

# Sharing Research Differently

## Mobilizing Knowledge with Open Educational Resources (OER)

March 4, 2026



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# Indigenous Affirmation

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We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.



# Hosts and Moderator

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## **Reisa Klein, PhD**

Lead Research Advisor, Grant Development Services  
Research Management Services, Research and Innovation

## **Melissa Brasgold, PhD**

Senior Specialist, Educational Development and Digital Learning  
INNOVA, Academic Affairs

## **Roberto Ortiz Núñez**

Senior Advisor, Knowledge Mobilization  
Strategic Research Services, Research and Innovation



# Overview



- Introduction (5 minutes)
- Knowledge mobilization, open education, and OER (15 minutes)
- Showcasing OER contributions (5 minutes)
- Conversation with OER creators (30 minutes)
- Q&A (20 minutes)



# Presentation

## Mélanie Brunet, PhD, MI, MEd

Copyright and Affordable Learning Librarian, University of Ottawa

At the University of Ottawa since 2016, Mélanie raises awareness about textbook affordability and open educational resources. She coordinated the Library's OER Program from 2020 to 2024 and was a member of Canadian Association of Research Libraries' Open Education Working Group from 2019 to 2024, leading its Francophone Open Education task group. She is the editor of the *[OER by Discipline Guide: University Ottawa](#)*, a tool to help faculty and instructors get acquainted with OER in their disciplines.



Photo by Jennifer Gratton  
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# Knowledge Mobilization, Open Education, and OER





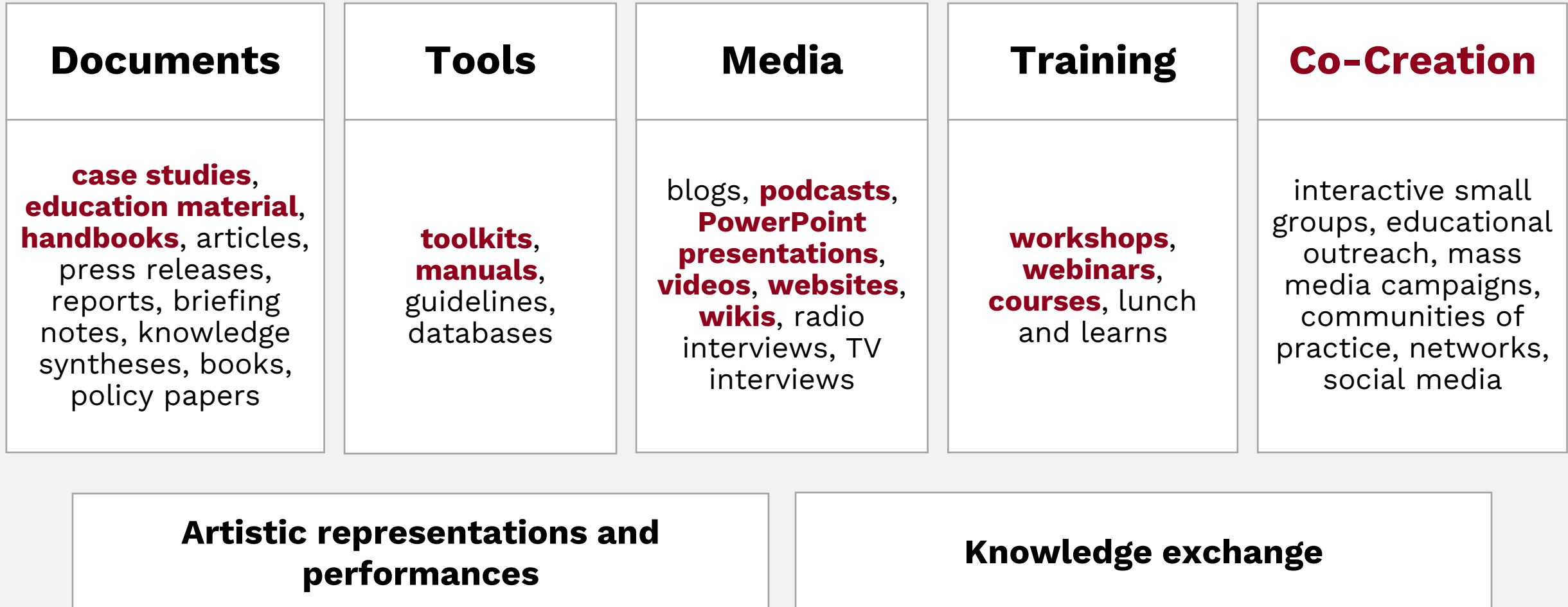
# Knowledge Mobilization (KMb)

“The reciprocal and complementary flow and uptake of research and knowledge between researchers, knowledge holders/keepers, knowledge brokers, and knowledge users — both within and beyond academia — in such a way that may benefit users and create or support positive and equitable societal change locally, nationally, and/or internationally.”

