

# Slide Notes for “Introduction to OER”

Presented by Michelle Reed at Open Education Day at UTA on March 7, 2019

## Slide 1

Open Education Day at UTA is co-sponsored by UTA Libraries and the Center for Research on Teaching and Learning Excellence. Find us on Twitter @utalibraries @CRTLE\_UTA and #OpenUTA #OEWeek. The event is part of Open Education Week 2019, a global event.

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## Slide 2

Welcome by Dr. Ann Cavallo, Director of UTA’s Center for Research on Teaching and Learning Excellence.

## Slide 3

Introduction to OER by Michelle Reed, Open Education Librarian at UTA Libraries.

## Slide 4

Open Education Week (@OEWeek) Twitter post from March 1, 2019, reads: “Excited to report that 45 countries will be participating in Open Education Week 2019! Read the line-up and join in the celebration. @cccoer @oeconsortium #OEWeek [ow.ly/pWwY30nTpj4](https://ow.ly/pWwY30nTpj4).”

## Slide 5

OER World Map: <https://oerworldmap.org/>

## Slide 6

“...higher education shall be equally accessible to all...” is quoted from the United Nations’ Universal Declaration of Human Rights.

## Slide 7

[Image](#) by [avi\\_acl](#) on Pixabay shows the silhouette of a woman with outstretched arms with a sunrise in the background.

## Slide 8

[Image](#) by [analogicus](#) on Pixabay shows a brick wall and gate.

## Slide 9

The cost barrier kept 2.4 million low and moderate-income college-qualified high school graduates from completing college in the previous decade. Data from The Advisory Committee on Student Financial Assistance at <http://files.eric.ed.gov/fulltext/ED529499.pdf>.

These are students who did everything “right”, but cost stopped them from completing. They are capable and qualified, but financially strapped.

Text from Executive Summary of “Mortgaging Our Future” (Sept. 2006):

- During the 1990s, between nearly 1 million and 1.6 million bachelor’s degrees were lost among college-qualified high school graduates from low- and moderate-income families.
- During the current decade, between 1.4 million and 2.4 million more bachelor’s degrees will likely be lost, as the number of high school graduates increases and academic preparation improves.
- These estimates are extremely conservative, reflecting only those losses that occur among low- and moderate-income college-qualified high school graduates and only to the extent that they are unable to enroll and persist in college at the same rates as their middle-income peers. Total losses, including those among middle-income students, are much higher.

## Slide 10

### Basic Needs Assessment of Four-Year Students

36 % are food insecure

36 % are housing insecure

9 % are homeless

Data from Still Hungry and Homeless in College by the Wisconsin HOPE Lab at <https://hope4college.com/wp-content/uploads/2018/09/Wisconsin-HOPE-Lab-Still-Hungry-and-Homeless.pdf>.

A large population of students are weighing textbooks vs. food and textbooks vs. rent. As a result, a growing number of campuses are opening food pantries and shelters.

Text from report overview:

- This is the largest national survey assessing the basic needs security of university students. It is the HOPE Lab's 3rd national survey; the other two focused on community colleges. This year we report on 43,000 students at 66 institutions in 20 states and the District of Columbia. That includes over 20,000 students at 35 4-year colleges and universities, as well as students at community colleges. We find:
  - 36% of university students were food insecure in the 30 days preceding the survey. This year's estimate for community college students is 42%, but our larger study last year found 56%.
  - 36% of university students were housing insecure in the last year. Housing insecurity affected 51% of community college students in last year's study, and 46% in this year's study.
  - 9% of university students were homeless in the last year. In comparison, 12% of community college students were homeless in this year's survey, and 14% in last year's survey.
- The data show that basic needs insecurities disproportionately affect marginalized students and are associated with long work hours and higher risk of unemployment. However, the level of academic effort – in and outside the classroom—is the same regardless of whether or not students are dealing with food and housing insecurity. It is therefore critically important to match their commitments with supports to ensure degree completion.

See this NPR article for further discussion:

<https://www.npr.org/sections/thetwo-way/2018/04/03/599197919/hunger-and-homelessness-are-widespread-among-college-students-study-finds>.

