

# OER FELLOWS – CALL FOR PARTICIPATION



COMMUNITY BUILDING

OER FELLOWS

LEARNING

# KEY DATES FOR CALL FOR PARTICIPATION:

Submit your application no later than Monday, October 30, 2017 at 5pm EDT to the following email address:  
[open@ecampusontario.ca](mailto:open@ecampusontario.ca)

**Applications should include the following elements combined into a single PDF:**

- An application cover letter describing your interest, qualifications, and goals for becoming an OER Fellow (maximum two pages)
- A brief description of an action research project related to use of OER that you will conduct during your time as an OER Fellow (no more than 500 words excluding references)
- Your full curriculum vitae including a one-paragraph writing example of web/social media posting
- A link to a short video that you create (two to five minutes long) on the topic, "Why I am passionate about OER" (include the link as part of your cover letter)
- One written letter of reference recommending you for this role

**Monday, October 2, 2017**

Distribution of Call for Participation

**Monday, October 30, 2017 (5:00pm)**

Closing Date & Time for applications.

All applications must be submitted by email

**November 15, 2017**

OER Fellows will be notified of their successful application

eCampusOntario will not be held responsible for documents that are not submitted in accordance with the above instructions.

eCampusOntario, in partnership with the Ministry of Advanced Education and Skills Development, is committed to raising awareness about the value and use of open educational resources (OER) across all 45 Ontario colleges and universities in the 2017-2018 academic year. This awareness includes the adoption, adaptation, and creation of open textbooks as one element of the eCampusOntario strategic plan for OER community building. A key element of our current OER strategy will be inviting six (6) OER Fellows to conduct action research, create and deliver webinars and workshops, and increase awareness about OER in Ontario. We will select applications from the following role categories:

- Two university faculty members
- Two college faculty members
- Two teaching and learning support professionals (e.g., Librarians, educational developers or instructional designers)

# PROJECT DESCRIPTION

## The OER Fellows program has the following goals:

- To promote awareness and increase use of OER by Ontario educators working at post-secondary institutions
- To support and advocate for increased diversity and choice in education content and reduce resource costs for Ontario learners
- To provide OER-focused professional development opportunities in partnership with post-secondary educators and learners
- To conduct and share an action research project related to Ontario post-secondary use of OER

## Definitions

**Open Educational Resource (OER)** are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessment as well as for research purposes. An OER can be freely obtained and retained by anyone at any time.

**Professional Development.** OER Fellows will be invited to participate in ongoing personal professional development for open educational practices (OEP) and use of OER. Based on their learning, OER Fellows will develop and provide webinars and workshops in collaboration with eCampusOntario.

**Blogging and Social Media Presence.** OER Fellows will provide eCampusOntario with a variety of stories (posts) and curated OER to support eCampusOntario educator and learner web pages. OER Fellows will maintain and post to a scholarly blog about their experiences and maintain an active Twitter account.

**Webinars and Workshops.** Based on location and scheduling, OER Fellows will be invited to participate in occasional webinars and in-person workshops during the academic year to create awareness and learn with and from their peers. Each Fellow will be expected to lead or collaborate on at least one webinar and one in-person workshop.

**eCampusOntario events.** Attendance at the November 20-21 Technology-Enabled Seminar and Showcase (TESS); and the May 2018 Open Education Ontario Summit will be required. Any travel costs for in-person events will be reimbursed by eCampusOntario.

