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### One-Stop Shop for Creating Open Educational Resources

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## One-Stop Shop for Creating Open Educational Resources

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# One-Stop Shop for Creating Open Educational Resources

John Rankin, Ashley Sergiadis,  
Philip Smith, Constanze Weise

East Tennessee State University



*Download Slides*

<https://dc.etsu.edu/etsu-works/19383/>

# Getting to know you

*When you **design a course** how much consideration do you give to the **cost** of and **easy access** to textbooks, online platforms, and other course materials?*



[Pollev.com/philipsmith657](https://pollev.com/philipsmith657)

# Getting to know you

*My students sometimes share course related work with wider communities beyond the classroom.*



[Pollev.com/philipsmith657](https://pollev.com/philipsmith657)

Still getting to know you

*What would be your dream course to design and teach?*



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# Today's Session

## Process

### Play along!

- Explore how OER might work for you.

### Hear our story

- The tale of creating and teaching a World History OER textbook.

## Goals

### Learn OER

- Participants will be able to identify what Open and Affordable materials are and how they can be applied in diverse settings.

### Engage students

- Participants will be able to identify strategies for using OER to cultivate inclusive student engagement.

# Our Story

*Constanze and John share what inspired the project...*

## 1

### The World in 1500



Costume 16th Century Europe

Artist: Brockhaus  
Source: Stock.com/WVG  
License: Standard License (purchased by ETSU)

#### EUROPE

As the world approached the 1500s, old institutions and politics gave way to new structures. The decline of the Mongol Empire, which had controlled much of Eurasia for centuries, and the rise of the Islamic Ottoman Empire changed the course of human history. The newly dominant Ottomans began disrupting trade, especially the lucrative spice routes to Asia. In response, Europeans increasingly turned to maritime exploration to find new routes to Asia.

In 1492, Christopher Columbus crossed the Atlantic Ocean, initiating a five-century interchange between the Americas, Africa, Asia and Europe. This "Columbian Exchange" circulated people, diseases, plants, goods and ideas throughout the world.

Europe in 1500 was comprised of numerous highly competitive states, many of which still exist today (although their borders and compositions have altered

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Taj Mahal, Agra, India

Artist: User "Yann (talk)"  
Source: Wikimedia Commons  
License: CC BY-SA 3.0 | © Yann



#### THE TAJ MAHAL

Commissioned in 1632 by Shah Jahan (r. 1628-1658) as a tomb for his wife, Mumtaz Mahal (1593-1631), who died in labor while pregnant with their 14th child, the Taj Mahal is an example of the sophistication, scale, and grandeur of Mughal architecture. Completed around 1653, the 42-acre complex contained intricate gardens, a mosque, and an ornate guest house. The most famous

building, the ivory-white marble mausoleum, had been largely completed by 1643. Set in what is today Agra, Uttar Pradesh, India, it is believed that tens of thousands of laborers were needed to complete the project. After Shah Jahan's death in 1666, his body was interred next to Mumtaz Mahal in the Taj Mahal. The Taj Mahal remains one of the most recognizable buildings in the world and stands as a lasting reminder of Mughal wealth, grandeur and power.

#### SUMMARY

All three of these Muslim empires were more powerful and secure in the 16th century than at the beginning of the 18th. Each empire struggled to rule the vast lands and the people they had conquered. They had internal pressures, often from the groups that had helped expand their empire. Conquered groups also fought back, sapping the attention and resources of the centralized state. As administration size and costs ballooned, none of these empires had the revenues needed to meet these demands. External pressures came from other empires that had successfully modernized. By the beginning of the 18th century, all three Islamic empires faced the realities of decline as each one struggled to reconcile past successes with current realities.

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[https://dc.etsu.edu/  
etsu-oer/13/](https://dc.etsu.edu/etsu-oer/13/)

# Play along!

Identify one or more resources assigned in your courses (real or dream) that you are not satisfied with.

What course materials would you need to replace or supplement the lacking resources? Think about the content as well as the format (podcasts, videos, textbook, etc.).

Play along! Search for an OER.



[Mason OER Metafinder](#)

*Searches mostly everything but can be overwhelming.*

[OASIS](#) / [MERLOT](#) / [OER Commons](#)

*Similar sites that searches many OERs with different interfaces.*

Textbooks - Try [Open Textbook Library](#).