*Research and Innovation, University of Ottawa*



# Ways of Disseminating Findings in KMb





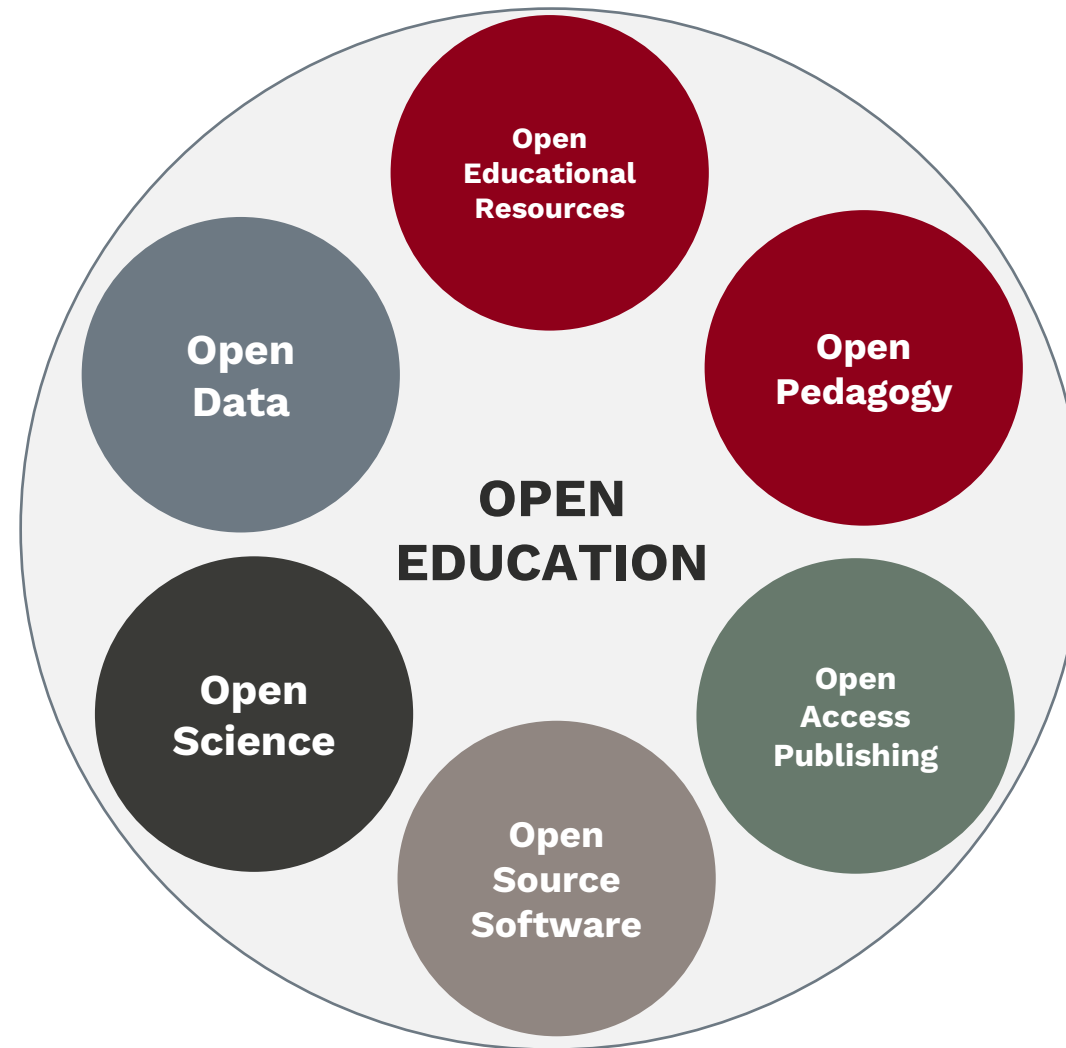
# Open Education (OE)

Movement and framework that “encompasses resources, tools and practices that are free of legal, financial and technical barriers and can be fully used, shared and adapted in a digital environment. It maximizes the power of the Internet to make education more affordable, accessible and effective.”

