

**SMALL AND UGLY OER:
REFRAMING THE
CONVERSATION TO EASE
FACULTY INTO OPEN
EDUCATION**

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TL;DL

(TOO LONG; DIDN'T LISTEN)

Framing OER adoption and creation as “small and ugly” (or “small and simple”) is a rhetorical strategy to overcome the barrier of faculty intimidation to OER use and creation.

THE PROBLEM

Goal:

Increase OER adoption and creation among faculty.

Barrier:

Intimidation. The perception that it takes too much time and effort.

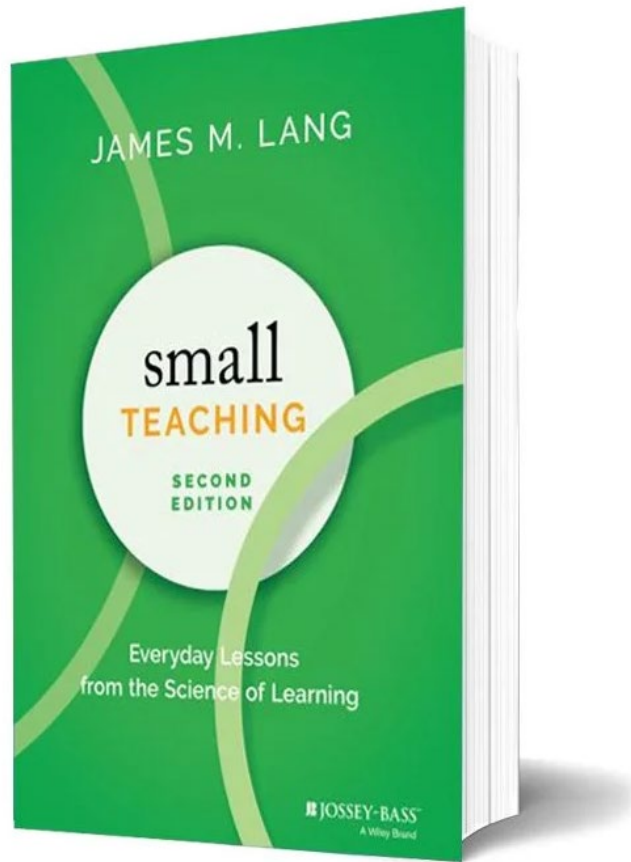
High teaching loads + research + service + life = perception of too much work.

Research supports this!

(see final slide for citations)



SMALL TEACHING BY JAMES M. LANG



- Small teaching = making small changes to instruction that have a big impact on learning
- Draws from psychology and neuroscience
 - “Reconceiving your courses from the ground up takes time and energy that most of us have in short supply in the middle of the semester...” (p. 3)
 - “Fundamental pedagogical improvement was possible through incremental change...through small but powerful modifications to our course design and teaching practices.” (p. 4)

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SMALL OER

Small changes to course materials that can eventually build to full OER/ZTC integration

