

Library OER Support Guidelines

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JEN HUGHES



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William Meinke	

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Introduction

This is a set of training materials for Archives and Educational Initiatives staff in Library Services at Salt Lake Community College (SLCC) as they begin to assist with OER support for faculty, staff, and the Open SLCC initiative. This training is divided into three categories:

1. Open Educational Resources (OER)
2. Copyright / Creative Commons Licensing and OER
3. Finding OER

Chapters have been designed to provide a good grounding in each topic as related to OER. These training materials are not intended to be comprehensive, rather, they are a good introduction to the topics.

No part of this content should be considered legal advice.

For questions, please contact [Jen Hughes](#), Archives, New Media, and Educational Initiatives Librarian.

PART I
OER 101

1. Introduction to Open Educational Resources

So What Is OER?

As defined by the William and Flora Hewlett Foundation:

“Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

Open education 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 Educational Resources can fill the gaps in the industry for instructional materials and provide educators inventive methods to engage students and exchange best practices with colleagues. These resources can furnish up-to-date textbooks and course content to conform to evolving higher academic standards. Salt Lake Community College has taken initiative to ease the burden of textbook costs for students and provide opportunities to improve instruction and learning. Overall, the involvement of every faculty member, associate dean, bookstore employee, advisers, or instructional designer has been influenced by the inherent value that accompanies the adoption of OER. Ultimately, OER benefits students in a multitude of ways and that in-and-of-itself is a positive outcome.

Other OER Definitions

[OECD \(Organization for Economic Co-operation and Development\)](#)

“digitized materials offered freely and openly for educators, students, and self-learners to use and reuse for teaching, learning, and research. OER includes learning content, software tools to develop, use, and distribute content, and implementation resources such as open licences.” (p. 10)

[The Wikieducator OER Handbook](#)

“The term ‘Open Educational Resource(s)’ (OER) refers to educational resources (lesson plans, quizzes, syllabi, instructional modules, simulations, etc.) that are freely available for use, reuse, adaptation, and sharing.”

[OER Commons](#)

“Open Educational Resources are teaching and learning materials that you may freely use and reuse at no cost, and without needing to ask permission. Unlike copyrighted resources, OER have been authored or created by an individual or organization that chooses to retain few, if any, ownership rights.”

OER is more than Free.

OER is free with permissions.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://slcc.pressbooks.pub/libraryoer/?p=5#oembed-1>

[What is OER?](#) by [The Council of Chief State School Officers](#), video is licensed under [CC BY 4.0](#).

The 5R's of Open Content

According to David Wiley,

“The terms ‘open content’ and ‘open educational resources’ describe any copyrightable work (traditionally excluding software, which is described by other terms such as ‘open source’) that is either (1) in the public domain or (2) licensed in a manner that provides users with free and perpetual permission to engage in the 5R activities:

Retain

The right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage).

Reuse

The right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video).

Revise

The right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language).

Remix

The right to combine the original or revised content with other open content to create something new (e.g., incorporate the content into a mashup).

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).”

Defining the “Open” in Open Content and Open Educational Resources was written by David Wiley and published freely under a Creative Commons Attribution 4.0 license at <http://opencontent.org/definition/>.

Knowledge Check from [UH OER Training](#) by William Meinke, [CC BY 4.0](#).





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<https://slcc.pressbooks.pub/libraryoer/?p=5#h5p-1>

2. Why OER?

Benefits of OER

The creation, licensing, sharing, and improvement of open resources provides an abundance of positive outcomes for students, teachers, and institutions.



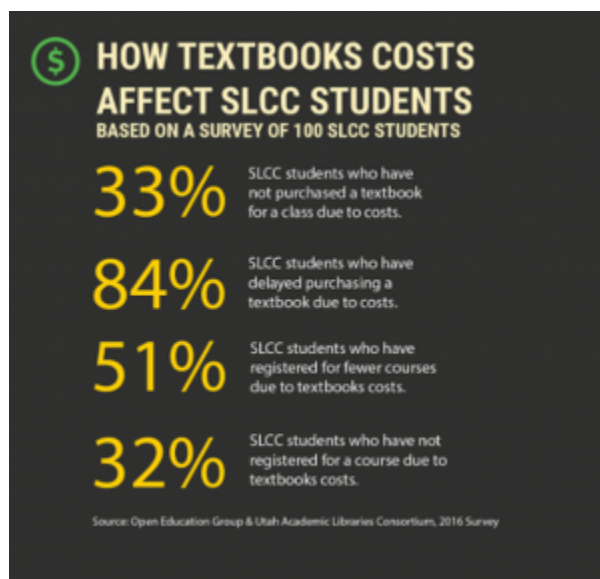
One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://slcc.pressbooks.pub/libraryoer/?p=30#oembed-1>

[A Review of the Effectiveness & Perceptions of Open Educational Resources As Compared to Textbooks](#) by [Research Shorts](#), CC BY.