*Scholarly Publishing & Academic Resources Coalition (SPARC)*



# Open Education Ecosystem



Adapted from Open Ecosystem by Karen Cangialosi [CC BY 4.0]  
Open Education @ Keene State College, <https://openeducation.kscopen.org/>



# Practices and Values of OE and KMb

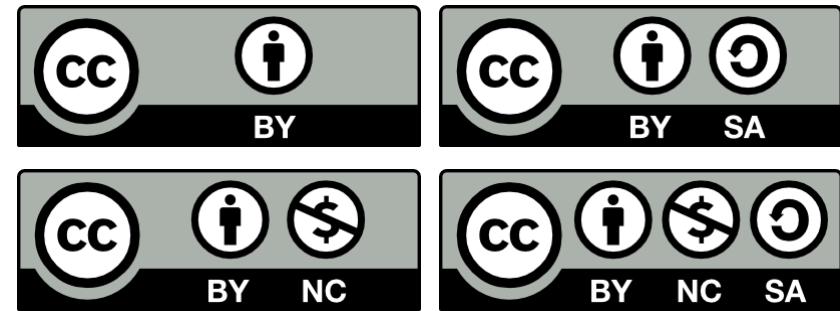
<b>Co-creation and collaboration</b>	Communities as partners rather than passive recipients
<b>Accessibility and equity</b>	Lowering barriers – financial, institutional, linguistic, legal, and technical – to ensure knowledge can be used by everyone
<b>Open licensing</b>	Open and copyright-aware sharing to support broad dissemination and adaptation
<b>Remixing and adaptation</b>	Knowledge is dynamic and evolves through reuse and contextualization
<b>Multi-modal dissemination</b>	Multiple channels and formats to reach diverse users
<b>Capacity building</b>	Going beyond information delivery to support effective use of knowledge
<b>Transparency</b>	Open practices that foster trust, collaboration, and reproducibility
<b>Real-world impact</b>	Prioritizing impact, not just the creation of knowledge

\*Copilot was used to generate a comparison of open education and knowledge mobilization, which was then substantially revised and simplified by the presenter.

# What is an OER?

## Open educational resource

A learning object **freely** and **openly** available that can be reproduced, adapted and distributed, often under the terms of a Creative Commons licence.



For more details,  
visit "[About CC Licenses](#)"





# What can you do with an OER?



# Key Takeaways

- OER are not limited to the classroom – “educational” as a broader function
- Consider integrating open education as a practice and OER as outputs in your knowledge mobilization activities
- Consider showcasing your open education and OER activities using a knowledge mobilization vocabulary

# Showcasing OER Contributions



# Tenure – Promotion – Funding

**Collective agreement :** does it contain a section on KMb?

APUO Section 20.3 (Scholarly Activities) <https://apuo.ca/collective-agreement-2024-2026/>

**Institution:** is there an initiative or policy supporting KMb?

Research and Innovation at uOttawa <https://www.uottawa.ca/research-innovation/knowledge-mobilization>

**Funding:** do granting agencies or your institution offer funding for KMb?

Connection Grants – Social Sciences and Humanities Research Council (SSHRC) <https://sshr-crsh.canada.ca/en/funding/opportunities/connection-grants.aspx>

Knowledge Mobilization Grants — uOttawa Research Centres and Institutes  
<https://www.uottawa.ca/research-innovation/knowledge-mobilization/grants-uottawa-research-centres-institutes>



# OER Contribution Matrix



Developed by DOERS (Driving OER Sustainability for Student Success) Collaborative

- Very few collective agreements include OER and OE as recognized deliverables (by these names)
- Strategic framing of contributions: terms and categories (research, teaching, service)
- Adaptable advisory model to include OER work in tenure and promotion portfolios
- To start thinking about how to best fit OER work into local tenure and promotion guidelines



# OER Contribution Matrix



## Examples

Contribution	Evidence	Research	Teaching	Service
Make new OER	When creating an OER make it available to peers for their review. Document their reviews and include in your dossier.	Yes	Yes	
Disseminate knowledge about OER	Provide list of workshops, webinars, presentations related to OER and OE advocacy.			Yes
Peer review existing OER	Provide citations of the reviews conducted.		Yes	Yes
Conference presentations	Provide citations, links, recordings, and slides of the work done to disseminate OER knowledge.	Yes		Yes



