

Atla OER Grant Program

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SPEAKERS

Christine Fruin, Ana Cackley, Melody Diehl Detar, Michael Hemenway



Ana Cackley 00:00

Good afternoon, everyone. Thank you for joining us today. My name is Ana Cackley and on behalf of Atla, I'd like to welcome you to today's program, the Atla OER Grant Program. Now before we get started, I just like to point out a few features of the webinars interface. By default, you're going to be listening in using your computer's speaker system. But if you would like to join by phone, that's also an option. At the bottom of your screen, you should see a control panel. It contains a chat box where you can type in your questions for the speakers and contact us about any technical difficulties. You may send in your questions for the speakers at any time during the presentation, and we will collect them and address them during the q&a portion at the end. We now have live transcription and closed captions for our Atla Webinars, you can find the live Transcript by going to the red button in the top left corner of your screen. If you just click the carrot, and then click View live streaming service, it'll open up the transcript in a new browser window. We will make this transcript available on our on demand learning web page. This presentation is also being recorded. With that recording will be available on our on demand learning web page. And everyone who registered for today's webinar will get an email when that is posted on our website. And now I'd like to introduce you to our presenters today. First, we have Christine Fruin, who is the scholarly communication and digital project manager here at Atla. We also have Melody Diehl Detar who is the Instructional Design Librarian at Duquesne University. And Michael Hemenway, who is the Director of Academic and Information Technology at Iliff School of Theology. And with that, I will hand it over to the

three of them. Thank you so much for your patience, folks as we switch presenters.

C Christine Fruin 01:53

Okay, can you why this is locked up? That was really strange. It completely froze up on me there for a moment. Sorry about that. All right, everybody, thank you so much for joining us, we're actually going to start melody is going to get us started off. I'm going to be in the driver's seat. So just patience while we while we switch slides switch speakers today. We are on our I did a did a wonderful introduction of us. But just wanted to add also that both melody and Michael are members of the Atla scholarly communication Committee, which is the committee that manages the Atla OCR grant program, review applications and are available to answer questions as well as myself. So just wanted to add that that they are part of that group. And so we'll start with melody who is the chair of the committee this year.

M Melody Diehl Detar 02:52

Thanks for seeing everybody. Welcome. Thank you for attending today. I wanted to start by just kind of introducing ours a little more broadly, just in case it's something that you're like, oh, I've heard about these, and I'm not sure. So just defining an open educational resource. And oh, er, it's basically a teaching learning a research resource that's available for free use and for repurposing by others. And just real quick as a way of introduction, I want to talk about three things that you should know about otrs. And to get to the next slide, the first thing to know is these are educational resources. And a lot of people will conflate that with they're definitely going to be a textbook when oars don't necessarily have to be textbook. And absolutely they can be I think many people who become familiar with that we are as are like, oh, textbook costs are so crazy high. And oars can provide a free option in that way. But ours are much more than textbooks. They can be lecture slides, they can be multimedia resources, and any other type of resource that is used for education, teaching and learning. And so as you're considering developing yours, just keep that in mind doesn't have to be a traditional, you know, a free version of a traditional textbook, it can be any type of other resource that is used for those purposes.

C Christine Fruin 04:08

And if you don't mind me just adding in fact, one of the oars that we just had created with a grant did a folk focus personal organization that received a grant last year actually built theirs out in a LibGuide with each LibGuide tab serving as a chapter. So just as an example of actually a project that we did fund through this program was actually a textbook of source but actually built out in no LibGuide. So something just to think about.



