

<p>OER Advocate Description: Faculty will register through MC Learns to get directions to self-enroll in Blackboard. There are four self-paced modules with various activities/exercises/assignments to complete. If all requirements are submitted and evaluated at competent or above, the badge will be issued.</p>		<p>The OER ADVOCATE BADGE validates that the earner has demonstrated the ability to leverage OER, including defining elements and considering using existing or creating OER; understanding copyright and selecting appropriate creative commons licensing; using critical thinking and information literacy skills to locate and evaluate high-quality OER, and knowledge of open pedagogy and the benefits of renewable assignments. To obtain the OER Advocate Badge, a faculty member must obtain a score of at least <u>12 points</u> with all dimensions rated competent or above.</p>		
Competency 1	Activities to Complete	Accomplished - 5	Competent - 3	Notes for Facilitator
<p>Knowledge of elements of OER and motivations for considering use or creating OER.</p>	<p>Read the "Getting Started" sections and complete all exercises/reflections/ activities:</p> <ol style="list-style-type: none"> <li>1. Introduction to OER</li> <li>2. Considerations for Using or Creating OER</li> </ol> <p>Complete the Section Activity: <b>Is this an OER?</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to lead OER adoption and creation efforts.</li> <li>• Can list the benefits of using OER to colleagues and peers.</li> <li>• Can respond to the challenges of using OER.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of what an OER is and the elements that define them.</li> <li>• Demonstrates the ability to distinguish between OER and other resources.</li> <li>• Can assess existing teaching materials as potential OER adoption.</li> </ul>	
Competency 2	Activities to Complete	Accomplished - 5	Competent - 3	Notes for Facilitator
<p>The ability to define copyright and select the appropriate creative commons licenses.</p>	<p>Read "Copyright and Creative Commons sections and complete all exercises/reflections/ activities:</p> <ol style="list-style-type: none"> <li>1. Copyright and Open Licensing</li> <li>2. Creative Commons Licenses</li> </ol> <p>Complete the Section Activity: <b>Adaptation and Attribution for OER</b></p>	<ul style="list-style-type: none"> <li>• Able to explain the purpose of copyright law in the United States.</li> <li>• Able to explain why some CC-licensed content might not be considered OER.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to define copyright and open licenses.</li> <li>• Can describe the four different Creative Commons License components.</li> </ul>	

Competency 3	Activities to Complete	Accomplished - 5	Competent - 3	Notes for Facilitator
<p>Demonstrated ability to find OER and evaluate them for quality and rigor.</p>	<p>Read the "Finding OER" sections and complete all exercises/reflections/activities:</p> <ol style="list-style-type: none"> <li>1. Evaluating OER</li> <li>2. Finding Open Content</li> <li>3. Repositories and Search Tools.</li> <li>4. Ancillary Content</li> <li>5. OER in print</li> </ol> <p>Complete the Section Activity: <b>OER Treasure Hunt Worksheet</b></p>	<ul style="list-style-type: none"> <li>• Able to explain why assessing an OER's adaptability is necessary.</li> <li>• Ability to explain why students might want to access a print copy of an OER.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to describe three aspects of an OER that should be assessed before use.</li> <li>• Demonstrates how to conduct a preliminary search for OER using information literacy.</li> <li>• Lists three resources that can be used for finding OER.</li> <li>• Can identify at least two search tools for finding openly licensed media.</li> <li>• Can identify options for acquiring an OER in print.</li> </ul>	
Competency 4	Activities to Complete	Accomplished - 5	Competent - 3	Notes for Facilitator
<p>Can demonstrate knowledge of open pedagogy, including renewable assignments.</p>	<p>Read "Teaching with OER" sections and complete all exercises/reflections/activities:</p> <ol style="list-style-type: none"> <li>1. Open Pedagogy</li> <li>2. Considerations for Using Open Pedagogy</li> <li>3. Diversity and Inclusion</li> <li>4. Assessing Course Outcomes</li> </ol> <p>Complete the Section Activity: <b>Adapting Resources for Inclusion</b></p>	<ul style="list-style-type: none"> <li>• Able to list three tools commonly used for creating renewable assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Can define open pedagogy.</li> <li>• Can describe the major components of a renewable assignment.</li> </ul>	

The OER Advocate competencies referenced and adapted from the following resources: [OER trainer's guide v 1.1: competency framework open educational resources](#) and [A Basic Guide for OER/Appendix 9: Skills Requirements for Work in Open Educational Resources](#)