

Selecting the right course resources

This guide outlines activities for selecting the right course resources. This process may include locating a textbook or compiling a number of articles or book chapters into a course pack. These activities may or may not occur in liner order.

Activity 1: Aligning the course resources with the course learning outcomes

List at least three major learning outcomes for the course.

[If you are in the process of developing learning outcomes for the course you are planning then you may find this Objectives builder of help: <https://teachonline.asu.edu/objectives-builder/>]

- 1.
- 2.
- 3.

List keywords from the course learning outcomes

- 1.
- 2.
- 3.

Activity 2: Identifying criteria to select the right course resources

From the list below, identify the criteria that you will use to select appropriate resources for the course.

Quality of content, literary merit and format	
Accuracy	
Timeliness	
Peer review	
Permanence / lasting value	
Authority of author	
Scope and depth	
Physical quality	
Formats available: print, online, ePub	
Reading level and writing style	
Accessibility	
Language(s)	
Copyright restrictions on modification and reuse	

Cultural relevance or appropriateness	
Pedagogical approach / style	
Accessibility (format considerations eg html5, flash)	
Existing technical capability on campus e.g., Operating systems, LMS, browser availability	

Activity 3: Selecting the right course resources (based on the learning outcomes keywords and criteria)

Search for content using the keywords you have identified in Activity 1 across the sites listed below

Name	Description	Website
DOAB	Directory of Open Access Books	http://www.doabooks.org/
Global text project	A University of Georgia and University of Denver project of books and chapters	http://globaltext.terry.uga.edu/
Jorum	A JISC funded Service for UK Higher Education to collect and share Open Educational Resources	http://www.jorum.ac.uk/
MERLOT	Multimedia Educational Resources for Learning and Teaching Online	http://www.merlot.org/
OER Commons	Open Education Resources Online Library	https://www.oercommons.org/
Open Academics Textbook Catalog	A University of Minnesota project that catalogues and review open textbooks.	http://open.umn.edu/opentextbooks/
OpenDOAR	Directory of academic open access repositories	http://www.opendoar.org/
Open.Michigan	A collection of open initiatives and projects at the University of Michigan	http://open.umich.edu/
OpenStax	Peer reviewed open textbooks through Rice University	http://openstax.org/

List potential content from the sites above that may be of use for the course.

Item	Link	Licence	Citation

Apply the criteria that you have identified in Activity 2 to the potential content you have listed above. Highlight the content that best meets the criteria.

Activity 4: Organising and or modifying the content into a course pack ready to share with students

Describe how you intend to use/modify the material you have identified– e.g., the context in which it will be used and where it will be placed in the course

Item	Link	Licence	Description

Consider the following questions to select the most appropriate license to the content that you have identified for the course:

- What license is the most applicable to select for the textbook or course pack as a whole?
- What license is already applied to the content that you have selected to include?
- What are your intentions for distributing the material; is it for just the course or could it be used elsewhere?
- Would it be ok for someone else to adapt the work and commercialise it?
- How flexible are the licenses for the content that you have selected in terms of your overall aims?

For more information on license options refer: <http://creativecommons.org.nz/licences/licences-explained/>

Activity 5: If you cannot locate the content from the sources listed above then consider the following:

1. Contact your Subject Librarian to ask them to help to identify the right content.
 2. Consider writing some of the missing content; refer [Open textbook cookbook](#)¹
 3. Search your Library catalogue for content that may have restrictions on access and reuse; refer to the specific licencing and copyright requirements.
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Activity 6: Determine how the content will be compiled and shared with students and / or the wider community.

Consider investigating the following with your Subject Librarian:

- eISBN / ISN / DOI, refer: <http://natlib.govt.nz/publishers-and-authors/isbns-issns-and-ismns>
 - Legal deposit, refer: <http://natlib.govt.nz/publishers-and-authors/legal-deposit>
 - Deposit in your institutional repository, e.g.: OUR Archive
 - Obtain a Library Catalogue Record; both Local and National
 - Consider adding to other OER repositories
 - Share through your own networks, e.g.: Social media
 - Measuring the impact
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Activity 7: Ongoing maintenance

- Consider a maintenance plan to ensure the material continues to be accessible and is up to date and relevant.
 - Consider how updates to the item will be communicated / shared with the wider community (e.g. new editions.)
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Activity 8: Evaluate and report on the benefits of selecting the right course resources

Potential areas to evaluate that benefit the students include:

- The students have perpetual access to the material at no cost.
- The students have immediate access to the content; they do not have to delay access due to the cost of purchase.
- The students can access the content from anywhere at any time.
- The students do not have to pass through additional barriers to access the content. e.g., wait for when the Library is open, or for when a copy is available. They do not have to pass through additional authentication. The students can access the material after the course, when undertaking further study or when in the workplace.
- All of the students can access the same content. It is not necessary for students to seek cheaper, out of date editions of the content.

Potential areas to evaluate that benefit the institution include:

- There will be greater student attainment.
 - There will be better student retention and persistence.
 - The content can be readily updated and combined with leading research.
 - Culturally relevant content can be included.
 - The institution has an active strategy to reduce the cost of education for students.
 - Barriers to learning are removed.
 - Lifelong learning is supported.
 - Sustainability is promoted.
 - The student experience is improved.
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1. Pearson, Erika. "The Cookbook: A discussion on the process, pitfalls and successes of hacking an open textbook." (2014). <http://otago.ourarchive.ac.nz/handle/10523/4820>
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This Worksheet is an adaptation of one developed by Dr. Judy Baker, Director of the Community College Consortium for Open Educational Resources. January 21, 2008 and licensed under a Creative Commons Attribution 3.0 license.

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