Student Benefits

Enhanced Quality, Greater Flexibility of Resources, and Freedom of Access

With the adoption of OER students are no longer waiting for their financial aid disbursements to purchase textbooks or quite possibly failing to purchase textbooks at all due to cost. As the cost of OER materials is substantially lower than that of traditional textbook the impact on learning is considerable. Students have access to all necessary materials at the start of the course, which can lead to increased student retention, graduation rates and higher course grades .



"OER by the Numbers" by Justin Watson and Andrea Scott, is licensed under CC BY 4.0 / cropped from original

Lower Cost for Enrollment

When students save money on enrollment costs this can translate into overall increased enrollment. According to a blog post by David Wiley recent research suggests that students who were assigned OER materials in the fall enrolled in over 1.5 credits more in the spring semester than those who were assigned traditional textbooks. For more information regarding this research visit [Adopting OER is Better for Everyone Involved](#).



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://slcc.pressbooks.pub/libraryoer/?p=30#oembed-2>

[AIM – Student Perspective](#) by [San Francisco State University](#), All Rights Reserved – Standard YouTube License.

Educator Benefits

Enhanced Academic Freedom

When instructors adopt OER they are no longer required to bend to the will of publishers. The use of OER assures the academic freedom to modify or add content to the faculty member's (or department's) specification. Although a faculty member may initially select a readily available open textbook unlike the traditional textbook path this is not necessarily a dead end. Through the 5R's of open access instructors have the ability to alter every word, image, example, definition and any other aspect of the open textbook to fit the specified needs of the course. Additionally, faculty have an ever-expanding open content base from which they can draw without the rigid barriers associated with traditional textbooks. In the event that the currently available open content fails to meet the needs of instructors they can build their own resources from the ground up.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://slcc.pressbooks.pub/libraryoer/?p=30#oembed-3>

[Shawna Haider Utah OER](#) by Utah OER,
All Rights Reserved – Standard YouTube
License.

Knowledge Check from [UH OER Training](#) by William Meinke, [CC BY 4.0](#).



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PART II

COPYRIGHT

3. Copyright, Public Domain, and Creative Commons

Before proceeding, let's do a quick run-down on Copyright. Copyright is the basis upon which Creative Commons Licenses (the most common type of open licensing for OER) are built. It is important to note that copyright exceptions, such as Fair Use, are not limited by Creative Commons Licenses, so it's good to have a basic understanding of copyright. Additionally, works in the Public Domain are considered to be OER. So let's get started.

Copyright Basics

1. Copyright **does not protect facts or ideas themselves**, only the **expression** of those facts or ideas. That may sound simple, but unfortunately it isn't. The difference between an *idea* and the *expression* of that idea can be tricky, but it's also extremely important to understand. While copyright law gives creators control over the expression of an idea, it doesn't allow the copyright holder to own or exclusively control the idea itself.
2. As a general rule, copyright is **automatic** the moment a work is fixed in a tangible medium. For example, you have a copyright as soon as you type the first stanza of your poem or record a song in most countries. Registering your copyright with a local copyright authority allows you to officially record your authorship, and in some countries this may be necessary to enforce your rights or might provide you with certain other advantages. But generally speaking, you don't have to register your work to become a copyright holder.
3. Copyright protection **lasts a long time**, often many decades after the creator dies.

What's Copyrightable?

- Literary and artistic works
- Translations, adaptations, arrangements of music, and alterations of literary and artistic works
- Collections of literary and artistic works

Additionally, depending on the country, original works of authorship may also include, among others:

- Applied art and industrial designs and models
- Computer software

"Copyright Basics" and "What's Copyrightable" adapted from [Creative Commons Certificate for Educators and Librarians](#) by Creative Commons, [CC BY](#).

