CREATING THE ENGLISH 302 OER COLLECTION

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GEORGE MASON UNIVERSITY

Who We Are

- 9 members of the English Department's Composition faculty (8 term, 1 adjunct) who teach English 302, Advanced Composition, on a regular basis

- Our experience ranges from several years to several decades of teaching the class

Our Context

- English 302 is one of the largest courses at GMU (because most universities do not offer an equivalent course, nearly all students, 4-year and transfer, take it)

- Because the course is unusual, there are few textbooks designed for it (and students are reluctant to spend money on books in any case)

- The class is taught in relatively small (22-person) sections, mostly by faculty teaching a 4/4 (or higher) load of writing-intensive courses.

- Individual instructors have considerable freedom to plan their own sections, as long as they fulfill common course goals and include some version of common assignments (a research-based project, an investigation of research and writing conventions in students' disciplines)

- While most sections of English 302 are taught by experienced members of the contingent faculty (term and adjunct), there are a number of new instructors each year, and tenure-line faculty sometimes teach the class on short notice

Our Goals

- Create a pilot collection of tested Creative Commons-licensed curricular materials for use by all English 302 instructors, with particular emphasis on materials that would be useful to new or infrequent instructors

- Make the accumulated wisdom of long-time English 302 instructors more easily available to both new and experienced instructors

- Encourage, expand, and document the existing culture of collaboration (and the existing use of free-to-students materials) among English 302 instructors

- Create templates and procedures (especially peer review) that can be used to expand the collection (building on the model of a scholarly journal)

What We Created

- A pilot collection of eleven items, each consisting of instructor's notes , core curricular materials, and supporting materials (mostly self-created, with some use of existing OER), housed on a Blackboard organization

- Blackboard site analytics and surveys conducted at the end of the Fall 2016 and Spring 2017 semesters show regular use of and considerable appreciation for the collection, especially by new faculty
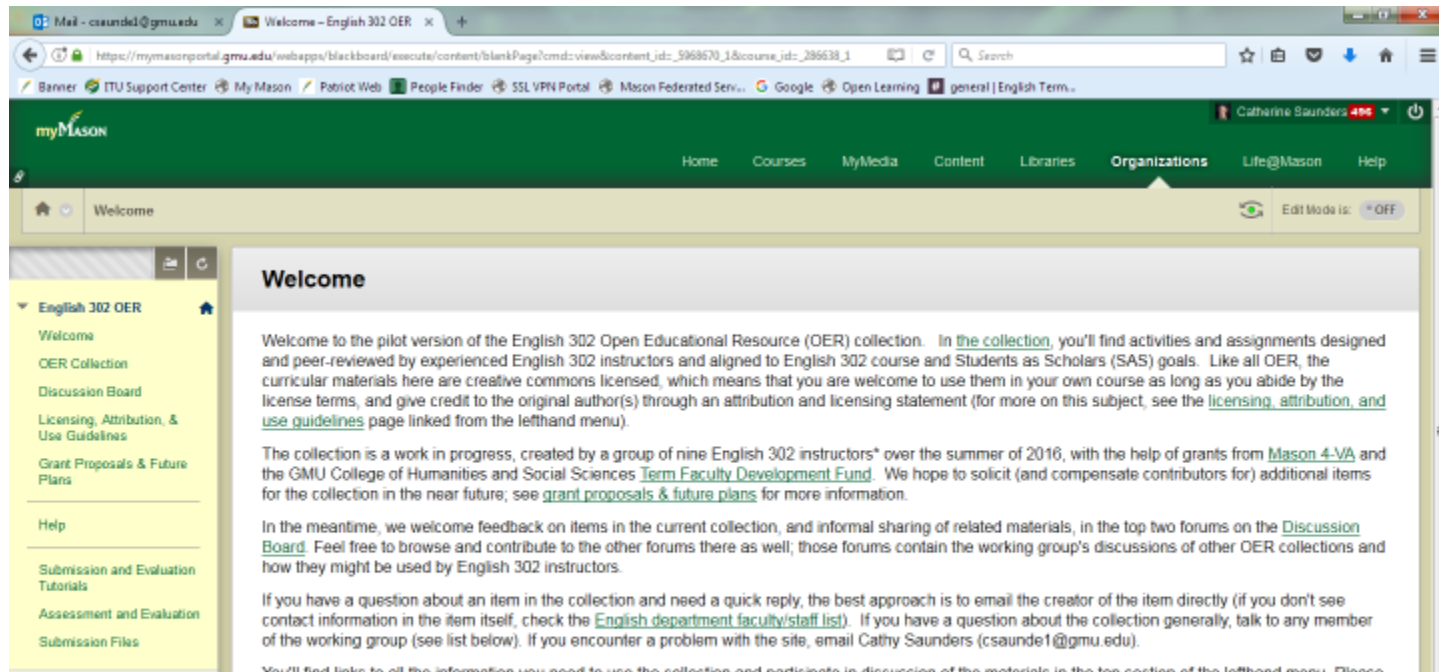
Next Steps