## Slide 11

A graph from the State Higher Ed Executive Officers Association shows the proportion of cost students contributed to higher education via tuition revenue in the United States between 1990 and 2014 compared to state funding. The data is available at <http://www.sheeo.org>.

Funding at state level is decreasing as tuition is increasing. In many states, these lines have crossed. We haven't crossed in Texas (yet), but the gap is narrowing.

## Slide 12

### Student Loan Debt

~ 44 million Americans owe

> \$1.4 trillion outstanding debt

Data from the Consumer Financial Protection Bureau is available at

<https://www.consumerfinance.gov/about-us/newsroom/cfpb-finds-percentage-borrowers-20k-student-debt-doubled-over-last-decade/>.

44 million Americans have student loan debt totaling over \$1.4 trillion while the percentage of borrowers with \$20K in student debt doubled over the last decade.

## Slide 13

Jon Marcus' "Americans don't realize state funding for higher ed is falling, new poll finds" published February 25, 2019, from The Hechinger Report is available at <https://hechingerreport.org/americans-think-state-funding-for-higher-ed-has-held-steady-or-risen-survey-finds/>.

This 2019 study by American Public Media finds:

- 34% of U.S. adults think government funding for public colleges and universities has stayed the same over the past decade
- 27% think it has increased.

The Center on Budget and Policy Priorities reports that "state funding for public two- and four-year colleges in the 2017 school year (that is, the school year ending in 2017) was nearly \$9 billion below its 2008 level, after adjusting for inflation." Available at <https://www.cbpp.org/research/state-budget-and-tax/a-lost-decade-in-higher-education-funding>

Read the APM brief at

<https://www.apmresearchlab.org/stories/2019/02/25/colleges-funding-university-loans-students-free-tuition-government-aid-research-survey>

## Slide 14

[Image](#) by [avi\\_acl](#) on Pixabay shows the silhouette of a woman with outstretched arms with a sunrise in the background.

## Slide 15

In your academic career, has the cost of required textbooks caused you to:

- Not purchase a required textbook (2012 = 63.6%; 2016 = 66.5%)
- Take fewer courses (2012 = 49.2%; 2016 = 47.6%)
- Not register for a specific course (2012 = 45.1%; 2016 = 45.5%)
- Earn a poor grade (2012 = 33.9%; 2016 = 37.6%)
- Drop a course (2012 = 26.7%; 2016 = 26.1%)
- Fail a course (2012 = 17.0%; 2016 = 19.8%)

Florida Student Textbook Survey by Florida Virtual Campus is available at

<https://florida.theorange grove.org/og/items/3a65c507-2510-42d7-814c-ffdefd394b6c/1/>.

Cost is an impediment to student success and retention according to the Florida Virtual Campus Survey conducted in 2012 and again in 2016 at every public secondary institution in the state of Florida. Total study population 20K students. Across the four year gap, results are more or less consistent. The purpose of the 2016 Student Course Materials Survey was to identify:

- The amount of money that Florida students spent on textbooks during the spring 2016 semester. The frequency with which students buy textbooks that are not used.
- How students are affected by the cost of textbooks.
- Which study aids students perceive to be the most beneficial to their learning.
- Identify any changes over time in student responses from previous iterations of the survey.

## Slide 16

Survey: Buying Course Materials a Top Source of Financial Stress

85 % textbook purchases increase stress

43 % sacrifice food for textbooks

43 % rely on loans

31% reduce course load

Press release from Morning Consult/Cengage (2018) is available at <https://news.cengage.com/corporate/new-survey-college-students-consider-buying-course-materials-a-top-source-of-financial-stress/>.