Melody Diehl Detar 04:37

That's right. So you just wanted to kind of fit the definition of being licensed for free use. And also that's the second thing that you should know about yours is that it's more than just freely accessible. It comes with permissions. And you'll see the term open educational resource or oh we are applied to a lot of different things. But for something to truly be open it has to be published for people cannot just access it but kind of mess around. With the content and add their own character or their own needs to that. So if you're new to the next slide, Christine, the permissions that we're talking about are usually described as the five are permissions. To retain means that you get to keep that resource indefinitely. to reuse it, you can share it, and it doesn't mean that you're linking to it under a passcode. in Blackboard or something, it means that you can share it on your blog, or you can share it on your social media accounts, it's free to share, you can revise the resourcing resources, which means that without obtaining permission through copyright, you can take a work and then translate it into different language or make it into different way that fits your needs. to remix means that you can take two different openly published resources and take you know, chapters three through five from this book and chapters six through eight from this book and make a whole new book and add your own content, it gives you all this space to be creative and flexible with your resource. And then the final permission to redistribute it means that you can then share that new product with people. So it's more than just being freely available, it means that you have your your flexibility to do a lot more with it. The third thing to know about oars is that they're possible because of funding. And I think that, you know, whenever I've worked with faculty, the biggest concern is like how are you going to have something that's good quality for free, like this book cost \$150. Over here, people invest a lot of time, money and effort into putting in the research and the time to create these textbooks. How do you get people to do that for free? Well, most many, many, the most of the hours are created with some kind of financial backing to help support the people creating it and to support the research that's being done. And if you look at the next slide, there's different organizations that are very, very supportive of open resources. And they value what this is producing. It's making content marks assessable to students, it's giving more flexibility to faculty members, but it's also helping to grow the body of scholarship that exists in the world. So it's really just kind of lifting up scholarship more broadly than that. So organizations like universities, foundations, government agencies, and institutional consortia, these are the types of organizations that are going to say, you know, what we are concerned about scholarship and the growth of that. So we're going to put our money where our mouth is and go ahead and fund it. So an example of that is the Hewlett Foundation, which funded \$14 million towards otrs. And I know that the Department of Education is put down millions of dollars towards OCR funding, and a lot of organizations. So these, this slide here just has some examples of OCR repositories. So if you want to kind of poke around and see what exists, the Open Education Network has an open textbook library, which is great if you're

looking at textbooks specifically. But if you check out some of the other repositories like Oasis, or mirlo, they have other resources too, since I mentioned that it's not just textbooks. Open Stax is a textbook repository. It's very well funded and supported by Rice University, and Hewlett Foundation provides a lot of funding there. And if you go to the next slide, but if you go into open Stax, you're going to notice that whenever they're being funded by these larger organizations, organizations are like how do I get the most bang for my buck? So they are what they did when they developed open Stax, which is a repository of textbooks is and looked across the nation and said, which classes have the most students enrolled. So you're looking at algebra, biology, sociology, all of these kind of like basic level courses, where they develop textbooks to support that. And so that ends up leaving out some more of the more advanced classes and advanced and more specialized topic areas. And so one of those areas is theology and Divinity resources. And so if we go and look at Atla, and its mission Atla has a mission to provide open access resource resources to support the growth and awareness of open education and to equip participants to kind of navigate these materials, and also give participants an opportunity to employ innovation. Atla is now looking at the landscape of every artist and saying there is kind of a lack of theology related materials. And this is part of Atlas mission. And that's where the Atla our grant program steps in. And so Christine's I talked a little bit about that. Thank you, Melody.



Christine Fruin 09:28

So yeah, now we're going to transition into talking specifically about the Atla OCR grant program and how it supports funding the creation of these and I'm specifically going to talk about eligibility and other requirements with respect to receiving and grant so stated on our website, and I've put the link there at the bottom. That is a link to the full program description. I do I do encourage you to go look at that and more in depth. Is that the purpose of the Atla Atla with our grant program, To encourage experimentation and innovation in finding new and potentially better and less costly ways to deliver learning materials to theological and religious studies students through open educational resources, and support Atlas mission to grow librarian and information provider competencies, and diversity, inclusion, equity and anti racism through development of okrs that provide opportunities for thoughtful education and reflection in these areas. So this really is the driver, this all ties to the OEMs to the organizational ends that have been developed by Atlas board. And also is kind of a guidance even to the kinds of things that we're even be looking for when the committee is reviewing applications that it is supporting this purpose, it you know, strongly supporting this purpose. So eligibility, um, we are looking for project teams, and add a minimum, it is a project team of two, one librarian partnering with a faculty or instructor at their institution. So this isn't intended to be a single a single person endeavor. In fact, it might involve three or four people at your