Images - Try [OpenVerse](#).

# Our Story

*Constanze and John share some stories and insights on design, accessibility, copyright, platforms...*

all nobles serve in either the army or the civil service. Peter successfully brought the nobility into line, further centralizing the power of the throne.

Peter ordered his followers to create new schools to teach mathematics, manufacturing, medicine, engineering, and finance. He based these schools on Western traditions and hired English, French, and German tutors to teach Russians technical and philosophical ideas. In many ways, Peter's reforms, his educational policies, and his general acceptance and promotion of European ideas not only changed Russia but opened it up to the ideas of the Enlightenment.

By the end of Peter's reign, he had achieved his goal of transforming Russia by orienting it towards the

West. His achievements granted him the title Peter the Great. He built a new capital, improved education and the economy, and ensured that the nobility served the state. The death of Peter in 1725, and the early death of his son and heir, led to a period of instability that threatened to undermine his reforms.

Despite the troubles of governance, subsequent rulers continued to expand the Empire. Fatefully, Peter III (r. 1762) married a German princess named Catherine in 1745. Deposed and possibly murdered, Peter III was succeeded by his wife, now known as Empress Catherine II (r. 1762-1796). She would, in time, be known as Catherine the Great.



Map of Russian Expansion, 1533-1914

Artist: John Wyatt Greenlee  
Source: World History Since 1500 (Rankin, Weisse)  
License: CC BY 4.0 | © ETSU

## CHINA



Commissioner Lin Zexu

Artist: Unknown  
Source: Wikimedia Commons  
License: Public Domain

Although illegal, initially Chinese authorities did little to stop the opium trade as the scale and impact of opium were not widely known. By the 1830s, there was a growing acceptance that the opium trade had negative social and economic impacts, and this encouraged the Chinese state to attempt to stem the flow of opium into China.

In 1839, Chinese authorities empowered the trustworthy and ever-efficient Lin Zexu (1785-1850) to employ strict measures to end the opium trade. After learning how the drug had been smuggled into China, Zexu went on the offensive. Refusing to look the other way or take a bribe, Zexu seized and destroyed some 20,000 chests of opium.

Having little respect for Chinese sovereignty and egged on by British commercial interests, Britain went to war with China. Known as the First Opium War (1839-1842), the war demonstrated the superiority of British forces. While some Chinese units had firearms, others went into battle with knives, spears, and swords. Such troops were little match for the professionalism and firepower of the British army.

The decisive moment for the British came in May 1842 when the gunboat HMS *Nemesis* led a team of seventy ships up the Yangzi River. The ability to take naval power inland and upstream gave the British a new advantage and demonstrated, once again, how far China had fallen behind Europe. Unable to resist this intrusion, the Chinese were forced to sue for peace.

The war officially ended with the signing of the Treaty of Nanjing in 1842. Known as part of a series of unequal treaties, the Treaty of Nanjing forced China to surrender territory and sign away some of its sovereignty. The Chinese ceded Hong Kong to Britain, opened additional ports to trade, and

In the 18th century, the Qing dynasty continued to consolidate and expand its power. To contain growing European power and influence, European traders were increasingly restricted to the Guangzhou waterfront while only being allowed to trade with licensed Chinese traders. Since the Chinese had little need or interest in European goods, traders had to pay in silver bullion rather than trade goods to acquire Chinese items, including porcelain, silk, and tea.

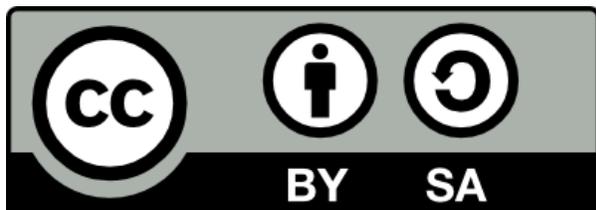
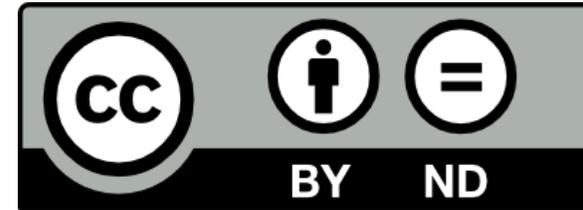
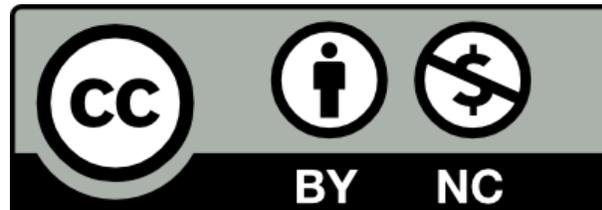
European traders and trading companies, especially the British East India Company, felt disadvantaged by these restrictions and did not like having to spend currency to acquire goods. Unable to provide a product that the Chinese wanted to purchase at scale, they turned to opium, an addictive drug grown in India, as a solution. Soon silver flowed in the opposite direction as Chinese merchants were willing to use bullion to acquire opium to sell to an increasingly addicted populace.