Text from press release:

- College students consider buying course materials to be their top source of financial stress after tuition, and the lack of access and affordability of materials has a negative impact on their learning and performance, according to a new survey of 1,651 current and former college students. The survey was conducted by Morning Consult on behalf of Cengage. The largest US-based education and technology company serving the higher education market, Cengage provides course materials including textbooks, ebooks, homework and study guides to 11 million students.
- The survey, Today's Learner: Student Views 2018, also shows that students routinely sacrifice basic needs, such as food and spending time with their family, to afford their course materials. Other key findings include:
  - Textbook Purchases Increase Student Stress: Eighty-five percent of current and former students say that their textbook and course material expenses are financially stressful, more so than meals and food (63 percent), healthcare (69 percent), housing (73 percent) and barely less stressful than tuition (88 percent).
  - Students Sacrifice Food for Textbooks: Nearly half of current and former college students (43 percent) say they've saved money by skipping meals to afford course materials.
  - Minority Students Are Disproportionally Impacted: Minority students are more likely to report taking fewer classes to save on textbook costs; African American students are also 35 percent more likely to save money for books by skipping a trip home.
  - Coping with the Financial Burden: Almost seven in 10 students report having to get a job during the school year to pay for college textbooks; 43 percent have taken out a loan; and 31 percent have taken fewer classes to save on textbooks costs.
  - Digital Access Drives Success: Digital is seen as a potential way to help with course materials, with 81 percent of students saying easily accessible digital course materials would have a positive impact on their grades. When it comes to digital access, cost and affordability remain key: 72 percent of students say cost-effectiveness is very important when considering digital course materials.

## Slide 17

“The survey’s results should be a wake-up call for everybody involved in higher education. This is especially true for the publishing industry, including our own company, as we historically contributed to the problem of college affordability. The data is clear: high textbook costs pose barriers to students’ ability to succeed in college. Too many learners today are making painful tradeoffs between course materials and bare necessities like housing and meals. Our industry must embrace what students are telling us.” Quote from Michael Hansen, CEO of Cengage, available at <https://news.cengage.com/corporate/new-survey-college-students-consider-buying-course-materials-a-top-source-of-financial-stress/>.

For further discussion:

<https://tophat.com/blog/3-reasons-students-paying-ever-textbooks/>.

## Slide 18

University of Texas at Arlington students reported their textbook costs during a Student Government Event in Spring 2018. Images of students holding signs reading how much they spent on textbooks that semester: \$300, \$500, \$650, and \$350. Photos: all rights reserved, Katie Gosa.

## Slide 19

University of Texas at Arlington students reported their textbook costs during a Student Government Event in Spring 2018. That semester, 63 students reported skipping the purchase of at least one required course resource and 58 reported purchasing all of their required resources. The same students reported skipping the purchase of at least one required course resource and 43 reported purchasing all of their required resources during Fall 2017.

## Slide 20

UTA Textbook Speakouts were held in UTA Libraries during Spring 2017 (179 entries) and Spring 2018 (145 entries), totalling ~325 responses. Students responded to prompts about textbooks and/or course resource costs on glass walls in the Libraries’ foyer and, separately, on large paper rolls placed near the entrance of the building.

## Slide 21

Comment from UTA Textbook Speakout  
\$120 at Purchase  
Buy back for \$11  
Barely used  
You tell me UTA

## Slide 22

Comment from UTA Textbook Speakout  
\$400 for 1 book?!

## Slide 23

Comment from UTA Textbook Speakout  
Textbook stole my girlfriend

## Slide 24

Comment from UTA Textbook Speakout  
Extortion

## Slide 25

Comment from UTA Textbook Speakout  
Criminal

## Slide 26

Comment from UTA Textbook Speakout  
SCAM

## Slide 27

Comment from UTA Textbook Speakout  
Ridiculous!! It's robbery!! Stop the madness!!

## Slide 28

Comment from UTA Textbook Speakout  
It's a racket, a monopoly.



## Slide 29

Comment from UTA Textbook Speakout

SMASH THE PEARSON- McGRAW- HILL TEXTBOOK Duopoly! \$\$\$

## Slide 30

Comment from UTA Textbook Speakout

Rent them or ask a friend

## Slide 31

Comment from UTA Textbook Speakout

Paying to do HW SUCKS

Same

Same

## Slide 32

Comment from UTA Textbook Speakout

Don't buy! It'll be on the PowerPoint!