## eCampusOntario Support for OER Fellow Activities

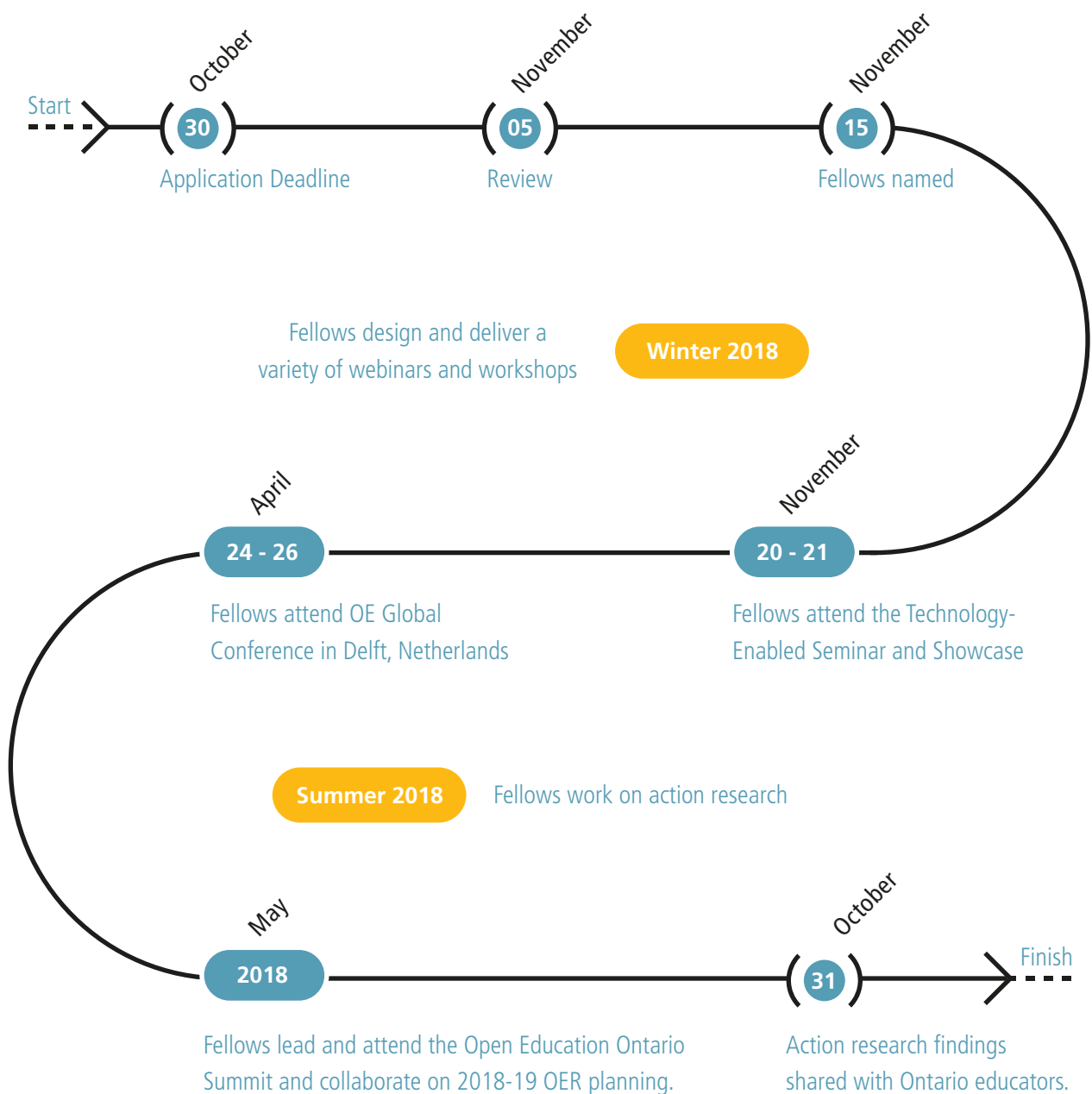
There will be no direct compensation for OER Fellows. This opportunity will be considered OER professional development for the participants. The following supports will be provided to a maximum value of \$6000 CDN (Subject to approval of Ministry Funding for eCampusOntario's new fiscal year April 1, 2018):

Travel and expenses for in-person events including:

- The eCampusOntario Technology-Enabled Seminar and Showcase (TESS) held in Toronto from November 20-21, 2017
- One in-person workshop on an Ontario campus during the academic year depending on region
- The OE Global Summit (Open Education Consortium's Annual conference) taking place April 24-26, 2018 in Delft, Netherlands
- The eCampusOntario Open Education Ontario Summit in Toronto, May 2018 (Date and Location To be Confirmed)

# ANTICIPATED TIMELINE

OER Fellows will commit to approximately one year of participation commencing November 15, 2017 and ending October 31, 2018.



