

# OER: Making Learning Accessible for All

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This presentation by Emily Scida and Bethany Mickel from the University of Virginia is an adaptation of one created by the Open Education Network's Open Pedagogy Learning Circles "Open Pedagogy, Social Justice, and Diversity, Equity, & Inclusion." May 2023. Available at <https://open.umn.edu/oen/open-pedagogy>. This slide deck is available under a CC BY 4.0 International License.

# Who We Are

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# Agenda

- Discuss librarian impact on OER initiatives
- Examine the potential of OER to improve student success.
- Consider intersections with social justice and diversity, equity, and inclusion.
- Discover ways to make OER accessible to all learners.

# Librarians as OER Advocates

- Cross-disciplinary, departmental networks.
- Move conversation beyond 'just' affordability.
- Overarching concept of creating learning spaces and experiences for all.
- Accessible and affordable are at the forefront of much of our work.



# How can access to OER improve student success?



# Impact on Student Achievement

- Increased end-of-course grades
- Decreased DFW rates
- Most significant for:
  - Pell-recipient students
  - Part-time students
  - Minority students
  - First generation students

*(Colvard, Watson & Park 2018)*



# But How?

## Open Education can improve student success...

- **Content customization**
  - Students receive the information they need.
  - Content is relevant to what they are studying – free of extraneous material.
- **Contextualization**
  - Geographic, institutional, or programmatic.
  - Lived experiences are considered.
- **Inclusion**
  - Diversification of content.
  - Representation in content.
  - Reflective experiences and contemporary approaches.
- **Opportunities for innovative pedagogy**
  - Students as authors/information creators.
  - Students as contributors to scholarly ecosystem.
  - Active, hands-on, project-based learning.



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# Lambert's Social Justice Framework for Open Education

| Social Justice Principle   | What Does It Address?  | How Does This Impact Students?       |
|----------------------------|--|--------------------------------------|
| Redistributive Justice     | Affordability and educational access   | Equitable access to course materials |
| <b>Recognitive Justice</b> | Socio-cultural diversity in materials, diversity of perspectives and the centering of marginalized experiences | Sense of belonging                   |
| Representational Justice   | Power/authority in authorship, co-construction of materials, (marginalized communities tell their own stories) | Agency, choice, active learning      |



# Recognitive Justice & Diversity in OER

- Visual representation
- Language and names
- Knowledge creators/ experts
- References/bibliography
- Issues and viewpoints



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# Plural: Português pluricêntrico

Eugênia Fernandes; Leonardo de Oliveira Silva; Camila Almeida;  
and Tatiana Mello

Designed for Portuguese learners in US Higher Education, Plural: Português Pluricêntrico introduces the language by exploring contemporary issues in Portuguese-speaking communities based on social justice pedagogy, pluricentric perspective, and project-based learning.



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## PLURAL

português pluricêntrico



Eugênia Fernandes • Leonardo de Oliveira Silva • Camila Almeida • Tatiana Mello

## Info

**6.15 Maria da Penha.** Leia a reportagem abaixo, extraída do Dossiê *Super 70 Mulheres que mudaram o mundo*, e conheça a história da mulher que mudou as leis brasileiras sobre violência doméstica.



Imagem: Superinteressante/Getty Images/Montagem sobre reprodução

## Domestic violence advocacy



Imagem: Divulgação

Jaloo (ele/ela) é uma das pessoas mais inventivas do pop nacional. Sua cidade natal é Castanhal, no Pará. Jaloo canta e produz arte. Costuma dizer ser uma pessoa não binária, que é quando a identidade de gênero de alguém não é nem homem nem mulher, pode ser uma combinação dos dois ou nenhum deles. Vale acompanhar sua carreira por seus clipes, verdadeiras obras de arte, e, lógico, por sua música, uma mistura de pop, tecnobrega e synths oitentistas.

Excertos de <https://bit.ly/2UOnqyH>

## Gender identity & representation

## Interação

**15.24 Reparações históricas.** As cotas mencionadas por Emicida no Vídeo B da questão 15.21 são de cunho racial e estão presentes nas seleções de universidades públicas brasileiras como instrumento de reparação histórica. Sobre o tema, assista ao vídeo a seguir e converse com as(os) demais colegas.