## Slide 33

Comment from UTA Textbook Speakout

I wish prof's would actually use them if I have to pay for them.

## Slide 34

Comment from UTA Textbook Speakout

Expensive. I starve for 3 days because I need to buy \$200-\$300 just for the online code.

 (sad face)

## Slide 35

Comment from UTA Textbook Speakout

A waste of money. I need money to eat...

## Slide 36

Comment from UTA Textbook Speakout

One of my required books is more than a months rent WTF!!

## Slide 37

Comment from UTA Textbook Speakout  
A necessary EVIL.

## Slide 38

Comment from UTA Textbook Speakout  
They're free on private bay  
-every student

## Slide 39

Comment from UTA Textbook Speakout  
There's a reason why I download illegally !!

## Slide 40

Comment from UTA Textbook Speakout  
I'm always afraid of the cops coming for me & my illegally downloaded pdf textbooks

## Slide 41

Twitter thread from Amy Nusbaum posted August 24, 2018, is available at  
[https://twitter.com/amy\\_nusbaum/status/1033021736512413696](https://twitter.com/amy_nusbaum/status/1033021736512413696).

- Okay, friends, gather around for a story about why open access textbooks are so incredibly important (shared with permission of the student).
- I had a student come into my office yesterday - I've worked with her for awhile now. She's an incredibly hard worker, resilient as hell, one of those students that makes the job worth it.
- We were talking about some family issues she's been dealing with and then she sort of paused. She said she needed to go so she could try to talk to her professors about something.
- I pried (we have a relationship where that's an okay response). She said she was having some financial difficulties and couldn't get textbooks right now, so she needed to see what kind of an effect that would have in her classes.
- I asked what classes she was taking, and I luckily had one of the books sitting on my shelf. I told her to send me the rest of her books and I would order them. She was so incredibly grateful and shocked (not the point of the story, stay with me).
- I went to our bookstore website last night, fully expecting to put down several hundred dollars. The three books she still needed were \$65. \$65 was what stood between this incredible student being able to start the term successfully, or in a state of panic.

- I think this story is important because I often hear faculty saying that full open access isn't possible. That their textbooks are "only" \$70, so it's not a burden. And, yeah, sure \$70 is better than \$150 is better than \$300.
- But if we continue to think "oh, it's just \$65," we will continue to have students like this one being disadvantaged. Scraping by. Choosing between food and books. Dropping out.
- When 1/3 of your students (or higher) are food insecure, you're asking them to choose between eating and being successful in your class.  
[https://www.npr.org/sections/thesalt/2018/04/03/599198739/food-housing-insecurity-may-be-keeping-college-students-from-graduating?utm\\_campaign=storyshare&utm\\_source=twitter.com&utm\\_medium=social...](https://www.npr.org/sections/thesalt/2018/04/03/599198739/food-housing-insecurity-may-be-keeping-college-students-from-graduating?utm_campaign=storyshare&utm_source=twitter.com&utm_medium=social...) When institutions talk about retention, pushing for open access course materials should be at the top of the list.
- So, what's the take-away? Stop assuming that X amount of money that's doable for you won't be a barrier for your students. Because unless that amount is \$0, it will be a barrier for someone.
- Work on developing courses that don't have additional costs. That could be a traditional [#OER](#) text, or not. Educate yourself on what [#RealCollege](#) looks like (if you don't follow [@saragoldrickrab](#), you should).
- Listen to your students. Learn from your students. Be kind to your students.

## Slide 42

Amy Nusbaum tweet posted August 24, 2018, is available at

[https://twitter.com/amy\\_nusbaum/status/1033021745345716224](https://twitter.com/amy_nusbaum/status/1033021745345716224). "I went to our bookstore website last night, fully expecting to put down several hundred dollars. The three books she still needed were \$65. \$65 was what stood between this incredible student being able to start the term successfully, or in a state of panic."

