OER: A Cycle of Discovery, Development and Practice

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Introduction

Creative Commons licenses allow for the reuse of learning objects. At the UWM Libraries, we produce and reuse Open Educational Resources strategically in our instructional design practice to meet the needs of an increasing number of online classes. When faced with the challenge of embedding the library in a new competency based degree program, we sought out OER as a strategy for delivering library content and authentic assessments.

Our Working Research

- How do we identify open content?
- When do we choose to develop content rather than reuse?
- How does OER facilitate scaled expansion of our embedded information literacy model?

Discovery: EBP Case Study

- UWM Library Resources: LibGuides and handouts
- Subject Librarian Expertise: Search strategies, Program needs.
- Resources from other libraries: Inspiration and open reusable content.
- Nursing and Health Science Literature: EBP follows the same basic steps across the disciplines.

Major Learning Outcomes

- Understand the process of Evidence-Based Practice.
- Apply across disciplines.
- Transition from research and source evaluation to application.

Basic Guide Structure

- Structure highlights the EBP process and supports common EBP based assignments.

Development: Building the Tutorial

Open Resources

Open Educational Resources are published under a creative commons license. They are free to reuse, and in some cases, edit.

- UWM Library Resources: LibGuides and handouts
- Subject Librarian Expertise: Search strategies, Program needs.
- Resources from other libraries: Inspiration and open reusable content.
- Nursing and Health Science Literature: EBP follows the same basic steps across the disciplines.

Recycled Resources

Recycled resources are learning objects that already exist in UWM Libraries LibGuides or handouts. They may just need a little updating or formatting to give them a polished, unified look.

New Resources

New Learning Objects

- Extend the subject area librarian’s expertise into the virtual environment
- Support self directed learning by teaching concepts covered in face to face sessions (i.e. specific search strategies)

Practice: Assessment Model

With a small staff and high demand for embedded information literacy across multiple course types, we design formative assessment that faculty may adapt to their own courses. We also consult with faculty on best practices for summative assessments that can be measured with standard rubrics such as the AACU Value Rubric for Information Literacy. Our Nursing faculty base their assessments on AACU Value Rubric for Critical Thinking because it aligns with the overall goals of their program. They incorporate principles of Evidence Based Practice in these assessments. The following rubric was created for a professional practice competency set and emphasizes knowledge of the various tools we support for Nursing students.

Development: Building the Tutorial

Ex. University of Minnesota Evidence-Based Practice Tutorial

- Overview of EBP.
- An inter-professional approach.
- Interactive case studies.
- Creative Commons license.

Practice: Reuse of our Content

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