Cota não é esmola  
Bia Ferreira

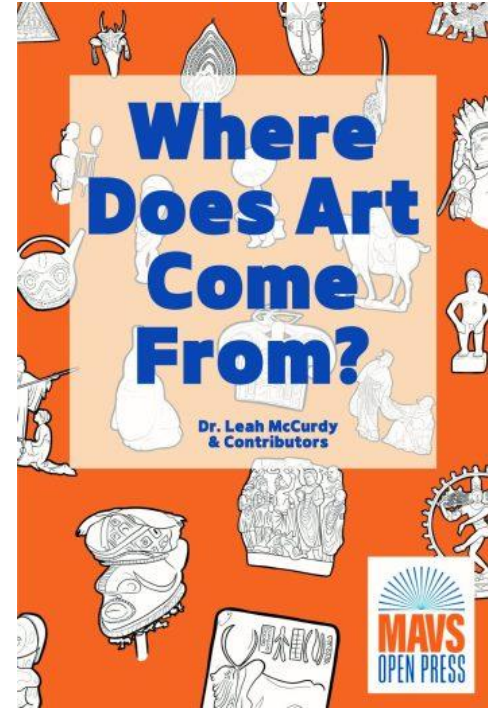
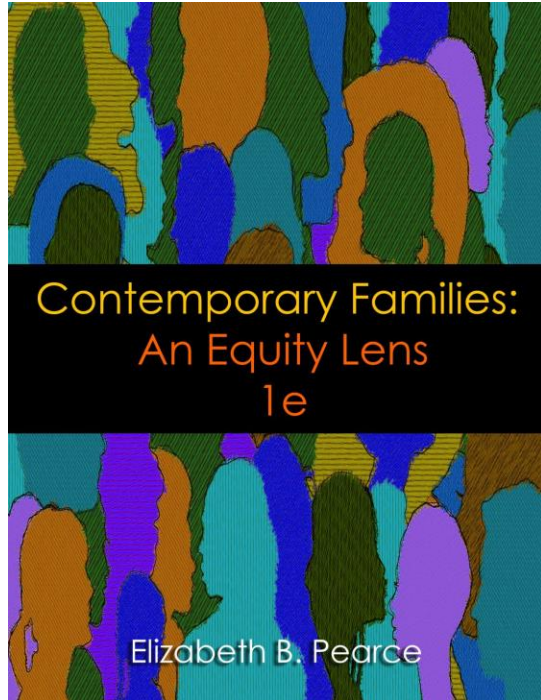


<https://youtu.be/QcQIaoHajoM>

- a. Qual é o título da música? O que ele significa?
- b. Quais são as portas que se fecham para a menina da canção?
- c. Quais são as coisas que a menina muda em si na tentativa de ser mais aceita?
- e. O que acontece com a adolescente depois que ela termina a escola?
- f. Qual é o problema estrutural denunciado na canção? O que você sabe sobre ele nos países lusófonos? Como é no seu | teu país?
- g. Além de cotas, quais outras políticas públicas de reparação histórica vocês conhecem? Falem sobre elas.

## Institutional reparation initiatives

# Evaluating DEI in OER



# Evaluating DEI in OER: Hands-On

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1. Scan the introductory material:
  - *Contemporary Families*: "Preface"
  - *Knowing Home: Braiding Indigenous with Western Science*: "Preface"
  - *Where Does Art Come From?*: "Where Does Art Come From: An Introduction"
2. Consider:
  - How does the resource intend to integrate DEI principles?
  - How does this resource shift traditional approaches to instruction?



# Educational Access

Who can't access or will struggle to access this material?