# APPLICATION EVALUATION PROCESS

Following receipt of applications, evaluators will rate applicants using the Evaluation Rubric provided in Appendix B of this Call for Participation.

- Each application will be evaluated by two independent reviewers.
- All evaluators will have knowledge of, or experience with, open educational resources.
- All applications will be assessed according to the Evaluation Rubric and according to the weightings below:



20%

## EXPERIENCE WITH OER



20%

## RELATED PROFESSIONAL EXPERIENCE



20%

## REFERENCE QUALITY



20%

## VIDEO PRESENTATION



20%

## ACTION RESEARCH PROPOSAL

# APPLICATION SUBMISSION REQUIREMENTS

Applications must address the Call for Participation content requirements. Content must be well ordered, detailed, and comprehensive. Clarity of language, adherence to suggested structuring, and adequate documentation is essential to each evaluator's ability to conduct a thorough evaluation.

## Application Documentation and Submission

Applications should consist of one PDF (all documents combined into a single, machine-readable PDF) submitted by email to [open@ecampusontario.ca](mailto:open@ecampusontario.ca). Each application must meet the following minimum requirements:

- Must be in machine-readable PDF format: do not scan the document to create the PDF, but "Save As" within Word. Electronic signatures are required.
- Must include:
  - » Appendix A (Cover Page)
  - » Main Application Documents as described on the first page of this Call
  - » Link to a presentation video (YouTube or other hosting option) to be included in the cover letter

## Application Template: OER Fellow

The application should contain the following items and have the same order as set out below (see Appendix B evaluation rubric, for guidance and further detail):

## General Application Information

- Applicant's Name
- Applicant's Institution (must be an eCampusOntario member college or university)
- Category of Application (Faculty Member, Teaching and Learning Support Professional)

The following criteria are detailed in the Rubric for this Call included as Appendix B and should be included in your cover letter, CV, writing sample, research proposal, and reference:

- Experience with OER (20%)
- Related Professional Experience (20%)
- Quality of References (20%)
- Quality of Presentation Style and Video (20%)
- Quality of Action Research Proposal (20%)
- Ability to speak and write in French will be considered 5% bonus criteria for purposes of this Call for Participation.

# APPENDIX A – COVER PAGE: OER FELLOW

**My signature below indicates the following related to this application:**

I agree that I am available for the one-year term of the Fellowship including all activities and events listed in Section 2 of this Call.

I understand that participation with eCampusOntario as an OER Fellow is an unpaid role, and that pre-approved, in-person travel expenses related to workshops and conferences will be compensated by eCampusOntario to a maximum of \$6000.

I agree to inform eCampusOntario in writing of any unforeseen circumstances or conditions that would prevent my full participation during the academic year as soon as I become aware of barriers or concerns.

I agree to abide by my college or university's educator or student code of conduct while participating as an OER Fellow.

## NAME

## INSTITUTION

University Faculty Member

College Faculty Member

Teaching and Learning Support Professional (e.g., Librarians, Educational Developer or Instructional Designer)

## CATEGORY

Fully Fluent in French

Some Fluency in French

## ABILITY TO SPEAK AND WRITE IN FRENCH

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APPLICANT SIGNATURE

DAY OF OCTOBER, 2017

Note: Applicants must be employed for the duration of the one-year Fellowship at one of eCampusOntario's member colleges and universities in order to be eligible for this opportunity. Eligible Institutions are listed in Appendix C of this document.

# APPENDIX B – RUBRIC FOR APPLICATION SCORING



## EXPERIENCE WITH OER = %20

### CRITERIA

Definition and examples of OER

### POTENTIAL EVIDENCE OR INDICATORS

The applicant defines OER accurately and provides one or two examples related to their context.

- Exceptional (9-10pts): The definition of OER is accurate and examples are high quality and relevant.
- Excellent (6-8pts): The definition is mostly accurate and examples represent OER but are not fully relevant to the applicant's context.
- Acceptable (2-5pts): The definition is mostly accurate. Examples are not included.
- Incomplete (0-1pt): No definition was given, no examples were provided.

