

OER + ACCESSIBILITY

Three mini-presentations in one session!



https://bit.ly/april26_ndus_oer

LAND ACKNOWLEDGEMENT:

NDSCS acknowledges that we occupy the sacred ancestral lands of the First Nations cultures of North Dakota. Without them, we would not have access to our gathering, dialogue, and learning spaces.

THEME:

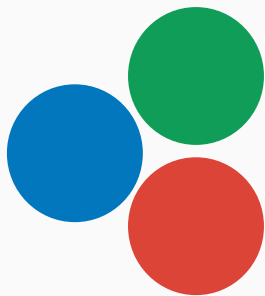
From Open Stax: “Course materials make up only a portion of the learning experience in most courses, but they can be key agents of inclusivity within that role. A textbook, learning object, or activity that considers and welcomes students, or that addresses inequity, can improve the success and outcomes of a course.”

STRUCTURE:

Accessible OER happens through three lenses:

1. **Access** – Can students/learners get the materials?
2. **Accessibility** – Can all types of learners actually use them?
3. **Representation** – Do students/learners see themselves in the OER?

STRUCTURE > TOC



My Background

- **1: Why OER + Access? Because of Barriers**
- **2: Accessibility + UDL (Universal Design for Learning)**
- **3: Representation in OER**

Future Resources



My Background:

- **Teaching since 1999 (k12, university, community college)**
- **Currently teaching ENGL and HUM courses at the North Dakota State College of Science (planning EDUC 250 for Spr27)**
- **Educator Certification for Creative Commons - Summer 2019**
- **Wrote first OER in 2016 with colleagues via a campus mini-grant**

do not
read this
book



**WRITE OR
LEFT:**

an OER textbook for
creative writing classes

the 2022 edition

**CEREAL
IS
SOUP**



A Funky Little Book About Argument

**KIDS READ THE
BEST STUFF**

An OER textbook for the curious mind: a
journey through the humanities

**THE QUEST FOR
MEANING**

a textbook for the curious mind: a
journey through the humanities

**FROM
INK
TO
LINK**



**My
Background:
Six OER
Textbooks**

- **Write or Left** - ENGL 211, Intro to Creative Writing (F21)
- **Cereal is Soup: A Funky Little Book About Argument** - ENGL 120, College Composition II (Spr22)
- **Kids Read the Best Stuff** - ENGL 238, Children's Literature (Spr23)
- **The Quest for Meaning** - HUM 101, Intro to Humanities (Su24)
- **From Ink to Link** - ENGL 220, Intro to Lit (F24)
- **Do Not Read This Book** - ENGL 110, College Composition I (F25)

Creating OER made me start asking those three questions about my materials...

Accessible OER happens through three lenses:

1. **Access** – Can students/learners get the materials?
2. **Accessibility** – Can all types of learners actually use them?
3. **Representation** – Do students/learners see themselves in the OER?

Which leads to the BIG QUESTION:

HAVE I CREATED “a textbook, learning object, or activity that considers and welcomes students, or that addresses inequity, can improve the success and outcomes of a course”?

1: Why OER + Equity + Accessibility?

Access

Who has immediate access?

When do they have access?

How do they have access?

