

Open Educational Resources: Promoting Student Success through Equal, Day-One Access to Customizable Materials

University of Kentucky

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(unless otherwise noted)

Overview

- Why Textbooks?
- What is “Open?”
- What is an OER?
- Where are the OER?
- How does ALG help?
- How can OER help beyond cost?

Why Textbooks?

A textbook case of price-gouging

% increase



Source: Bureau of Labour Statistics

“The 20m post-secondary students in America **often have little choice in the matter.** Small wonder textbooks generate megabucks.”

Source: The Economist, “Why Textbooks Cost So Much”
<http://www.economist.com/news/united-states/21612200-its-economics-101-why-textbooks-cost-so-much>

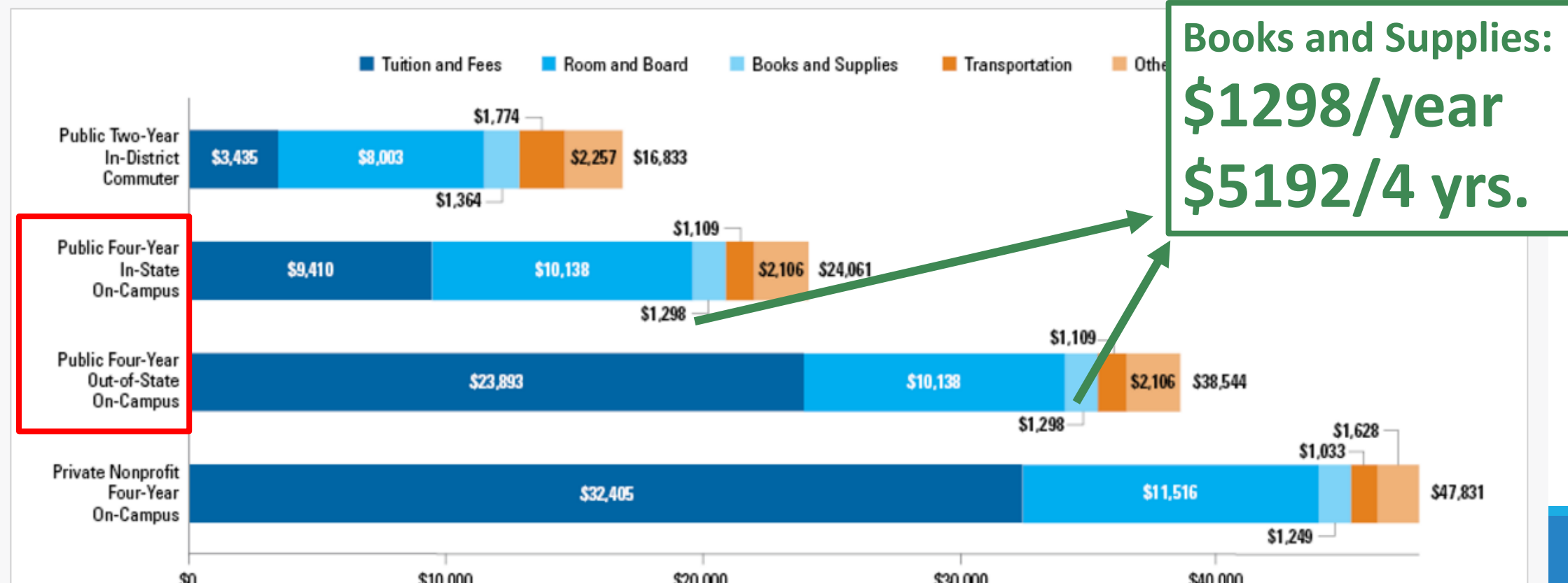
Average Estimated Undergraduate Budgets, 2015-16

Tuition and fees constitute 39% of the total budget for in-state students living on campus at public four-year colleges and universities and 20% of the budget for public two-year college students who pay for off-campus housing.

Figure 1: Average Estimated Full-Time Undergraduate Budgets (Enrollment-Weighted) by Sector, 2015-16

[Download Data in Excel](#)

[See Key Points](#) | [See Also Important](#)



“But students spend less than the College Board average per year!”

The College Board estimates are for day-one, new, and unrestricted access to textbooks and any supplementary materials.

These estimates are *the price you would pay to have the most success in class.*

A 22,000+ college student survey in Florida showed the following:

Because of the high price of textbooks:

66% did not purchase a course’s textbook,

48% took fewer courses,

26% dropped a course, and

20% failed a course.

Table source:
Institute for
College Access
and Success

<http://ticas.org/posd/map-state-data-2015#overlay=posd/sdr.com/pare/2014-compared-2004>

TEN-YEAR CHANGE IN AVERAGE DEBT, BY STATE								
Percentage of Graduates with Debt and Average Debt of Those with Loans (Class of 2004 and Class of 2014)								
State	Ten-Year Change, Average Debt		Average Debt		% with Debt		% of Graduates Represented in Usable Data	
	% change, 2004 to 2014	Robustness **	2014	2004	2014	2004	2014	2004

30% of students in a national 2016 survey used financial aid to pay for textbooks at an average of \$300 per semester. This is a total of \$1.5 billion per semester, or \$3 billion per year.

