

# What is your familiarity with OER?

**Novice, Intermediate and Expert?**

Please enter into the chat while we wait to get started!



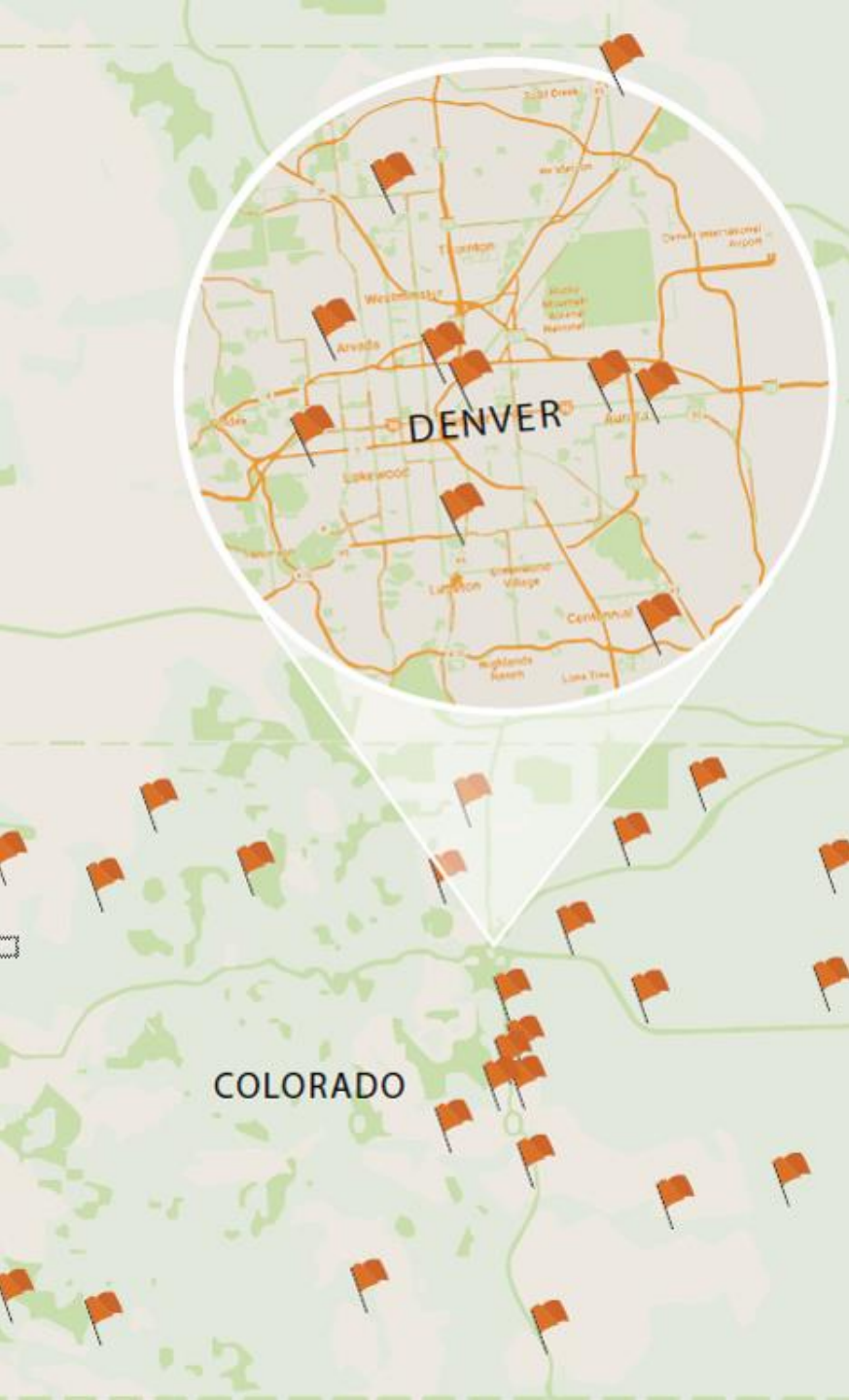
**COLORADO**

COMMUNITY COLLEGE SYSTEM

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***Libraries Are Open for Learning:  
Using OER to Support Students  
and Faculty***

Brittany Dudek



## About CCCOnline

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- Consortium of the 13 CCCS Colleges
- 48,728 Enrollments AY19
- 229 Courses
- Centralized course development
- Quality Matters institution
- 15-, 10-, and 6- week courses
- 494 Instructors
- 82 ZTC courses for Spring 2020