- We plan to move the collection to a public-facing site housed on the Mason journals platform in the near future

- We plan to expand the collection, starting by inviting members of learning communities conducted during the 2016/2017 school year to submit their work

- We hope the collection will eventually become a repository of the results of the ongoing pedagogical research conducted in English 302 classrooms, and of pedagogical innovation by English 302 instructors, continually revised and expanded as course goals and the needs of our students evolve.

How We Use Creative Commons Licenses

- To explicitly give permission to fellow English 302 faculty members to use our materials

- To track the evolution of assignments and activities as they circulate among English 302 faculty members

- To make the process of creation , adaptation, and remixing visible to colleagues who sit on salary review, retention, and promotion committees

- To make the process of creating and revising curricular materials, and giving credit to each other, visible to our students, as a model of collaborative research, and as a mark of high-quality pedagogy

Sample Licenses from the Collection

- **For an original work created by one of our team members:**

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- **For a work remixed by the same team member:**

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Sample Licenses (continued)

- **And for an existing OER included as a resource with the same item in the collection:**

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Thanks

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- To colleagues not taking part in this presentation who participated in the English 302 OER project during 2016-2017: Jacob Broderick, Brian Fitzpatrick, Joyce Johnston, Sara King, Stephanie Liberatore, and Dean Taciuch

WORKSHOP: CHOOSING OER LICENSES

Your Turn: Workshop Activity

Alone or in partnership with a neighbor or colleague, think about the following:

- What kinds of OER do you use, or would you like to use, in your courses? Do you want to find and use existing OER as-is? Revise/adapt/remix them to fit your course? License your own materials (new or existing)? A bit of all of these?

- What would you like to be able to do with materials you find: use in their current form? adapt? remix, with other existing materials or your own materials?

- What would you like others to be able to do with materials you create or adapt/remix? Use in their current form only? Adapt/remix further?

- Which creative commons licenses would you need to seek out (for existing OER) or place on materials (for self-created OER) in order to achieve those goals? Are there are licenses that would *not* serve your purposes? (See definitions of CC licenses and compatibility chart on handout)

LICENSES

MOST FREE

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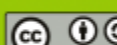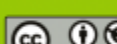
LEAST FREE

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(http://bcopened.org/resources/creative-commons/)

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License Compatibility Chart:

	PUBLIC DOMAIN (CC)	PUBLIC DOMAIN (0)	CC BY	CC BY SA	CC BY NC	CC BY ND	CC BY NC SA	CC BY NC ND
PUBLIC DOMAIN (CC)	✔	✔	✔	✔	✔	✘	✔	✘
PUBLIC DOMAIN (0)	✔	✔	✔	✔	✔	✘	✔	✘
CC BY	✔	✔	✔	✔	✔	✘	✔	✘
CC BY SA	✔	✔	✔	✔	✘	✘	✘	✘
CC BY NC	✔	✔	✔	✘	✔	✘	✔	✘
CC BY ND	✘	✘	✘	✘	✘	✘	✘	✘
CC BY NC SA	✔	✔	✔	✘	✔	✘	✔	✘
CC BY NC ND	✘	✘	✘	✘	✘	✘	✘	✘

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Questions?