



OPEN EDUCATIONAL RESOURCES

OER resources at
Holman Library:

<http://bit.ly/mckoer>

WHY DO WE NEED OER?

US undergraduate students spend approximately **\$1200** a year on textbooks

Textbook cost has risen at **four times** the rate of inflation in the last 10 years

30% of students need to use **federal student aid** to pay for textbooks

This adds up to over **\$3 billion** of student aid used for books alone

This unexpected cost hurts **marginalized students** disproportionately

OER texts are used in only **20%** of classes in degree-granting institutions

BENEFITS OF OER

Students can save, on average, **\$128 on each class** that uses OER

Students give instructors **positive evaluations** for kindness, compassion, and thinking outside of the box

Retention can improve when using OER, with professors noting **fewer drops** in the first 2 to 3 weeks

Professors have improved attendance with OER texts that emphasize subject **relevance** to students' lives

Studies show increased student success, due to **universal access** to a copy of the text

Great recruiting tool by demonstrating commitment to **emerging technologies**

OER EXAMPLES:

OER Commons

<https://www.oercommons.org/>

Open Textbook Library

<http://open.umn.edu/opentextbooks/>

Open SUNY Textbooks

<https://textbooks.opensuny.org/>

MERLOT (Multimedia Educational Resource for Learning and Online Teaching)

<https://www.merlot.org/>

CAMPUS RESOURCES:

Library support: Paula Martin
Copyright concerns: Jen Funk
Advice: Roxanne Beard
Printing support: Tim Mullins
Blackboard support: Erin Campbell

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CHOOSING THE RIGHT OER:

Similar to choosing the perfect textbook, selecting appropriate OER can be in-depth but is well worth the effort. Here are some helpful steps you might follow:

1. Check out the **core content**. Does this OER cover the bulk of what your students need to learn in this class?
2. Consider how **accessible** the OER is for all types of learners. Is the language and style overly technical or, conversely, is it scholarly enough for your students? Aim for an appropriate tone and balance.
3. What **restrictions** (if any) exist for this OER content? Examine the licensing and copyright disclaimers. Can you adapt or revise the OER for non-commercial use? Are there parties that need recognition if so?
**For help with this step, please do not hesitate to contact the library.*
4. Think about how the OER **fits into your class**. Will it serve as the primary text? Might it dovetail nicely with another OER? Does the library have access to articles that could act as supplemental Blackboard readings?
5. As you gather OER and other resources, think about the **big picture**. Layout the resources and content alongside your learning objectives and weekly goals. Note any gaps as you plan the syllabus for the semester.

RUBRIC LINKS

Achieve.org OER Evaluation Rubrics: <http://bit.ly/mckrubric1>

This is a very detailed rubric with explanations of the categories. A great place to start!

BCCampus OER Rubric: <http://bit.ly/mckrubric2>

This is a simple, one-page rubric.

Open Educational Resources Rubric: <http://bit.ly/mckrubric3>

This is a two-page detailed grid with numerical values assigned to each category.

iRubric OER Evaluation Rubric: <http://bit.ly/mckrubric4>

Similar to the above rubric, but shorter.