

OPEN EDUCATIONAL RESOURCES (OER) FOR SOCIOLOGY

Abstracts

Open Educational Resources (OERs) is a relatively recent phenomenon in the field of education and its aims to increase the educational quality and democratize unrestricted access to knowledge. For the purpose of academic progress, students and teachers need access to educational resources. OERs, which are free websites that openly disseminate instructional resources, give educators a forum to network with one another. OERs are transforming teaching and learning across a wide range of disciplines. The OERs for sociology are described in this chapter and mainly focuses on key advancements in open education, particularly the role that Open Educational Resources (OERs) play in teaching and learning as well as its benefits and challenges

Keywords: OERs; Open Education; Open Educational Resources; Educational Technology; Higher Education

Authors

Dr. Muthumathi Dharuman
Chief Librarian
St. Peter's Medical College
& Research Institute
Hosur, TamilNadu, India.
mathidharuman@gmail.com

Ms. P. MeenaPriya Dharshini
Librarian
J.N.N. Institute of Engineering
Thiruvallur, TamilNadu, India.
dharukumaran@gmail.com

I. INTRODUCTION

UNESCO defines “Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others”.

Open Educational Resources (OERs) are resources that are available to the public under an open license that respects the copyright owner's intellectual property rights. OER are multimedia, digital text, textbooks, tutorials, workbooks, teaching, educational, and research materials that are either available to users through the public domain. They are designed to be cost-free and reused, repurposed, adapted, and redistributed educational materials.

Open educational resources and open education will widen participation in the educational process (mainly informal and lifelong), raise the standard of education, speed up the flow of knowledge, and narrow the gap between different social classes and between nations. OER are freely used, reusable, editable, remixable, and repurposed. Because anyone can learn at anytime, anywhere, with anyone's help, using any, open educational materials and open practices provide more personalized learning, a better learning experience, and an improved use of resources, which promote equity by expanding knowledge availability.

II. WHY DOES OPEN EDUCATION MATTER?

The open education movement's founding principles include ensuring educational equality and accessibility, and as time goes on, solving those challenges will become even more important. Numerous obstacles that make education difficult are targeted by open education.

Online resources includes, course materials, textbooks, modules, videos, tests, assessment tools, and software. They offer people all around the world the chance to exchange, consume, and reuse knowledge as well as access to high-quality education at free of cost

OERs can be immediately enhanced through direct editing or through feedback, in contrast to textbooks and other static sources of knowledge, and any errors can be fixed without having to wait for a new edition or go through a drawn-out review process. An existing OER can be adjusted for a class by a teacher, who then makes the updated OER available for use by others. OERs are inexpensive or free to share broadly. Where information gaps are obvious, it can supplement textbooks and seminars. OERs give students practical, affordable access to options for lifelong learning.

Through collaboration in virtual communities of learning, learners can become more engaged in the educational process and become more active participants. Teachers can compare their own teaching materials with those of other teachers around the world. They can also learn how to release their work under an open license, which will improve the quality of their teaching practice and encourage pedagogical innovation

III. WHAT MATTERS IN OPEN EDUCATION?

OERs offer materials that are available readily. According to the Chronicle of Higher Education, Seven in ten students did not buy a textbook because it was too costly. By removing pricing barriers, OERs enable everyone to have their own copy of the necessary course materials from the first day of class, saving students money. No more waiting at the college bookstore for orders that are late to arrive.

When students are interested in expanding their knowledge or need background information, OERs can be a useful resource. For example, videos can be combine with text. Information presented in a different types of formats can make it easier for Students to understand what is being taught. When using open educational resources (OERs), students have free access to excellent learning materials, and information offered in a variety of formats may help students understand what is being taught, boosting learning outcomes or performances. OERs also help to guarantee that every student in a class has access to course material simultaneously and as effectively as possible. To engage students, teachers might utilize a variety of tools, including multimedia.

In accordance with the original objectives of the open education movement, promoting educational equity and accessibility will become increasingly crucial as time goes on. The goal of open education is to eliminate numerous barriers that make education challenging.

