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# No Money For OER Program? How to Support OER and Students in a Time of COVID

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# No money for OER program?

How to support OER *and* students in a time  
of COVID

October 21, 2020

Link to this presentation: <https://tinyurl.com/OERcovid>

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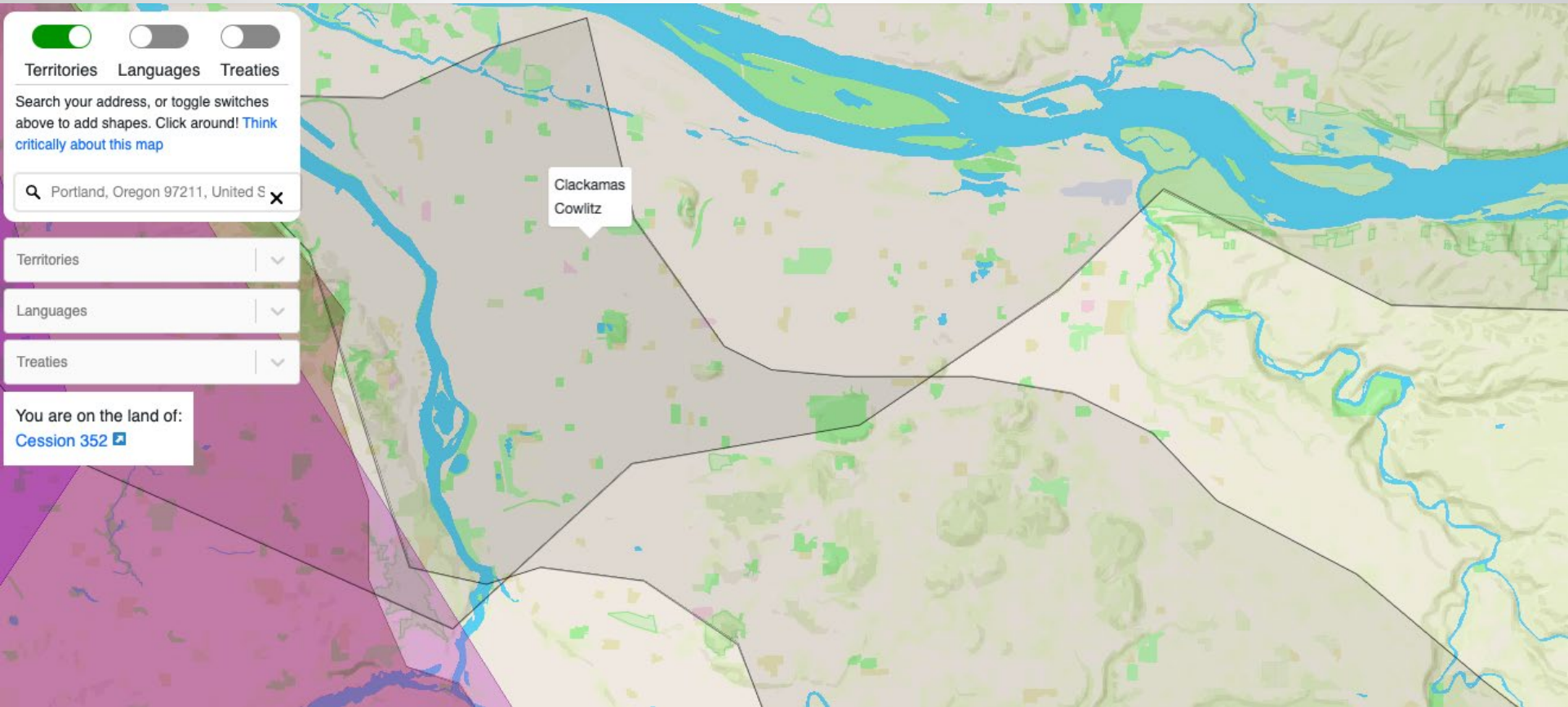
Portland State  
UNIVERSITY



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Educational Resources

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# Land acknowledgement



Textbook affordability =  
Multi-pronged approach



“Don’t put all your eggs in one basket”

- Bob Butterfield, at the University of Wisconsin-Stout



- Lowers student cost (equity)
- Fits into what Librarians are already doing
- Increases student success and curriculum engagement
- Responsive to the hardships of the pandemic
  - Remote instruction friendly
  - Accessible forever
  - Adaptable