institution, you may have instructional designers involved, maybe you're going to have two faculty who are team teaching a course maybe you're gonna have two librarians working with with one faculty member. So but at a minimum, it's a team of two people, a representative from the library and a representative from from the instructional unit of your institution Atla membership is required to participate in this grant program. And that membership is at the institutional level. So all project team members must be employed at either an Atla institutional or affiliate candidate member. So if you are someone who is just an individual member of Atla, but your library or institution is not an Atla member, you would not be eligible, you would have to your institution would have to be be a member to to to apply for these grants. Now, it may be also that it can be cross institutional teams are permissible. So maybe you are a librarian at one Atla member institution. And you happen to know a faculty member who's doing a really cool project that would benefit from OCR at another Atla member institution, that is totally okay. All of the project team members do not have to be at a single institution, they just all have to be Atla institutional or affiliate candidate member institutions. So that is eligibility for the for the people, we also have eligibility for the content. So we want to see oars being developed for either undergraduate or graduate degree granting programs in theology or religious studies. So that needs to be documented and stated in the application form. If a course offers any kind of denominational theological or religious perspectives, address how resources could be more broadly adapted. So this is, if you are specifically talking about a course from the perspective of Catholicism, that is completely okay, we're not going to disqualify your application on that ground. However, you do need to address because because as melody stated in the first part of this program, these are intended to be reused, adapted, shared, not just used for the course with which they're being developed, you need to address how someone that perhaps is teaching this from a more evangelical or a Baptist tradition or or some other or maybe an interfaith perspective, how they might more broadly adapt those materials. So that's definitely needs to be addressed. Further, as I stated, you know, when reading the purpose of the program, we are, we do prefer it and that that proposals are supporting opportunities for educational reflection on diversity, inclusion, equity and anti racism. So it should, there should be a diversity of content, diversity of perspectives. And that is reflected in not only the materials that are being that are being selected for use in the courses, but also just in the in the, you know, if there's other kinds of learning objects included, class assignments, or things or reflection projects that might be included, should should support those values. We currently are offering two different types of grants and the type of grant also determines the range of funding that's available. The two grants are innovation grants, and invention grants. And these refer to really the level of work that might be involved in creating the OCR. And because there might be there's a greater level of work involved hence a greater level of funding available. So innovation grants are intended to replace Place commercial course materials by remixing reusing compiling already existing

content content that is already freely and openly available alongside perhaps some newly created content that might, you know, there might be some creation of new content, maybe it's a syllabus, maybe it's some assignments or things that help synthesize and draw together and and connect these already existing materials. So a lot of the content and an OCR that is the subject of an innovation grant is going to be content that's already already out there. But it should be content that is already freely available, it shouldn't be content that is in subscription databases, because not every institution is going to have access to that content shouldn't be coming out of commercially published books that isn't freely available. The content itself that is existing must already be freely and openly available, perhaps under creative commons license, maybe it's other OCR content, maybe it's public domain content, and the like. The range of funding available for innovation grants is 1500 to 20 \$500. And we're going to talk a little bit about budget and how you would justify those amounts later, invention grants envision creation of wholly new OCR content without reusing existing content and where there is currently no sufficient OCR available to meet the learning objectives of a course. So this, this one really envisions the creation of a lot of new content, writing things developing, you know, maybe new multimedia or multimodal resources. And there's a little bit more probably work involved in these types of OCR heads the larger range of 2500 to 30 \$500. Available for these types of grants. So how to apply, we highly recommend and encourage that you pre before you open up the application form and start filling it out that you preview the application questions in advance and start on this early on. If you've ever applied for a grant before, you know that a certain level of detail and discussion and exposition is usually required. And that's what we are looking forward to as well, we want to look, we want to see that you've put that you have thought through a lot of things that you have done some planning and preparation and discussion for this. This preview of the questions contains explanations of that narrative portion of the grant and what the committee will be looking for, and evaluating for when reviewing responses. So that really is your best start is to open up that document, you can download it, you can print it off, you can share it with potential members of your project team, and can help you kind of craft the responses that you will eventually put into your application form which is linked here. Both of these documents are also linked from that that Atla or grant program page that was linked from the prior slide. And if I know Ana, she'll probably drop it in the chat as well. So these links are everywhere. So don't worry about if you're if you're not copying them down from the slides, they are linked elsewhere, we, um, this application period actually opened up may 1, so it's been open up for a month already. And all material on the application as well, you know, with all the sections completed, along with our required letter, a letter or letters of institutional support need to be submitted by five o'clock central time on July 30 of this year. So you still have a couple months to pull this to pull this together if you haven't started thinking about it already. Some additional details that I've kind of already referenced is again, license or subscription resources, websites and any other non openly