The Public Domain

Despite the expansive reach of copyright, there's still a rich (and growing) public domain full of works that are free from copyright. Works enter the public domain in one of four ways:

1. **The copyright expires.** While copyright terms are longer than ever before, they're not infinite. In most countries, the term of an individual's copyright expires 50 years after their death. In some countries, the term is longer and can be up to 100 years after the author dies.
2. **The copyright holder failed to comply with formalities to acquire or maintain their copyright.** Today in most countries, there are no formal requirements to acquire or renew copyright protection over a work. This wasn't always the case, however, and many works have entered the public domain over the years because a creator failed to adhere to formalities.
3. **The work was never entitled to copyright protection.** Copyright covers vast amounts of content created by authors, but certain categories of works fall outside the scope of copyright. For example, works that are purely functional aren't copyrightable, such as the design of a screw. The [Berne Convention](#) identifies additional categories, such as official texts of a legislative, administrative, and legal nature. Further, in some countries, works created by government employees are excluded from copyright protection and aren't eligible for copyright. Facts and ideas are never copyrightable.
4. **The creator dedicates the work to the public domain before copyright has expired.** In most parts of the world, creators can decide to forego the protections of copyright and dedicate their work to the public domain. Creative Commons has a legal tool called [CC0 \("CC Zero"\)](#) Public Domain Dedication that helps authors put their works into the worldwide public domain to the greatest extent possible.

"Public Domain" adapted from [Creative Commons Certificate for Educators and Librarians](#) by Creative Commons, [CC BY](#).



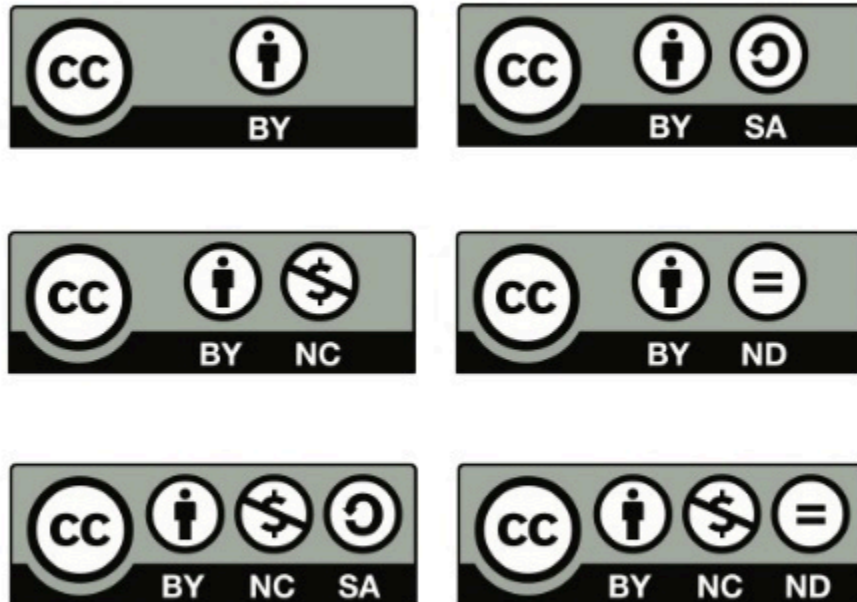
Copyright operates by default under an “all rights reserved” approach. Creative Commons licenses function within copyright law, but they utilize a “some rights reserved” approach. While there are several different CC license options, all of them grant the public permission to use the works under certain standardized conditions. The licenses grant those permissions for as long as the underlying copyright lasts or until you violate the license terms. This is what we mean when we say CC licenses work on top of copyright, not instead of copyright.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://slcc.pressbooks.pub/libraryoer/?p=27#oembed-1>

All Creative Commons licenses ensure that creators retain their copyright and get credit for their work, while permitting others to copy and distribute it. Although the tools are designed to be as easy to use as possible, there are still some things to learn in order to fully understand their mechanics.


“Creative Commons License” adapted from [Creative Commons Certificate for Educators and Librarians](#) by Creative Commons, [CC BY](#).



Creative Commons Licenses by Paul Stacey (CC BY 3.0)

Exercise below is adapted from Knowledge Check from [UH OER Training](#) by William Meinke, [CC BY 4.0](#).



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<https://slcc.pressbooks.pub/libraryoer/?p=27#h5p-3>

4. CC License Conditions

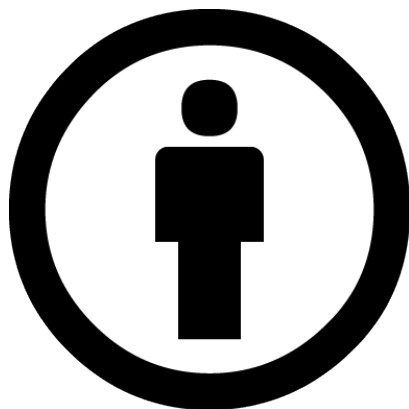
WILLIAM MEINKE

There are six different Creative Commons (CC) licenses that are useful combinations of conditions, all including the primary condition of Attribution. Understanding the meaning of each condition can be useful when deciding which CC license to use.