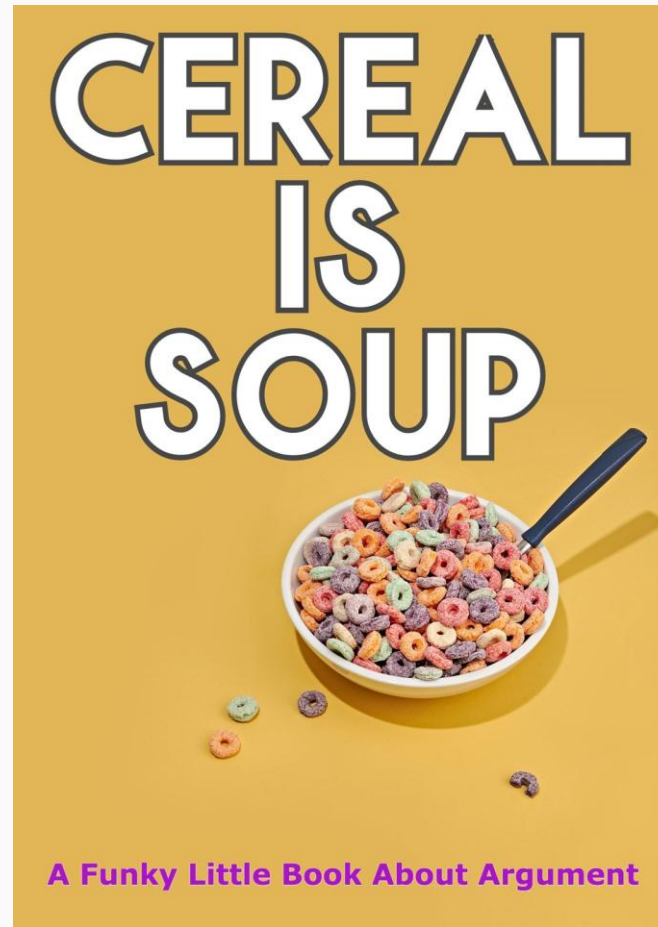
Access Check = Handout

<https://canva.link/lkkw8m47yantg2s>

Access

- Can I offer a cheap print version? 😄
- How will they gain access? When? 😄
- How does it appear on devices? 😄
 - MS Word / PDF / Google Doc
- Do I have Audio? 😬
- Should I have a Large Print edition? 🤔

\$19ish



\$9.09

Print copy on Amazon, Google digital files, MS Word, Audio, PDF...

Accessibility

Accessibility is the practice of making your materials usable by as many humans as possible. We typically think of this as being about people with disabilities, but the practice of making anything accessible also benefits other groups!

UDL - Universal Design for Learning

Creating a level playing field for individuals or groups according to their respective needs, which may include equal treatment or treatment that is different but is considered equivalent in terms of rights, benefits, obligations and opportunities.

One way to build equity is to use universal design (UDL).

- **Use multiple means to give learners various ways of acquiring information or showing knowledge acquisition.**
- **Give them choices in what they create: “Answer 2 of the 5 questions below in order to demonstrate your learning for this unit.”**
- **Link to podcasts and videos for extra information or as a substitute for reading text.**
- **Story: I once attended a webinar where the presenter started out saying, “Okay, we’re going to respond to some questions; you can put your answers in the chat or on paper or if you want to ponder and then turn on your mic to answer verbally, we’ll do that in about 5 minutes...”**

Tiny Audit of Accessibility = Handout

<https://canva.link/lkkw8m47yantg2s>

Accessibility means asking yourself these questions:

- **Do my documents have headings and alt text for those students who might use screen readers?** 😊
- **Do I use text colors to indicate importance?** 😊
- **Do colors have contrast in my OER materials?** 😊

UDL asks us...

- **Do we use multiple means to give learners various ways of acquiring information or showing knowledge acquisition.**
- **Do we give choices in what they create?**

Representation

What is the demographic of the person who has written the textbook?

Who is represented in my textbook? In the text? In the pictures? In the examples? In the memes?

Reflect on Representation = Handout

<https://canva.link/lkkw8m47yantg2s>

- ***The Anti-Textbook of Writing* contains:**
 - 19/23 genre examples written by women, including me (83%)
 - 5/23 genre examples written by women of color
 - 7/23 genre examples written by people of color
 - 1/23 genre example written about a white cisgender man
 - 1/23 genre doesn't have an example (text message)
- **As for the remaining parts of the book, since it's a remix... the main contributors were *Wikibooks* & *WikiHow*, followed by women (20 names), with half of that for me (10 names); these are approximations based on what showed up in the footnotes.**

CHAPTER 3.9: INDIVIDUALITY	88
CHAPTER 4: GENRES	91
POP QUIZ ON GENRES	91
• ANNOTATED BIBLIOGRAPHY	92
• BLOG	woman . 93
• BUSINESS PLAN	me . 95
• COMMENTARY	woc . 97
• EMAIL	woc . 100
• ESSAY	woman . 102
• HOW-TO GUIDE	woc . 105
• LETTER	me . 111
• LIST ESSAY	ne . / Alina / OTAVet 113
• MANIFESTO	woman . 117
• MEME	MLK Jr 119
• MEMO	me . 122
• MEMOIR	me . 123
• MULTI-GENRE	woc . 124
• OBITUARY	me . 129
• POETRY	skip 134
• PROFILE	woman . 136
• PROPOSAL	me . 139
• REPORT	woman . 142
• RESUME	ne . 145
• REVIEW	woc / BPOC . 148
• TEXT MESSAGE	woman . 153
• TWEET	no ne 156
	BPOC 157
	158

19
23

Have I included a variety of perspectives in this OER?

