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The adopt and adapt model for open educational resource development

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Adopt
and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?

Open Educational Resources

An open educational resource (OER) is peer reviewed researched academic content that has been made available via an open licence such as a Creative Commons Licence.

Click on the parts of the pyramid to learn about the Adopt and Adapt model and how it involves students in the creation of academic resources.

References



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CALGARY

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Adopt and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?

The Adopt and Adapt Model

Adopting OER has many benefits, including a decreased cost of education for students and increased collaboration among academic staff (Weller et al. 2013; Bliss et al. 2015).

In order to encourage OER adoption on campus, the University of Calgary has developed the Adopt and Adapt model for OER development. With the help of student researchers, an instructor can replace their course textbooks with OER.

Next →

References Home



UNIVERSITY OF
CALGARY

OPEN.UCALGARY.CA

Adopt and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?

The Adopt and Adapt Model

The University of Calgary OER Pilot Project was launched in March 2017 to celebrate Open Education Week. The Pilot Project awarded ten grants to support OER development on campus, with an emphasis on the Adopt and Adapt model.

Former vice-provost teaching and learning, Dr. Lynn Taylor, is credited with creating The University of Calgary Adopt and Adapt OER model.



[References](#) [Home](#)



UNIVERSITY OF
CALGARY

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Adopt and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?

The Role of Undergraduates

The Adopt and Adapt model places undergraduate students in a central role for the development of teaching and learning materials.

Undergraduate students are tasked with finding 2-3 available open educational resources that match the instructor's course syllabus learning outcomes.



[References](#) [Home](#)



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CALGARY

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Adopt
and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?

The Role of Graduate Students

Graduate students hold the role of peer-reviewers, who ensure that the OERs are of good quality.

Graduate students will review the OERs selected by the Undergraduate researchers, and choose the highest-quality resources, or parts of resources, from among them.



[References](#) [Home](#)



UNIVERSITY OF
CALGARY

OPEN.UCALGARY.CA

Adopt
and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?

Drivers of OER on Campus

Support for OER at the University of Calgary came from the students themselves and a dedicated group of OER practitioners. Activist efforts of the Students' Union VP Academic help shed light on the need for OER on campus.

Next →



[References](#) [Home](#)



UNIVERSITY OF
CALGARY

OPEN.UCALGARY.CA

Adopt
and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?

Drivers of OER on Campus

In 2016, Mount Royal University started the #TextbookBrokeAB campaign to raise awareness about textbook costs on Alberta campuses.



Scan the QR code to see student and instructor commentary on the state of textbook prices in Alberta.



[References](#) [Home](#)



UNIVERSITY OF
CALGARY

OPEN.UCALGARY.CA

Adopt and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?

Why Students?

In order to be a successful movement, OER needs to be sustainable. OER groups need to encourage the university community at large to come together and support the cause.

Student involvement has been flagged as one of the main components of a sustainable OER model (Fatayer 2016).

Next →



[References](#) [Home](#)



UNIVERSITY OF
CALGARY

OPEN.UCALGARY.CA

Adopt and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?

Why Students?

There is evidence that adopting OER in the classroom improves non-grade related aspects of student performance, with an increase in student engagement, enthusiasm and independence (Weller et al. 2015, 354). Involving students in the development of OER may also help improve their grades (Fatayer 2016, 181).

By involving students in the development of OER, we raise awareness for OER by creating a community of practice that grows with each new academic year. Students are also given the opportunity to develop important research and collaborative skills.



[References](#) [Home](#)



UNIVERSITY OF
CALGARY

OPEN.UCALGARY.CA

Adopt
and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?

What Next?

OER Development at the University of Calgary was supported by the Pilot Project during the 2017-2018 academic year.

A successful OER community should have both a bottom-up and top-down component (Stacey 2013). Students have been, and continue to be, a big part of bottom-up change on campus.

Next →



[References](#) [Home](#)



UNIVERSITY OF
CALGARY

OPEN.UCALGARY.CA

Adopt
and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?

What Next?

Bottom-up change occurs when dedicated community members come together to support a cause. Students, OER Practitioners and the OER Pilot Project have come together to advocate for and raise awareness about OER at UCalgary.

However, OER also needs a robust top-down component. Institutional policy changes that support OER development and research into the benefits of OER, as well as the creation of OER repositories, is integral to long-term success (Orr et al. 2015).



[References](#) [Home](#)



UNIVERSITY OF
CALGARY

OPEN.UCALGARY.CA

Adopt
and Adapt

The Role of
Undergraduates

The Role
of Graduate
Students

Drivers
of OER
On Campus

Why
Students?

What
Next?



References

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Home