### CRITERIA

Relevant research and learning, and/or connections with peers are described.

### POTENTIAL EVIDENCE OR INDICATORS

The applicant provides examples of research they have conducted to learn more about OER and/or describes connections they have made with peers to engage in dialogue about OER.

- Exceptional (9-10pts): Examples of research and personal learning demonstrate a clear passion for learning more about OER and their value for post-secondary teaching and learning and/or there is evidence of the applicant's connections to others in the OER community.
- Excellent (6-8pts): Examples of research and personal learning demonstrate an interest in learning more about OER and/or there is evidence of connection with other experts around the use of OER.
- Acceptable (2-5pts): Examples of research and personal learning are very recent and/or connections are just beginning.
- Incomplete (0-1pt): The applicant does not provide description of personal learning or connections related to OER.

### CRITERIA

Personal goals for the OER Fellowship are described

### POTENTIAL EVIDENCE OR INDICATORS

The applicant describes their goals for applying and participating as an OER Fellow.

- Exceptional (9-10pts): The applicant describes two or more goals that convey a clear understanding of the activities and opportunities of the OER Fellowship. Excellent connections are drawn between the applicant's goals and their professional aspirations.
- Excellent (6-8pts): The applicant describes at least two goals and connects their goals to their current academic context.
- Acceptable (2-5pts): The applicant describes one or two goals.
- Incomplete (0-1pt): The applicant does not describe goals.



# APPENDIX B – RUBRIC FOR APPLICATION SCORING



## RELATED PROFESSIONAL EXPERIENCE = %20

### CRITERIA

Evidence of experience writing for web/social media

### POTENTIAL EVIDENCE OR INDICATORS

The applicant provides a description of their level of activity and/or scholarly identity in social media contexts.

The applicant provides a one-paragraph example of their writing as part of their CV.

- Exceptional (9-10pts): The applicant provides a link to an active blog post and other social media sites in which they participate. The applicant's writing example is exceptionally well written.
- Excellent (6-8pts): The applicant describes writing activities related to their academic role and provides one or two examples of social media participation. The writing example is excellent.
- Acceptable (2-5pts): The applicant provides a few examples of writing, but does not appear to have experience blogging or participating in other social media networks. The writing example is not well written.
- Incomplete (0-1pt): No writing example is provided and little evidence of the applicant's writing or social media experience is provided.

### CRITERIA

Evidence of experience facilitating webinars and/or face-to-face events

### POTENTIAL EVIDENCE OR INDICATORS

The applicant provides a description of their experience facilitating workshops and/or webinars with peers.

- Exceptional (9-10pts): The applicant is extremely experienced engaging with peers and a wide variety of audiences through webinars and/or in-person workshops.
- Excellent (6-8pts): The applicant describes some experience facilitating a variety of peer workshops.
- Acceptable (2-5pts): The applicant describes a few experiences teaching peers and post-secondary staff audiences.
- Incomplete (0-1pt): The applicant does not have facilitation experience.

### CRITERIA

Evidence of experience researching and curating resources

### POTENTIAL EVIDENCE OR INDICATORS

Applicant provides examples of their skill at researching and sharing resources for teaching and learning.

- Exceptional (9-10pts): The applicant clearly describes how they have curated learning resources in the past, and demonstrates exceptional capacity to find and share resources for use on the eCampusOntario website.
- Excellent (6-8pts): The applicant describes one or two examples of resource curation and demonstrates capacity to learn more about how to find and share resources with eCampusOntario support
- Acceptable (2-5pts): The applicant shows little capacity or interest in finding and sharing resources.
- Incomplete (0-1pt): The applicant does not address this element in their application.

# APPENDIX B – RUBRIC FOR APPLICATION SCORING



## REFERENCE QUALITY = %20

### CRITERIA

One reference is provided that addresses the applicant's capacity to fully engage in the role of OER Fellow

### POTENTIAL EVIDENCE OR INDICATORS

Reference describes the applicant's strengths related to the work of an OER Fellow including openness to experimentation, ability to research, facilitation skill, writing ability, and ability to engage and persuade peers.