# Coronavirus - Remote Learning

“Approximately 85% of existing course textbooks are simply unavailable to libraries in any other format than print”

- University of Gulpeh



Photo by [Morgan Harper Nichols](#) on [Unsplash](#)



# Textbook Statement Excerpt .....

We are here to work with course instructors to explore and identify viable textbook alternatives, including:

- Using an existing e-book in the relevant subject area from the library's e-book collection or requesting that the library purchase one. Many academic e-books aren't considered textbooks, and are therefore available for the library to purchase.
- Adopting an open educational resource (OER). OERs are freely available educational materials that are openly licensed to allow for re-use and modification by faculty and instructors. There are several publishing platform options available to faculty.
  - Find available OER textbooks on the [Guide on Open Educational Resources](#)
  - [Pressbooks](#), an open creation platform, is managed by the Office of Academic Innovation (OAI)
  - [PDXOpen](#) is the platform maintained by the Portland State University Library providing alternatives that can be adapted and adopted. Please contact our [Digital Initiatives Unit](#) for further information.
- Creating an online course pack in D2L by:
  - Linking to content from the library's existing collection of electronic resources (e-books, journal articles, streaming media, and other digital materials)

<https://bit.ly/33LmM6Q>

# Pivot & Expand

- Quick turn around
- Instructor experimentation and Innovation
- Less money to support
  - copyright and CC support
  - Assistance with locating items
  - Production support is less
  - Provide tools to remix
  - Hosting content
  - Partnerships



# COMMUNITY RESILIENCE TO CLIMATE CHANGE THEORY, RESEARCH & PRACTICE

Dana Hellman & Vivek Shandas



[Decorative cover image]

<https://doi.org/10.15760/pdxopen-24>

## STUDENT EXERCISES

[To be completed after assigned reading]

- (1) Consider some of the different ways that resilience is conceptualized in the literature. Which of these appeals most to you, or aligns most closely with your understanding of resilience?
- (2) Is there anything you feel is missing from these conceptualizations? Anything you would like to add?
- (3) What do you think is the relationship between RESILIENCE, ADAPTATION and TRANSFORMATION? It may help to draw a simple diagram showing how these ideas relate to one another.

*\*\*Tip for instructors: We suggest that students be given the opportunity to read each other's responses prior to class. This will alleviate the need for students to summarize for each other what they have written, and leave more class time for deeper, exploratory discussions.\*\**

## FOR INSTRUCTORS: CLASSROOM ACTIVITIES

(1) Discussion Prompt:

Imagine you are speaking with a community group (e.g., neighborhood association, religious group, climate rally, etc.) about climate change and resilience. How would you frame the concept? What examples might you use? How could you describe climate resilience in a way that makes sense to non-experts, without getting too technical?

Think of a metaphor you would use to convey this concept. Consider the opportunities and challenges of using this metaphor when speaking with a community group.

## Cities and Climate Change: The Precedents and Why They Matter

by Michael Hebbert and Vladimir Jankovic

This article was originally published in *Urban Studies*, 50(7), 2013. <https://doi.org/10.1177/0042098013480970>

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### ABSTRACT

This paper reviews the long tradition of city-scale climatological and meteorological applications prior to the emergence in the 1990s of early work on the urban/global climate change interface. It shows how 'valuing and seeing the urban' came to be achieved within modern scientific meteorology and how in a limited but significant set of cases that science has contributed to urban practice. The paper traces the evolution of urban climatology since 1950 as a distinct research field within physical geography and meteorology, and its transition from observational monographs to process modelling; reviews the precedents, successful or otherwise, of knowledge transfer from science into public action through climatically aware regulation or design of urban environment; and notes the neglect of these precedents in contemporary climate change discourse—a serious omission.



# Literary Form and Analysis: Instructional Materials for English 300

Josh Epstein, Portland State University

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## Description

This OER packet comprises instructional materials used for ENG 300: Literary Forms and Analysis, a "gateway" course for the English major and minor at Portland State University. It includes handouts, exercises, and a sample syllabus for this

<https://pdxscholar.library.pdx.edu/pdxopen/31/>

## Sample Syllabus

ENG 300 Literary Forms and Analysis

Prof. Josh Epstein

### Course Description

A required "gateway" course for PSU English majors, ENG 300 focuses on skills of literary analysis. Students in this class will learn methods of interpreting the complex relationships between *form* and *content*: *what* a text has to say, and *how* the text is put together. In studying texts of varying genres (poetry, drama, fiction, and film) and through both formal and informal writing exercises, students will gain confidence and ability in asking hard questions of a literary text, exploring its formal and thematic intricacies, and using writing as a tool for developing complex interpretations supported with evidence.