CC license conditions in short form are pronounced:

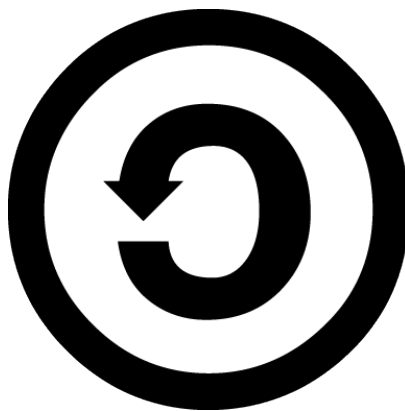
- BY (bye)
- SA (es-say)
- NC (en-see)
- ND (en-dee)

Attribution (BY)



The Attribution (BY) condition is fundamental to all CC licenses. What many creators care about most is receiving credit for their creative work, and so when reusing CC-licensed work, proper attribution must be given to the original creator — and to other contributors on the work, if any.

Share-Alike (SA)



The Share-Alike condition adds a requirement for anyone reusing your work to also license their own creation (based on your work) under the same license. Both the CC BY-SA and CC BY-NC-SA licenses include this condition, effectively making them ‘copyleft’ or ‘viral’ licenses. While this condition effectively “locks open” the content, remixing SA content with non-SA or other-SA licensed work may not be straightforward or allowed at all.

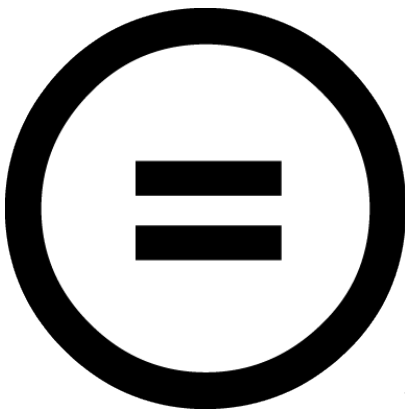
Non-Commercial (NC)



The Non-Commercial condition allows for reuse and sharing, but reserves commercial rights for the creator. The meaning of the NC condition itself and its ability to prevent commercial reuse is not always clear, but the license condition does clearly indicate that commercial reuse rights are not being granted.

Note: CC licenses allow certain kinds of **reuse**, and do not discriminate against the **user**.

No-Derivatives (ND)



The No-Derivatives condition allows sharing and reuse but only if the content is left unchanged. This presents an issue when searching for OER, as no customization or adaptation is allowed by the license. For this reason, ND content is not considered OER and should be considered for reuse only in situations where no adaptations are needed.

Combining the Conditions

The BY condition is a part of all the licenses, but not all of them work together. For example, the SA and ND conditions do not appear in the same license because there is no reason to include the share-alike condition when no derivatives are being allowed. Together, the conditions form the six CC licenses:

- CC BY
- CC BY-SA
- CC BY-NC
- CC BY-NC-SA
- CC BY-ND
- CC BY-NC-ND

Knowledge Check



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<https://slcc.pressbooks.pub/libraryoer/?p=80#h5p-4>



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<https://slcc.pressbooks.pub/libraryoer/?p=80#h5p-5>

PART III

FINDING OER

5. Sources for OER

In this section we will look at some sources for OER content. This list is not exhaustive, rather, it is illustrative of the types of places you can searching for OER content.

Some Major Producers of OER content:

[OpenStax](#) is a nonprofit organization based out of Rice University that strives to increase student access to educational materials by producing openly licensed textbooks for college and Advanced Placement courses. Thanks in part to funding by the Gates and Hewlett foundations, OpenStax textbooks are among the most commonly used open textbooks across the country and often come with important free ancillary materials for instructors, such as PowerPoint slides and homework answers.

[Open SUNY Textbooks](#) is a publishing initiative through the State University of New York libraries. The project was launched in 2012, and textbook creation is supported by small grants to faculty. The project aims to publish cost-effective, high-quality open resources that can be used by everyone.

[BCcampus](#) is an organization that supports all of the post-secondary institutions of British Columbia in their efforts to improve teaching practices, especially as they relate to open education. The [BCcampus Open Textbook Project](#) has been a leader in supporting the production of open textbooks and other OER through financial support from the Canadian government and the Hewlett Foundation. It also provides a useful [search tool](#) for open textbooks.

[Saylor Academy](#) is a nonprofit organization that assembles freely available courses using open content. The foundation currently offers nearly 100 free, college-level [courses](#), each of which is peer reviewed by faculty for accuracy and quality. When OER aren't available for a course being developed, Saylor Academy funds the creation of new, openly licensed materials in collaboration with faculty experts.