- Exceptional (9-10pts): The applicant has provided one references that promotes them as an exceptional candidate for the role related to the skills required.
- Excellent (6-8pts): The applicant has provided one reference that recommends them as a good candidate.
- Acceptable (2-5pts): The applicant has provided one reference that does not directly address their skills related to the work of an OER Fellow.
- Incomplete (0-1pt): The applicant does not provide a reference.



## VIDEO PRESENTATION = %20

### CRITERIA

Applicant has included a link to a high quality video that demonstrates their ability to present and convey information in an engaging way for an audience of peers. The video does not exceed five minutes.

### POTENTIAL EVIDENCE OR INDICATORS

The video has good audio and video quality.

The presentation is based on a relevant topic to the OER Fellow application.

The applicant is a good presenter.

- Exceptional (9-10pts): The video is exceptionally high quality in terms of audio and video and the applicant is clearly an engaging and experienced presenter. The applicant is confident, speaks clearly, uses easily understood language, and states and achieves the goal of the presentation.
- Excellent (6-8pts): The video is good quality in terms of audio and video and the applicant is an excellent and experienced presenter. The applicant shows confidence and is able to convey their topic successfully.
- Acceptable (2-5pts): The video quality is not very good and the applicant does not seem like a confident or engaging presenter.
- Incomplete (0-1pt): The applicant does not include a video.

# APPENDIX B – RUBRIC FOR APPLICATION SCORING



## ACTION RESEARCH PROPOSAL = %20

### CRITERIA

Applicant has included a brief description of an action research project

### POTENTIAL EVIDENCE OR INDICATORS

The proposed research is grounded in current literature of OER

The proposal does not exceed 500 words (excluding references)

- Exceptional (9-10pts): The proposal makes exceptional use of current literature of OER and action research and does not exceed 500 words (excluding references).
- Excellent (6-8pts): The applicant makes excellent use of the literature of OER and other relevant references and does not exceed 500 words.
- Acceptable (2-5pts): The applicant provides a few references and the proposal exceeds 500 words.
- Incomplete (0-1pt): The applicant makes little or no effort to provide references and demonstrates little interest in the research project.

### CRITERIA

The applicant has specified how they will manage their time to conduct the research and how they will share with Ontario educators

### POTENTIAL EVIDENCE OR INDICATORS

The scope of the proposed action research is manageable in addition to full-time teaching or study and the work of an OER Fellow

A dissemination plan is provided

The proposed research aligns with increasing awareness and post-secondary use of OER in Ontario

- Exceptional (9-10pts): The applicant has clearly demonstrated how they will manage the scope of their action research project in addition to their other work/research/study time commitments. Their dissemination plan is highly engaging and the research will contribute to an increase in awareness and use of OER in Ontario.
- Excellent (6-8pts): The applicant has generally stated how an action research project will fit in their schedule, their dissemination plan is well-described, and the research will contribute to increased awareness and use of OER in Ontario.
- Acceptable (2-5pts): The applicant has provided a few details about their schedule related to an action research project, and describes a vague plan for dissemination. It is not clear how the research will contribute to increased awareness or use of OER in Ontario.
- Incomplete (0-1pt): The applicant did not describe how they would find the time for action research or disseminating findings.

# APPENDIX C – ELIGIBLE INSTITUTIONS

Algoma University	University of Guelph	Algonquin College	La Cité collégiale
Brock University	University of Ontario Institute of Technology	Collège Boréal	Lambton College
Carleton University	University of Ottawa	Cambrian College	Loyalist College
Lakehead University	University of Toronto	Canadore College	Mohawk College
Laurentian University	University of Waterloo	Centennial College	Niagara College
McMaster University	University of Windsor	Conestoga College	Northern College
Nipissing University	Western University	Confederation College	Sault College
OCAD University	Wilfrid Laurier University	Durham College	Seneca College
Queen's University	York University	Fanshawe College	Sheridan College
Ryerson University		George Brown College	S.S. Fleming College
Trent University		Georgian College	St. Clair College
		Humber College	St. Lawrence College



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