# What is Accessibility?

**A person with a disability can...**

**acquire** the same information  
**engage** in the same interactions  
**enjoy** the same services

in an equally effective,  
equally integrated manner,  
with substantially  
equivalent ease of use

**...as a person without a disability.**

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# Universal Design for Learning

Inspired by the Universal Design movement in architecture:

*“Universal design is design that’s **usable by all people**, to the **greatest extent possible**, without the need for adaptation or specialized design.” -Ron Mace*

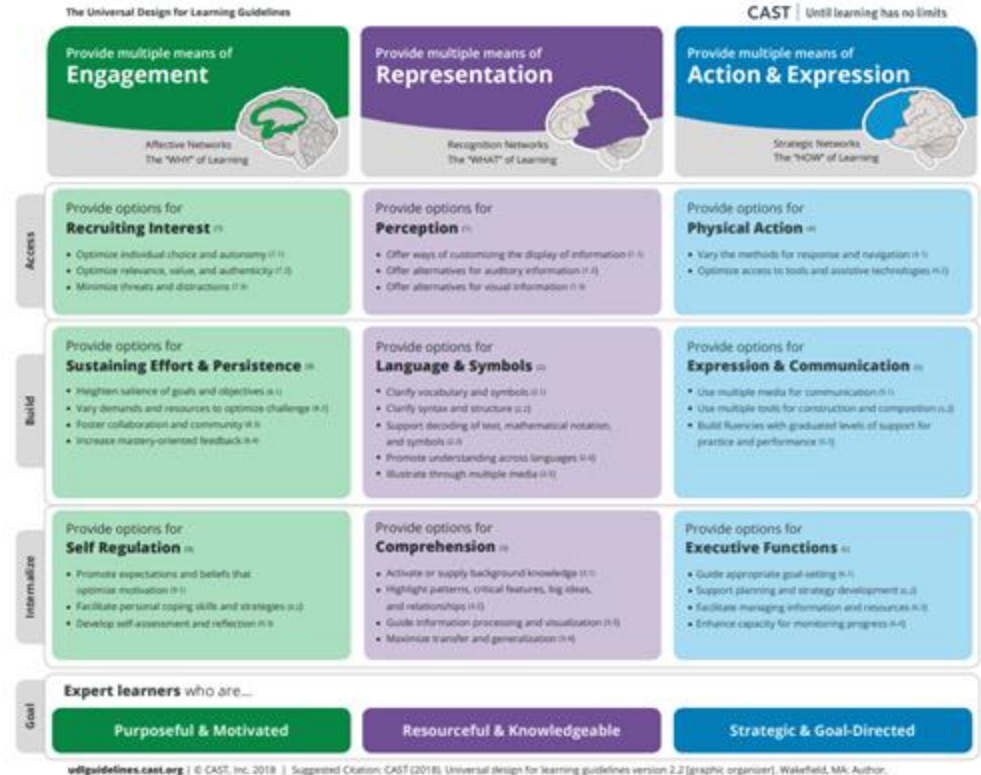




# Universal Design for Learning

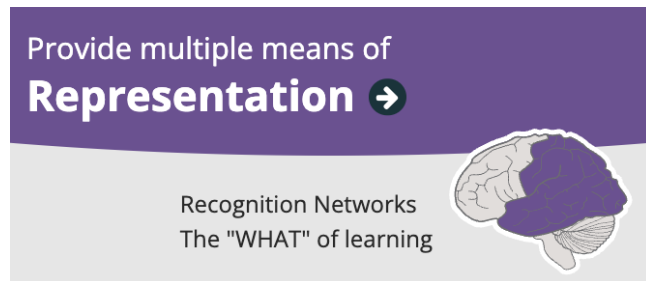
Provide multiple means of...

- Engagement (Why?)
- Representation (What?)
- Action & Expression (How?)



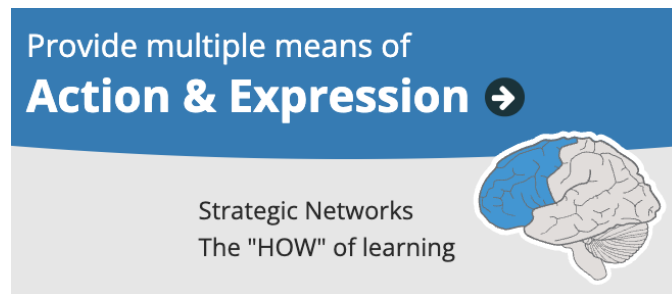
# What are some examples of providing multiple means of representation?