# Conversation with OER Creators



# Savage Bear, PhD, CM

Savage Bear is a rabble-rouser, Nehiyaw'iskwew (Cree woman) and citizen of the Montreal Lake Cree Nation in northern Saskatchewan. She is the Director for the McMaster Indigenous Research Institute (MIRI) and is an Assistant Professor within the Indigenous Studies Department. Prior to arriving at McMaster in 2021, Bear worked at the University of Alberta, where she was the Director of the Indigenous Women & Youth Resilience Project and the academic lead on 'Indigenous Canada,' a highly successful online course boasting over 600,000 learners; she was also an assistant professor of Native Studies and Women's and Gender Studies. An accomplished academic, Bear has made significant contributions to Indigenous scholarship and the national Indigenous education landscape since earning her PhD from the University of Alberta in 2016. Her dissertation, 'Power in My Blood: Corporeal Sovereignty through the Praxis of an Indigenous Eroticanalysis' won the highly coveted Governor General Gold Medal. In 2023 Bear was appointed to the Order of Canada for her exemplary achievement and positive impacts for transformative change in the areas of Indigenous rights, prison education and academic leadership.

Her current research includes social justice, prison abolition, body sovereignty, sexuality, gender and reproductive justice, contemporary Indigenous art, and Indigenous literature. When she is not marking, teaching or enjoying her role as Kookum (grandmother) you will find her literally chasing waterfalls around Hamilton's amazing trails with her dog, Odin.



Photo and bio provided by Savage Bear and used with permission



# Indigenous Canada

Since 2017

12-week Massive Open Online Course (MOOC) from the Faculty of Native Studies at the University of Alberta

<https://www.ualberta.ca/en/admissions-programs/online-courses/indigenous-canada/index.html>

<https://www.coursera.org/learn/indigenous-canada>



Screen capture from Indigenous Canada Full Trailer, YouTube,  
[https://youtu.be/VAcPNxvw0\\_A?si=Ksmu4rpZG5cccpAF](https://youtu.be/VAcPNxvw0_A?si=Ksmu4rpZG5cccpAF)



# Josée Boulanger, MA, PhD

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Josée Boulanger is a researcher at Collège La Cité's HUMAlab, where she explores the inclusion of people with disabilities in educational and professional settings. Her doctoral research used participatory multimedia methods to explore, with adults labeled as having intellectual disabilities, what it means to lead a good life from a human rights perspective, highlighting the dynamics of decision-making.

During her postdoctoral studies at the University of Ottawa, she co-developed the open educational resource *La communication pour une meilleure santé*, which aims to improve access to and quality of care for people with autism and intellectual disabilities.



Photo and bio provided by Josée Boulanger and used with permission



# La communication pour une meilleure santé

2023 – School of Rehabilitation Sciences, University of Ottawa

Module on communication in healthcare settings for people with intellectual and developmental disabilities or atypical cognitive or communication abilities

Video-based scenarios

Participation of an advisory committee

<https://ecampusontario.pressbooks.pub/cmnsantedi/>



Boulanger, J., Sauvé-Schenk, K., Thomas, R., & Rheault, A. (2023). *La communication pour une meilleure santé! Accès et soins de qualité pour adultes autistes et ayant une déficience intellectuelle*. [Pressbooks]. [CC https://ecampusontario.pressbooks.pub/cmnsantedi/](https://ecampusontario.pressbooks.pub/cmnsantedi/)

# Jenna Richards, ARCT (piano; violin), BMus, MPNL, PhD

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Jenna Richards embraces a demanding schedule as a portfolio musician, including performance, public speaking, research, and arts programming. She has performed from Toronto to Salzburg, organized national research projects, been an invited speaker at Harvard, and programmed over 1 500 musical events.

Having recently completed her PhD (Interdisciplinary Research in Music), Jenna is currently freelancing, serving as a Board member for Xenia Concerts, and programming as Director of Artistic Planning and Community Engagement for Ottawa Chamberfest.

Jenna's research interests include the relevancy of music performance curriculum to musician's careers and nontraditional forms of performance such as Adaptive Concerts, which reduce barriers to concert attendance for neurodiverse and disability communities. In her (little) downtime, Jenna enjoys studying Farsi, travelling, and spending time in nature.