<https://dc.etsu.edu/etsu-oer/13/>

# Copyright: Sharing OER

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## Principles of Marketing

(15 reviews)



Copyright Year: 2015

ISBN 13: 9781946135193

Publisher: [University of Minnesota Libraries Publishing](#)

Language: English

### Read this book

MULTIPLE FORMATS (PDF, KINDLE, E-PUB, .MOBI)

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### Reviews

[Learn more about reviews.](#)



Reviewed by Zahra Tohidinia, Assistant Professor, Framingham State University on 6/12/20

The text offers a very good review of key marketing principles and provides a comprehensive introduction to the main concept. I would suggest combining the textbook with relevant current marketing articles and cases. [read more](#)

### Table of Contents

- Chapter 1: What is Marketing?
- Chapter 2: Strategic Planning
- Chapter 3: Consumer Behavior: How People Make Buying Decisions
- Chapter 4: Business Buying Behavior
- Chapter 5: Market Segmenting, Targeting, and Positioning
- Chapter 6: Creating Offerings
- Chapter 7: Developing and Managing Offerings
- Chapter 8: Using Marketing Channels to Create Value for Customers
- Chapter 9: Using Supply Chains to Create Value for Customers
- Chapter 10: Gathering and Using Information: Marketing Research and Market Intelligence
- Chapter 11: Integrated Marketing Communications and the Changing Media Landscape
- Chapter 12: Public Relations, Social Media, and Sponsorships
- Chapter 13: Professional Selling
- Chapter 14: Customer Satisfaction, Loyalty, and Empowerment
- Chapter 15: Price, the Only Revenue Generator
- Chapter 16: The Marketing Plan

### About the Book

*Principles of Marketing* teaches the experience and process of actually doing marketing – not just the vocabulary. It carries five dominant themes throughout in order to expose students to marketing in today's environment:

Service dominant logic — This textbook employs the term

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## PHYSICS AND ASTRONOMY ANCILLARY MATERIALS

### In-Class Activities for OpenStax Astronomy

[Download](#)

[Rosa Williams, Columbus State University](#)  
[Kimberly Shaw, Columbus State University](#)

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**Material Type**  
Assessment

**Publication Date**  
Spring 2020

**Course Title**  
Descriptive Astronomy I

**Course Number**  
ASTR 1105

#### Abstract

This set of in-class activities in Microsoft Word format are intended to supplement [OpenStax Astronomy](#). Topics include:

- Atmospheric Gas
- Celestial Sphere
- Dwarf Planets
- Earth Size
- Earth Impact
- Greenhouse Gases and Climate Change
- Jovian Planet
- Jovian Moon and Ring
- Mars Atmosphere and Climate
- Solar System Formation and Scale
- Sunspots
- Terrestrial Planet and Lunar Features
- Venus Atmosphere and Climate

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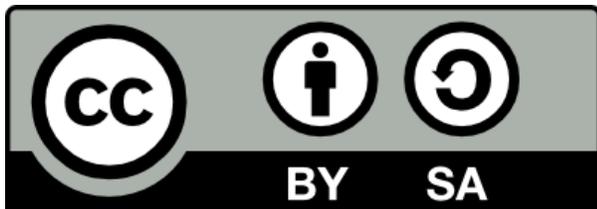
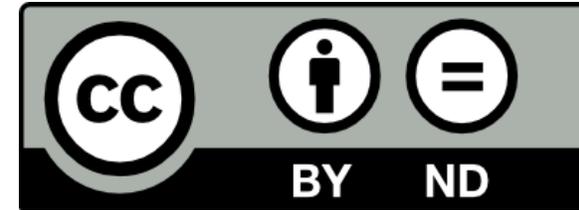
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#### Recommended Citation

Williams, Rosa and Shaw, Kimberly, "In-Class Activities for OpenStax Astronomy" (2020). *Physics and Astronomy Ancillary Materials*. 11. <https://oer.galileo.usg.edu/physics-ancillary/11>

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# Copyright: Publishing Your OER

Use [Creative Commons Choose a License](#) to help you with wording.