- 1. Outdated Teaching Resources:** Textbooks and other traditional instructional resources are only as current as when they were published. Unfortunately, the most recent information quickly becomes antiquated and obsolete, particularly in scientific and technological disciplines. Working with outmoded materials puts students and teachers at a severe disadvantage nowadays. On the other hand, open educational resources are constantly updated, modified, and enhanced, so they are never out of date.
- 2. Availability and Equity:** Problems with access and equity in education frequently result from a combination of factors including cost, location, and structural inequities in society. With open education, the playing field for students as they prepare for their life is leveled by the availability of the high-quality materials at low (or free) cost and with few access obstacles.
- 3. Cost:** Given the high cost of many teaching and learning resources, many students are forced to choose between going without those resources and incurring significant debt to buy them. The expense of education is a significant social issue, ranging from online initiatives like textbook to the student loan debt crisis. The objective of open education, which is to create high-quality, free online resources, is a direct response to the cost issue

IV. OPEN RESOURCES FOR SOCIOLOGY IN EDUCATION

OERs are typically seen as a part of an overall initiative in scholarly publishing to encourage the adoption of open content standards. The terms "open content" and "open educational resources (OER)" refer to any copyrightable work that is either in the public domain or licensed in a way that gives users free and perpetual permission to engage in the following 5R activities, typically excluding software, which is referred to by other terms like "open source"

1. **Retain:** The ability to generate, own, and control copies of the content, including the ability to download, copy, store, and manage.
2. **Reuse:** The ability to use the material in other contexts, such as a class, a study group, a video, a website, etc.
3. **Revise:** The ability to revise the text itself by translating it into some other language.
4. **Remix:** The ability to mix the original or modified information with other materials to produce a new work. (ex. add the material into a mashup)
5. **Redistribute:** The ability to give others access to copies of the content's original form, alterations, or remixes.

• **Open Educational Resources Are:**

- Open Textbooks
- Open Access Journals
- Open Courseware
- Open Videos, Images and Audio

V. OPEN TEXTBOOKS

An open textbook is a book that has been given an open license and is freely accessible online for use by teachers, students, and the general public. Mostly Open textbooks are written by professors and released online with the support of colleges/universities or commercial companies. This innovative business model enables free internet access to textbooks.

VI. LIST OF WEBSITES PROVIDING OPEN TEXT BOOKS:

1. **B Ccampus Open Textbook Project:** Sociology books that are based on the subjects in British Columbia with the highest enrollment. BC Ministry of Advanced Education provides funding for the B.C. Open Textbook Project.
2. **Free Sociology Textbooks:** Textbooks on Introduction to Sociology and Sociology of the Family.
3. **The National Academies Press (Nap):** This source offers textbooks on many social science and behavioral subjects. The National Academies Press website offers free PDF downloads for each and every book that is listed there.
4. **Oer Commons:** A well curated selection of sociology resources and textbooks is offered through OER Commons.
5. **Lumen Learning (<https://Lumenlearning.Com/>):** A single textbook that a provides a range of interconnected sociological subjects, such as family, aging, sexuality; stratification, inequality, deviance, social control, and crime.
6. **Open Tax:** A nonprofit venture in educational technology called Open tax is located at Rice University. Since 2012, Open tax has produced textbooks that have undergone peer review and are openly licensed.

7. **Project Gutenberg - Sociology Bookshelf:** Public domain sociology books that are Free to access online are listed on Project Gutenberg.
8. **Open Textbook Library:** Library provides a range of Sociological textbooks. "Social Problems: Continuity and Change" and "Understanding and Changing the Social World" are included in this collection.
9. **MERLOT (<https://merlot.org/merlot/>):** It is a collection of freely available open online learning, teaching, and faculty development tools that has been used by the global education community.
10. **Sociological Landscapes - Theories, Realities And Trends:** Sociology is presented in this academic work as a place that may be virtually explored and experienced. The current volume provides sociology as a field that one may virtually explore and experience, which is more than the typical academic textbook does.
11. **Teaching Commons: (Social And Behavioral Sciences):** Provide educational websites, textbooks, lectures, course materials, syllabi, and more
12. **Libre Texts: Social Sciences:** Future generation textbook for higher education are available
13. **Open Stax Textbooks: Social Sciences:** Introduction course textbooks and supporting materials are available
14. **Open Textbook Library: Sociology:** Provide open textbooks for college/university level

VII. OPEN ACCESS JOURNALS

Open access journals are research articles which is freely and unrestrictedly made available online, immediate, and reusable by anyone, anywhere, at any time. The majority of open access publications don't charge writers to publish in their journals. Open access is the necessary modern update for research communication that fully makes use of the Internet

1. **DPI Humanities:** Journal for liberal arts students with a humanities focus.
2. **MDPI:** It is an open access journal publisher based in Basel, Switzerland. Around 67,000 editors working across 297 various peer-reviewed journals and it has a vast global network.
3. **Directory Of Open Access Journals (DOAJ):** It is a directory of peer-reviewed journals. It is indexed various open access journals from across the world that is supported by a growing community and dedicated to making high-quality content widely accessible online for free.
4. **UC Press E-Books Collection, 1982-2004: Sociology:** University of California Press E-Books Collection from academic presses includes art, history, science, fiction and religion
5. **OAPEN:** Quality controlled collection of open access books