For further discussion:

[https://www.reddit.com/r/todayilearned/comments/atzlmp/til\\_high\\_priced\\_college\\_textbooks\\_bundled\\_with/?utm\\_source=reddit-android](https://www.reddit.com/r/todayilearned/comments/atzlmp/til_high_priced_college_textbooks_bundled_with/?utm_source=reddit-android)

## Slide 43

[Image](#) by [analogicus](#) on Pixabay

## Slide 44

Open education can transform higher education.

More open access publishing  
A change in how we allocate spending  
Increased engagement  
Improved retention  
Improved completion rates  
Improved pedagogy  
Ownership of course content  
New partnerships and collaborative opportunities

Image Credit:

“Effect\_of\_Butterfly” by Anastasiya\_Markovich is CC BY-SA 3.0 and available at [https://commons.wikimedia.org/wiki/File:Anastasiya\\_Markovich\\_Effect\\_of\\_Butterfly.jpg](https://commons.wikimedia.org/wiki/File:Anastasiya_Markovich_Effect_of_Butterfly.jpg).

#### Slide 45

Common misconception: open = free

“Open = free + permissions” is CC BY 4.0 Michelle Reed and is available at <https://www.flickr.com/photos/oelib/37051477601/>.

#### Slide 46

Open license allows for content customization, localization, and open pedagogy.

#### Slide 47

Rebus Community

New partnerships and collaborative opportunities

#### Slide 48

Dave Dillon's open textbook, [Blueprint for Success in College and Career](#), won the 2019 Textbook Excellence Award from the Textbook & Academic Authors Association. This award recognizes excellence in current textbooks and learning materials. First open textbook to win this award. Supported by the Rebus Community. It is available at <https://press.rebus.community/blueprint2/>.

What the judges said: "Blueprint for Success in College and Career deserves to win the textbook Excellence Award for making succeeding in college possible for a wide audience. It is a straightforward, useful, and accessible textbook that makes it easier to navigate college and develop skills for succeeding beyond the classroom."

Some folks question the quality of OER because they are “free” resources. This OER and award recipient, along with other examples, demonstrate the availability and utility of open resources and licenses. Open is a license, not a quality indicator.

### Slide 49

Quote from Dave Dillon, author of [Blueprint for Success in College and Career](#), on publishing the OER is available at

<https://about.rebus.community/2018/06/blueprint-for-success-open-textbooks-now-available-for-adoption/>.

“Despite my interest in keeping the price of textbooks low, I found that the cost was still prohibitive for many students.... There are many reasons for why this series is an Open Educational Resource, including but not limited to textbook affordability, access, empathy, openness, inclusion, diversity, and equity. I want students to be able to have access to the textbook on day one and after the course ends, not have to choose between buying food and purchasing the text, and not have to worry about a lost, stolen, or expired digital access code.”

### Slide 50

The book’s open licenses allows for the creation of derivative works. So, an audiobook is now in the works. The project team is being built and organized via the Rebus Community at

<https://projects.rebus.community/project/f8Czpu74dN6QnmnJz3zs7v/audiobook-of-blueprint-for-success-in-college-and-career>.

### Slide 51

Dave remixed his original work with openly licensed content developed at Lane Community College with Open Oregon Educational Resources grants. [A Different Road To College: A Guide For Transitioning To College For Non-traditional Students](#) is by Alise Lamoreaux.

Text from Rebus Community blog is available at

<https://about.rebus.community/2018/06/blueprint-for-success-open-textbooks-now-available-for-adoption/>.

Blueprint for Success in College and Career is a remix of four previously existing OER (Open Educational Resources): A Different Road To College: A Guide For Transitioning To College For Non-traditional Students by Alise Lamoreaux, How to Learn Like a Pro! by Phyllis Nissila, Foundations of Academic Success: Words of Wisdom, edited by Thomas Priester, College Success, provided by Lumen

Learning, and one previously copyrighted textbook with content that is now openly licensed: Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies by Dave Dillon. A free OER, (Open Educational Resource), Blueprint for Success in College and Career is a students' guide for classroom and career success. This text, designed to show how to be successful in college and in career preparation focuses on study skills, time management, career exploration, health, and financial literacy.