[CC BY](#) is usually the recommended license.

# Copyright: Remixing OER

Using OER in your creation is a little trickier. You need to think if you have a "Bowl of Fruit" versus a "Smoothie".



most nobles were expected to serve the monarch, including providing military service when required. Below the nobility were a class of merchants, traders, artisans and craftsmen, some of which could be rather wealthy. Peasants who worked the land of nobles formed the lowest rung of the European social order. Regardless of whether they were sharecroppers who shared their produce with local nobles or serfs tied directly to the land, peasants had little to no freedom of movement.

the House of Lancasterian, won the throne of England at the Battle of Bosworth Field.

Early modern monarchs struggled to control not just the minds and bodies but also the souls of their subjects. For most Europeans, the "Church" referred to the Catholic Church seated in Rome. A pillar of European society, the Church's wealth, power and influence often rivaled that of the monarchs and emperors. For centuries, monarchs attempted to gain religious autonomy from Rome and to find ways to divert religious taxes into their own coffers. Following a split from the Catholic Church in the 4th century, the Eastern Orthodox Church became the dominant religion, not merely in Central Europe but also parts of Africa and the Middle East.

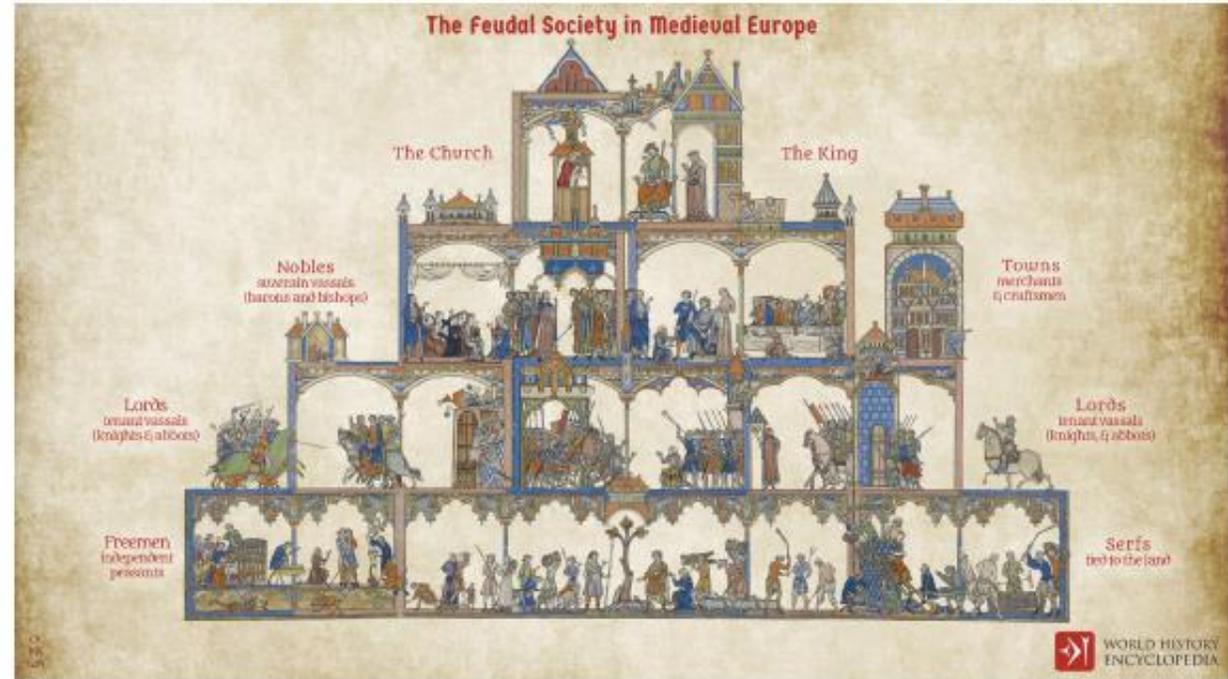
## FEUDAL SOCIETY IN MEDIEVAL EUROPE

The chronic instability of Europe's stratified and hierarchical social classes often fostered disunity,