- ***Write or Left* contains:**
 - 8/14 genre examples written by women, WOC, LGBTQIA, or BIPOC (57%)
 - 2/14 genre examples written by “anonymous”
 - 2/14 genre examples written by white cisgender men
 - 2/14 genre examples non-existent at this time (graphic novel & YA)
- **As for the remaining parts of the book...**
 - Remixed *Wikipedia*, *Wikibooks*, and *WikiHow*.

CHAPTER 1: INTRODUCTORY EXERCISES.....	24
CHAPTER 2: REVIEW OF ELEMENTS.....	31
YOUR VOICE.....	38
CHAPTER 2: EXERCISES OF THE ELEMENTS.....	40
• CHAPTER 3: POETRY.....	43
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• CHAPTER 4: FLASH FICTION.....	54
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MULTI-MODAL, -GENRE, & -VOCAL.....	92
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• CHAPTER 9.4: HORROR.....	124
• CHAPTER 9.5: HUMOR.....	133
• CHAPTER 9.6: GRAPHIC NOVELS.....	139
• CHAPTER 9.7: ROMANCE.....	142
CHAPTER 9.8: HOW TO GET PUBLISHED.....	146

Have I included a variety of perspectives in this OER?

- ***Cereal is Soup*, Readings in Extended Version of Textbook:**
 - 17/21 essays written by women
 - 4/21 essays written by women of color
 - 4/21 essays written by people of color
- **No essays written by white cisgender men!**
- **My students will be able to use the Readings in the Textbook OR they can refer to the Scavenger Hunt Slides of articles, videos/TED Talks, and podcast compiled by students that connect to the Wheel of Power / Privilege**

Table of Contents	
Chapter 6: Readings	6
Ch6/Topic: Skin Color	7
"An American Story in White, Black, and Red"	8
Ch6/Topic: Formal Education	14
"Teaching in America's prisons has taught me to believe in second chances"	15
Ch6/Topic: Ability	19
"Lost and Found"	20
"Dyslexia Disforia"	24
Ch6/Topic: Sexuality	30
"Love Who You Love"	31
"Taking the Native American Narrative Beyond Reservations"	35
Ch6/Topic: Neurodiversity	42
"Why There Need To Be More Autistic Characters in Children's Books"	43
"Why many women with autism and ADHD aren't diagnosed until adulthood – and what to do if you think you're one of them"	46
Ch6/Topic: Mental Health	50
"Even after lockdowns eased, pandemic depression persisted across social classes – new study"	51

Have I included a variety of perspectives in this OER?

So, how did I gather diverse authors?

- I ask students for permission/consent to use their “stuff.”
- Here’s the [consent form, that’s embedded into a First Day Survey](#).
- Once I gather their responses, and I find myself in need of revising my OER or updating the OER in general, I will go to that list and choose authors who handed in that assignment/genre, etc.
- *The Conversation* web site (useful for *Cereal is Soup with Readings* version).

Have I included a variety of perspectives in this OER?



The instructor in this course feels that students shouldn't write for teachers only. Students should have audiences beyond the classroom; these audiences might be future students or people in their lives or the general public. This idea makes the projects less disposable; they become more than an "assignment" in a closed classroom. The instructor of this course thinks students should leave a legacy of work behind them, as well as take that work with them, too. What if a story or image you create really makes a future student think about their life? The instructor of this course also wants a LOT of student voice in her materials; with that said, she'd like to have the ability to use anything you create in her future course(s). And if you don't want your real name connected to those pieces you create, feel free to create a pen name! PLEASE RETYPE ONE OF THESE THREE STATEMENTS BELOW: a) I, (your name), give consent to Sybil to use my cool stuff on her web site or in her future textbooks. b) I, (your name), do not give consent. c) I, (your name), give consent but I would like Sybil to use a pen name which is ____.

Long answer text

MORE IDEAS (representation)?

**In OER that I didn't create, nor did my students,
how can I add in the "broadest possible
representation of individuals, experiences, and
perspectives in all-encompassing terms"?**

Sometimes, representation will already be evident in OER we come across:

Your friend, Noor, has been in a romantic relationship with Amor for the past two years. A few months ago, Noor moved to another city and, after trying to have a long-distance relationship, has decided to break up with Amor. Noor wants to break up in writing because they are scared that they won't be able to go through with it in person (or over the phone) because Amor will talk them out of it. Noor still loves Amor and wants this to be as painless as possible for both of them.