## Slide 52

Dave remixed his original work with openly licensed content developed at Lane Community College with Open Oregon Educational Resources grants. [How to Learn Like a Pro!](#) Is by Phyllis Nissila.

## Slide 53

Ownership of course content  
Pressbooks

## Slide 54

Example of content customization.

Pressbooks clone screenshots show cloning of book URL from the Rebus Community's Pressbooks site to UTA's Pressbooks site for a new book titled "Social Work Professionalism." Also shows information about the book source and license (CC BY 4.0) on the new OER's landing page at <https://uta.pressbooks.pub/socialworkprofessionalism/>.

## Slide 55

Six Creative Commons licenses  
<https://creativecommons.org/licenses/>

## Slide 56

A Growing Open Textbook Library of 577 books in 2018 from one resource in 2012 is depicted as a steadily increasing bar chart. Image courtesy of the Open Textbook Network. The library is at <https://open.umn.edu/>.

Significant growth in the library's open textbook collection since it was established in 2012. In 2016 and 2017, the Library had more than 200 submissions each year through their online suggestion form. 66% of the open textbooks have been publicly reviewed . The library had 1.9M pageviews last year.

Quote from Karen Lauritsen, Managing Director of Open Textbook Network:

“The OTL's growth, both in terms of resources we highlight through book records and the number of people visiting the site, reflects the increasing interest, commitment and hard work among people in higher education to create and share open resources, which is something to celebrate.”

### Slide 57

Screenshot shows Open Textbook Library entry for OpenStax *Anatomy and Physiology* open textbook. Shows peer review ratings and reviews, Creative Commons license, bibliographic information, access options, table of contents, and summary.

<https://open.umn.edu/opentextbooks/textbooks/anatomy-and-physiology>

### Slide 58

The history department at [UT Arlington](https://www.utarlington.edu/) adopted an OpenStax book and saved students over \$388,700. According to Dr. Alex Hunnicutt, "it isn't just affordable – it's affordable and it's just as good a book."

Quote from Alex Hunnicutt in UTA Libraries' Textbook Hero video is available at

<https://library.uta.edu/scholcomm/blog/episode3> and

<https://libguides.uta.edu/utacares/heroes>.

“I had used online textbooks before, and the experience was not a happy one. There were all these access codes and keys and things to unlock- just a technological nightmare to me. It would drag on for weeks and weeks. We're a third or halfway through the semester with students still trying to get access to the book. This wasn't that at all.... Give them a link and it worked and that's it. My sentence is longer than the time it took them to access the materials.”

### Slide 59

UTA's Department of History transitioned to *The American Yawp*, which is licensed CC BY SA by Stanford University Press. <http://www.americanyawp.com/>

### Slide 60

UTA Libraries' staff are available to help you locate OER during Open Office Hours in Central Library B20 today at 2:45-4:45 p.m. and tomorrow at 11 a.m. -1 p.m.

## Slide 61

“Single Project Earns Federal OER Pilot Grant”

Updated: Education Department awards \$4.9 million to a 12-institution consortium led by UC Davis for open STEM textbooks. Advocates push for spreading the wealth for next year’s round of funding. LibreTexts.

Story by Mark Lieberman was published on October 2, 2018 at

<https://www.insidehighered.com/digital-learning/article/2018/10/02/department-education-awards-pilot-oer-grant-uc-davis-open>.

## Slide 62

“New Twist in Federal Funding for OER”

Updated: Education Department apparently disregards congressional instructions for spending 2019 money, dividing \$5 million between Arizona State University and Chippewa Valley Technical College

Story by Mark Lieberman published February 26, 2019 in Inside Higher Ed at

<https://www.insidehighered.com/digital-learning/article/2019/02/26/arizona-state-and-chippewa-valley-get-oer-grants-education>.

## Slide 63

Grants totaling \$100,000 from the 2018 OER Grant Program coordinated by the Texas Higher Education Coordinating Board.

<http://www.thecb.state.tx.us/index.cfm?objectid=D0AEA0C0-7493-11E8-B2750050560100A9>.

