



# Open Educational Resources (OER) Strategic Framework

August 2016

## Why Open Educational Resources (OER) at the University of Wisconsin-Madison?

UW-Madison has identified the adoption and production of Open Educational Resources (OER)<sup>1</sup> as a priority within our Educational Innovation (EI) efforts. The advantages of increased use of OER for instruction include enhanced attainment of learning outcomes, greater flexibility and more diverse pathways for students when accessing learning materials, greater flexibility for instructors to customize instructional materials, and lower course material costs for students.

## OER Mission

Support and encourage instructors to create, revise, and adopt OER course materials that increase student learning and student access to high quality, innovative learning materials, at lower cost.

## OER Vision

UW-Madison improves learning outcomes, and provides students with greater flexibility and more diverse pathways to access learning materials, significantly reduces the cost of instructional materials for enrolled students (while maintaining or improving their quality), and is recognized as a state and national leader in developing and improving OER.

## Primary Stakeholders

Our primary stakeholders are enrolled undergraduate students and instructors.

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<sup>1</sup> Open Educational Resources [OER] are teaching, learning, and research materials released under an intellectual property license that allows others to freely use, revise, retain and/or redistribute the material. OER may include full courses, course materials, books/textbooks, multimedia, tests & quizzes, software, visualizations, simulations, and any other tools, materials, or techniques used to provide access to knowledge. *This description is based on a [definition of OER](#) published by the Hewlett Foundation.*

## Guiding Principles

- Prioritize support for OER based on:
  - Potential impact: number of students, cost per textbook, ability to pay
  - Potential value to communities that don't have resources to develop the content. Ex: less commonly taught languages, niche/specialized educational areas, UW System students
  - Potential to improve and/or expand opportunities for learning
  - Potential benefit to the reputation/brand of the program/discipline
  - Evident faculty capacity and interest
- Develop and encourage adoption of flexible formats that allow students to freely download, retain, and re-use material at low- or no-cost
- Ensure that materials developed are sustainable (reliably available in updated and still useful versions while the content can still be valuable) and processes for creating them are scalable
- Ensure that material created locally is broadly discoverable, has robust descriptive metadata, and is well integrated with commonly-used catalogues or repositories
- Decisions pertaining to the design, development, procurement, leveraging or adoption of OER tools should be based on their suitability within our digital learning ecosystem and their ability to support content sharing in a manner that is uniform, scalable and can be sustained as our digital learning ecosystem evolves

## Metrics for Success

### Utilization of OER in UW-Madison-based courses

- Number of students impacted
- Number of OER adopted as well as used over time
- Number of faculty and instructional staff engaged
- Student \$ saved
- Number of courses using OER

### Production/modification of new OER

- Number of instructional materials made/edited
- Number of faculty/staff/students engaged in creating/modifying instructional materials

### Learning Outcomes

- Performance on course quizzes and assignments pre- & post- OER adoption
- Increased student & instructor satisfaction with text/learning materials (cost and quality) pre- & post-
- Increased student engagement (e.g., time spent) with course materials (learning analytics)
- Increased student preparedness for class; higher assignment completion rates.

## **Utilization of UW-Madison-produced OER**

- Usage/Web hits/download data [something similar to data kept by [Library Digital Collections](#)]
- Use of UW-Madison-produced materials at other institutions

## **Short-term metrics**

- Enhanced awareness and visibility of OER among UW-Madison faculty, staff, and students
- Instructors at UW-Madison engaged in active development of OERs
- Process is in place for developing OERs, collective resources and expertise of instructional technology staff

## **Strategic Priorities**

### **Define where we are now in OER**

1. Use results of completed Unizin OER Task Force Information Gathering template and other initiatives to assess activity, interest and potential on campus
2. Clarify role of the Canvas LMS in supporting the development and/or use of OER
3. Identify gaps and barriers, and options for overcoming

### **Benchmark and Develop Partnerships – internal and external**

1. Define and implement interrelationships with Unizin and Canvas
2. Gather feedback and needs from faculty and student groups
3. Develop relationships and partner with peer institutions or institutional coalitions when appropriate
4. Partner with Libraries, AT/DoIT, LSS, CALS, SMPH, early adopters, etc.
5. Develop and/or deepen partnerships with relevant external partners (e.g., Lumen Learning, SPARC (the Scholarly Publishing and Academic Resources Coalition), the Smithsonian Institution, BC Campus OpenEd, and interested community/state/UW System partners)

### **Design infrastructure/whole system**

1. Define and shape the system for Unizin, Canvas & the Unizin OER strategy
2. Further develop the Unizin-hosted Pressbooks OER authoring tool
3. Develop or acquire tools/systems to support content authoring, repositories, and discoverability
4. Acquire funding and resources. Develop fundraising approach.
5. Provide staffing for training and support

### **Communicate and Raise Awareness**

1. Develop a comprehensive communication and branding strategy, including a website and a marketing plan
2. Measure and report progress toward OER project goals
3. Leverage existing governance and advisory boards to obtain campus resources to advance this effort

### **Leverage, Scale, Sustain**

1. Provide an incentive structure and resources
2. Develop uniform practices and language
3. Create venues for sharing/leveraging, including events, workshops, communities of practice
4. Provide training and development
5. Integrate with other initiatives and units
6. Acquire resources to support continued OER development – both tools and infrastructure and ongoing support

### **Process Note**

This strategic framework was developed in the 2015-16 academic year as part of the University of Wisconsin-Madison's Educational Innovation initiative, especially Goal 3 ("Extend the university's educational mission to Wisconsin and the world using new technology and partnerships"). The process was guided by an Ad-hoc OER Strategy Group (Jan Cheetham, Carrie Nelson, Kris Olds, Steel Wagstaff) that engaged with multiple stakeholders on and off campus (incl. the Library, DoIT, Content, Sharing and Open Educational Resource Digital Infrastructure Working Group, as well as Unizin, SPARC (the Scholarly Publishing and Academic Resources Coalition), and colleagues at #OpenEd15 (the 12th Annual Open Education Conference). Feedback welcome via Kris Olds <olds@geography.wisc.edu>.