[Lumen Learning](#) is an education technology organization which develops low-cost digital open courseware. Lumen-supported course materials are freely available by linking to the website content. They have partnered with over 250 colleges and universities across the United States to produce effective sustainable OER.

OER Repositories and Referatories

The [Open Textbook Library](#) is a referatory of open textbooks that are, in many cases, reviewed by faculty. The library is a resource maintained by the [Open Textbook Network](#). The Open Textbook Library is one of the most comprehensive collections of open textbooks, featuring more than 575 titles.

Developed by the Institute for the Study of Knowledge Management in Education (ISKME), [OER Commons](#) was launched in 2007 to serve as both a digital library of OER and a collaboration platform. OER Commons allows for easy discovery of OER, as well as their modification within the same platform.

The Creative Commons search tool, [CC Search](#) isn't a search engine itself, but it provides easy access to many of the search platforms that include CC-licensed materials. The limiters at the top allow you to restrict your search to only items with certain permissions (based on the CC license assigned to them). This can be a useful tool for finding images, videos, music, and public domain material.

Developed by George Mason University and the Mason Publishing Group, the [Mason OER Metafinder](#) doesn't provide a single database for searching OER, but instead performs your search simultaneously across multiple

sources of OER material. This federated search can increase discovery and prevents the need for updating a centralized database. The tool can be very useful for helping a faculty member who is looking for OER in a niche area of study or who has had difficulty searching in several of the major repositories.

[Openly Available Sources Integrated Search \(OASIS\)](#), developed by SUNY Geneseo, is a search platform that aims to make discovery of open content easier. OASIS currently searches open content from 76 different sources and contains more than 177,000 records. Adding an [OASIS search widget](#) to your website or research guide can be easily done.

Others:

Many other OER repositories exist and are being developed as librarians attempt to overcome the challenge of findability for faculty. Below are a few more to be aware of:

- [Open Professionals Education Network \(OPEN\) List](#)
- [MERLOT](#) (note that this also includes free content that isn't openly licensed)

6. OER Searching

This section outlines current searching and documentation strategies for Archives and Educational Initiatives staff in Library Services at Salt Lake Community College (SLCC) to follow.

Requests

Faculty are referred to the Archives, New Media and Educational Initiatives Librarian when they would like assistance with locating potential OER for their courses.

After the request is received, the Archives, New Media and Educational Initiatives Librarian works with the Faculty member(s) to clarify the topics they would like covered as well as the formats and types of OER they are looking for.

This information is then utilized by Archives and Educational Initiatives staff in Library Services to perform OER research round.

OER Research Spreadsheet

Currently, Archives and Educational Initiatives staff in Library Services use a pre-defined spreadsheet to record the results of OER searches performed for SLCC Faculty (and Staff).

Title + Resource Origin/Aggregate and Resource Type Legend

An example of the first section of such a spreadsheet can be seen below.

Nursing 2020 - initial findings

Resource Origin/Aggregate	Resource Type
Open Textbook Library	Textbook
OpenStax	Journal
OpenStax CNX	Online Course Materials
BC Campus	Article
LibreTexts	PowerPoint
Saylor	Video
Oasis	Webinar
George Mason OER Metafinder	Reference
OER Commons	Libguide
Merlot	Ancillary Materials
Lumen Learning	Other
MIT OpenCourseWare	
Yale Open Courses	
Canvas	
YouTube	
Government Site	
Other	
Library Resources	

Topics to locate:

- Fundamentals of nursing
- Nursing pharmacology
- Nursing Assessment
- Pathophysiology
- Medical Surgical Nursing
- Mental Health Nursing
- Maternal/Newborn Nursing
- Pediatric Nursing
- Professional Nursing

Source	Resource Title	Online Copy?	License	Publication Date	Reviewed?
	Pharmacology for Undergraduate Nursing Students with a Basic Pathophysiological Connection https://drive.google.com/drive/folders/1epXBoHzzMwSLx73S5EukdcQcwCkTm1i This google drive folder contains 19 PowerPoint presentations on pharmacology for undergraduate nursing students. There are additional PowerPoints with a table of contents and references. The presentations begin with an instruction to pharmacology and how it's applicable to nursing. The following presentations cover pharmacology in specifics touching on classification of drugs and disorders.	Yes	CC BY-NC Attribution required; NonCommercial use;	c.2019	Yes
	The Complete Subjective Health Assessment (Canadian) https://openlibrary.ecampusontario.ca/catalogue/item/?id=df19b620-466b-4167-be67-85062048bc57 This textbook is designed for the nursing students to develop a foundational understanding of the complete subjective health assessment in the context of health and illness. The textbook deconstructs the categories of the complete subjective health assessment, providing learners with explanations and examples of what constitutes relevant subjective data.	Yes	CC BY-SA Attribution required; if adapted, must use same CC License	2019	Yes

Example of Final Output for Faculty from Nursing OER Research Spreadsheet, 2020.