Source: Student PIRGs, "Covering the Cost," <http://www.studentpirgs.org/reports/sp/covering-cost>

District of Columbia	*	*	*	\$19,357	*	58%	63%	92%
Florida	32%	Medium	\$24,947	\$18,857	54%	51%	72%	62%
Georgia	73%	Strong	\$26,518	\$15,354	62%	53%	83%	87%
Hawaii	82%	Medium	\$24,554	\$13,509	47%	29%	57%	96%
Idaho	17%	Medium	\$26,091	\$22,273	72%	68%	66%	75%
Illinois	85%	Medium	\$28,984	\$15,650	67%	56%	74%	81%
Indiana	50%	Strong	\$29,222	\$19,425	61%	54%	87%	87%
Iowa	23%	Strong	\$29,732	\$24,204	68%	76%	94%	74%
Kansas	57%	Strong	\$25,521	\$16,266	65%	57%	87%	87%
Kentucky	82%	Medium	\$25,939	\$14,250	64%	52%	77%	63%

Textbooks are not the only problem with college affordability, but they are a problem that faculty, librarians, and university presses can fix.

What is “Open?”

The “5 R” Open Definition (in education)

Open licenses give users the power to:

Retain the content (hard drive, bookshelf, etc.)

Redistribute the content (to students, friends, etc.)

Reuse the content (not a rental, no expiration)

Revise the content (for your course, for an update)

Remix the content (with other content)

From David Wiley’s definition of Open: <http://www.opencontent.org/definition/>

Free + 5R Permissions = Open



A Quick Intro

Creative Commons is a non-profit that helps sharing + reuse of creativity & knowledge via free legal and technological tools. These tools are not alternatives to copyright laws, rather they work alongside them.

TRADITIONAL COPYRIGHT SYSTEM

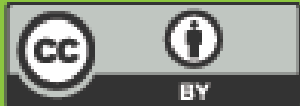


VS

CREATIVE COMMONS

- Allows you to easily give people the right to share or even build upon your work
- Allows you to reserve only those rights that you want.

LICENSE TYPES



ATTRIBUTION
CC BY



ATTRIBUTION - SHAREALIKE
CC BY - SA



ATTRIBUTION - NO DERIVATIVES
CC BY ND



ATTRIBUTION - NON COMMERCIAL
CC BY - NC



ATTRIBUTION - NON COMMERCIAL - SHAREALIKE
CC BY - NC - SA



ATTRIBUTION - NON COMMERCIAL - NO DERIVATIVES
CC BY - NC - ND



PUBLIC DOMAIN
CC - Zero

This is not a 'licence', but a 'public domain declaration', in which you give up all copyright (but retain 'moral rights' if you can't give them up in your legal jurisdiction), and allow people to make any kind of use of the work without conditions.

Easiest Way to Refresh Your Memory on Creative Commons Licenses:

Go to <http://creativecommons.org/licenses>.

There's a good description of each license on the page.

What is an OER?

Free + 5R Permissions = Open

Open + Educational = OER

(Open Educational Resource)

“Educational” can mean many things - OER can be many things.

- Open textbooks
- Open videos
- Open music
- Open lecture slides
- Open tests and quizzes
 - Usually w/ instructor-only vetting
- Open images and photography
- Open [Anything you use to teach!]

OER Can Help

OER, and specifically Open Textbooks, can provide a free and open option to instructors instead of a commercial textbook.



Where are the OER?

Start with small collections...

OpenStax College Textbooks

- <http://www.openstaxcollege.org/>

UMN Open Textbook Library

- <http://open.umn.edu/>

SUNY Open Textbooks

- <http://opensuny.org/omp/index.php/SUNYOpenTextbooks>

Washington Open Course Library

- <http://opencourselibrary.org/course/>

Then move to bigger collections...

OpenStax CNX

- <http://cnx.org/>

MERLOT

- <http://www.merlot.org/>

OER Commons:

- <https://www.oercommons.org/>

Also explore these options...

Open Courseware

search.creativecommons.org

Open-Access Articles

Plain-old Google searching

Google Images:

("open textbook" [subject],
"open course" [subject])

Search Tools > Usage Rights

YouTube:

Library and GALILEO
Resources

Filters > Features > Creative
Commons

No-cost but copyrighted
resources

A New Way to
Share:
GALILEO
Open Learning
Materials



GALILEO Open Learning Materials is a new digital repository focused on sharing free and open materials created by University System of Georgia faculty.

<http://oer.galileo.usg.edu>

Current Collections

- **25 Open Textbooks**
- **51 Grants Collections**
- **26 Ancillary Materials / Material Sets**

You will find more OER for the highest-enrolled courses than smaller ones.

