

Handout

Promising Practices for OER Publishing

In this breakout session focused on OER creation, you will be able to reflect on open publishing practices, standards, and resources required to produce high-quality OER that advance student success. You will be encouraged to identify publishing goals for your institution and align these outcomes with state priorities.

Process

Publishing is an iterative process comprising: team building, planning, scoping, writing, editing, formatting, review, release, adoption, implementation.



Figure 1: Rebus' Open Publishing Process

Practices

Each phase has a unique set of practices and workflows — paying careful attention to this during the publishing process can not only improve the quality of your resources and their longevity, but also sustain the people and systems supporting the work. [The Rebus Guide to Publishing](#) offers a comprehensive overview of these phases along with templates and examples that you can use in your OER projects. Figure 1 contains a series of primer questions to help you be more intentional with your publishing efforts.



Publishing Standards

Use standards to lay the foundations for your institutional or statewise publishing efforts. You can consider the following ideas as starting points:

- Establish publishing teams comprising subject-matter experts, librarians, instructional designers, technologists, and student co-creators.
- Create a required list of metadata, frontmatter, and backmatter to include in all published OER.
- Offer recommendations or templates for structuring OER content.
- Offer licensing recommendations for OER produced in your institution.
- Outline minimum web accessibility requirements for available OER formats.
- Encouraging peer review, classroom review, and accessibility review of all OER.
- Establish an adoptions workflow to assess the efficacy of OER as it is used in classrooms.

Discussion Areas

These topics may be discussed during the breakout sessions. The questions provided are meant to further your thinking and conversation around the topics.

- **OER Creation Initiatives**
 - Who is involved in OER work at your institution/state?
 - Can you identify 3-5 creation projects that align with institutional/state priorities?
 - Can funding for OER creation be allocated towards teams rather than solely to faculty?
- **Diversifying OER Content**
 - What types of pedagogical devices to include in your OER?
 - Whose voices are included or missing? Can you critically re-evaluate the syllabus/curriculum?
 - Can the learning outcomes be revised to reflect changes to key skills in the discipline?
- **Indigenizing Resources**
 - How are you committing to decolonization and indigenization? How can this show up in your OER project?
 - Have you built trusting relationships with Indigenous communities and stewards in your regions?
 - Is Indigenous content/story valued in the same ways as Western knowledge in your OER? Who is telling these stories?
- **Making Accessible OER**
 - What support is available to ensure web accessibility of resources?
 - Are there established guidelines from the institution/state?
 - When does accessibility come up in your conversations?
- **Setting Publishing Standards**
 - Do you offer requirements/recommendations around licensing, metadata, accessibility, review, editing, or structure?

- Who is responsible for enforcing these standards?
- How can you embed the standards into your publishing workflows?
- **Metadata and Discoverability**
 - Do you have a list of required metadata fields for OER creation teams to complete?
 - What databases and catalogues exist for published OER?
 - Are submissions cross-listed in statewide repositories?
- **Open Licences**
 - What kinds of conversations around ownership and license are you having?
 - How can a license enable increased use of an OER?
 - Do licences assigned on the OER respect the content?
- **Adoptions and OER Course Markings**
 - What processes are established after an OER is published?
 - How is it discoverable to students in your LMS?
 - Is adoption data at your institution gathered? Is it shared across the state?
- **Engaging Students in Publishing/Open Pedagogy Projects**
 - Can you support OER co-creation with students?
 - Can you leverage renewable assignments in courses to support deeper learning?
 - What does student-review of OER look like?
- **Identifying and Celebrating OER Champions**
 - What recognition and reward is offered to individuals participating in OER projects?
 - Where and how are stories of OER Champions shared?
 - How is joy centered in your publishing initiatives?
- **OER Efficacy Reporting**
 - What does “success” or “impact” of OER mean to you?
 - What data is collected around OER use?
 - Does storytelling feature in your annual reports?

Resources

- [Textbook Success Program](#) (program content is available in the Curriculum Hub)
- [The Rebus Guide to Publishing Open Textbooks \(So Far\)](#)
- [Making Ripples: A Guidebook to Challenging Status Quo in OER Creation](#)
- [A Guide to Making Open Textbooks with Students](#)
- [Beyond the Horizon: Broadening Our Understanding of OER Efficacy](#)
- [The OER Starter Kit for Program Managers](#)
- [Pulling Together: A Guide for Curriculum Developers](#)
- [Native-land.ca](#)
- [Land Grab Universities](#)
- [Pulling Together Indigenization Guides](#)
- [Slide Deck](#)