### The Feudal Society in Medieval Europe

Artist: Simeon Netchev  
Source: World History Encyclopedia  
License: CC BY-NC-SA 4.0 | © Simeon Netchev





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PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
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BY NC	✓	✓	✓	✗	✓	✗	✓	✗
BY ND	✗	✗	✗	✗	✗	✗	✗	✗
BY NC SA	✓	✓	✓	✗	✓	✗	✓	✗
BY NC ND	✗	✗	✗	✗	✗	✗	✗	✗

# Copyright

## Best Practices for Attribution

Include the Title, Author, Source, License.

University of North Georgia Press has great examples of attribution.

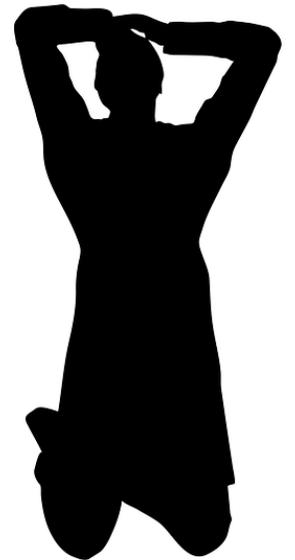
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If your resources are not under a Creative Commons license or Public Domain, you can consider [Fair Use](#) or requesting permission.

*I am creating an Open Educational Resource that will be uploaded to [website]. I am requesting a non-exclusive, perpetual license to use the images listed below. I would include the following copyright notice under the image (or whatever copyright statement you request to appear).*

Play along: Copyright

What concerns do you have about copyright?



Play along: Are the materials you found accessible?

Accessibility best-practices:

- Accessibility as a spectrum
- Student and person centered
- Universal Design for Learning (UDL) as a mindset

# Accessibility Checker Tools

[\*\*BC Open Textbook Accessibility Toolkit\*\*](#) provides information on evaluating and creating open textbooks, including a checklist for accessibility.

[\*\*Accessibility Module\*\*](#) outlines how to evaluate and create accessible video, images, course materials, and textbooks.

[\*\*Web Accessibility Evaluation Tool\*\*](#) analyzes websites to determine if they meet accessibility guidelines.

# Publishing

Talk to your library. They may have an institutional repository for you to publish your materials.

If that is not an option, free tools are available:

[MERLOT has Content Builder](#)

[OER Commons has Open Author](#)

You can upload the materials anywhere you feel comfortable. Make sure you add it to MERLOT and OER Commons and other OER repositories.