Introduction to Psychology, Introduction to Sociology, Microeconomics, Calculus, Statistics – these textbooks are easier to find for these subjects because high-quality OER are often **nonprofit foundation-funded**.

Foundations measure their outcomes as **impact**. Higher student cost savings and high student enrollment are always pursued first.

You will find more OER for the highest-enrolled courses than smaller ones.

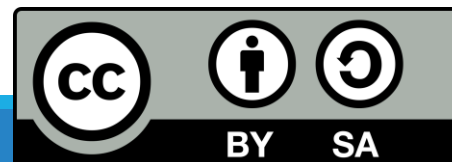
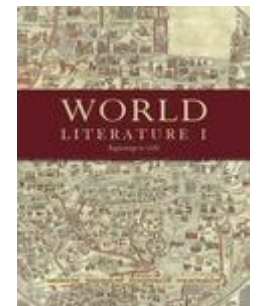
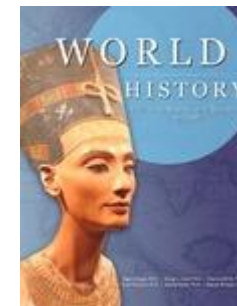
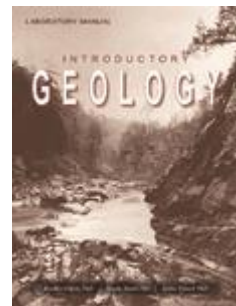
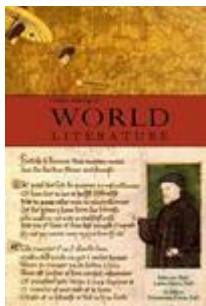
Upper-Division (3000+) and Graduate courses generally have less funded OER, but also more “hidden” faculty-created content.

In these courses, you would want to **share the resources you have created under an open license** in order to make these courses more affordable to all.

How does ALG help?

Partnership: University of North Georgia Press

ALG has partnered with the university press at the University of North Georgia in order to create new, USG faculty-authored, USG faculty-peer reviewed open textbooks for courses without an existing high-quality OER option.



UNG Press provides:

Proposal Submission and Review Processes

Contracts & Memoranda of Understanding (MOUs)

Project and Deadline Management

Editorial Review

Double-Blind Peer Review

Copyediting, Production, and Graphic Design

Indexing and Proofing

Copyright Management, Clearance, and Licensing

Print-on-Demand Services

Accessibility Compliance & Conversion

Textbook Transformation Grants

OER and library adoption, adaptation, and creation take extra time. Faculty, staff, and other experts are already pressed for time.

Textbook Transformation Grants allow for:

- Course releases or extra-workload compensation for faculty and staff
- Assistance from instructional designers
- Support for training session travel



Why are we awarding grants?

Student savings are a big deal!

One student saving money on a textbook may not seem impactful, but what if you multiply that by **100,000** enrollments?

All rounds to date (1-7 + Open Mathematics):

Affecting 104,550 students/year, saving \$16.6 million/year.



Why are we awarding grants?

External Project Impact

- Shared evaluations
- Sustainability measures
- Shared creations and adaptations
- Lessons learned
- RPG statistics
- Student savings



How does an OER transformation make a difference **beyond cost savings?**

A Diversity of Educational Resources

“[This project] increases the availability to those students... to a diversity of materials that would relate to their particular learning styles, perhaps, or their particular circumstance.”

-Anthony Scheffler, Round One OER Adopter and Grantee

A Sign of Engaged Teaching

“They do contribute... to building a greater sense of community between students and each other, as well as students and the professor, by showing students that professors actually care about them and their personal finances.”

-Dr. Seneca Vaught, Round One OER Adopter and Grantee

A Reason for Students to Work Hard

“Another student said that [the open course] forced him to do work - several other students concurred.

When I asked the students to elaborate on this response they said that **they had no excuse not to do their work** since the [open course] was so accessible.”

-Dr. Kimberly Wheeler and Sarah Hepler, Round One OER Adopters and Grantees



“[The new set of materials] makes the class more personable with the professor and allows us to gain a different style of learning.”

“This is something that should have been done long ago. The online material is much more comprehensive and clear than a paper textbook would be.”

-Students of Dr. Christine James, Round One Grantee, Valdosta State University

Kentucky is already getting started!

- The **UKnowledge** repository and the **University Press of Kentucky** already have a delivery infrastructure for the creation and dissemination of open textbooks, even if downloads are mostly samples at the moment.
 - Even more discoverability through the Kentucky Research Commons
- **OpenStax Chemistry** has a contributing author from the University of Kentucky: Alison Sault.
- **Seven** University of Kentucky psychology professors are authors in the NOBA Project.
 - <http://nobaproject.com>
- The **UK Copyright Resource Center** has a great set of guides for OER, library resources, fair use, and even a good TEACH Act guide.

Check out our site:
affordablelearninggeorgia.org

Thank you!

Please contact me with any questions you have:

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