

# Beyond Open Connections

Leveraging  
Information Literacy  
to Increase Impact  
of Open Education



This presentation by Michelle Reed and Billy Meinke was delivered at the Open Education Global Conference 2018 in Delft, Netherlands.

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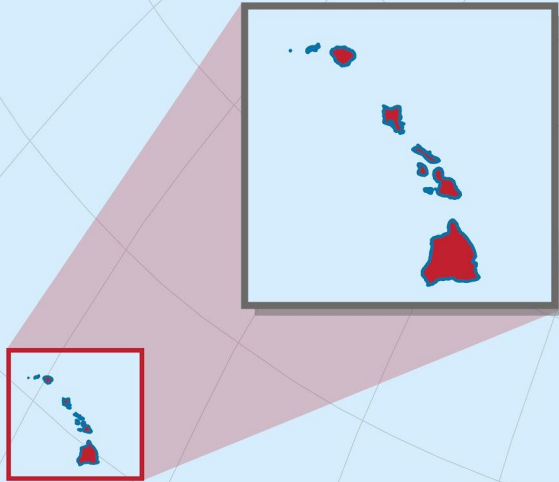
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# Billy

- ▶ **OER Technologist @ UH Manoa**
  - ▷ Instructional design, OER training
  - ▷ Targeted consultations, grants
  - ▷ Bridge ITS, Admin, librarians, student gov
  - ▷ (everything else open)

# Michelle

- ▶ **Open Education Librarian at UTA**
  - ▷ OER outreach & support
  - ▷ Open pedagogy
  - ▷ Grant management
  - ▷ College of Education



UTA LIBRARIES

# Agenda (quickly)

- ▶ Information Literacy & ACRL Framework
- ▶ IL & Open Education
  - ▷ Formal Training Programs
  - ▷ Outreach & Advocacy

# Information Literacy

“Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

**1.**

**AUTHORITY IS  
CONSTRUCTED  
AND  
CONTEXTUAL**

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

# 2.

## INFORMATION CREATION AS A PROCESS

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.



# 3.

## INFORMATION HAS VALUE

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

# 4.

## RESEARCH AS INQUIRY

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

# 5.

## SCHOLARSHIP AS CONVERSATION

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

# 6.

## SEARCHING AS STRATEGIC EXPLORATION

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

**Empowering faculty and instructors**

# Production of Open Educational Resources (OER)



UHOER  
oer.hawaii.edu

For more information,  
please see

Start here

[oer.hawaii.edu](http://oer.hawaii.edu)

or

email [oer@hawaii.edu](mailto:oer@hawaii.edu)

## 1. Priming phase

Have you explored OER  
in your subject area?

Yes

No

Have you been trained  
in OER and Copyright?

Yes

No

Are you confident to  
begin working with  
OER?

Yes

No

Consult a librarian

## 2. Pre-production phase

Have you defined your  
OER project goals?

Yes

No

Curate existing OER

Create working docs

Divide tasks

Call for volunteers

Do you have enough  
support?

Yes

No

Consult an OER  
specialist

## 3. Design phase

Flesh out OER outline

Scope media work

Do you have sufficient  
resources?

Yes

No

Consult an OER  
specialist

## 4. Development phase

Write/revise content

Check IP/Accessibility

Are all major revisions  
complete?

Yes

No

Import to Pub Platform

Format and style

Perform final QA check

Get peer review/feedback

## 5. Publishing phase

Archive OER in IR

Create export versions

Does the OER meet  
the initial goals?

Yes

No

Consult an OER  
specialist

Distribute to LMS+students

### 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 towards creating OER. Key questions are asked at various points and direction to support from library and OER specialists are included.

### Terms and their meaning

OER = Open Educational Resources  
IP = Intellectual Property  
QA = Quality Assurance  
IR = Institutional Repository  
LMS = Learning Management System

### How to attribute this work

This work, created by Billy Meinke and University of Hawai'i at Mānoa Outreach College, is licensed under a [CC BY 4.0 International license](https://creativecommons.org/licenses/by/4.0/).



v1.1 Feb 2017

Earlier draft (w/comments): [go.hawaii.edu/jzC](https://go.hawaii.edu/jzC)

Current version:

# OER Skillbuilding

- OER 101
- Copyright and CC
- Adaptation & Creation



# Info/Digital Literacy Overlap?

| Module                      | Lesson  | Authority is constructed and contextual | Information Creation as a Process | Information Has Value | Research as Inquiry | Scholarship as Conversation | Search as Strategic Exploration |
|-----------------------------|---|---|-----------------------------------|-----------------------|---------------------|-----------------------------|---------------------------------|
| OER 101                     | Define and describe the importance of OER   |   |                                   | 1                     |                     |                             |                                 |
| OER 101                     | Describe the importance of open copyright licenses for OER                                |   |                                   | 1                     |                     |                             |                                 |
| OER 101                     | List useful repositories and search tools for finding OER                                 | 1                                       |                                   |                       |                     |                             | 1                               |
| OER 101                     | Find OER that are relevant to a specific area of study or research                        | 1                                       |                                   |                       |                     |                             | 1                               |
| Copyright and IP for OER    | Differentiate between copyright, Fair Use, Creative Commons licensing, and Public Domain  |   |                                   | 1                     |                     |                             | 1                               |
| Copyright and IP for OER    | Identify resources that are openly licensed, in the Public Domain, or all rights reserved |   |                                   | 1                     |                     |                             |                                 |
| Copyright and IP for OER    | Describe the combinable conditions of a CC license  |   |                                   | 1                     |                     |                             |                                 |
| Copyright and IP for OER    | License a work with a Creative Commons license  |   | 1                                 | 1                     |                     |                             |                                 |
| Copyright and IP for OER    | Combine work with different types of Creative Commons licenses                            |   | 1                                 | 1                     |                     |                             |                                 |
| Copyright and IP for OER    | Properly attribute a Creative Commons licensed work                                       |   | 1                                 | 1                     |                     |                             |                                 |
| OER Creation and Adaptation | Assess the technical openness of an OER (ALMS framework)                                  |   |                                   |                       |                     |                             |                                 |
| OER Creation and Adaptation | Download an OER from the UH OER repository  |   |                                   |                       |                     |                             |                                 |
| OER Creation and Adaptation | Describe techniques for creating accessible OER   |   | 1                                 |                       |                     |                             | 1                               |
| OER Creation and Adaptation | Describe introductory steps needed to plan an OER adoption                                | 1                                       | 1                                 | 1                     |                     |                             |                                 |
| OER Creation and Adaptation | Upload a work into the UH OER repository  |   | 1                                 | 1                     |                     |                             |                                 |

How can OER training support info/digital literacy?



**Educating stakeholders about OER**

# OER Legislation in Texas

- OER grant program
- Feasibility study of statewide OER repository
- Searchable information about OER-only courses

<http://libguides.uta.edu/txtoolkit>

# Information Needs

- Distinguish between open and other types of “free” resources
- Identify the the impact of OER on student learning
- Evaluate information ownership and transfer in open vs. proprietary contexts

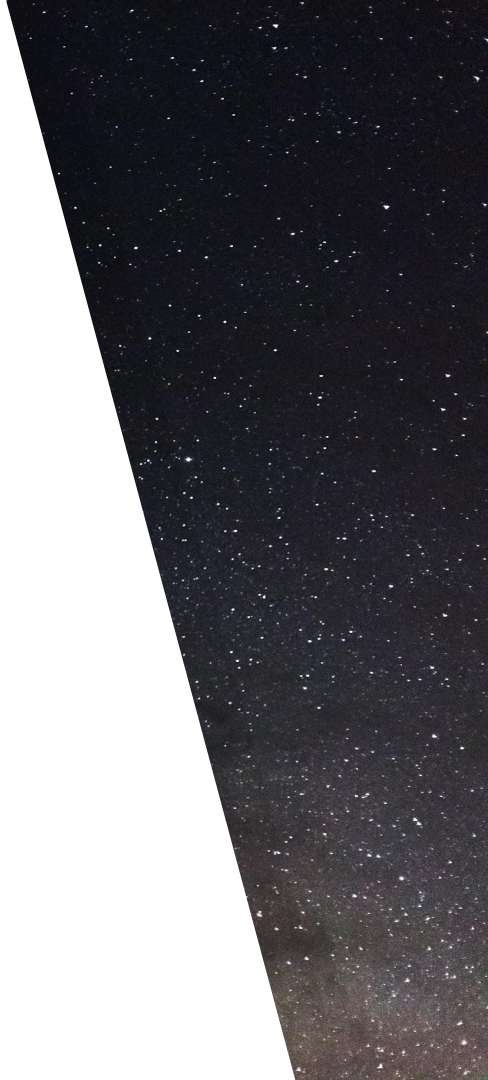
**Key Frames:** “Authority Is Constructed and Contextual”  
and “Information Has Value”

# ACRL Framework

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

<http://www.ala.org/acrl/standards/ilframework>

# Questions & Discussion



Paper available at

<http://hdl.handle.net/10106/27285>

Michelle Reed's travel was supported by the Association of College & Research Libraries' Value of Academic Libraries Travel Scholarship.

# Attributions

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