## Slide 64

[Image](#) by [avi\\_acl](#) on Pixabay shows the silhouette of a woman with outstretched arms with a sunrise in the background.

## Slide 65

The UTA CARES Grant Program sponsored by UTA Libraries will award funding for Scale and Innovation Grants in Spring 2019. Additionally, applications for Adoptions Stipends will be accepted on a first-come, first-served basis. Information is available at

<http://libguides.uta.edu/utacares/grants>

## Slide 66

Creation of Tout un Monde by Alicia Soueid was funded by the UTA CARES Grant Program. <http://libguides.uta.edu/utacares/grants>



## Slide 67

Responses from student surveys required of UTA CARES grantees. Project on open textbook creation for Intermediate French.

- “The textbook given to us this semester was absolutely amazing. It gave all the information we needed very clearly and made it interesting to learn with the modern examples and cool extra facts about France obtaining to our lesson.”
- “Madame Soueid is awesome and she wrote a really engaging and fun french book!”
- “The book provided for the course was very helpful and well written. Because it was very specific for the class, the book was extremely useful.”

## Slide 68

Responses from student surveys required of UTA CARES grantees. Project on ancillary resource creation and adoption of OpenStax open textbook for introductory sociology.

- “It is awesome and cost effective for students who have limited income and it is a great program which should be supported and highlighted in the college mainstream.”
- “Very great resources and relevant to course. Low cost materials helped focus more on learning rather than worrying about how to pay for the education coming from different resources that may cost money, which helped the grade overall.”
- “I am very delighted that UTA is moving towards free or reduced-cost textbooks that are online. I am a low-income student and these resources help me greatly.”

## Slide 69

Risk Management is an OER for engineering built by collecting and analyzing openly licensed images.

## Slide 70

“Among her findings, students with loans had a more positive perception of the OER, and in this particular course, students using this OER did better than students who had used a traditional textbook in her same course the prior semester.”

<https://pressbooks.education/news/2018/08/university-of-texas-at-arlington-kicks-off-oer-program-with-eight-books-in-development/>

Across all surveys completed by students in courses supported by the UTA CARES Grant Program and those using customized OER published by Mavs Open Press, students consistently report the free OER are much or somewhat better than traditional course materials and much or somewhat easier to use than traditional course materials.

## Slide 71

### Results of student surveys

#### Question:

Imagine a future course you are required to take. If two different sections of that course were offered by the same instructor during equally desirable time slots, but you were aware that one section used traditional printed texts and the other used reduced-cost digital materials similar to those used in this course, which section would you prefer to enroll in?

#### Responses:

- In Fall 2017, 7 students reported preference for traditional resources, 110 reported preference for free and low-cost resources, and 21 reported no preference.
- In Spring 2018, 0 students reported preference for traditional resources, 24 reported preference for free and low-cost resources, and 6 reported no preference.
- In Fall 2018, 11 students reported preference for traditional resources, 184 reported preference for free and low-cost resources, and 14 reported no preference.

## Slide 72

OER from Mavs Open Press are available at <https://uta.pressbooks.pub/>.

## Slide 73

#### Current Pressbooks stats:

- Platform launch: February 14, 2018
- UTA users: 73
- OER published: 3
- Current pilot/development: 20
- Reported adoptions at other institutions: 3

## Slide 74

#### Pressbooks used for:

Replace \$\$\$ Textbooks

- Free textbooks for high-enrollment courses
  - Remixed, localized versions of existing OER
- Training, Outreach, Distance Education
- Manuals, guides, handbooks, course 'teasers'
  - Proceedings and Gray Literature

### Public Domain Anthologies

- Anthologies of work published pre-1923 (US)
- Government docs or other public material

### Student & Community Authored Projects

- University-Community Partnerships
- Student writing, class projects, ePortfolios

Slide content adapted from Steel Wagstaff

[https://drive.google.com/file/d/16kr-Bz\\_myQMd61YTtO8GOxUPBrzrk6xR/view](https://drive.google.com/file/d/16kr-Bz_myQMd61YTtO8GOxUPBrzrk6xR/view)

### Slide 75

Pressbooks Projects at UTA:

- 20% Student Collaboration 4
- 10% Multi-institutional Collaboration 2
- 10% Multidisciplinary Collaboration 2
- 20% Creation 4
- 10% Flip Closed/Copyrighted Resource 2
- 25% Content Customization 5
- 5% Open Pedagogy 1

### Slide 76

Example of open pedagogy

Education Governance in Texas is an OER currently under construction by a graduate course in Educational Leadership and Policy Studies.