6. **JSTOR:** Academic books, journals, and original materials can all be found in JSTOR, a digital library. One of the most prestigious academic magazines in the humanities, and in response to growing demand, many of its scholarly articles are now open access.
7. **SpringerOpen:** Launched in 2010, SpringerOpen has established itself as one of academia's most prominent open access publications. The organization invites specialists from various fields of science, technology, the humanities, and the social sciences to submit research articles in order to raise awareness about numerous societal issues.
8. **Social Science Research Network (SSRN):** The Social Science Research Network is a preprint repository committed to the quick distribution of academic work in a variety of fields, including the social sciences, humanities, life sciences, and health sciences. It contains 900,000+ educational publications in more than 50 different subjects
9. **SAGE Open:** Another reputable academic journal publisher is SAGE. For researchers, students, and the general public, it pledges to offer studies that uphold the most rigorous peer-review standards.
10. **Directory of Open Access Books (DOAB):** DOAB, indexes and provides scholarly, peer-reviewed open access books accessible to users, also assists users in locating reputable open access book publishers. All DOAB offerings are free of cost, and all data is publicly accessible.

VIII. OPENCOURSEWARE (OCW)

A free and open digital release of resources for higher education levels is called Open Courseware (OCW). In addition to subject content, these resources usually include planning materials and evaluation tools and are organized as courses.

1. **Academic Earth:** Academic Earth provides a variety of services, including open courses, journals and trade publications, grants and scholarships, internships, and student and professional memberships.
2. **Coursera:** Every course on Coursera is instructed by the best professors from the leading universities and colleges in the world. Online discussion boards, recorded video lectures, and automatically graded and peer-reviewed assignments are all included in the courses.
3. **Crash Course Series: Sociology:** This course is based on an introductory college-level curriculum in sociology. Nicole Sweeney will guide through questions major and small topics about how we both shape and are shaped by cultures in YouTube.
4. **Openlearn – Sociology:** Free sociology lectures, games, movies, and other resources. The Role of Diagnosis in Counseling and Psychotherapy, and The Social in Social Science are among the free courses available.
5. **Open Yale – Sociology:** The Sociology Department at Yale University provides concentrations in Social Stratification and Life Course Research, Cultural Sociology and Social Theory, Comparative and Historical Sociology. The faculty also writes and imparts

knowledge in the areas of political sociology, urban sociology, sociology of religion, and Chinese society.

6. **Lumen Learning:** Lumen Circles are professional development opportunities that link faculty members with colleagues and assist them in honing their skills through the use of virtual learning communities. Courseware that includes digital homework systems, personalised learning tools, and more.
7. **TED ED: Lessons Worth Sharing – Sociology:** Discover hundreds of animated classes, design lessons that are unique to you, and share your innovative ideas. TED-Ed honors the thoughts of educators and students from all over the world. Learn about topics. . Over 2000 TED Talks.
8. **BNC OER+:** Students begin learning from day one while using BNC OER+. Students can access teacher’s course right away, complete with electronic texts, videos and activities
9. **MIT OpenCourseWare: Sociology:** A web-based publishing of nearly all of MIT's course materials is called OpenCourseWare. OCW is an ongoing MIT initiative that is free and open to the public.
10. **Open Course Library:** Allow to download High-quality, cost-free courses from Google Docs.
11. **Odigia:** The cutting-edge platform from Odigia offers tools that encourage cooperation and an immersive teaching and learning experience. To increase retention and success, simplified analytics monitor performance while identifying learning gaps.
12. **Saylor Academy: Sociology:** College-level and professional-level courses. Students also pay for access codes that give them access to course resources like assignments in addition to textbooks. There are now accessible alternatives to traditional courseware that use OERs.

IX. OPEN VIDEOS, AUDIO, AND IMAGES

Real-time streaming of video is the transmission of compressed data over the Internet. To play streaming audio or video, an Internet user does not need to wait for a file to download. Instead, the material is sent as a continuous stream of data, which is then played as it arrives. To decompress and send audio and video data to speakers and displays, the user needs a player, a specialized program. A player can be installed as a necessary part of a browser or downloaded from the website of the software creator.

1. **Videlectures.NET:** Collection of instructional video lectures on social science
2. **Listen Notes:** The podcasts database on the Internet can be found by searching; students can use them for free, but typically not under CC licenses. Search for persons, places, or themes in the show notes and audio transcripts of podcasts.

3. **YouTube:** By selecting Filter and then Creative Commons (under Features), one can search for videos under Creative Commons licenses.
4. **TED Talks: Sociology:** TED Talks by professionals on a range of subjects
5. **Google Images:** Select Tools from the search's Tools menu to look for photos with reuse permission.
6. **Creative Commons Search:** Images from museums and other websites with creative commons licenses (Flickr), Wikimedia Commons.