# OER Work

## Colorado OER Council 2017-2021

Vice Chair 2018-2019

Chair 2019-2020

## Community College Consortium for OER

Exec Council 2019-2020

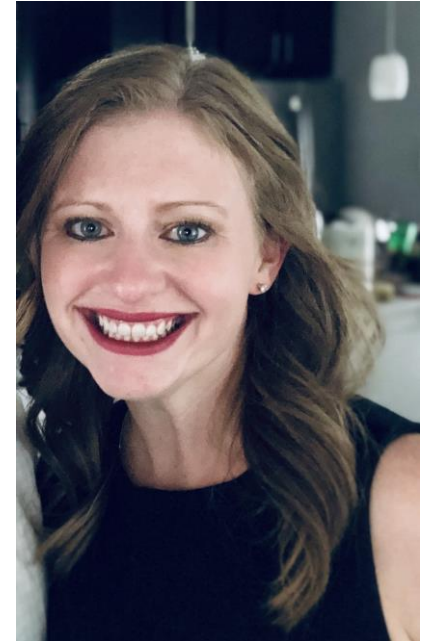
Regional Leaders of Open Education – Stewardship

## DOERS3

Equity Workgroup

## Open Education Consortium Research Fellow

## ACRL CJCLS OER Task Force



# Agenda

**Define common Open terminology**

**Introduce OER/ZTC efficacy**

**Identify options for Open programs**



# Baseline Definitions

# Open Educational Resources

Open Educational Resources (OER) 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.<sup>1</sup>

# Zero Textbook Cost

ZTC, also known as Zero Textbook Cost or Zero Course Materials, are courses that make use of OER and other proprietary learning materials. These learning materials may be library resources, or resources we just don't have the rights to share.



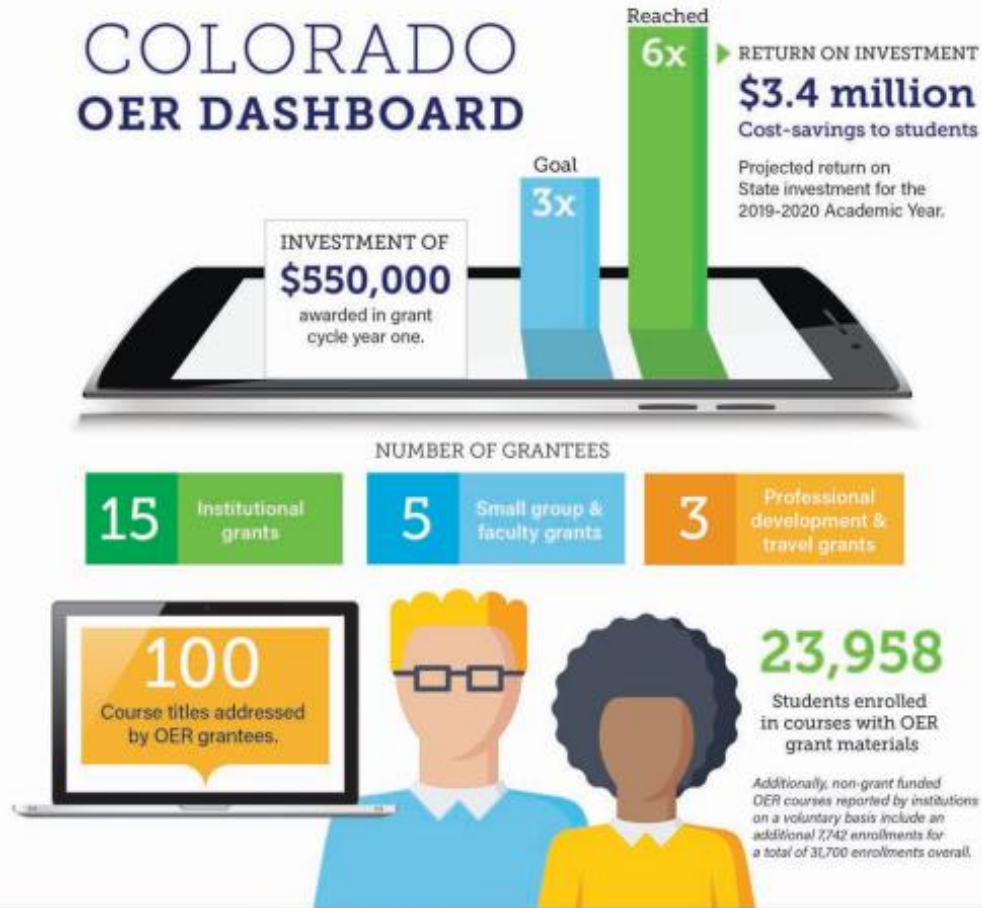
# Inclusive Access

“Inclusive Access” is a course content solution that is can lower costs for students and gives day-one access to the materials, by incorporating all digital course materials directly in the LMS.

