Your Invitation to Join the Lib-OER Community

Lessons From the Field

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ASERL
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Going OER/Getting Started

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Three Things

What is OER

Why it Matters

Start Leading on Your Campus
Poll One – What is Your Level of OER Experience?

A- Experienced with OER
B- Familiar with OER
C – Fairly New to OER
D– Unfamiliar with OER
What Is OER?

O is for OPEN...publicly accessible
E is for EDUCATIONAL...learning
R is for RESOURCES...content

Think Five Rs

Reuse - use freely for own purpose
Redistribute - share with others
Revise - adapt, modify, change
Remix - combine / transform
Retain: Users have the right to make, archive, and "own" copies of the content
Why It Matters
Poll Two – How Do You Manage Textbooks At Your Library?

A- We will purchase them for general collection

B– Ask faculty to put copies on reserve

C – Purchase them ONLY for reserve

D– Currently no specific strategy
Leading on Your Campus
Communicate With Faculty

Ditch Your Textbook: Moving to OER and Alt-Textbooks

By Steven J. Bell, Associate University Librarian for Research & Instructional Services

There’s a phenomenon that happens in the Library each semester during the first week of class. One question will be asked repeatedly by students who approach librarians for assistance: “Does the Library have a copy of my textbook?” We hear this question hundreds of times. It speaks to the effort Temple University students go to in order to acquire their textbooks in the most economical manner possible—free being the most desirable option.

I am reminded of a personal interaction with a student seeking his textbook for an environmental science course. I found a prior edition, but it was ten years out of date. I gave the student the news, sharing my regret that I was unable to find an edition he could use. To my surprise, the student was unexpectedly overjoyed. He claimed the book would suffice. This speaks volumes about the state of textbook costs. As educators, we may be aghast that a student would settle for a completely out-of-date edition, especially in the sciences, knowing well the negative impact it is likely to have on student learning. Yet, our students, in their pursuit of savings, are glad to accept what should be totally unacceptable.

This observation mirrors findings from a recent national survey about college textbook costs and use conducted by the Student Public Interest Research Group. The survey of 2,200 students from 150 institutions acknowledges that alternatives such as rental programs have helped, but that 65 percent of students had still opted against buying a book because it was too costly—and 94 percent of them believed their grade would suffer because of it. Another 48 percent of students said the cost of textbooks affected their decisions about course selection. At the same time, 82 percent of students said free online access to a textbook would help them do “significantly better” in a course.
Poll Three – What’s Your Current Alt-Textbook Status?

A- Found my faculty champions

B– Have discussed textbook alternatives with some faculty

C – Plan to introduce faculty to textbook alternatives

D– No current plan to connect with faculty about textbook alternatives
UMA’s Open Education Initiative:

Perspective after 4 years in

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Seeking Solutions

• The Provost’s Office and the University Libraries of the University of Massachusetts Amherst launched the Open Education Initiative (OEI) in the Spring of 2011.

• The OEI is a faculty incentive program (a small grant) that encourages:
  – the creation of new teaching materials,
  – the use of library subscription materials,
  – or the use of existing open (free) information resources to support our students’ learning.
OEI Workshops / Consultations

- Workshops reviewing available OERs and library-licensed resources
- Individual consulting sessions for faculty with Scholarly Communication and subject liaison librarians, IT staff and others as needed
- Topics covered: library databases, OER availability, copyright and licensing issues, accessibility concerns, creating a sustainable curriculum with OERs, managing resources in the LMS, assistance with creation of new content
OEI Grant: Faculty Proposals

- Basic course information
  - Number of students
  - Current textbook(s) and cost
- Anticipated implementation date
- Narrative (500 words)
  - Outcomes
  - Sustainability
  - Challenges
  - Assessment

The current application form can be seen at http://goo.gl/forms/NRH9lQTF2L
Partners Providing OEI Support

Faculty Award Letter

Hi John Q. Professor,

Congratulations! I am very pleased to let you know that you have been selected as one of the winners of an OEI grant for your proposal NANO-SCI 999RL, NCR 999RL. Your official congratulations letter from the Provost and Director of Libraries with more details will be coming through the mail in a couple of weeks.