licensed materials are not considered OCR and should not be incorporated. So again, if you're if your intention is to create an OCR, with a bunch of junk with a bunch of journal articles that you have access to through maybe Atla religion database or Atla serials that's not an OCR, those are those are subscription licensed resources that are not going to be available either because of copyright under the Creative Commons license that we attach, or necessarily accessible by others that might want MIT who might want to adopt your course material for their own course, hosting of the final product, our intention and desire is that your final product is going to be hosted through one of Atlas existing open platforms either, you know, I mentioned that one of our teams from last year actually developed theirs as a LibGuide. And so it's not only in their institutional LibGuide, but it's an atlas LibGuides as well, or it might be hosted through one of the Atla open press websites. Or if there's some other platform that you feel best supports hosting your content. You need to document that in your application so that I have a heads up of what we might need to do technologically to support hosting and distribution of your content. But hopefully most of it will all will be able to be accessible through some some format that Atla already has available to it. Copyright will be retained ownership in terms of copyright will be retained by the project team Atla is not going to claim any copyright ownership in these materials, we're just we're hosting them, and we're going to promote them and market them. But all final deliverables will be licensed under a CC by NC license. Now, I know that many Open Education proponents out there would would shake our finger at this that the best practice for oars are CC by, however, just by Atla policy, we don't want to permit commercial uses of of content that we fund that we produce through through this division of Atla. So they will be available through CC by NC again, here is that link, again to the grant program for all the complete details. And if you do have any questions, just go ahead and send those to connect at Atla Comm. And they'll either come to me and I will you know, I will either respond to them or I will share them with the committee. And we will get back to you as soon as we can with a response. So with that, I'm going to turn it over to Michael, who's going to share about how from his perspective as a committee member who also helped review applications last year, how applications are reviewed.

M

Michael Hemenway 21:34

Great. Thanks, Christine. Yeah, and I just wanted to highlight, you know, please reach out and ask questions, as you look at the guidelines for the application that even deciding which type, you've got a really well equipped team here to help you make decisions about how to write this application in the best way possible for you to get it accepted. So please don't hesitate to reach out and ask questions. So real quick review of applications. So this the Atla scholarly Communications Committee together will review all applications. And and we're looking for things like overall quality and strength, and how well your