- Content that includes multiple modalities (text, video, audio)
- Resources available in different formats (webbook, EPUB, PDF)
- Infographics, diagrams, and models that illustrate main ideas
- Simple language and supports (glossary)



# What are some examples of providing multiple means of action and expression?

- Allow students choice in how to demonstrate their learning
- Multiple media and tools for communication and learning
- Scaffolding assignments



# UDL and Open Education

| Key Element in UD                | Neuroscience Connection                        | Open Education Connection   |
|----------------------------------|--|---|
| Multiple means of Engagement     | Motivation and persistence                     | Open education can pull in socially relevant authors or data sets as fuel for student-centered explorations |
| Multiple means of Expression     | Interactive elements and networked connections | Open education can support flexible assessments and interactive activities to document engaged learning     |
| Multiple means of Representation | Accessible multimedia content can be perceived | Open education can use rich robust content that is designed to work well across different modalities        |

Table 1: UD and Open Education

# What Design Strategies Support Neurodiverse Students?

- Provide choice in how students demonstrate learning
- Build in support structures for executive function (checklists, step-by-step instructions, multiple opportunities to check in and receive feedback, etc.)
- Offer flexibility as much as possible
- Allow options to work alone or in groups
- Present materials in a variety of ways

From [Designing for Neurodiversity](#)



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# Accessible Materials



Descriptive  
links



Heading  
Structure



Color contrast



Font



Alt text



Captioning &  
transcripts

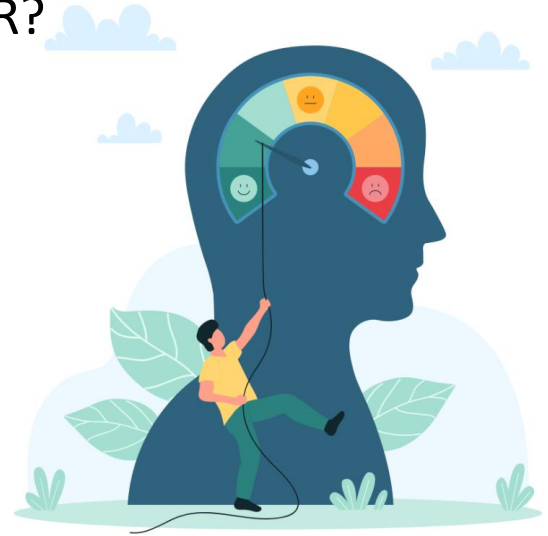
# Best Practices

- Center accessibility and UDL from the beginning.
- Interrogate your materials and ask:
  - is it representative?
  - if applicable, can students see themselves represented?
  - what barriers exist?
- Seek out assistance—we're here to help!



# Reflect

- What's something new you've learned?
- What challenged an assumption you had about OER?
- What questions remain?

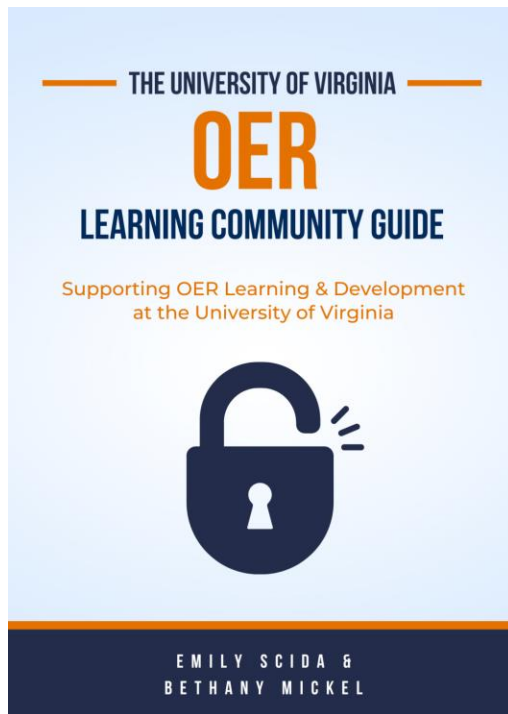




# Thank You!

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