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.
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
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.”

Framework for Information Literacy for Higher Education (2016)
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.
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.
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.
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.
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
OER Skillbuilding

- OER 101
- Copyright and CC
- Adaptation & Creation

Beetham and Sharpe ‘pyramid model’ of digital literacy development model (2010) All rights reserved.
## Info/Digital Literacy Overlap?

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

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