Five Ways to Cultivate Open Education on Your Campus

Mandi Goodsett, Performing Arts & Humanities Librarian
Cleveland State University

This work is licensed under a Creative Commons Attribution 4.0 International License.
What is your level of comfort with talking about OERs?

Very comfortable  Somewhat comfortable  Somewhat uncomfortable  Very uncomfortable
Our Goals

After this session I hope you will be able to:

- **Articulate the value of open education** for your students and faculty in order to begin productive conversations around affordability at their institutions.
- **Identify specific strategies for promoting open education** on their campuses in order to begin open education initiatives that meet the unique needs of your campus communities.
- **Develop an open education plan-of-action** in order to begin implementing appropriate actions at their institutions efficiently and effectively.
What are OERs?
What are OERs?

OERs are “teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

-Hewlett Foundation
What are OERs?

FREE as in beer (end user cost/access) + FREE as in speech (permissions)
“Five R” Permissions of OER

1. **Retain** (make, own, control copies)
2. **Reuse**
3. **Redistribute**
4. **Revise** (adapt, adjust, modify, alter content)
5. **Remix** (combine with other open content)
Are library resources OERs?
Why OERs?

Why should librarians (and others) care about OERs?
1) Social Justice & Open Education

“He who receives an idea from me, receives instruction himself without lessening mine; as he who lights his taper at mine, receives light without darkening me.”

–Thomas Jefferson, 1813
2) OER-Enabled Pedagogy

“OER-enabled pedagogy is the set of teaching and learning practices only possible or practical when you have permission to engage in the 5R activities.”

1. “We learn by the things we do.
2. **Copyright restricts** what we are permitted to do.
3. Consequently, **copyright restricts the ways we** are permitted to **learn**.
4. Open **removes these restrictions**, permitting us to do new things.
5. Consequently, open permits us to **learn in new ways**.”

-David Wiley
3) Affordability & Students

Let's make a new edition of our textbook every 6 months so they can never sell it back.

Everyone check out my new $1,000 TV stand.

Typical Student
August 23 at 7:21am
Costs of Textbooks

Increase in Textbook Prices

Effects of Cost on Student Outcomes

- In an effort to avoid the high costs of textbooks, students ...
  - Purchase an older edition
  - Delay purchase
  - Never buy the textbook
  - Share with someone else
  - Download it illegally from the internet
In your academic career, has the cost of required textbooks caused you to:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not purchase</td>
<td>63.6%</td>
<td>66.5%</td>
<td>Not purchase the required textbook</td>
</tr>
<tr>
<td>more courses</td>
<td>49.2%</td>
<td>47.6%</td>
<td>Take fewer courses</td>
</tr>
<tr>
<td>Not register</td>
<td>45.1%</td>
<td>45.5%</td>
<td>Not register for a specific course</td>
</tr>
<tr>
<td>for a specific course</td>
<td>33.9%</td>
<td>37.6%</td>
<td>Earn a poor grade</td>
</tr>
<tr>
<td>course</td>
<td>26.7%</td>
<td>26.1%</td>
<td>Drop a course</td>
</tr>
<tr>
<td>course</td>
<td>17.0%</td>
<td>19.8%</td>
<td>Fail a course</td>
</tr>
</tbody>
</table>

4) Improved Student Outcomes

13 Peer Reviewed Studies of Efficacy

119,720 Students

95% Same or Better Outcomes
Other Motivators

- Flexibility
- Control over content
- No traditional publisher content available
- Positive student reception
- Any others?
Articulating Value

Considering your own institution’s context, how might you communicate the benefits of open education to each of the following audiences?

- Students
- Faculty
- Administrators
- Other librarians

Brainstorm on your own for a few minutes, then share with a colleague sitting near you.
Strategies for Cultivating Open Education on Your Campus
Context: Cleveland State University’s Efforts
What is your institutional culture?
Questions to Ask

- How are changes made across the institution?
- What is the relationship between administration and faculty?
- What is the relationship between faculty and the library?
- What are the demographics of your student population?
  What do students care about/need to be successful?
- What does your institution strive to be known for?
Our mission is to encourage excellence, diversity, and Engaged Learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship and creative activity across these branches of knowledge. We endeavor to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society.
Consider your institution’s mission

How does open education support your institution’s mission?
1) Provide training
1) Provide training

- What are open textbooks?
- How can they exist, despite the cost to create them?
- Difference between open, free, and library-licensed
- “Open adjacent” tools
  - Knewton, TopHat, etc.
- Give options!
2) Improve Findability

Open Educational Resources: Home
A guide for those interested in finding, using, or creating open educational resources

Introduction

As a faculty member or a student, you might think that "Open Educational Resources" (OERs) consist of free textbooks. While some OERs are textbooks and most are free, there's a lot more to OERs than free textbooks.