Prices are lower due to volume discounts that are available only when all students in a course or institution are included

# What's happening in Colorado?

# COLORADO OER DASHBOARD



Colorado OER received the nationally competitive WOW Award

**15**

OER Council members representing 12 institutions and 2 state agencies steering the OER work in Colorado.

**65**

Open Education Ambassadors were trained in year one  
*Representing 25 different institutions inclusive of 2-year, 4-year, technical, public and private as well as K-12 educators.*

**220+**

Attendees at the 2019 OER Conference  
*Education institutions from across the state learned from national experts.*

## Key Findings

Over the past year, CDHE and the OER Council have established a community of learning, practice and innovation. Key findings suggest a meaningful current impact and promising future. Most significantly:

**1**

**Current performance measures indicate a striking return on the State's initial investment.** In addition to a projected \$3.4 million in student savings from \$550,000 in grant funding—a nearly seven-fold return on investment—awareness and enthusiasm have increased through capacity-building.

**2**

**National trends and local data suggest OER supports student learning outcomes while lowering costs for students.** The majority of students and faculty who have used both OER and traditional textbooks believe OER are of equal or higher quality, making it increasingly challenging to justify the high price of commercial textbooks.

**3**

**Building capacity and funding creates a statewide ecosystem for successful OER adoption.** Fortunately, in Colorado both funding and support for OER implementation have been coordinated through the work of the OER Council and CDHE, providing the best opportunity for the broadest impact.



# \$900-\$1800

for books and supplies, nationally



# Student Experiences

# Students are not buying their course materials due to high costs...yet they know this choice hurts their grades.



of students delay or avoid purchasing required course materials



say this decision negatively impacted their grades



say that decision was due to cost



of students would be interested in paying for their course materials as part of their tuition



## 2018 #RealCollege Survey found:

44%

Food  
insecure

54%

Housing  
insecure

15%

Homeless

A silhouette of a person standing on a rocky outcrop, celebrating with their arms raised in a 'V' shape. The background is a dramatic sunset sky with scattered clouds, transitioning from a pale blue at the top to a bright, golden yellow near the horizon. The person is wearing a t-shirt and shorts. The overall mood is one of achievement and triumph.

Attainment

## OER Impact on Pell Eligible Students - UGA

	Pell Recipients	Non-Pell
GPA Increase	11%	6.9%
Reduction in DWF	4.4%	2.1%

# **“Open educational resources, student efficacy, and user perceptions: a synthesis of research published between 2015 and 2018”**

**Results across 16 efficacy and 20 perception studies involving 121,168 students or faculty suggest students achieve the same or better learning outcomes when using OER while saving significant amounts of money.**

**The results also indicate that the majority of faculty and students who have used OER had a positive experience and would do so again.**

A woman with dark hair, wearing a plaid shirt over a dark top and jeans, is sitting on the floor in a library. She is holding a book and looking down at it. The background shows rows of bookshelves filled with books. The entire image has a blue overlay.

# Impact of ZTC on Student Performance Metrics

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## Preliminary Results

# Does switching to ZTC course materials have an effect on completer success rates?

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- Centralized course design
- Master course model
- Quality Matters Institution
- All students have access to materials on day one, even without OER/ZTC



