

Beyond the Traditional Classroom: One-Shot OERs in Library Instruction Settings

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A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, covering the lower half of the slide.

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“OER creation and curation prepares students to be active knowledge producers rather than passive knowledge receivers.”

What are OERs again?

List of OER Repositories

<https://libraryguides.lib.iup.edu/oer/examples>

<https://www.oercommons.org/>

<https://openstax.org/>

https://wiki.creativecommons.org/wiki/What_is_OER%3F

<https://oer.deepwebaccess.com/oer/desktop/en/search.html>

<https://open.umn.edu/opentextbooks/>

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Problem Statement

- The bulk of scholarship on open educational resources (OERs) deals with their use in either collegiate or K-12 classrooms.
- In comparison, scholarship on the creation of OERs in library instruction, a separate form of teaching typically allotted a single session, is practically nonexistent.
 - Does a single session (usually referred to in the literature as a “one-shot”) provide enough time for students to produce their own OER projects?
 - Can the intellectual underpinnings of OERs be effectively explained in a library instruction setting?
- Who might we be inadvertently excluding from open education?

Do one-shots even work?

According to a recent [special issue](#) of *College & Research Libraries*,
sometimes...but do most librarians have any other realistic options?

The Basics: Constructing an Information Literacy Session with OERs



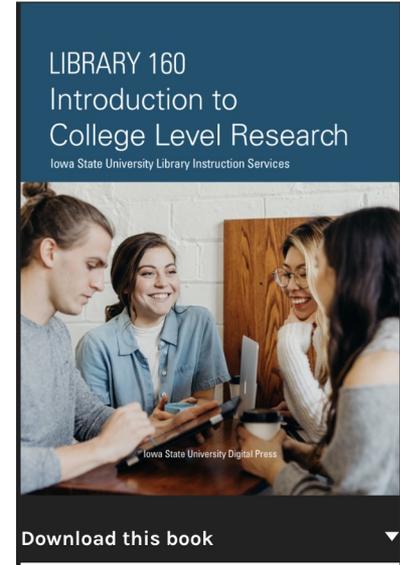
Module 1: Identifying Information

1.0 Objectives

Objectives:

- Understand the basics of the Internet
 - Differentiate between types of information:
 - popular vs. scholarly
 - primary vs. secondary
 - Differentiate between formats of information
-

https://www.webpages.uidaho.edu/info_literacy/modules/module1/1_0.htm



<https://iastate.pressbooks.pub/lib160/>

Plagiarism

<https://www.oercommons.org/courses/plagiarism-basics/view>

 BibGuru

Plagiarism basics



Plagiarism - avoid it at all costs!

Created Jan. 28, 2016 by Jenny Coltery

Plagiarism Tutorial

Click on the link below to download an interactive tutorial on avoiding Plagiarism.

Download: [Plagiarism Avoid it at all costs.story](#)



This is an image of what the plagiarism tutorial looks like. Use the link above to download the files for the tutorial.

<https://www.oercommons.org/authoring/5611-plagiarism-avoid-it-at-all-costs/view>

Digital Citizenship

<https://www.oercommons.org/courseware/lesson/87246>

Digital Citizenship

Student View (Opens in new window) [↗](#)

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What Does Digital Citizenship Mean?

In the 21st century, there are many types of citizenship, nationalities, and origins for the people around us. When we introduce ourselves to others, we may say: "Hello, my name is ___ and I am from ___." This introduction in the physical sense has informed the way that we interact with the world and how those interactions shape us. As we go into becoming a more digital age, it is even more important to think about how we are interacting with each other on the internet. If you are taking this module, you may be wondering to yourself, *what in the world is digital citizenship and why is it so important?*

Before you continue with this module, I'd like for you to watch the video below to learn about Digital Citizenship.



Digital Citizenship - An Overview

News Literacy

The screenshot shows a lesson page with a green background. At the top left, there is a button labeled 'View collection'. Below it, a 'Lesson' tag is visible. The main title is 'Intro to Who's Behind the Information? Saturday School'. A 'COR Question' is listed as 'Who's behind the information?'. A grid of 20 small green squares is shown on the right side of the page. Below the grid, there is a section titled 'Access Materials' with the instruction 'Click below to access the material.' Underneath, there are two links: 'Teacher Materials' and 'Student Materials', both with 'Access' buttons next to them.

← View collection

Lesson

Intro to Who's Behind the Information? Saturday School

COR Question:
Who's behind the information?

Without learning to investigate who is behind information online, we risk being taken in by sources and arguments that are more complicated or conflicted than we realize. In this lesson, students read arguments about mandatory Saturday school as an introduction to the importance of investigating who is behind information and how a source's motivation could affect what it presents.

Access Materials

Click below to access the material.

Teacher Materials [Access](#)

Student Materials [Access](#)

<https://www.oercommons.org/courses/news-literacy/view>

<https://cor.stanford.edu/curriculum/lessons/intro-whos-behind-the-information-saturday-school?cuid=intro-lessons>

Information Literacy Games

- http://depts.washington.edu/trio/quest/citation/apa_mla_citation_game/
- <https://www.lycoming.edu/library/plagiarism-game/>

APA Book Citation
Mixed-up citation exercise

Drag the pieces of the citation below into the correct format on the lines provided. When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.

(2006). Penguin Books Ltd. *The Omnivore's Dilemma: A History of Four Meals*. London: Pollan, Michael.



Goblin Threat

Enter your name:

Questions?

Thank you!

Questions after this session? Please reach out!

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