"Open Educational Resources are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions." - The William and Flora Hewlett Foundation

OERs can be entire textbooks, or they can be any of the following:

- Videos
- Handouts
- Lesson plans
- Tutorials
- Test banks
- A lot more!

OERs aren't just a way to save students money on course materials; they also allow faculty the freedom and flexibility to customize course content to meet their needs. While not every faculty member will be able to find OERs that support his/her course learning outcomes, many are finding that OERs have a positive impact on student retention, satisfaction, and participation in the classroom.

Please don't hesitate to ask your personal librarian if you have questions about OERs!

Questions?

Have questions?
Feel free to ask your Personal Librarian, or you can reach out to Mandi Goodsell, CSU's librarian with a specialization in OERs.

You may also wish to consult the Affordable Learning @ CSU website for more details.

Affordable Learning @ Cleveland State University

Introduction
3) Galvanize

Textbook Affordability Small Grant Application, 2017/2018

**Applicant Information**

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td></td>
</tr>
<tr>
<td>E-Mail Address</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Mailing address for check</td>
<td></td>
</tr>
</tbody>
</table>

**About the Course**

Let us know about the course you are seeking to change/enhance

<table>
<thead>
<tr>
<th>Course name/number</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical Enrollment per section</td>
<td></td>
</tr>
<tr>
<td>How many sections are taught per year?</td>
<td></td>
</tr>
<tr>
<td>Semester in which you plan to implement the materials you adopt or develop</td>
<td></td>
</tr>
<tr>
<td>Current required text(s): include title/author/cost</td>
<td></td>
</tr>
</tbody>
</table>

**Project**

Which type of project are you proposing?
3) Galvanize

Michael Schwartz Library

AFFORDABLE LEARNING @ CLEVELAND STATE UNIVERSITY

TEXTBOOK HEROES

Since 2016 the Michael Schwartz Library has been offering Textbook Affordability Grants to faculty who choose to switch from requiring their students to purchase a commercially published textbook to requiring an open textbook or library-licensed content instead. In addition to saving students hundreds of dollars, the efforts of these faculty have often resulted in improved student satisfaction and outcomes.

Beginning in 2019, the CSU Student Government Association will begin awarding faculty with Textbook Hero Awards in gratitude for their efforts to reduce the costs of higher education through their textbook choices. Some faculty grant recipients are featured below. More information about the Textbook Affordability Grant and resources to get started with similar projects are here:

- Authoring Open Textbooks by Melissa Fialdini and Karen Lauritsen
- Michael Schwartz Library Open Educational Resources
- Textbook Affordability Grant Application

Featured Faculty Grant Recipients

Molanie Gagich & Emilie Zickel, ENG 101 and ENG 102

- Proposal: Molanie Gagich's grant application was to pilot an open access text to be used in her four ENG 101 courses in the fall of 2017; however, her ultimate goal was to help the First-Year Writing Program integrate an open access textbook in ENG 100, ENG 101, and ENG 102 with her colleague Emilie Zickel. She planned to replace Stephen Wilhoit's text, A Brief Guide to Writing from Readings 7th Edition with WritingCommons.org as an Open Access Textbook in her ENG 101 courses beginning in the fall semester of 2017. The materials coincide with the information in the traditional printed text. She noted Emilie Zickel's project proposal for an open access textbook in her ENG 102 courses. She hoped that by sharing their experiences and material, they would
4) Market as a Service

https://library.csuohio.edu/affordable-learning
4) Market as a Service
4) Market as a Service
5) Find ways of celebrating open.
5) Find ways of celebrating open

- Print and display open textbooks
- Contact your student newspaper about open textbooks
- Host a webinar, panel, or presentation
- Set up a whiteboard display
- More ideas!

Setting a Plan of Action
Setting a Plan

1. Decide what actions are reasonable and effective for your campus.
2. Consider how long each action will take.
3. Prioritize!
Fill in the plan of action worksheet. What actions will you take right away? What does your dream program look like? What do you need to have or know to proceed?
Questions?
Comments?

Mandi Goodsett
a.goodsett@csuohio.edu

Slides:
https://tinyurl.com/yao2r8c8