What is your familiarity with OER?

Novice, Intermediate and Expert?

Please enter into the chat while we wait to get started!
Libraries Are Open for Learning: Using OER to Support Students and Faculty

Brittany Dudek
About CCCOnline

- 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
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.¹
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 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?
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.

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 16 different institutions including 2-year, 4-year, technical, public and private as well as K-12 education.
- **220+** Attendees at the 2019 OER Conference education institutions from across the state learned from national experts.
$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.

- 85% of students delay or avoid purchasing required course materials.
- 91% say that decision was due to cost.
- 50% say this decision negatively impacted their grades.
- 78% 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
# OER Impact on Pell Eligible Students - UGA

<table>
<thead>
<tr>
<th></th>
<th>Pell Recipients</th>
<th>Non-Pell</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA Increase</td>
<td>11%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Reduction in DWF</td>
<td>4.4%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

“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.

https://rdcu.be/bSN0e
Impact of ZTC on Student Performance Metrics

Preliminary Results

Brittany Dudek
10/30/2019
Does switching to ZTC course materials have an effect on completer success rates?

- Centralized course design
- Master course model
- Quality Matters Institution
- All students have access to materials on day one, even without OER/ZTC
They were taught for 3 consecutive semesters with traditional publisher materials AND as zero textbook cost.

All courses went live during AY18

- Summer 2017
- Fall 2017
- Spring 2018
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.

All courses were developed with our normal team.
A look at 3 consecutive semesters of traditional materials vs. ZTC
Course Set 1: Live ZTC Summer 17

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201</td>
<td>Human Anatomy &amp; Phys I w/Lab:SC1</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Human Anatomy &amp; Phys IIw/Lab:SC1</td>
</tr>
<tr>
<td>BIO 216</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>COM 125</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Intro to Sociology I : SS3</td>
</tr>
</tbody>
</table>
## Course Set 1: Live ZTC Summer 17

<table>
<thead>
<tr>
<th></th>
<th># of Students</th>
<th>Traditional Materials</th>
<th># of Students</th>
<th>ZTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass (ABC)</td>
<td>2631</td>
<td>74.57%</td>
<td>3165</td>
<td>80.58%</td>
</tr>
<tr>
<td>Fail (DF)</td>
<td>603</td>
<td>17.09%</td>
<td>461</td>
<td>11.74%</td>
</tr>
<tr>
<td>W</td>
<td>294</td>
<td>8.33%</td>
<td>302</td>
<td>7.69%</td>
</tr>
<tr>
<td>Total</td>
<td>3528</td>
<td>100%</td>
<td>3928</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Comparing AY16/17 and AY18/19

### Impact of ZTC Materials on Student Performance Metrics

<table>
<thead>
<tr>
<th></th>
<th># of Students</th>
<th>Pub Materials</th>
<th># of Students</th>
<th>ZTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass (ABC)</td>
<td>4910</td>
<td>73.36%</td>
<td>6318</td>
<td>80.26%</td>
</tr>
<tr>
<td>Fail (DF)</td>
<td>1196</td>
<td>17.87%</td>
<td>914</td>
<td>11.61%</td>
</tr>
<tr>
<td>W</td>
<td>587</td>
<td>8.77%</td>
<td>640</td>
<td>8.13%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6693</strong></td>
<td><strong>100%</strong></td>
<td><strong>7872</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Develop an Open Infrastructure

Library as the Campus Open Leader
Faculty Workshops
Liaison Programs
Library as the Campus Open Leader
Library as the Campus Open Leader

• 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

- 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.

Creative Commons Attribution
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 1 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

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

II. 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

III. 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

IV. Business Ownership
   A. Forms of Business Ownership
      • Why It Matters: Business Ownership
      • Choosing an Organizational Type
      • Sole Proprietorship
      • Partnership
      • Corporations
      • Hybrid Forms of Ownership
      • Franchising
      • 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

V. Business Management
   • Management and Leadership in Today’s Organization
Localize Content Workshop:
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
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
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
Locating OER Workshop
Student Involvement
#textbookbroke

If you didn't have to spend money on textbooks, what would you buy instead? (Grab a sticky note and tell us 😊)

#TEXTBOOKBROKE

Have you ever completed a course without buying or renting the textbook? How did you manage? (Grab a sticky note and tell us 😊)

#TEXTBOOKBROKE

CPI = Consumer Price Index
Instead of books...

Source: Auraria Library Student Survey (2018)
I SPENT $350 ON MY TEXTBOOKS. WITH THAT MONEY I COULD HAVE 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?

Do you have a textbook for our course by now?

- Yes: 4
- No: 21
Go to www.menti.com and use the code 57 47 12

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

- expensive
- money issues
- broke
- other reasons
- too bulky
- don't need it
- to expensive
- hoping it will be posted
- i am broke
- class is better
- too expensive
- out of my budget
- really expensive
- not worthy
- no need
- price
- poor
- it
- i don't think i need it
- i can't find it
- i feel like i don't need it
- really expensive
- can find practice online
- for international student
- i feel like i don't need it
Program Ideas
“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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