In the upper left of the spreadsheet we record the title of the course or area of study for which the OER research is being performed.

Under that, there is a column for Resource Origin/Aggregate. This column is color-coded and each identified Resource Origin/Aggregate is hyperlinked to facilitate easier searching. The **Resource Origin/Aggregates are also listed in the order in which we typically perform the searching** (shown below).

Nursing 2020 - initial findings

Resource Origin/Aggregate	Resource Type
Open Textbook Library	Textbook
OpenStax	Journal
OpenStax CNX	Online Course Materials
BC Campus	Article
LibreTexts	PowerPoint
Saylor	Video
Oasis	Webinar
George Mason OER Metafinder	Reference
OER Commons	Libguide
Merlot	Ancillary Materials
Lumen Learning	Other
MIT OpenCourseWare	
Yale Open Courses	
Canvas	
YouTube	
Government Site	
Other	
Library Resources	

Spreadsheet title,
Resource Origin/
Aggregate
color-coded list, and
Resource Type
color-coded list.

Source and Resource Title Fields

Next is the Resource Type column which contains another color-coded list of Resource Types.

The color coding is used in main body of the spreadsheet to denote the resource origin/aggregate and resource type for each OER record. For example, the color-coding in first entry from this spreadsheet (shown below) denotes that the identified OER was located using Merlot and it is a PowerPoint (or in this case, multiple PowerPoint files).

Source	Resource Title
	<p>https://drive.google.com/drive/folders/1gpXBoHzzMwSLLx73S5EukdcQcwCkTm1i</p> <p>This google drive folder contains 19 PowerPoint presentations on pharmacology for undergraduate nursing students. There are additional PowerPoints with a table of contents and references. The presentations begin with an instruction to pharmacology and how it's applicable to nursing. The following presentations cover pharmacology in specifics touching on classification of drugs and disorders.</p>
	<p>The Complete Subjective Health Assessment (Canadian)</p> <p>https://openlibrary.ecampusontario.ca/catalogue/item/?id=df19b620-466b-4167-be67-85062048bc57</p> <p>This textbook is designed for the nursing students to develop a foundational understanding of the complete subjective health assessment in the context of health and illness. The textbook deconstructs the categories of the complete subjective health assessment, providing learners with explanations and examples of what constitutes relevant subjective data.</p>

In the second entry the color-coding denotes that the identified OER was located via an “other” search strategy and it is a textbook.

Online Copy, License, Publication Date, and Reviewed Columns

The “Online Copy?” field is typically left in it's color-coded green with no text. However, if there are specifications, such as “PDF only” that you feel would be useful to the faculty member reviewing this spreadsheet, please feel free to include such information.

This is followed by the Licensing information (Creative Commons or Copyrighted) with additional clarification for the faculty member.

A Publication Date is included – either the date, a circa date, or “N.D.” for no date.

Finally, if the OER has been peer-reviewed or reviewed within one of the OER search engines/aggregates, then that determines if the value is “No” or “Yes.”

Online Copy?	License	Publication	
		Date	Reviewed?
PDF only	CC BY-NC Attribution is required; NonCommercial uses only;	2018	No

Example entry for an OER that is only available as a PDF, is licensed CC BY-NC, and is a 2018 publication that has not been reviewed.

7. Expectations and Guidelines

This section will go more in-depth regarding best practices for adding OER to the spreadsheet for faculty to review and basic OER searching.

Title Field

Please make sure to Update the “title” field for each new spreadsheet you create. This title should reflect the Course Number (if available) and a short description when possible. For example:

- MGT 2080 – Employment Law – Round 1
- HLTH 1350/1355/1360 – Yoga Teacher Training
- Medical Terminology – Videos

OER Searching “order”

Use the Resource Origin/Aggregate Legend at the top of the spreadsheet as a guide. This varies depending on what type of resource the requester would like. Sometimes they only want textbooks, other times only videos or interactive OER. In general though, This list is the order in which we approach first-round OER searching.