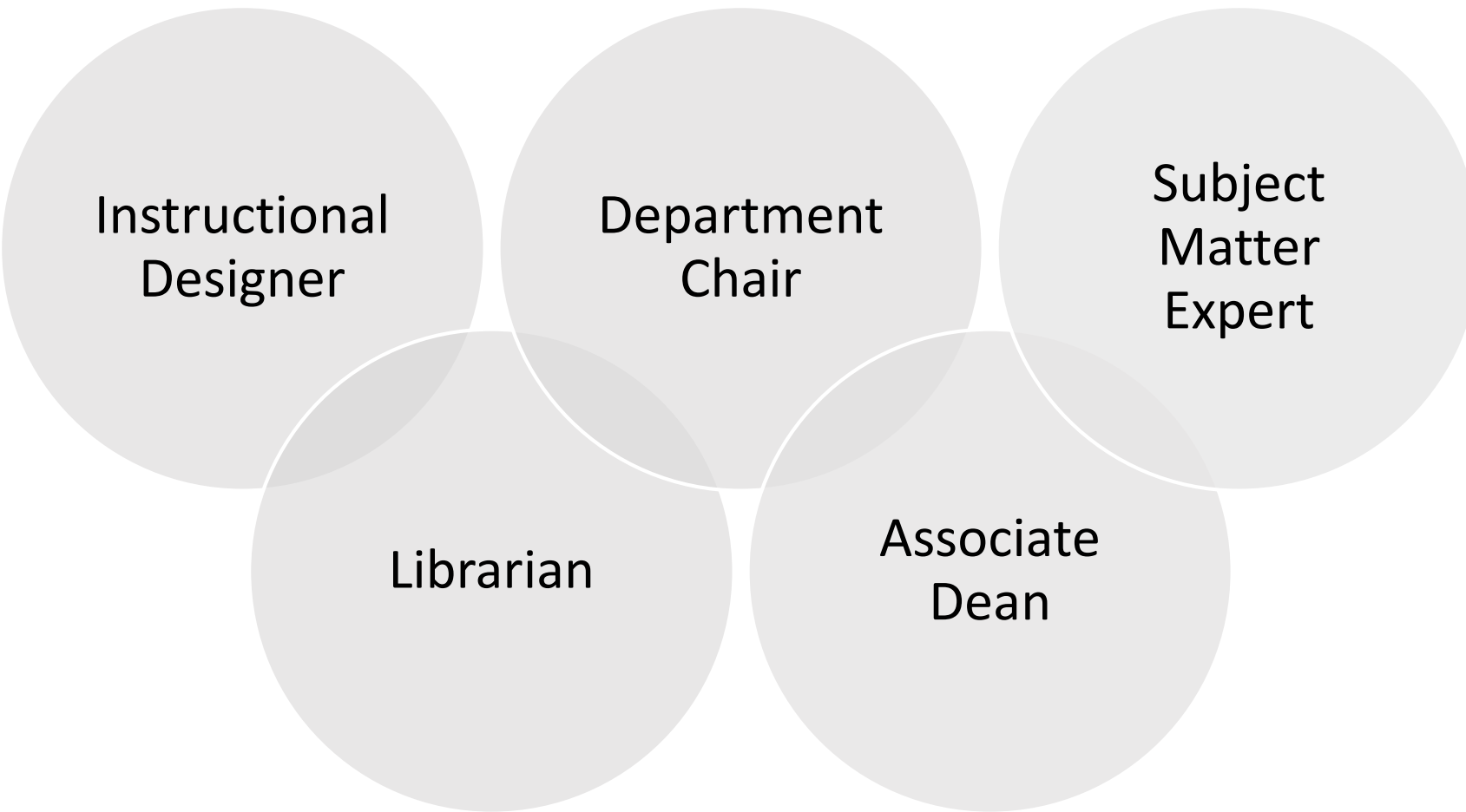
Summer 2017

**All courses went live during AY18**

Fall 2017

**They were taught for 3 consecutive semesters with traditional publisher materials AND as zero textbook cost.**

Spring 2018



## **All courses were developed with our normal team**

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**Each team is a professional instructional designer and a subject matter expert (who has a graduate degree with 18 hours in the field), in collaboration with the department chair, associate dean, and librarian.**

**A look at 3 consecutive  
semesters of traditional  
materials vs. ZTC**

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# Course Set 1: Live ZTC Summer 17

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- BIO 201 Human Anatomy&Phys I w/Lab:SC1
- BIO 202 Human Anatomy&Phys IIw/Lab:SC1
- BIO 216 Pathophysiology
- COM 125 Interpersonal Communication
- SOC 101 Intro to Sociology I : SS3

## Course Set 1: Live ZTC Summer 17

	# of Students	Traditional Materials	# of Students	ZTC
Pass (ABC)	2631	74.57%	3165	80.58%
Fail(DF)	603	17.09%	461	11.74%
W	294	8.33%	302	7.69%
Total	3528	100%	3928	100%

## Comparing AY16/17 and AY18/19

	# of Students	Pub Materials	# of Students	ZTC
Pass (ABC)	4910	73.36%	6318	80.26%
Fail(DF)	1196	17.87%	914	11.61%
W	587	8.77%	640	8.13%
Total	6693	100%	7872	100%



# Develop an Open Infrastructure

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Library as the Campus Open Leader  
Faculty Workshops  
Liaison Programs

# **Library as the Campus Open Leader**

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# Library as the Campus Open Leader

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- Engage with Campus Leadership
- Develop a OER Committee
  - Invite all stakeholders (faculty, student, instructional design, educational technology, bookstore, student services)
- Operationally define OER, ZTC, and Low Cost

# Library as the Campus Open Leader

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- Begin your Open Program
  - Implement from existing projects to establish your library as a campus leader
- Depending on bandwidth, create or adapt your own projects