articulated proposed project meets the explicit requirements laid out in the documentation that's been shared. So if you choose an innovation grant type, make sure you write your application in the direction of an innovation grant, not an invention grant. So make sure we're clear that Oh, they understand the requirements. And they've written the application toward those requirements. Next slide, please. So the July, end of July, deadline is for you. All applicants will be notified of their status by August 25. So we'll do all of the review process between that deadline and August 25. And you'll get some sort of notification that at that point. And, again, reiterating, please reach out and ask any questions that you have and use connect@atla.com. Alright, so what criteria do we use to evaluate these applications? So we look at the statement of objectives and project goals. So have you clearly defined the the objectives and goals of this project? Why are you doing this project? Why is this particular project important? How does it fit your particular contexts? why might you have chosen the team you chose these sorts of things? Are you clear on the objectives and goals? And the Why? And have you done enough had enough conversation, as Christine said earlier, and then enough thinking about what's going to be needed to implement this, this this OCR and to sustain it? Okay, so, are your goals and objectives clear? And is the impact clear? Right? And two kinds of impact here. One is, how will this impact students? Will they be actively engaged in learning through the use of these materials? So have you thought about the pedagogy of your materials? Will these or how will these or support the learning, right? And then also, how will it impact that the financial reality of education these days? So how will development of this OCR have cost savings both at your institution and maybe even beyond that? feasibility and reasonable reasonableness of the project? So, again, here, we want to see as a committee, we want to see that you have a rationale for this particular project. Not just Hey, we wanted to get some money to develop something. But But what is the what's the rationale behind this particular project and how does it count? connect to the people that you have gathered on your team. How does it connect to your institution and beyond? And then sustainability is key, right? So oftentimes we find things that get built, and then they're not able to be sustained. So indicate in your application, what you think what you imagine the plan for sustainability might be for either the the content itself, the objects that go into that content, the use of the content, think really carefully about how this OPR might be sustainable. And then, as Christine noted in the purpose statement, we are really interested in in proposals that highlight a diversity of voices and a diversity of perspectives a diversity of cultural backgrounds, a diversity of learning styles, we will definitely take a close look at folks who have explicitly considered different kinds of diversity in their project, both explicitly in the content and in the way that the content might be delivered. And so do you have fun? I'm just going to just mention the Global Perspectives now in western religions, underrepresented populations, and those sorts of things. So keep that in mind. As you're imagining the design of the project and the content, accessibility and usability of resources by students, we will look to see if you have thought about

accessibility. So in your proposal, think through what kinds of issues around accessibility might emerge? What will you have multimodal options? Will you choose a platform that that is already comes with some accessibility features, things like that, make sure you've thought through that. And then institutional support, make it clear in the application, and this can be through the supported documentation. BUT IT projects like this need institutional support. So so make sure you've indicated in the application explicitly that you have spoken with the institutional leadership about this project that you've gotten buy-in on the project, and that they understand the clear kind of goals and outcomes of the project and that they're in support of that, both for the project and then beyond.



Christine Fruin 27:33

And that really should be documented from in a letter, we do require that there be at least one letter of that have that support. So yes, you can discuss that. But it should really be documented in in a letter from someone who is not going to be working on the project from someone that is either a dean or a department chair or a provost or someone that that would have authority to speak on behalf of the institution.



Michael Hemenway 28:04

Great, thanks, Christine.



Christine Fruin 28:05

Sure. So that that is kind of an overview of the application process, what the committee is going to be looking at. I also just wanted to add in that we did for the two institutions that were funded through this program last year, I did get permission from them to share their applications, which are also linked from all the grant documentation that we have already shared links to so that is another route, in addition to looking at the kind of the the preview of the application questions, we also would highly recommend you look at those two successful applications last year, to give you a sense of kind of what of what the committee is looking for. So definitely avail yourself of those resources as well as reaching out to the committee to share with them your ideas and even talk through I'm sure one of the committee members or or myself would be happy to talk through with you what you're thinking about and how how you might write, you know, write this to be successful. So I don't know if there's been any questions in chat or q&a onna. I can stop my sharing now. And we can see



Ana Cackley 29:18

No questions so far.



Christine Fruin 29:20

Okay. Well, if there's no questions, this will be a really short webinar. And we'll make sure at this, can we get the recording of this posted to the Program website as well on? Absolutely. Oh, great. We might still have last year's linked from up there. So we should throw the updated one up there. All right. Well, we hope we hope we see some applications from you all that joined us today. And like we said over and over again, please don't hesitate to reach out to us if you have questions. Thank you.



Melody Diehl Detar 30:01

Thank you.



Michael Hemenway 30:02

Thank you.