## Course Schedule

(This class ordinarily meets for ten weeks, twice a week; hence, "W1d1" = "Week 1, day 1," etc. It was based on a fall quarter, hence the Thanksgiving Break during Week 9. Adjust as needed!)

### Unit One: Poetry

**Unless noted otherwise, you can find poems and glossary terms via the Poetry Foundation site.**

#### Week 1

W1d1 Introductions. Read coursepack [preface](#); Adrienne Rich, "Aunt Jennifer's Tigers"

W1d2 Topic: Voice and Purpose

- o From [Poetry Glossary](#): alliteration, apostrophe, assonance, consonance, couplet, ekphrasis, enjambment, ode, rhyme, stanza, sublime
- o Read sections in coursepack: [close reading](#); [annotating poems](#); [genres of poetry](#).
- o Discuss [Podcast Assignment](#) and sign up for pairs/groups.
- o Poems:
  - Craig Arnold, "[Bird-Understander](#)"
  - Sylvia Plath, "[Morning Song](#)"
  - Joy Harjo, "Unmailed Letter" (posted to D2L)
  - Listen to podcast on "[Unmailed Letter](#)" (#042)

## Annotating a Poem

**Good reading involves writing.** When you're faced with a piece of writing that seems difficult or obscure, or where the language seems particularly dense and worth "unpacking," it's good to start taking notes as early in the process as possible. This is true of scientific writing, legal writing, academic writing, and literature: use writing as a tool for thinking through, and "talking back to," the poem. Keeping in mind the purpose of "close reading"—to trace patterns and recurring uses of language, to think about relationships between part and whole—it is crucial to engage actively with the text from the moment you first encounter it. These annotations will continue to shape your thinking about its form and content.

There are many approaches to annotating poetry. Some move from "big picture" to small details ([David Rickert advocates for this approach](#)). Some start from details and move from the inside out. I recommend a combination: we want to use small details to complicate our understanding of the poem's big ideas, but also to remember: **poems are made of words**. If we race past the details, we're missing the elements of language and form that make it poem-y.

“During the fully online spring term (thank you, covid 19), the ease of using all OER materials in my three courses was HUGE, especially during a time when the college bookstore, local bookstores, and all libraries were closed. Depending only on OER resources meant that students didn’t miss a single reading or assignment.”

“Having the OER resource worked really well as COVID-19 came about, so students didn’t have to shop for books and my classes were already customized and organized with OER links in D2L.”

# Networks

- Statewide opportunities
- Federal funding (grant proposals due 11/16)
- Open Education Network
- Rebus Community
- Library consortia



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from Noun Project



Created by Icongeek26  
from Noun Project



# Meet your people



# Projects



The screenshot shows the Open Oregon Educational Resources website. At the top right, there are social media icons for Twitter, Facebook, and RSS. The main header features the Open Oregon logo, which consists of a cluster of blue dots of varying sizes above the text "Open Oregon Educational Resources". Below the header is a navigation menu with links for "ABOUT", "CALENDAR", "RESOURCES", "FAQ" (which is highlighted in blue), "GRANTS", "Z-DEGREE", and "CONTACT".

The main content area has a "View Edit" control at the top right. On the left, there is a large heading "WELCOME TO THE OER FAQ" followed by a sub-heading "Questions about Open Educational Resources that faculty frequently ask" and a link for "Site map".

On the right, there are five FAQ cards, each with a green arrow icon at the bottom right:

- How do I **find** open educational resources?
- How do I **use** open educational resources in my course?
- How do I **create** open educational resources?
- I have questions about **the basics** of open educational resources
- Help**

At the bottom of the FAQ section, there is a paragraph of text: "This FAQ was developed by Hunter Cato, Jane Sandberg, and Michaela Willi Hooper, Linn-Benton Community College; Sergio Lopez, Mt Hood Community College; Jen Klaudinyi and Amanda Bird, Portland Community College; Meggie Wright, Lane Community College; Sue Kunda, Western Oregon University; Kerry Leek, Clackamas Community College; Scott Miller; and Amy Hofer, Open Oregon Educational Resources. It was created with open source software developed by Tom Boone for Portland State University Library, available at <https://github.com/pdxlibrary/Library-DIY>".