What genre of writing should Noor use to break up with Amor? a) Instagram / Social Media; b) Handwritten Letter; c) Report; d) Email; e) Text; f) Memo; g) Tweet.

Rhetoric and Genre: You've Got This! (Even if You Don't Think You Do) by Liza Long; Amy Minervini; and Joel Gladd: CC-BY-NC.

How can I add in representation to already existing OER?

Ways to add representation to OER*:

- Changing names in examples to be more culturally diverse/gender inclusive. Instead of Tom and John solving a math problem, maybe it's Malik and Jorge.
 - Consider using they/their instead of he/him/she/her.
- Consider using “gender inclusive” names, too? Like the Noor/Amor example.
- Consider adding same-sex couples in test questions and word problems?

*If the Creative Commons license contains ND (non-derivative), then you won't be able to remix and change words, etc.

How can I add in representation to already existing OER?

Exercise X: Supply the missing pieces needed in order to make the following arguments valid.

1. Ed rides horses. Therefore, Ed is a cowboy.
2. Tom was driving over the speed limit. Therefore, Tom was doing something wrong.
3. Mark didn't invite me to homecoming. Instead, he invited his friend Alexia. So he must like Alexia more than me.
4. Edward received an F in college Algebra. Therefore, Edward should have studied more.

Exercise X: Supply the missing pieces needed in order to make the following arguments valid.

1. Shondra rides horses. Therefore, Shondra is a cowboy.
2. Pat was driving over the speed limit. Therefore, Pat was doing something wrong.
3. Mateo didn't invite me to homecoming. Instead, he invited his friend Marcos. So, he must like Marcos more than me.
4. Justice received an F in college Algebra. Therefore, Justice should have studied more.

Exercise X: Which of the following sentences are arguments and which are not? How do you know?

1. The fact that obesity has become a problem in the U.S. is shown by the fact that obesity rates have risen significantly over the past four decades.
2. Bob showed me a graph with the rising obesity rates and I was very surprised to see how much they've risen.
3. The reason I forgot to lock the door is that I was distracted by the clown riding a unicycle down our street while singing Lynyrd Skynyrd's "Simple Man."
4. What Bob told you is not the real reason that he missed his plane to Denver.

Exercise X: Which of the following sentences are arguments and which are not? How do you know?

1. The fact that eating disorders have become a problem in the U.S. is shown by the fact that eating disorder rates have risen significantly over the past four decades.
2. Malik showed me a graph with the rising eating disorder rates, and I was very surprised to see how much they've risen.
3. The reason I forgot to lock the door is that I was distracted by the clown riding a unicycle down our street while singing Lynyrd Skynyrd's "Simple Man."
4. What Frankie told you is not the real reason that they missed the plane to Denver.

Other ways to add in representation:

- When using visuals, incorporate a representation of society (examples: wheelchair, age differences, transgender, different body sizes, etc.).



- Where can I find these sorts of visuals?
 - Here's a [blog with a list of sites!](#)
 - Another [list from the California Community Colleges](#).
 - [Gender Spectrum Collection](#).

Disability Inclusion Stock Photography by [Disability:IN](#) is licensed under a [Creative Commons Attribution-NoDerivatives 4.0 International License](#).

How can I add in representation to already existing OER?

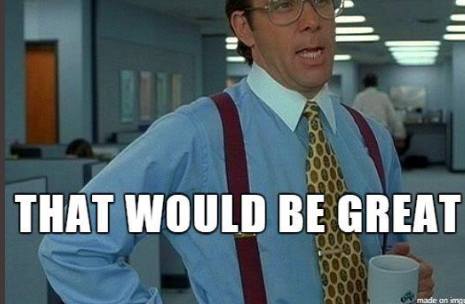


Photo by [AllGo - An App For Plus Size People](#) on [Unsplash](#)