# OER by Discipline Guide: McMaster University

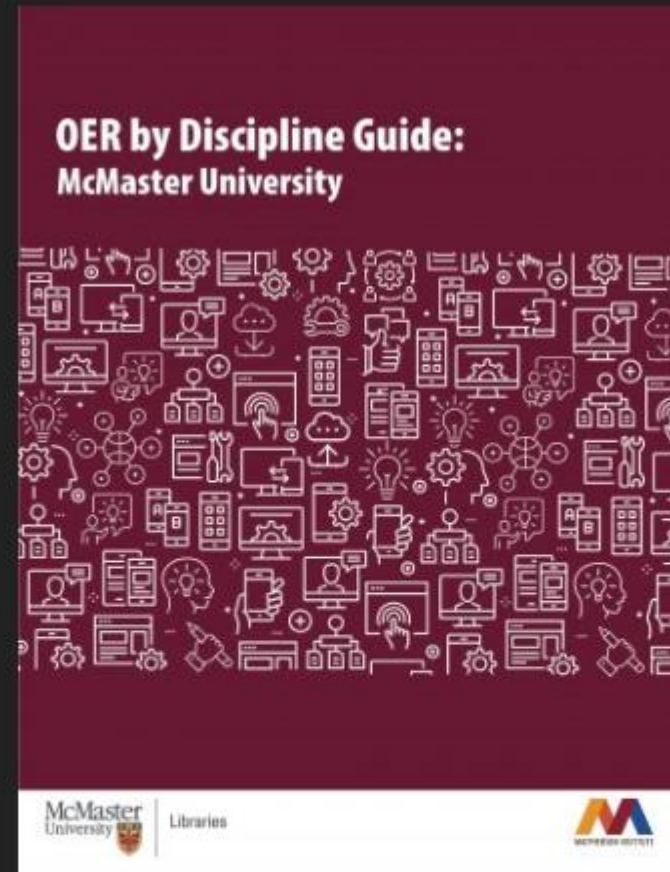
An Open Education reference of OER listed by subject area and disciplines with McMaster academic programming

Joanne Kehoe and Olga Perkovic

The OER by Discipline Guide: McMaster University is an in-progress (open creation) that lists a broad range of open educational resources organized by disciplines at McMaster University.



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# 4. Geography & Earth Sciences

## Physical Geology

This textbook was written by an earth sciences professor at Thompson Rivers University in British Columbia, Canada. This was done in collaboration with academics from various post-secondary institutions across BC and the rest of Canada. It has been successfully adopted.

**Includes:** applications, chapter summaries, exercises, and solutions.

*May suit:* EARTHSC 1G03, ISCI 1A24.

## Earth Science

This text includes introductions to concepts from level I earth science courses, from geology to water systems. It was developed through Lumen Learning and a professor of Geology and Earth Sciences from Santa Ana College.

**Includes:** exercises and summaries.

*May suit:* EARTHSC 1G03, ENVIRSC 1C03, ISCI 1A24.

# Colorado's Top 40

Course: BUS 115

Title: Introduction to Business

Long Title:

Course Description: Focuses on the operation of the American business system. Covers fundamentals of the economy, careers and opportunities, marketing, management, production, governmental regulations, tools of business and social responsibilities.

Overall Resources:

Open Textbook which covers entire topical outline: CC BY NC SA

<https://open.umn.edu/opentextbooks/textbooks/exploring-business>

Lumen Course which covers entire topical outline (aligned below) CC BY

[https://courses.lumenlearning.com/wmopen-introductiontobusiness/?utm\\_referrer=https%3A%2F%2Fcatalogs.lumenlearning.com%2Fcatalogs%2F1](https://courses.lumenlearning.com/wmopen-introductiontobusiness/?utm_referrer=https%3A%2F%2Fcatalogs.lumenlearning.com%2Fcatalogs%2F1)

TOPICAL OUTLINE:

## I. The Business Environment

### A. Your Future in Business Begins Now

- [Why It Matters: Economic Environment](#)
- [What Is Economics?](#)
- [Economic Systems](#)
- [Demand](#)
- [Supply](#)
- [Equilibrium](#)
- [The Health of the Economy](#)
- [Economic Stages](#)
- [Putting It Together: Economic Environment](#)

### B. Understanding Evolving Economic Systems and Competition

- [Why It Matters: Economic Environment](#)
- [What Is Economics?](#)
- [Economic Systems](#)
- [Demand](#)
- [Supply](#)
- [Equilibrium](#)
- [The Health of the Economy](#)
- [Economic Stages](#)
- [Putting It Together: Economic Environment](#)

## C. Competing in the Global Marketplace

- [Why It Matters: Global Environment](#)
- [Globalization](#)
- [Measuring Global Trade](#)
- [Global Business Strategies](#)
- [Global Trade Forces](#)
- [Global Trade Agreements and Organizations](#)
- [Ethical Challenges in the Global Environment](#)
- [Putting It Together: Global Environment](#)