# Engage Students

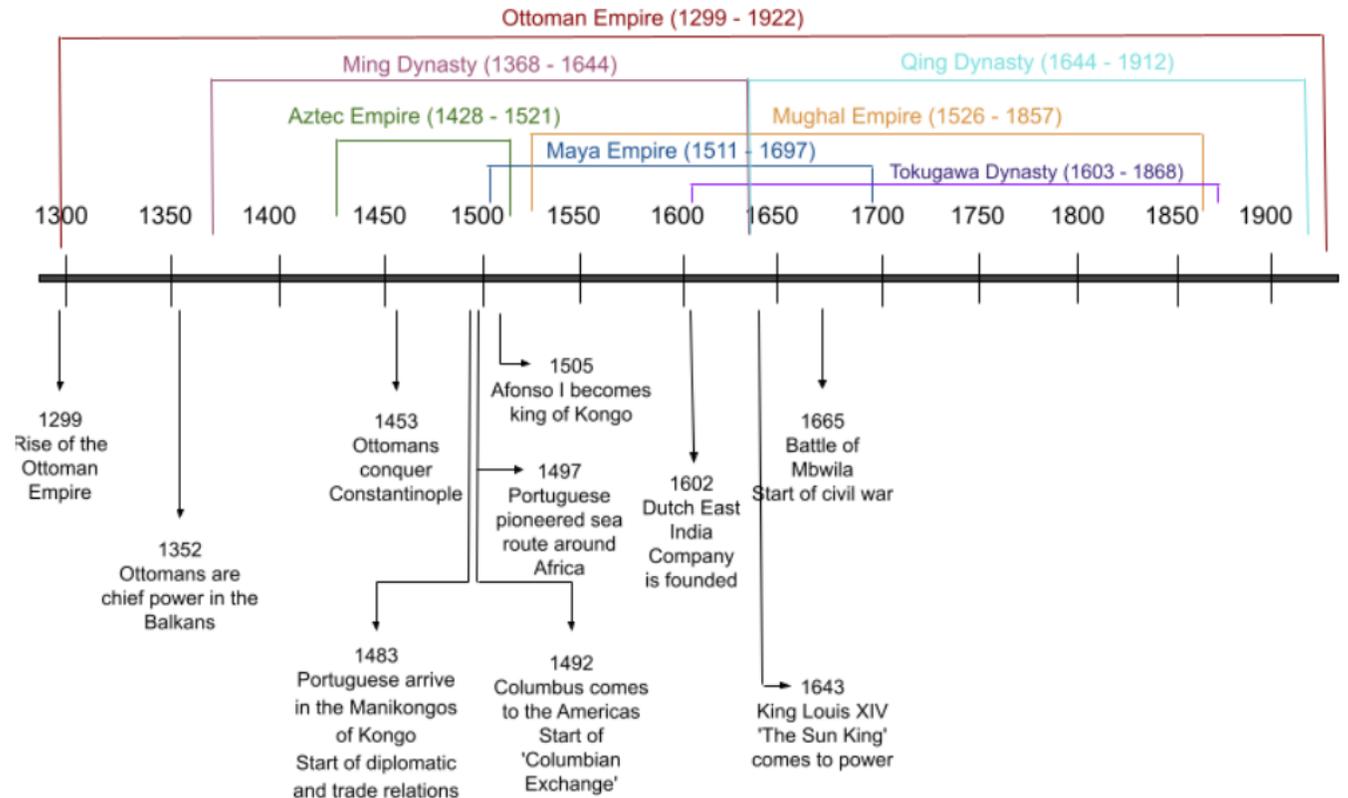
## Open Educational...

- Resources AND Practices
- “What you teach with” and “how you teach”
- “The set of pedagogical practices that include engaging students in content creation and making learning accessible is known as open pedagogy.” (Elder)
  - Content creation, also curation, adaptation, remixing

# Our Story: Open Pedagogy

*Constanze and John share example activities like the timeline and cover design contest...*

<b>Mid-1400s</b>	Portuguese begin voyages of exploration
<b>1492</b>	Christopher Columbus reaches Americas
<b>1498</b>	Vasco da Gama arrives in India
<b>Early 1500s</b>	Transatlantic slave trade begins
<b>1519-1540</b>	Spanish conquer Aztecs and Incans
<b>1522</b>	First circumnavigation of globe completed
<b>1602</b>	Dutch East India Company founded





# Example of Student Permission Slip

I grant [publisher] the non-exclusive right to:

- distribute my project ("the Work") over the Internet and make it part of [OER or publishing platform].
- migrate or convert it, without altering the content, to any medium or format for preservation and/or continued distribution.

I agree that [publisher] may keep more than one copy of this submission for the purposes of security, backup, and preservation. I understand that once a Work is deposited in [OER or publishing platform], it may not be removed.

By signing the form, I, the author, declare that:

- I have the full power and authority to make this agreement;
- this submission is my own original Work;
- the Work does not infringe any copyright, nor violate any proprietary rights, to the best of my knowledge;
- in the event of a dispute over copyright to material contained in this Work, I accept full responsibility for any breach of copyright that distributing these files or metadata may entail.

You, as the author, retain copyright to the Work uploaded into [OER or publishing platform]. In addition, you have options to control how others can view and use your Work. Please check the option that you prefer:

\_\_\_\_\_ **Default** – You own the copyright and others must contact you to reuse your Work.

\_\_\_\_\_ **Creative Commons Attribution 4.0 License** – You own the copyright and you license your work under a Creative Commons Attribution 4.0 license. This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. If you prefer a different Creative Commons license, please state your preference:

# Diverse applications

- What might this look like in your discipline and classes?
  - World History: OER Textbook timeline example
  - Composition: Collections of student essays
  - STEM related: Student generated study guides, writing practice test questions
  - Have students write alt tags for pictures
  - Discuss: Share other examples