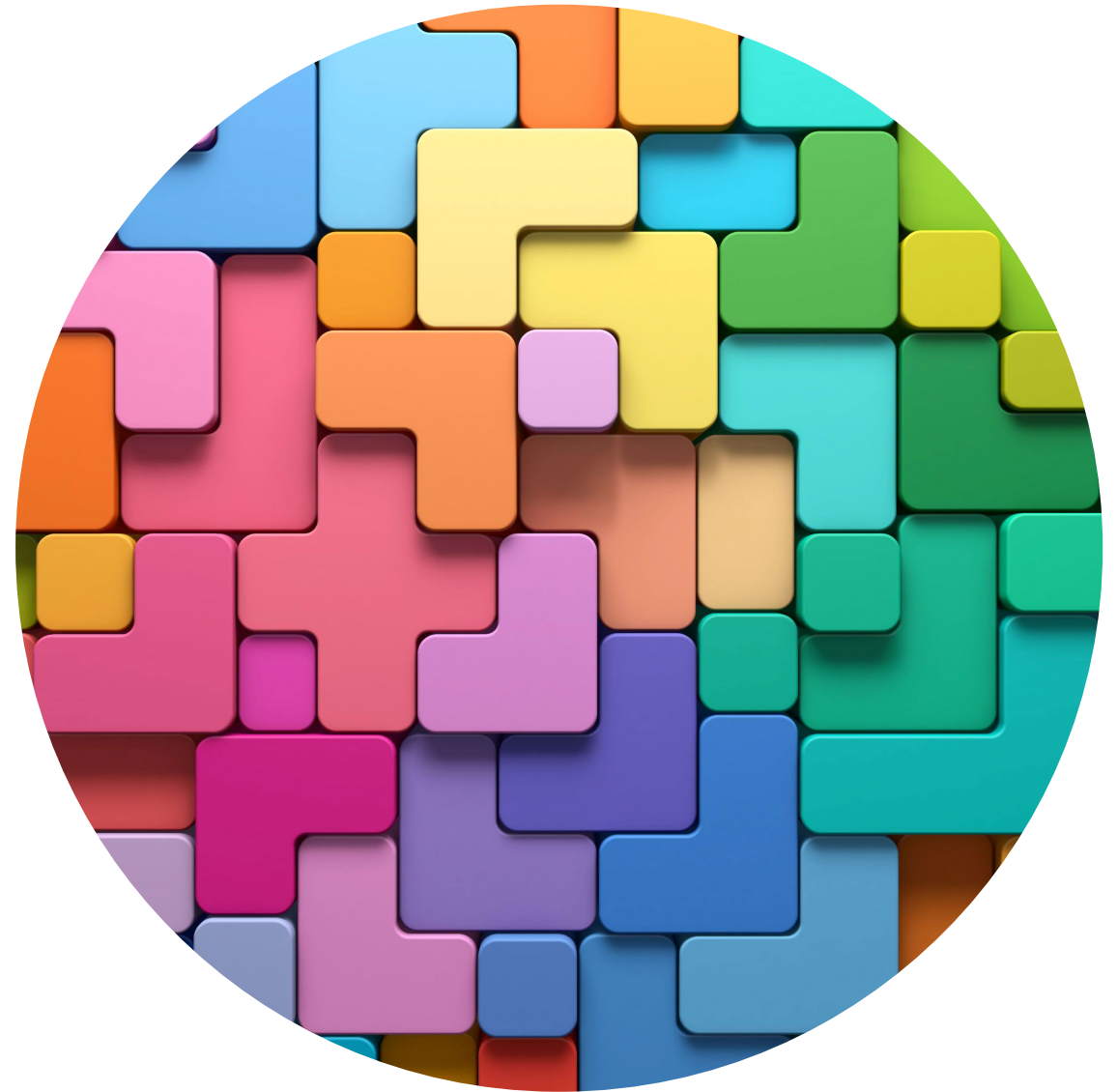
RHETORICAL SHIFT

Exigence:

A problem that can be changed by discourse
(speaking or writing)

Rhetorical situation:

My purpose as an author/rhetor is to
increase OER use among an audience of
overwhelmed faculty in the context of an
institution with high teaching loads.



SMALL OER STRATEGIES

| Strategy | Why? |
|--|---|
| Link to open articles, videos, or chapters while still using commercial resources for most content | It gives you time to gradually find open content that works for the course. |
| Use OER to fill existing gaps in course content. | The gaps need filled anyway, so why not use open content? It may keep students from having to buy an extra book/resource. |
| Use OER to offer alternatives or provide additional practice. | You have more to choose from when deciding on course content without incurring an extra cost. |
| Use OER for a single chapter, unit, activity, assessment, etc. | If you do this consistently over several semesters, you can eventually switch to entirely free materials. |

MEDIUM, LARGE, AND EXTRA-LARGE EXAMPLES:

[LIBGUIDES.UNCO.EDU/OER/SMALL-AND-UGLY](https://libguides.unco.edu/oer/small-and-ugly)

UGLY OER

Inspired by David Wiley (co-founder of Lumen Learning): [“On Quality and OER,”](#) October 10, 2013

“When publishers...say ‘quality’ with regard to textbooks and OER, they actually mean ‘presentation and graphic design.’...But this is not what we should mean when we talk about quality. There can be one and only one measure of the quality of educational resources, no matter how they are licensed...How much do students learn when using the materials?”

Leadership and Management in Professional Nursing Practice

An open educational resource for NUR 480, Professionalism in Practice:
Leadership and Management

Taught at the University of Northern Colorado
Greeley, CO, USA

Dr. Michael D. Aldridge, PhD, RN
Associate Professor Nursing
University of Northern Colorado



HELP FACULTY DISREGARD “VANITY METRICS”

- Even with OER creation platforms, cost and learning curves can still be barriers
- Use David Wiley’s gauge: *How much do students learn when using the materials?*
- Faculty already have “ugly” learning materials

FACULTY RESPONSES TO SMALL AND UGLY



**“THIS REALLY HELPED MAKE COERS SEEM
LESS DAUNTING (BIG OR SMALL, PRETTY OR
UGLY), AND I AM EXCITED TO IMPLEMENT
WHAT I’VE LEARNED!”**

-University of Northern Colorado faculty member

**“I WANT TO START SMALL BY FILLING THE GAPS IN
MY COURSE, LIKE ADDING OERS (NOT REVISING
THEM, YET) IN MODULES THAT DON’T CURRENTLY
HAVE ANY RESOURCES...AND THEN OVER TIME WILL
INTEGRATE THEM MORE INTENTIONALLY.”**

-University of Northern Colorado faculty member

SMALL AND UGLY IMPLEMENTATION

- Talk the talk.
- Encourage the use and creation of small OER.
- Show examples of ugly OER alongside pretty examples.
- Copy my LibGuide if you think it's helpful:
 - [Libguides.unco.edu/OER/small-and-ugly](https://libguides.unco.edu/OER/small-and-ugly)

small & **UGLY**
OER

THANK YOU!

[Nancy A. Henke](#)

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CITATIONS

BARRIERS TO OER USE

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- Jhangiani, R. S., Pitt, R., Hendricks, C., Key, J., & Lalonde, C. (2016). Exploring faculty use of open educational resources at British Columbia post-secondary institutions. BCcampus Research Report. Victoria, BC: BCcampus.
- Schuwer, R., & Janssen, B. (2018). Adoption of Sharing and Reuse of Open Resources by Educators in Higher Education Institutions in the Netherlands: A Qualitative Research of Practices, Motives, and Conditions. *The International Review of Research in Open and Distributed Learning*, 19(3), 151–171. <https://doi.org/10.19173/irrodl.v19i3.3390>