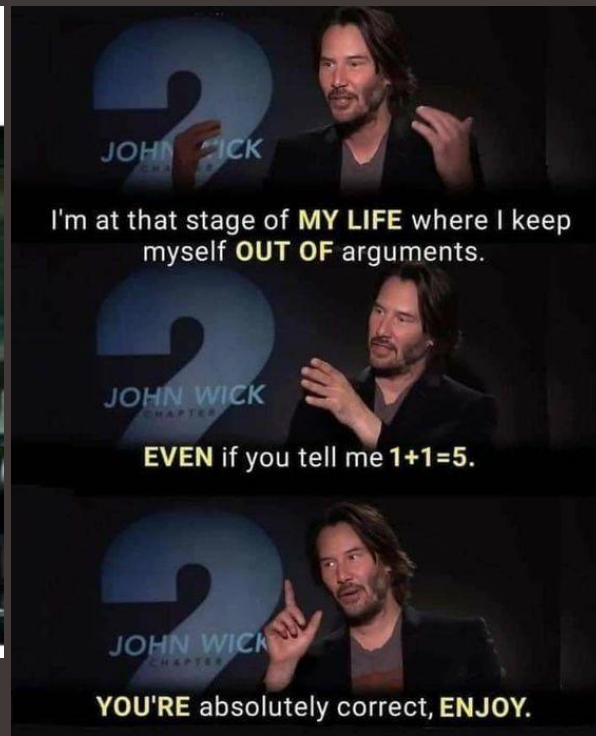
Me recreating an argument I had 6 hours ago with new and better points



YEAH, IF PEOPLE COULD STOP HAVING
UNSHAKEABLE OPINIONS ON TOPICS THEY
DON'T HAVE ENOUGH KNOWLEDGE ABOUT

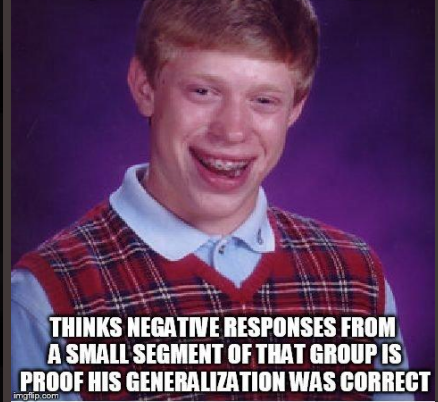


THAT WOULD BE GREAT



What's "wrong" with these memes when it comes to diverse perspectives?

MAKES SWEEPING GENERALIZATION
ABOUT A
LARGE GROUP OF PEOPLE



THINKS NEGATIVE RESPONSES FROM
A SMALL SEGMENT OF THAT GROUP IS
PROOF HIS GENERALIZATION WAS CORRECT

me in the shower
winning arguments
that i lost earlier

the shampoo
bottles



Argument



with ethos,
pathos, logos

imgflip.com

Arguing with
a logical fallacy



Argumentative
essays need
to follow
a strict format.



Arguments
have various
structures
and content.

Cats are not
as lovable as dogs.

Well, that's a hasty
generalization, Karen.



imgflip.com

These are more
inclusive, yes?

When I'm in the shower:

2% washing, 8% singing, 90% winning
fake arguments



Future:

What am I missing? Do my current OERs encompass: race, color, ethnicity, gender identity, sexual orientation or identity; religion, nationality, age, economic class, educational level, language, physical, mobility and ability...?

*size

Future:

- Large Print editions.
- Our Alumni Association created a book account which will take smaller donations (\$100-500) and put print books into classrooms for access there.
- Student voices on audio, instead of computerized.

Future:

- Use Open Stax's guide "[Improving Diversity, Equity, and Inclusion in Course Materials](#)" to double-check my OER.
- Reimburse diverse reviewers for reading my OER and catching what my eyeballs don't "see."

Resources for All

- [“Improving Diversity, Equity, and Inclusion in Course Materials”](#) (PDF) by Open Stax
- [“Equity & Openness: Perspectives from North American colleges and universities”](#) blog entry from CCCOER
- [Diversity, Equity, and Inclusion list](#) of syllabi, textbooks, and images
- [*Trans Inclusion in OER*](#), Pressbook
- [Sybil’s “All Open Stuff”](#) Folder

Resources for English

- [*My Slipper Floated Away: New American Memoirs*](#)
- [*Writing LCC: An Anthology of Student Writing Collected at Lansing Community College*](#)
- [*Out from the Shadows of Minneapolis: Power, Pride, and Perseverance at a Northern Community College*](#)

Thank You!

Any Questions?

**AND I HAD TO WONDER... WAS I
MAKING EVERYTHING ABOUT OER,**



**OR WAS EVERYTHING REALLY
ABOUT OER ALL ALONG?**

COST + ACCESS + INCLUSIVITY