



OPEN EDUCATIONAL RESOURCES CONSIDERATIONS FOR SCHOOL DISTRICTS

OPEN EDUCATIONAL RESOURCES

Open Educational Resources (OER) are teaching and learning materials that exist in the public domain or have been released under an open license. This means that the resources can be used free of charge, distributed without restriction, and, in most cases, modified without permission. Since they encourage adaptation, OER bring a huge potential to K–12 for maintaining up-to-date content and collaborating within your school district on continual quality improvement of that content

KEY STEPS AND CONSIDERATIONS WHEN ADOPTING OER

INTRODUCE OER TO STAKEHOLDERS

Engage local school and district administrators, curriculum specialists, technology specialists, school boards, teachers, and parents in the discussion about OER to increase awareness and clarify goals:

- Save money on content acquisition to enable shifting funds to other critical areas
- Adopt more current, updateable instructional material
- Fill curricular gaps in order to meet Common Core standards
- Adapt resources to localize content or personalize learning
- Leverage technology and provide digital content to students

Resources:

[Washington Open Educational Resources Project Resource Page](#) (talking points, presentation templates, recorded sessions, readings)

[Why Open Education Matters Contest Winners](#) (video)

[Open Education and the Future](#) (video, David Wiley 2010)

[OER and Collaborative Content Development](#) (iNACOL 2013)

[State of the States: Open Educational Resources in K–12 Education](#) (CCSSO 2015)

RECOGNIZE THE NEED FOR ONGOING PROFESSIONAL LEARNING

What professional learning will be required to teach how to effectively locate, evaluate, adapt, and implement open resources?

What supports are in place to provide clarity on licensing types, understanding levels of permission for remixing open resources, and providing proper attribution?

If necessary, what technology training will be required?

Consider the creation of OER User Groups to support teachers implementing a specific resource and create a community of practice that shares implementation resources and best practices.

Resources

Online Learning Communities: [P2PU School of Open](#), [EdWeb](#)

OER developer sites: [Curriki](#), [OER Commons](#), [CK-12](#).

DISCUSS HOW OER MATERIALS WOULD BE DELIVERED.

Openly licensed content can be produced in any medium: paper-based, video, audio or computer-based multimedia. What material format will you need to provide - digital or print? If digital, make sure educational technology staff is pulled into these discussions early on.

Digital

Consider what device will be used to access the material. Does the material need to be incorporated into a learning management system (LMS)?

Will increased broadband capacity or technology infrastructure be required? How will students without home devices or internet connectivity access the materials? Are there other student accessibility issues that need to be addressed?

Though the material licensing is free, will technology purchases/upgrades be required for access or delivery? What sustainable funding for devices is required?

Print

What are the printing costs involved with having material published? Explore options and compare pricing through a print-on-demand service, in-house print services, or existing state or district agreements with printers.

Resources:

[The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs](#) (SETDA 2012)

[The Smarter Balanced Technology Strategy Framework and System Requirements Specifications](#)

Print On Demand Services: [Lulu](#), [CreateSpace](#), [Lightning Source](#)

STRATEGIZE DETERMINATION OF QUALITY AND ALIGNMENT TO STANDARDS

How will materials be vetted? What instruments will be used to gauge Common Core or Next Generation Science Standards alignment?

If school board policies require the same resource across the district, consider an annual review cycle of OER instructional material, with an agreed upon version for use by teachers during the school year. Consider allocating ongoing staff development time for the updating and adaptation of resources, if new curricular versions will be rolled out on an annual basis.

Who will be trusted to approve material – will reviews from other districts/states be accepted?

Discuss how much teacher adaptation of approved material is allowed or encouraged.

Resources

[OER Review Process and Rubrics](#) (Washington Office of Superintendent of Public Instruction reviewed OER library)

[Instructional Materials Policies, Reviews, and Course Supports](#) (Washington OSPI)

[Achieve the Core Toolkit for the Alignment of Materials](#) (Student Achievement Partners rubrics and evaluation tools)

DISCUSS CHANGES TO EXISTING POLICIES THAT APPLY TO THE USAGE AND CREATION OF OER

Update instructional materials adoption policies that rigidly define textbooks or curricular materials with more flexible language that includes consideration of OER.

Enable more flexible use of instructional materials budgets. This funding could support development and adaptation of OER and technology infrastructure.

Clarify the current district policy regarding copyrighting of created material and emphasize that materials created by state, regional, or local entities using public funds will hold an open license for sharing, collaboration, and access for all educators and students.

Resources

[OER State Policy in K-12 Education: Benefits, Strategies, and Recommendations for Open Access, Open Sharing.](#) (INACOL 2013)

[Out of Print: Reimagining the K-12 Textbook in a Digital Age](#) (SETDA 2012)

[Model Policy on Instructional Materials Selection and Adoption](#) (Washington State School Directors' Association 2015)

DISCUSS HOW THE IMPACT OF OER WILL BE MEASURED

How will the effects of OER on student learning be measured –standardized test results, teacher and student observations and suggestions?

How will the cost shifting potential of OER be determined?

What is the process improvement pathway? How will feedback be used to strengthen teaching and learning over time?

Resources

[The Impact of Open Textbooks on Secondary Science Learning Outcomes](#) (Robinson, Fischer, Wiley, Hilton, 2014)

[Creating and Adopting Open High School Science Textbooks](#) (Wiley and Young 2010)

REVIEW CASE STUDIES OF DISTRICTS IMPLEMENTING OER

Take OER out of the realm of the theoretical and see how districts are addressing the effective implementation of open resources.

Resources

[OER in Action: Implementation Highlights](#) (SETDA 2015)

[OER Stories, Policies, and Resources](#) (CCSSO 2015)

[Districts Put Open Educational Resources to Work](#) (Education Week 2015)

NOTE: THE USE OF OER DOES NOT PRECLUDE THE USE OF COMMERCIAL CONTENT

Many high quality educational materials are available for purchase and, in certain circumstances; their use may be more affordable than attempts to produce that content openly or address content areas not well represented by existing OER. Thus, the most cost-effective way to develop and procure resources for use in teaching and learning is to explore all available options.

REFERENCES:

Council of Chief State School Officers (2015). Open Educational Resources in K–12 Education.

Bliss, T., Tonks, D., & Patrick, S. (2013). Open Educational Resources and Collaborative Content Development: A Practical Guide for State and School Leaders. International Association for K-12 Online Learning (iNACOL).

Fletcher, G., Schaffhauser, D., & Levin, D. (2012). Out of Print: Reimagining the K-12 Textbook in a Digital Age. Washington, DC: State Educational Technology Directors Association (SETDA).

Bliss, T., & Patrick, S. (2013). OER State Policy in K-12 Education: Benefits, Strategies, and Recommendations for Open Access, Open Sharing. International Association for K-12 Online Learning (iNACOL).

Fox, C., Waters, J., Fletcher, G., & Levin, D. (2012). The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. Washington, DC:

T. Jared Robinson, Lane Fischer, David Wiley, and John Hilton III. The Impact of Open Textbooks on Secondary Science Learning Outcomes. Educational Researcher October 2014 43: 341-351, first published on September 15, 2014

FOR MORE INFORMATION

OER PROJECT

digitalllearning.k12.wa.us/oer

WASHINGTON OER LEGISLATION

<http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.300.803>

WASHINGTON K–12 LEARNING STANDARDS

<http://www.k12.wa.us/CurriculumInstruct>

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