Photo and bio provided by Jenna Richards and used with permission



# Improving Inclusivity and Accessibility in the Performing Arts

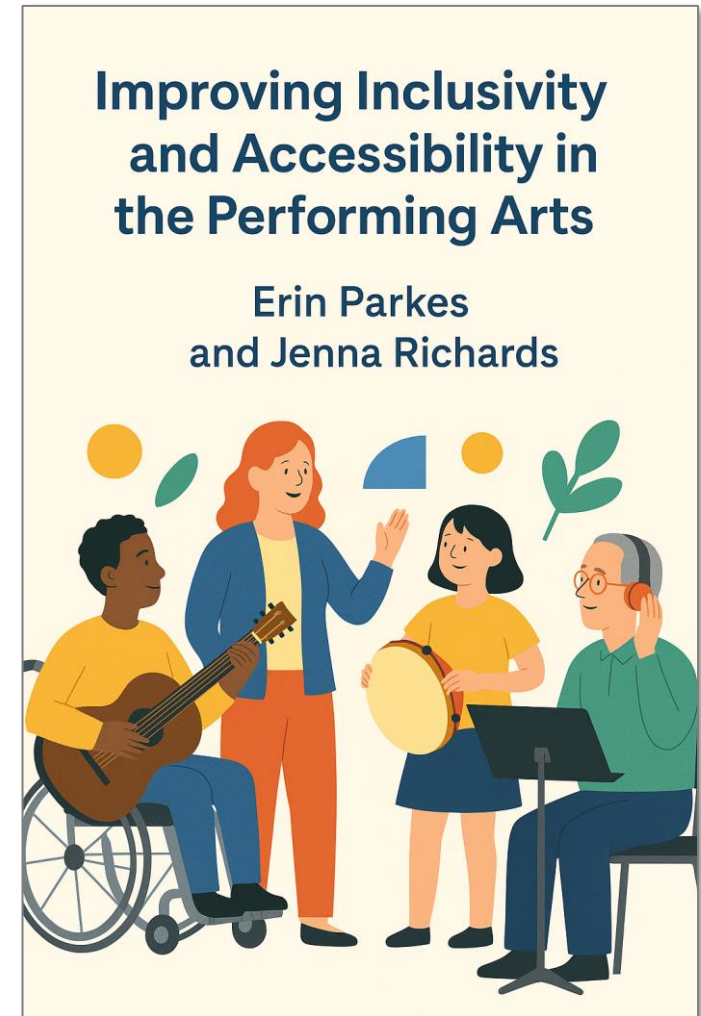
2025 – School of Music, University of Ottawa

Four modules covering foundational knowledge of disability and neurodiversity, broad inclusive and accessible practices, and in-depth approaches to adaptive performances in contexts such as dementia and palliative care.

Includes PowerPoint presentations, learning activities, quizzes, readings, videos, and case studies.

<http://hdl.handle.net/10393/50567>

En français : « Améliorer l'inclusivité et l'accessibilité dans les arts de la scène » <http://hdl.handle.net/10393/50568>



Parkes, E. & Richards, J. (2025). *Improving Inclusivity and Accessibility in the Performing Arts*. University of Ottawa. [CC-BY-NC-S](http://hdl.handle.net/10393/50567)  
<http://hdl.handle.net/10393/50567>

## **Question 1**

Tell us about your OER and what prompted you to engage in its creation.

## **Question 2**

Co-creation is central to open education and knowledge mobilization. What does it mean to you and how were you able to practice co-creation with your resource?

### **Question 3**

How has making your resource openly available changed the way your knowledge is used or shared—either within your institution or by unexpected audiences?

# Q & A



# Thank you

Savage Bear



<https://miri.mcmaster.ca/researchers/dr-savage-bear/>

Josée Boulanger



<https://www.collegelacite.ca/innovacite/humalab>

Jenna Richards



<https://www.jennarichards.ca/>

Mélanie Brunet



<https://orcid.org/0000-0002-6912-340X>



<https://www.uottawa.ca/library/open-educational-resources>

# Suggested Resources

- Cambell-Chudoba, R., Dawson, D., Hupé, J., Langrell, K., Read, K., & Ross, H.M. (2026). *Introduction to Open Educational Practices: Breaking Down Barriers to Knowledge*. University of Saskatchewan. CC BY-NC 4.0, <https://www.saskoer.ca/introtoiep/>
- Coolidge, A., McKinney, A., & Shenoy, D. (2021). *OER in Tenure and Promotion*. DOERS. CC BY 4.0, <https://www.doers3.org/tenure-and-promotion.html>
- Interactive Module on Knowledge Mobilisation (Collège La Cité, George Brown College, Université de l'Ontario français, Université de Hearst, eCampusOntario), CC BY-NC-SA 4.0, <https://view.genially.com/62d063f41cd61d0011e66817> (click EN in bottom right corner)
- Research Impact Canada, <https://researchimpact.ca/>