If you’d like to get started with your course preparation during intersession, I encourage you to be in touch with your librarian liaisons, Naka Ishii or Maxine Schmidt, Mei Shih in the Center for Teaching and Faculty Development, Matt Sheridan in the Scholarly Communication Office, or one of the rest of the team copied on this email.

Thank you for your interest in this new initiative,

Marilyn
Student Advocacy

http://masspirgstudents.org/campaigns/ma/make-textbooks-affordable
Assessment

Methods

• Surveys
• Qualitative interviews
• Enrollment numbers

Objectives

• Was there a cost savings?
• Did students learn effectively?
• Did faculty implement the parameters of the grant?

Results can be used for improvement and marketing.
Lessons Learned: What Worked

• Value of mini grants

• Meet faculty where they are

• Capitalize on your strengths and leverage those of the partners

• Articulate value of existing library services
Copyright and Author Rights

Two basic questions from faculty

- How do I protect my copyright on the works I create?
- How do I make sure I’m not infringing on the copyright of others?

Answer: It depends.

- How do you want your work to be used? What is it that you want out of this experience?
- Do you want other educators to be able to use it?
- Do you want to commercialize it?
- Do you want attribution?
Open Access and Fair Use

- Check the CC license to see how the creator would like something to be used.
- Exercise your fair use rights as academic educators and researchers.

Best Practices for Online Instruction

- Mix and match content from multiple sources to best suit your learning objectives
- For YouTube Videos use the Mashup tool
- Embed non-YouTube videos when possible
- For e-books with a detailed table of contents, provide web links to specific book sections
- Add short PDF documents as Files to open in the content frame
- Add long documents as Web Links and set to Open in New Window
Next Steps

• Explore new partnerships
  • University Press
  • Virtual Bookstore
• Start new forms for assessment
• Explore new sustainable models
  • Funding
  • Academic Department adoption

Stay open for new opportunities
The NCSU Alt-Textbook Project:

A Library-Centric Approach Driving Pedagogical Innovation

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So Why the Library?

- Aggregating Resources
- Offering Expertise
- Trusted Partner
Funding - but also library expertise
Our team

Brendan O'Connell
Library Fellow
Collection Management
User Experience

Will Cross
Director
Copyright & Digital Scholarship Center

Kim Duckett
Associate Head
Research & Information Services

Sydney Thompson
Associate Head
Access & Delivery Services

Jason Casden
Acting Associate Head
Digital Library Initiatives

Greg Raschke
Associate Director for Collections & Scholarly Communication
Supporting affordable access to higher education

800% increase in textbook costs in past 30 years

70% of students could not afford a required text

$1,200 spent per student every year
Empowering and engaging instructors

Your materials to support your teaching

"Teacher at Chalkboard" © Osbroroen CC-BY
Not just cheaper . . . but better materials that build lasting library relationships
Open Education at Emory

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Our Program

- [https://scholarblogs.emory.edu/eoei/](https://scholarblogs.emory.edu/eoei/)
- $1,000 mini-grants for OER
- Joint program:
  - Scholarly Communications Office
  - Emory Center for Digital Scholarship
  - Emory Libraries
Goals of EOEI

To find better & less costly ways to deliver content

To experiment with pedagogy

To support assessment
2014-2015 Pilot Cohort

6 projects funded in 5 disciplines

OER approaches implemented:

- Textbook replacement
- Videos/modules for programs beyond Emory
- Student-generated OER
- Digital scholarship assignments
How EOEI differs from others

EOEI = Textbook Alternative PLUS


To the extent possible under law, test has waived all copyright and related or neighboring rights to test. This work is published from: United States.
Suggestions to keep in mind

Create a community

Understand your audience

Explore complementary partnerships
Next Steps

Start some conversations about textbooks

Share information with colleagues and faculty colleagues

Consider holding a workshop or invite faculty from elsewhere to speak

Identify a faculty champion