Textbook Resources

Open Textbook Library	https://open.umn.edu/opentextbooks/	All textbooks in the OTL are either used at multiple higher education institutions; or affiliated with an institution, scholarly society, or professional organization. The library currently includes 717 textbooks, with more being added all the time.
OpenStax	https://openstax.org/	OpenStax is based at Rice University in Houston, TX. This is a great textbook site. There is overlap in content with similar OER options in OpenStax CNX.
OpenStax CNX	https://cnx.org/browse	The content in OpenStax CNX comes in two formats: Pages, which are like small "knowledge chunks," and Books, which are groups of Pages. Our open license allows for free use and reuse of their content. This is community-created content and there is often overlap between different OER on the same topics within OpenStax CNX and OpenStax.
BCcampus	https://open.bccampus.ca/	Based out of Canada, BCcampus allows you to search for quality open textbooks. There are notes in their database if an OER has been reviewed.
LibreTexts	https://libretexts.org/	The LibreText Project is a leading, non-commercial open textbook organization initiated at the University of California, Davis.

A Note on Saylor: Saylor has great textbooks and online courses. However, other search options like Merlot and OER Commons are more user-friendly and will return Saylor results on the topics your search. For now, please ignore the Saylor hyperlink in the spreadsheet.

Aggregators/Referatories

OASIS	https://oasis.geneseo.edu/	Openly Available Sources Integrated Search (OASIS) is a search tool that aims to make the discovery of open content easier. OASIS currently searches open content from 97 different sources and contains 385,629 records. This is a curated OER search.
George Mason OER Metafinder	https://mom.gmu.edu	The OER Metafinder launches a real-time, simultaneous search across 22 different sources of open educational materials as you hit the Search button. Because it is a real-time, federated search, it can take a bit longer than searches of pre-indexed, curated content. NOTE: You can select which sites to search across. Typically, we de-select American Memory, Digital Public Library of America, Project Gutenberg, New York Public Library Digital Collections, and National Emergency Library. Depending on your search results, you may also want to exclude Library of Congress and AMSER.
OER Commons	https://www.oercommons.org/	OER Commons is a public digital library of OER. You can narrow your results by subject and especially important, Education Level. Results also denote if the OER has been reviewed.
Merlot	https://www.merlot.org/	The MERLOT system provides access to curated online learning and support materials and content creation tools, led by an international community of educators, learners and researchers. Results also denote if OER has been reviewed.

Online Course Materials

Lumen Learning	https://lumenlearning.com/courses/	Lumen's OER course materials are engineered to improve subject mastery, course completion and retention.
MIT Open CourseWare	https://ocw.mit.edu/index.htm	MIT OpenCourseWare (OCW) is a web-based publication of virtually all MIT course content. OCW is open and available to the world and is a permanent MIT activity.
Yale Open Courses	https://oyc.yale.edu/	Open Yale Courses provides free and open access to a selection of introductory courses taught by distinguished teachers and scholars at Yale University. The aim of the project is to expand access to educational materials for all who wish to learn.
Canvas	https://www.canvas.net/	This portal searches across courses in Canvas that are freely available.

YouTube

(for videos or video playlists) You have to look closely to determine which videos are under a "Standard YouTube License" versus a Creative Commons License.

Infrequently Utilized OER Sources

Finally are the last few sites that we utilize infrequently.

Note: At this point in time, Library Resources are not typically utilized unless requested. So please do not explore Library Resources without first consulting the Archives, New Media and Educational Initiatives Librarian.

Source Field

For this field, you just need to color-code the cell of the spreadsheet.

Resource Title Column

This column has 4 primary components.

1. Color-code the cell to reflect the "resource type."
2. Paste the title of the resource in the color-coded cell.
 1. If there are multiple OER with the same or similar titles, please put something in parentheses at the end of the title to clarify to the faculty member.

Resource Title

Medical Terminology Lessons (JJ Medicine)

<https://www.youtube.com/playlist?list=PLRiNoiRtdFwUFUyEDPtXOzKH6KbQKF2Rc>

This playlist contains 20 different videos on medical terminology. There are 8 distinct lessons, 5 videos on "practice problems sets," and other "lessons" on medical terminology related to phobias, colors, numbers, surgery, and microbiology & infections disease. Videos range in length from 10 minutes to 20 minutes.

2. Also, if it's a Canadian edition, please note that here or in the resource synopsis.
3. Link – please provide the URL link to the resource.
 1. If the OER is found through an aggregator/library/referatory that provides review and/or descriptive information, please include two URL cells – 1st the direct URL, 2nd the general OER aggregator/library/referatory entry URL

Human Resource Management (University of Minnesota Publishing)

<https://open.lib.umn.edu/humanresourcemanagement/>

<https://open.umn.edu/opentextbooks/textbooks/71>

This textbook purports to teach HRM strategies and theories that any manager—not just those in HR—needs to know about recruiting, selecting, training, and compensating people. Each chapter ends with "cases and problems." Topics covered include, but are not limited to: HRM planning, diversity & multiculturalism, recruitment, selection, compensation, benefits and retention.