X. CONCLUSION

The OER movement is currently gaining momentum globally because to the rising price of textbooks and other educational materials for students. Adopting OERs will take time. One needs time to review the material and decide whether to adapt their course to the OER or the other way around. The growth of OERs in different platforms as well as in different formats has also led the challenge for the students, teachers, students and self-learners in evaluating the quality and usefulness of OERs.

OERs are frequently seen as a component of a larger drive in scholarly publication to promote the use of open content standards. OER can be improved upon, shared, and reused without cost or restriction. When teachers use open educational resources (OER) thoughtfully and effectively, it can drastically change the learning environment students. It supports simple access to education while balancing cost-saving measures with higher educational quality.

The only thing to keep in mind, though, is that a one-size-fits-all strategy might not be the best one in this situation. For the best learning results, teachers must be prepared to go above and above and modify the materials to meet the requirements of their students. OERs like The Sociological Cinema (thesociologicalcinema.com), SociologySource (sociologysource.org), and Teaching TSP (thesocietypages.org/teaching) are focused to providing ideas and tools for teaching sociology.

There is a considerably larger collection of sociological blogs that do not focused or offer materials for training, but do so on occasion. The award-winning website Sociological Images (thesocietypages.org/socimages) provides the best illustration of this. Many instructors use sociological images in their classrooms around the world, frequently as a starting point for class discussions

Publishers of textbooks have also joined the Open Educational Resources trend by creating blogs, which use current events and popular culture to highlight sociological topics. For instance, W.W. Norton & Company, Inc. runs the Everyday Sociology Blog.

REFERENCES

- [1.] Andrist, L., V. Chepp, and P. Dean. 2011. "Using Video in the Classroom: Pedagogy and the Sociological Cinema." *Teaching/Learning Matters* 39 (3): 810.
- [2.] Bansal, T., Chabra, S. and Joshi, D. 2013, "Current initiatives and challenges to OERs in Indian higher education." *Asian Journal of Distance Education* 11 (1): 4-18.
- [3.] Belikov, O.M. and Bodily, R. 2016, "Incentives and barriers to OER adoption: a qualitative analysis of faculty perceptions." *International Council for Open and Distance Education*, 8 (3): 235-246.
- [4.] Bossu, C., and B. Tynan. 2011. "OERs: New Media on the Learning Landscape." *On the Horizon* 19 (4): 259-267.
- [5.] Caldeira, C., and J. Ferrante. 2012. "The Sociological Cinema: Teaching and Learning a. Sociology through Video." *Teaching Sociology* 40 (2): 191-193.
- [6.] Hyle'n, J. 2006. "Open Educational Resources: Opportunities and Challenges." *Proceedings of Open Education* 49-63.
- [7.] Kinskey, C., King, H. and Miller, C.L. 2018. "Open educational resources: an analysis of Minnesota state colleges and universities student preferences." *Open Learning: The Journal of Open, Distance and e-Learning* 33 (3): 190-202
- [8.] KreljaKurelovic, E. 2016. "Advantages and limitations of usage of open educational resources in small countries." *International Journal of Research in Education and Science* 2 (1) 136-142.
- [9.] Kumar, A., Baishya, D. and Deka, M. 2021. "Open educational resources (OER) issues and problems experienced by social scientists of select higher educational institutions in India", *Library Philosophy and Practice* June 1-20.
- [10.] Mayeda, D. T. 2010. "Film Review: Sociological Images: Inspiring Sociological Imaginations Everywhere." *Teaching Sociology* 38 (4): 401-403
- [11.] Moore, J.P. and Reinsfelder, T.L. 2020. "Current usage patterns of open educational resources in the engineering mechanics classroom and barriers to adoption." *Issues in Science and Technology Librarianship*, (95) 1-16.
- [12.] Oelfke, A.L. et al. 2021. "Using open educational resources at Viterbouniversity: faculty and student feedback." *International Review of Research in Open and Distance Learning* 22 (1) 78-90.
- [13.] Pounds, A. and Bostock, J. 2019. "Open educational resources (OER) in higher education courses in aquaculture and fisheries: opportunities, barriers, and future perspectives." *Quaculture International* 27 (3) 695-710
- [14.] Tang, H. 2020. "A qualitative inquiry of K-12 teachers' experience with open educational practices: perceived benefits and barriers of implementing open educational resources." *International Review of Research in Open and Distance Learning* 21 (3) 211-229.
- [15.] Thomas, R. 2017. "Use of open educational resources: Indian scenario." *International Journal of Library and Information Science (IJLIS)*, 6 (5)
- [16.] Wade L., and G. Sharp. 2013. "Sociological Images: Blogging as Public Sociology." *Social Science Computer Review* 31 (4): 221-228.