## II. Making Ethical Decisions and Managing a Socially Responsible Business

- [Why It Matters: Business Ethics and Corporate Social Responsibility](#)
- [Ethical and Legal Behavior](#)
- [Business Ethics](#)
- [Ethical Challenges](#)
- [Corporate Social Responsibility](#)
- [Putting It Together: Business Ethics and Corporate Social Responsibility](#)

## III. Business Ownership

### A. Forms of Business Ownership

- [Why It Matters: Business Ownership](#)
- [Choosing an Organizational Type](#)
- [Sole Proprietorships](#)
- [Partnerships](#)
- [Corporations](#)
- [Hybrid Forms of Ownership](#)
- [Franchises](#)
- [Mergers and Acquisitions](#)
- [Putting It Together: Business Ownership](#)

### B. Entrepreneurship: Starting and Managing Your Own Business

- [Why It Matters: Entrepreneurship](#)
- [Small Business](#)
- [Entrepreneurs](#)
- [Advantages, Disadvantages, and Considerations](#)
- [Steps to Starting a Business](#)
- [Business Plans](#)
- [Putting It Together: Entrepreneurship](#)

## IV. Business Management

- [Management and Leadership in Today's Organization](#)





# Localize Content Workshop:



Image by [Thomas B.](#) from [Pixabay](#)

# Localizing Content

**To address a particular teaching style or learning style**

**To adapt for a different grade level**

**To adapt for a different discipline**

**To adjust for a different learning environment**

**To address diversity needs**

**To address a cultural preference**

**To support a specific pedagogical need**

**To address either a school or a district's standardized curriculum**





# Adapting and Remixing: Academic Freedom Workshop



Image by [Johannes Plenio](#) from [Pixabay](#)

# Academic Freedom Workshop

- Focus on how Creative Commons licensed materials increase Academic Freedom
- Hands on workshop for remixing and adapting
- Provide platform examples:
  - Word or Google Doc
  - Pressbooks
  - Libretext
  - OER Commons
- Sponsor your own “Creator Fest”
  - Ancilleries!



# Open Pedagogy Workshop: Incorporating students into the creation of OER

22. Satellite 1 makes a circular orbit around Earth with a radius  $r_1 = R$ .  
Satellite 2 makes a circular orbit around Earth with a radius  $r_2 = 2R$ .  
We let  $v$  represent the speed of satellite 1 and  $a$  represent the magnitude of a satellite's acceleration.  
One of the following choices gives the correct relationship between the speeds and accelerations of the two satellites.

- (A)  $v_2 = \frac{1}{\sqrt{2}}v_1$  ;  $a_2 = \frac{1}{4}a_1$
- (B)  $v_2 = \frac{1}{2}v_1$  ;  $a_2 = \frac{1}{4}a_1$
- (C)  $v_2 = \frac{1}{\sqrt{2}}v_1$  ;  $a_2 = \frac{1}{2}a_1$

23. A car moves with constant speed around a horseshoe-shaped path as shown in the figure. Which one of the following choices best describes the direction of the average acceleration of the car in traveling from W to X?

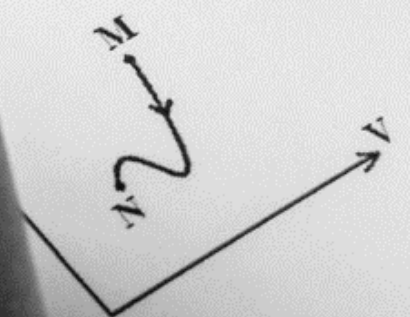
- (A) ↙
- (B) ↖
- (C) ↗
- (D) →
- (E) There is no average acceleration



24. A mass on a frictionless incline has a gravitational force  $F_g$  acting vertically downward. The mass remains at rest and the incline makes an angle  $\theta$  with the horizontal. Which one of the following choices best describes the orientation of the applied force  $F_a$  that keeps the mass at rest, parallel to the incline and pointing upward, parallel to the incline?

- (A) The applied force  $F_a$  is vertically upward.
- (B) The applied force  $F_a$  is vertically downward.
- (C) The applied force  $F_a$  is horizontally to the right.
- (D) The applied force  $F_a$  is horizontally to the left.
- (E) This is a completely impossible situation.

Which one of the following choices best describes the total force on the mass?



# The Weekly Discussion

Each topic in the Course Narrative includes a set of readings, videos, and other media (collectively referred to below as Readings). You are responsible for completing all the Readings before coming to the Weekly Discussion. Please take notes as you work your way through the Readings – including both thoughts prompted by the Readings and questions you have about the Readings. Bring your notes to class on Tuesday. Students will be selected at random to lead class discussions about each Reading. Please be thoroughly prepared so that (1) our time together can be spent productively and (2) you won't embarrass yourself in front of your peers.