Below the FAQ section, there are two links: "Add a new category >" and "Re-order categories >".

At the bottom of the page, there is a Creative Commons Attribution 4.0 International License logo (CC BY) and the text: "Unless otherwise noted, all content on Open Oregon Educational Resources is licensed under a Creative Commons Attribution 4.0 International License." and "Higher Education Coordination Commission: Office of Community Colleges and Workforce Development".



# OER Impact Research

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# Flexibility



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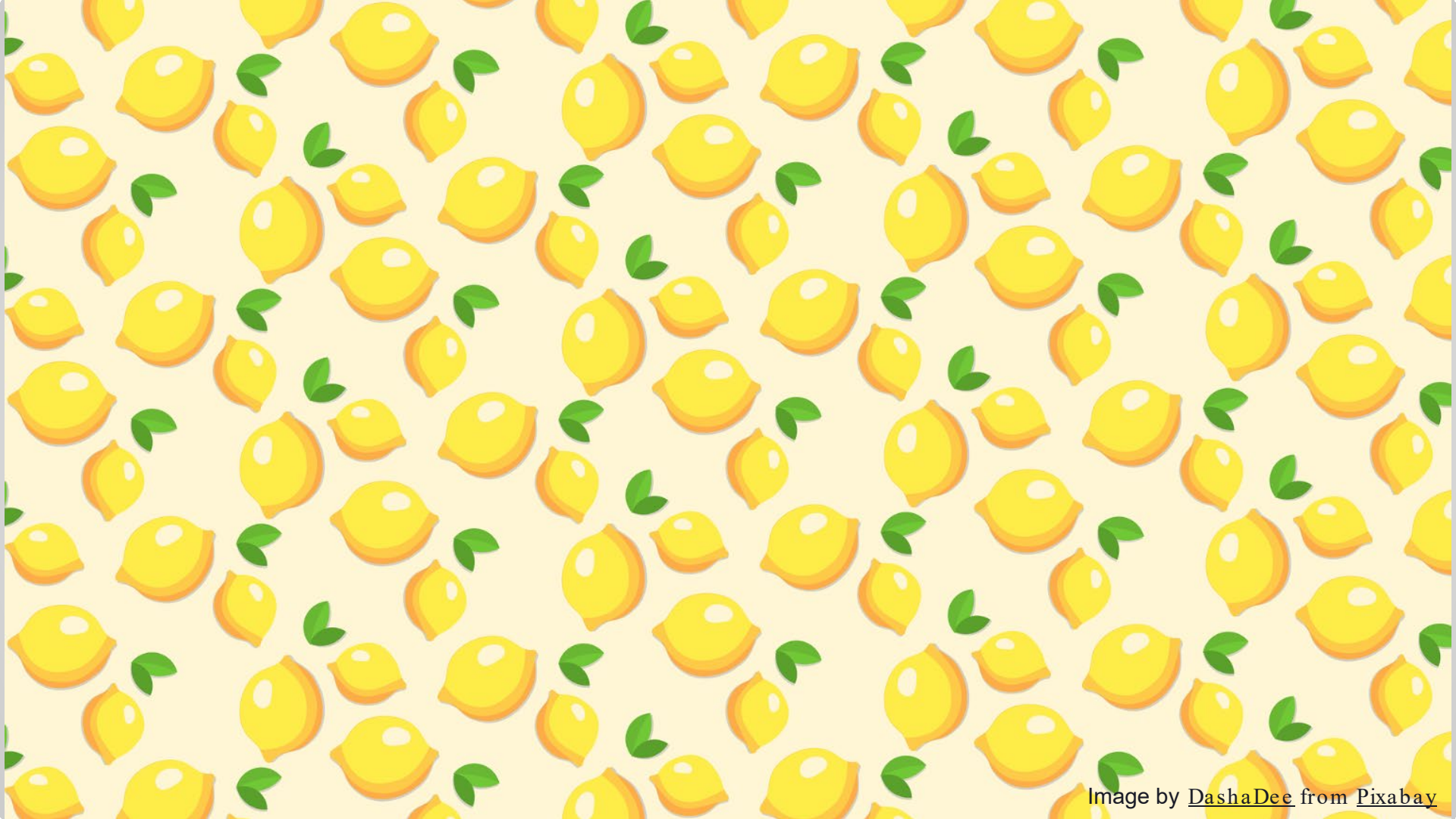






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