### Slide 77

Additional examples of open pedagogy include Robin DeRosa's anthology for earlier American literature (later revised by Rebus Community) and David Wiley's Project Management for Instructional Designers. Read more at

<http://libguides.uta.edu/openped/examples> or visit the Open Pedagogy Notebook at <http://openpedagogy.org/>

### Slide 78

In one day, a group of educators came together to create 303 test bank questions to accompany an open textbook on organizational behavior. From

<https://twitter.com/thatpsychprof/status/1097953188341153792>.

“Excited to be kicking off another [#OER](#) development sprint tomorrow [@KwantlenU](#), this time with [@KPU\\_Business](#) faculty to build a question bank to support this [#opentextbook](#) in Organizational Behaviour”

Read about Rajiv’s experience asking students to write questions (rather than demonstrating mastery by answering them):

<http://thatpsychprof.com/why-have-students-answer-questions-when-they-can-write-the-m/>

## Slide 79

Up next is “Marginalia: Web Annotation for Engaged Teaching and Learning.” We’ll hear from Jeremy Dean, Director of Education, Hypothes.is, and Steel Wagstaff, Educational Client Manager, Pressbooks.

## Slide 80

Example of Hypothesis use

“Welcome to the 2018-19 Marginal Syllabus and our February conversation! This is the fourth article we will read and publicly annotate as part of "[Literacy. Equity + Remarkable Notes = LEARN](#)." LEARN has been co-developed in partnership with the National Writing Project (NWP), the National Council of Teachers of English (NCTE), and Hypothesis. The Marginal Syllabus convenes and sustains conversation via open web annotation with educators about issues of equity in teaching, learning, and education. What's "marginal" about the Marginal Syllabus? We partner with authors whose writing is contrary to dominant education norms, we read and annotate in the margins of online texts, and we discuss educational equity using open-source technology that's marginal to commercial edtech. Read the full [2018-19 syllabus here](#).”

Image from <https://twitter.com/remikalir/status/1099713283865509893>.

Learn more or join the conversation.

- <https://via.hypothes.is/https://educatorinnovator.org/wp-content/uploads/2019/01/when-school-is-not-enough-marsyl.pdf>
- <https://educatorinnovator.org/campaigns/literacy-equity-remarkable-notes-learn-marginal-syllabus-2018-19/>
- <https://educatorinnovator.org/learn-with-colleagues-committed-to-equity-in-learning-and-literacy-the-2018-19-marginal-syllabus/>

## Slide 81

Courses that require only [open educational resources \(OER\)](#) or additional resources costing up to \$25 in total (per student) are eligible for UTA's "free" or "low-cost" course attributes. These courses will carry the attribute in the schedule of classes, as shown [here](#). The attributes allow students to search and filter courses based on educational resource costs. This addition to MyMav is the result of [Texas Senate Bill 810](#). Information at <http://libguides.uta.edu/utacares/report>.

## Slide 82

By the start of classes for Spring 2019, 52 classes with a combined enrollment of 3,125 had been tagged with a free or low-cost course attribute in the schedule of classes.

## Slide 83

Presentation materials are available at <http://hdl.handle.net/10106/27848>.

## Slide 84

Open Education Day at UTA

Lunch Break

Next event begins at noon in Parlor

## Slide 85

Break

Introduction to Pressbooks begins at 1:15 in 315A

## Resources

Open Education Day at UTA:

<https://library.uta.edu/scholcomm/blog/open-education-week-2019>

Open Education Week:

<https://www.openeducationweek.org/>