David Wiley – Intro to Open Education



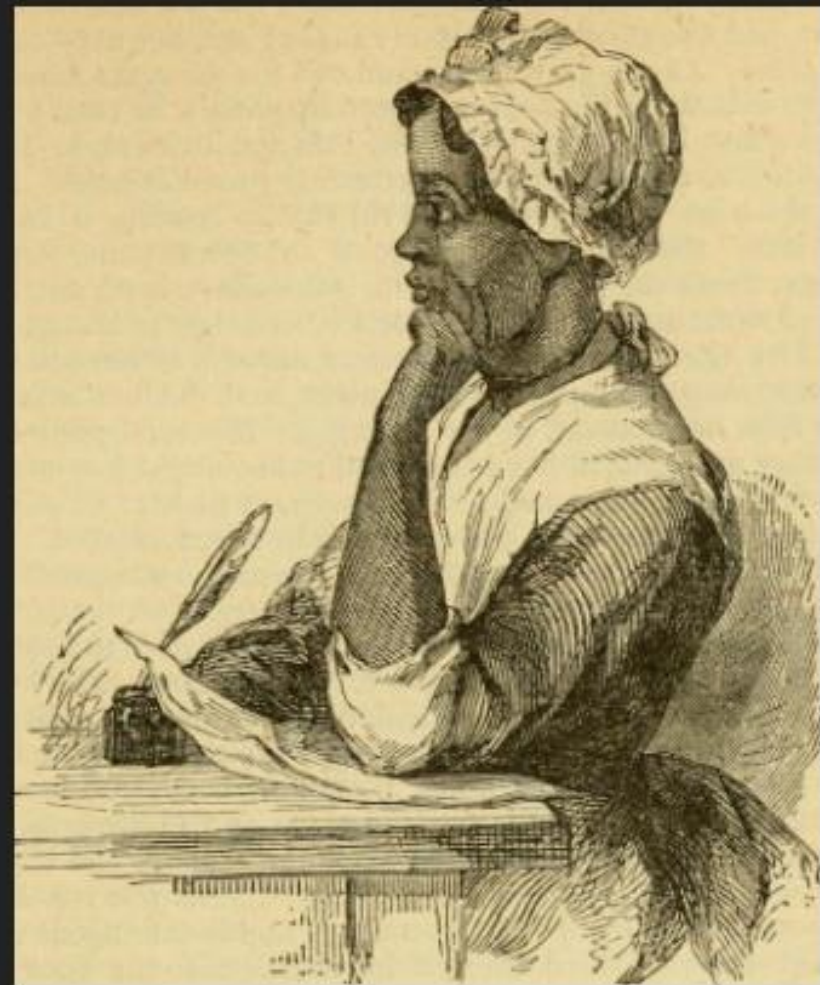
# The Open Anthology of Earlier American Literature

Robin DeRosa



Creative Commons Attribution

[READ BOOK](#)





