

# Slides on Creative Commons Licensing and Open Educational Resources for a Panel Discussion *What Campus Leaders Need to Know about Copyright and Intellectual Property* from WCET on 23 July 2020

For more information about this event, see

<https://wcet.wiche.edu/events/webcasts/copyright-intellectual-property>

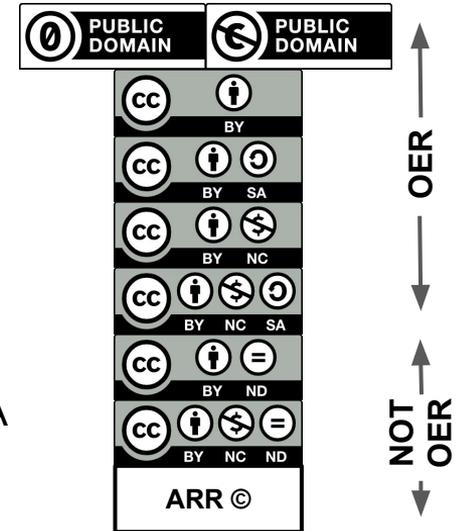
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# The Creative Commons Alternative to All-Rights-Reserved Copyright

↑ TOOLS  
↓ LICENSES

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# Open Educational Resources [OER]: Potential

*“OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.” -- [William and Flora Hewlett Foundation](#)*

Wiley:

**5Rs:**

Jhangiani:

- |                |               |
|----------------|---------------|
| ● Retain       | ● Respect     |
| ● Reuse        | ● Reciprocate |
| ● Revise       | ● Risk        |
| ● Remix        | ● Reach       |
| ● Redistribute | ● Resist      |

“Free repurposing” and Wiley’s **5Rs** amount to nothing more or less than pedagogical academic freedom. In fact, it’s a little weird that faculty are so accepting of educational resources under ARR ©...

“Free use” amounts to getting off the gravy train (for publishers) which has seen textbook costs rise at many times the rate of inflation. It’s hard to justify textbooks that cost \$200 or even \$300 or \$400 when: total student debt in the US is \$1.74 **trillion**; 39% of students surveyed in 2019 were food insecure in the month prior to be surveyed, 46% were housing insecure in the prior year, and 17% were homeless.

Because of textbook cost, students take fewer classes, do more poorly, take longer to complete their studies, *etc.*; many students do not buy required texts or online access, but share books or skip those points.

Studies show when courses switch from commercial resources: student and instructor satisfaction goes up; academic performance goes up and DFW rate goes down -- and these effects are significantly larger for Pell-eligible and self-identified minority students, by as much as a factor of three.

# OER: Reality

## *The Good:*

- OER have saved students at least \$1 billion.
- Millions of students use OER, at more than half of US colleges and universities.
- The Open Textbook Library ([open.umn.edu/opentextbooks](https://open.umn.edu/opentextbooks)) has 766 books, most reviewed by instructors.
- OpenStax ([openstax.org](https://openstax.org)) has around 60 textbooks that look very much like commercial ones.
- LibreTexts ([libretexts.org](https://libretexts.org)) hosts nearly 400 resources and has a sophisticated remix tool.
- OASIS ([oasis.geneseo.edu](https://oasis.geneseo.edu)) and OER Commons ([oercommons.org/](https://oercommons.org/)) are OER search engines.
- Platforms like PressBooks ([pressbooks.com](https://pressbooks.com)), PreTeXt ([pretextbook.org](https://pretextbook.org)), and others make copying, adapting, and creating beautiful OER quite easy.
- Organizations like The Open Textbook Network ([open.umn.edu/otn](https://open.umn.edu/otn)) and The Rebus Community ([rebus.community](https://rebus.community)) support campuses with organization, platforms, training, *etc.*
- All of these wonderful resources and tools circulate freely and without legal obstacles to the **5R** permissions because they are under Creative Commons licenses.

## *The Bad and the Ugly:*

- OER may not have as many supplemental materials as commercial resources - but this is improving!
- OER are thought not to be as accessible (*i.e.*, ADA-compliant) as commercial resources - this is false.
- Most problematic: there is a widespread belief that “you get what you pay for,” so OER must be worthless since they cost nothing. This is in fact the opposite of the truth, for the academic freedom reasons mentioned above among many other reasons -- *e.g.*, **open [or OER-enabled] pedagogy** is the most interesting and powerful pedagogical innovation that has happened in decades!