Colours should be accessible, type size and layouts should be done in a way to show a clear and concise message. When images are uploaded to the internet, making sure the use of Captions and Alt Tags are in place for screen readers and other accessibility platforms.
2. **Communicating effectively with team members and OER authors.** There can be some easy disconnect when working remotely, so having proper project management skills – organization, time management, communication (following up, asking questions, getting useful information.) When discussing graphic materials with the OER authors, they often are unfamiliar with what sort of content they can use, so knowing what questions to ask them in order to help them discover

and pick out what graphics would be needed to help convey the content and explain it. Not just having images for the sake of it, but ones that help the reader understand and learn the content at hand.

Co-op Students: Megan and Lauren

Role: Graphic Design Students

Megan

Describe your first introduction to the concept of OER? How has your understanding of Open Pedagogy changed by being part of a team advancing OER support?

My first introduction to the concept of OER was when I was taken on as a co-op student for Fanshawe College as a graphic designer in 2021. Previously, I had never heard of the concept of OER since my program was all online, but I have learned the positive benefits it has for students and faculty. Individuals being able to publicly access materials and resources online anywhere is a major advantage for online and in class learning.

Being a part of the OER team in the design studio, every positive outcome does have some challenges that arise. One major challenge that I faced was explaining creative ideas over message/email and having the other individual and/or team understand completely. Having an idea in your head and not being able to portray it without bouncing ideas face to face off one another can be difficult when working virtually from home. Another challenge I faced when designing for OER was wanting to have a better schedule and plan, as well as deadlines. Having a plan that is laid out with every project we must complete with due dates would be extremely helpful in my case to help self motivation.

In your role, identify ONE benefit and ONE challenge you experienced in the design/delivery process.

One benefit I have achieved is the ability to stay focused and be self-disciplined. Despite working



Megan Tuckey, Graphic Design Student

from home virtually, I have learned to shut out distractions and focus on projects that need to be completed. Since OER has an expanded approach to learning and can be accessed anywhere at any time, it has driven me to complete tasks quickly in order to work on the following graphics. One challenge I have experienced is making all designs inclusive to everyone. Having a wide range of students from all around the world attend Fanshawe, it was difficult to make sure that all designs were appropriate to accommodate all ethnicities.

Lauren

Describe your first introduction to the concept of OER? How has your understanding of Open Pedagogy changed by being part of a team advancing OER support?

My first introduction to the concept of OER was through a co-op job in Fall 2021. Being a student with only online classes, I was not exposed to the concept through the school. When I was first introduced I wasn't fully aware of the reason for it, although I quickly came to realize that OER benefits students and faculty tremendously. I am so happy that I got to be part of this team in helping future students and advance OER support.

Making OER material can be a little difficult since there are so many people working on the same project, things can become unorganized. Good communication and checking in with each other helps to ensure things run smoothly and we can work towards fixing any problems that arise.

In your role, identify ONE benefit and ONE challenge you experienced in the design/delivery process.

In my role as part of the graphic design team, there were many benefits and challenges. One major benefit I gained was the experience this opportunity taught me. I learned what it means to be part of a design team, and how to work remotely.

One challenge was making sure all the graphics were accessible to everyone. When designing graphics and placing them into textbooks and websites, double checking that the image had alt-text and could be distinguished when displayed in black and white were extremely important



Lauren Rowe, Graphic Design Student

SECTION III: OER SHOWCASE

Section III: Travel Highlights

The OER design studio has produced a variety of project types in addition to traditional textbooks. We are involved in the instructional design of open courseware via our FanshaweOpen platform, H5P interactives to augment existing college curriculum, graphic design work, and short workbooks and guides to support student and faculty teaching and learning.

This section contains the following :

- [Open Resources at Fanshawe](#)
- [OER Project Summary and Key Results](#)



OER Team: Go...!



FANSHAWE



OPEN

Open Resources at Fanshawe

Open Textbooks

Below is catalogue of our current and forthcoming publications from the studio:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/fanshaweoerdesignstudio/?p=226#h5p-24>

Open Courses

Below is catalogue of our current open course offerings through our FanshaweOpen learning portal:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/fanshaweoerdesignstudio/?p=226#h5p-25>

OER Project Summary and Key Results



FANSHAWE | OPEN

76 REQUESTS

13 projects in development 

 **17** 
developments complete

33 
OER course adoptions

 **2.2 MILLION**
IN ANNUAL SAVINGS
TO STUDENTS*

Environmental Scans

Interest in the Design Studio has exceeded expectations. To date (February 2021) we have received close to 80 inquiries from faculty. Inquires come in the form of emails, request forms or meetings. The inquiries have translated into over 50 environmental scans completed for faculty, see the list of subject areas by faculty below in the accordion. There has been broad interest from across the college, and awareness around open resources is building.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/fanshaweoerdesignstudio/?p=569#h5p-27>

Fanshawe OER Adoptions



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/fanshaweoerdesignstudio/?p=569#h5p-28>

All creation projects can be seen in the [previous section](#).

Version History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve a number of changes, the version number increases to the next full number.

The files posted alongside this book always reflect the most recent version.

Version	Date	Change	Affected Web Page
1.0	01 January 2022	First publication	N/A