# Locating OER Workshop



# Student Involvement

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I SPENT \$ 350 ON

MY TEXTBOOKS. WITH

THAT MONEY I COULD

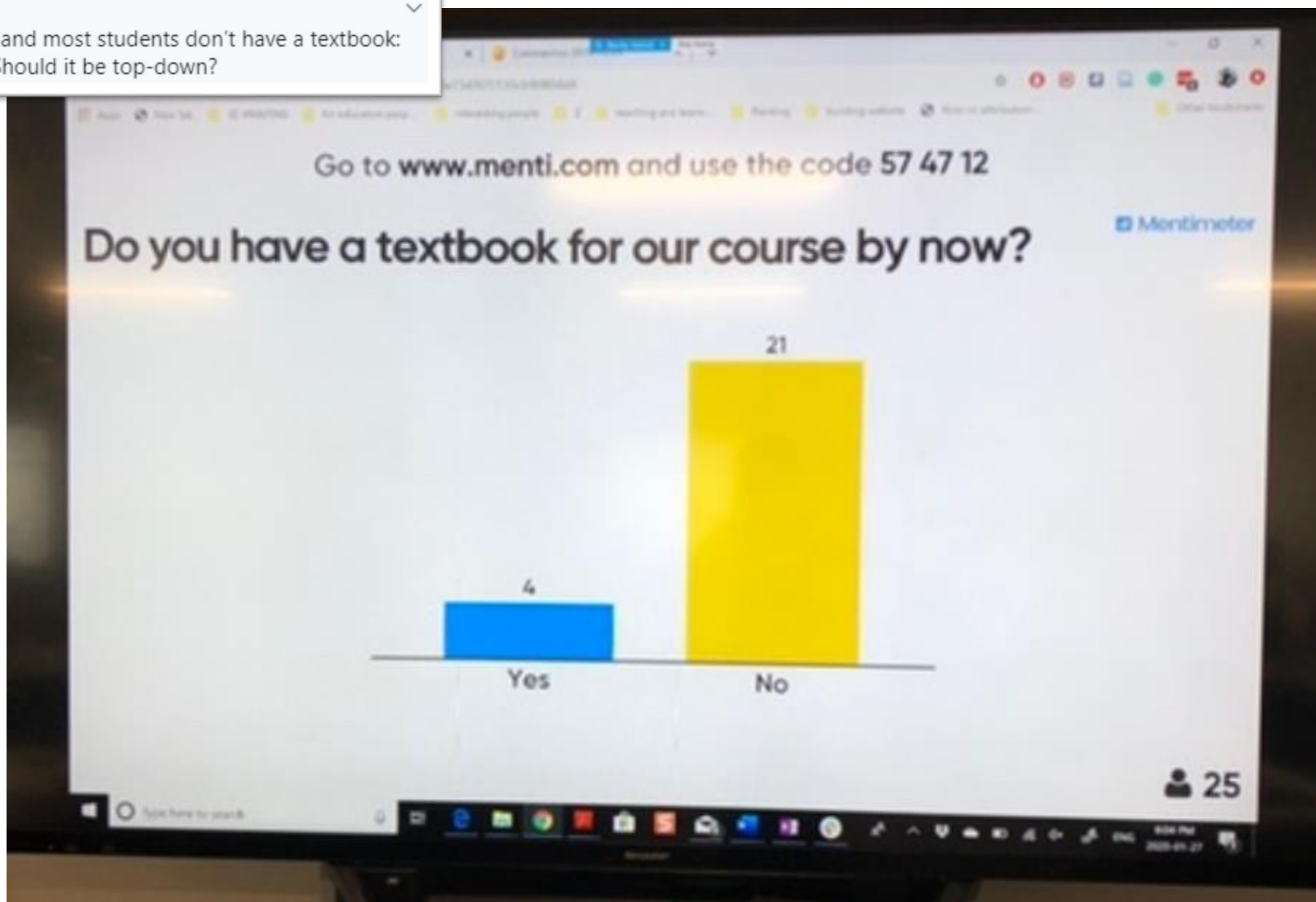
HAVE ~~it~~ an inhaler

#TEXTBOOKBROKE



**Xinli Wang** @xinli\_w · 19h

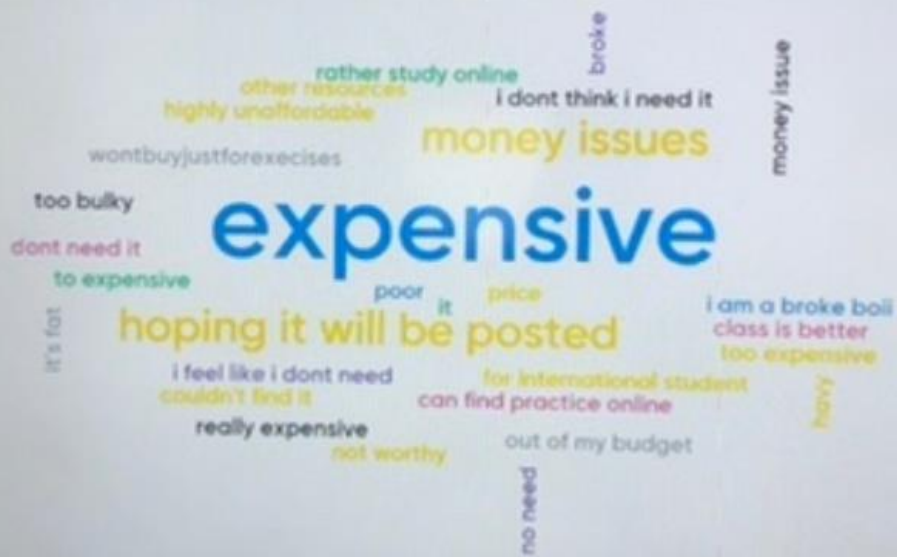
Week 4 into the spring semester and most students don't have a textbook: how can we push #OER idea? Should it be top-down?



Go to [www.menti.com](http://www.menti.com) and use the code **57 47 12**

# If you don't have one, can you share the reason why?

Mentimeter



22

# Program Ideas

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**“At the heart of the open educational resources movement is the simple and powerful idea that the world’s knowledge is a public good.”**

**-Hewlett Foundation**



# Thank you

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