4. Synopsis
 1. This is intended to assist the faculty requester in assessing the usefulness of the OER content per their initial request brief.
 2. Do not write the synopsis in the first person. The faculty are the content experts, we are trying to present a professional, clear, and accurate presentation of the gist of the OER content without making any decisions.
 3. We are simply vetting OER for faculty to review, not judging the content.
 4. Here are some **examples**:

Nursing OER Search	This multidisciplinary resource develops topics of interest to all those who care about and for individuals with co-occurring intellectual disabilities and mental illness. Each chapter presents current evidence informed practice knowledge. Each topic is also presented with audio enabled text boxes emphasizing 'Key Points for Caregivers.' (Relevancy to nursing may be low.)
Medical Terminology Video Search	This playlist includes 38 videos on medical terminology. Some are live lectures, although they are primarily recorded lectures. Videos range from 3 minutes 30 seconds to 15 minutes in length.
Employment Law OER Search	The authors' objective in developing this material was to provide students and instructors with a solid and comprehensive foundation on the fundamentals of management. Each of the 16 chapters is comprehensive but succinct, and action-oriented. Of potential interest is Chapter 16: Strategic Human Resource Management.

Please see the OER spreadsheets for additional examples.

Online Copy Column

The Online Copy field column is straightforward. If there's an online copy, highlight the cell green. If there is additional information, such as "PDF only" or "Web only," that can be included in the cell below the "green cell." But it is not required.

License Column

There are 4 primary CC licenses that you will come across in your searching (plus the 2 "no derivatives" licenses that are more rare). There are also 2 copyright situations you may come across as well.

1. Enter the correct License/Copyright status in the first field.
2. In the second field, enter the "human-readable" (more accessible) explanatory information.

Below are the typical licenses and copyright statuses you need to enter into the spreadsheet.

CC BY	Attribution is required;
CC BY-NC	Attribution is required; NonCommercial uses only;
CC BY-SA	Attribution is required; Adaptations must use same license
CC BY-NC-SA	Attribution is required; NonCommercial uses only; Adaptations must use same license
CC BY-ND	Attribution is required; No Derivatives Allowed;
CC BY-NC-ND	Attribution is required; NonCommercial uses only; No Derivatives Allowed;
Copyrighted	Standard YouTube License. Can use YouTube embed code or link out to video from curriculum
Copyrighted	Professor may link out to resource from curriculum

Occasionally there are more complex situations where CC licensing is unclear, or the copyright status is more complex. For these issues, please consult with the Archives, New Media and Educational Initiatives Librarian for guidance.

Publication Date Field

The Publication Date field is straightforward. You enter the the publication date. Sometimes it is difficult to find an OER's publication date. If this is the case, you can either enter a circa date (e.g., c. 2019) if you are able to determine that, or simply put "N.D." for "no date."

- 2020
- c.2015
- N.D.

Reviewed Field

This field is also straightforward. You enter "Yes" or "No" into this field.

1. Enter "No" for any OER or other identified resource that does not have a review.
 1. **NOTE:** YouTube Videos are almost always a "No." We are looking for OER community/faculty reviews, not comments from end users of YouTube.
2. Enter "No" if you are unsure if an OER has been reviewed.
3. Enter "Yes" if there is a clear review (usually a 5 point scale) through one of the OER Origin/Aggregator sites.
 1. Example of an OER from the Open Textbook Library that is not reviewed:



Guide to Ancient Etruscan Art

(0 reviews)

No ratings

Ruth Ezra

Beth Harris

Steven Zucker

Copyright Year: 2019

Publisher: Smarthistory

Language: English

2. Example of an OER from OER Commons that IS reviewed:



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Law for Entrepreneurs

[Curious](#)

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Don Meyer, University of Denver
Daniel Winters, Western Washington University
Kerene Stadel, University of Missouri

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Law for Entrepreneurs






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Final Advice

Once you've done the process a couple of times, it gets easier.

For additional examples of any of the elements of the spreadsheet template presented here, please see the OER spreadsheets in SharePoint.

Good spreadsheet “tabs” to reference are:

- Employment Law MGT 2080 – Textbook and online course materials heavy
- Nursing 2020 – Good mix of resource types with clean descriptive metadata
- COMM 2300 – Variety of resources represented