

OER Update

Anita Walz, Open Education, Copyright & Scholarly Communication Librarian
Virginia Scholarly Communication Interest Group
Lynchburg, VA June 29, 2018 [@arwalz](#)

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A crowded OER Update in context

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Open Education Is:

a movement

a philosophy

a broad, expanding set of value-driven practices.



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Open Education values:

- SHARING
- GIVING & RECEIVING FEEDBACK
- NEW IDEAS in TEACHING & LEARNING
- OPEN LICENSES
- GIVING CREDIT
- STUDENTS at the CENTER



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SHARING



GIVING & RECEIVING FEEDBACK



NEW IDEAS IN TEACHING & LEARNING



OPEN LICENSES



BY



NC



SA



ND

5 R Permissions

Can anyone . . .

Retain it?

Reuse it?











Revise it?

Remix it?

Redistribute

Source:

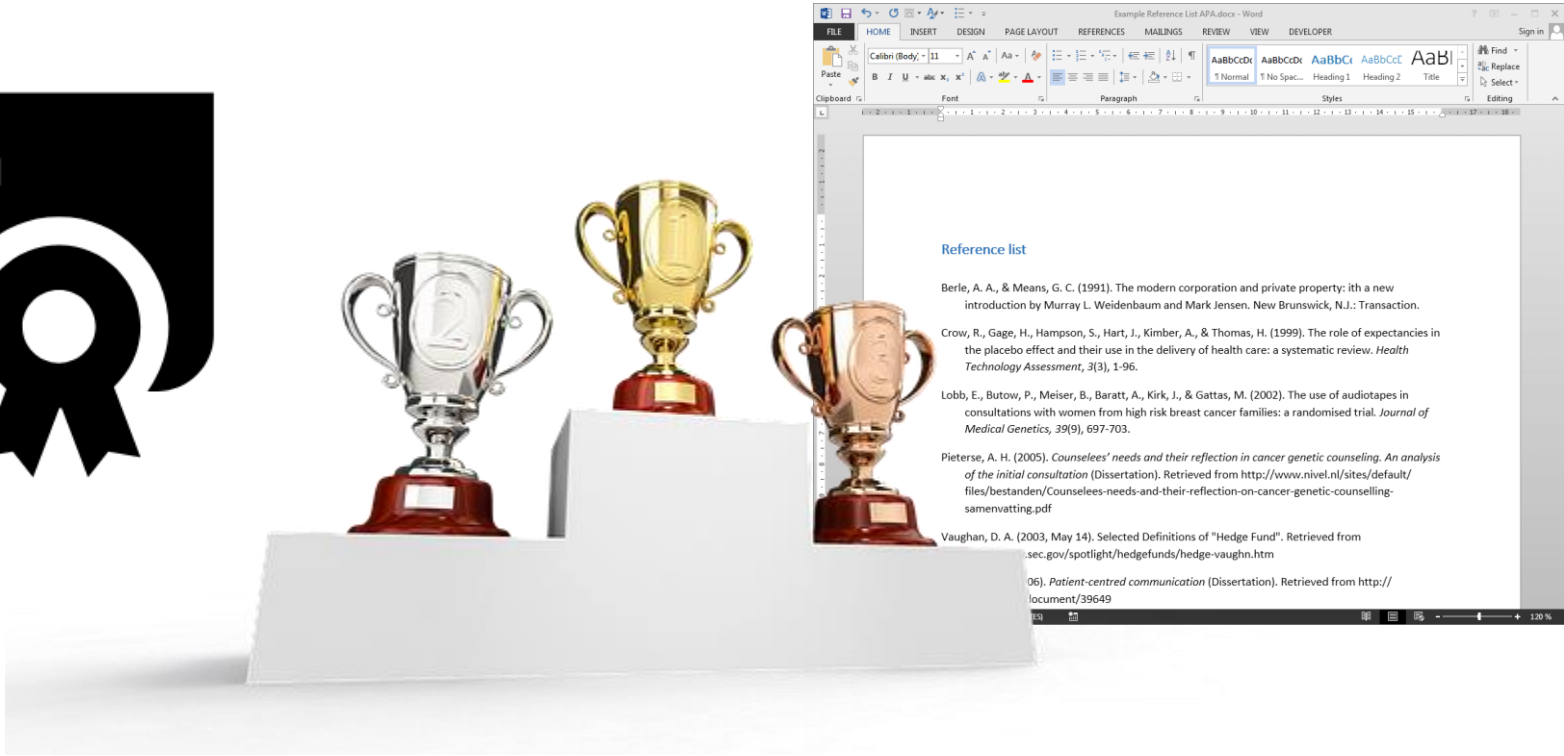
<http://opencontent.org/definition>

		Allows adaptation	Allows redistribution	Requires attribution	Eliminates fair use	
	 PUBLIC DOMAIN	PD (no known copyright)	Yes	Yes	No	No
	 PUBLIC DOMAIN	PD0 / CC0 (donated to public domain)	Yes	Yes	No	No
	 CC BY	CC BY	Yes	Yes	Yes	No
	 CC BY SA	CC BY SA	Yes-under same license terms	Yes	Yes	No
	 CC BY NC	CC BY NC	Yes	Yes	Yes	No
	 CC BY NC SA	CC BY NC SA	Yes-under same license terms	Yes	Yes	No
	 CC BY ND	CC BY ND	No	Yes	Yes	No
	 CC BY NC ND	CC BY NC ND	No	Yes	Yes	No
	 Not OER	In-Copyright with no additional license or permission	No	No	—	No
Least open						

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GIVING CREDIT



Best practices for attribution: https://wiki.creativecommons.org/wiki/Best_practices_for_attribution

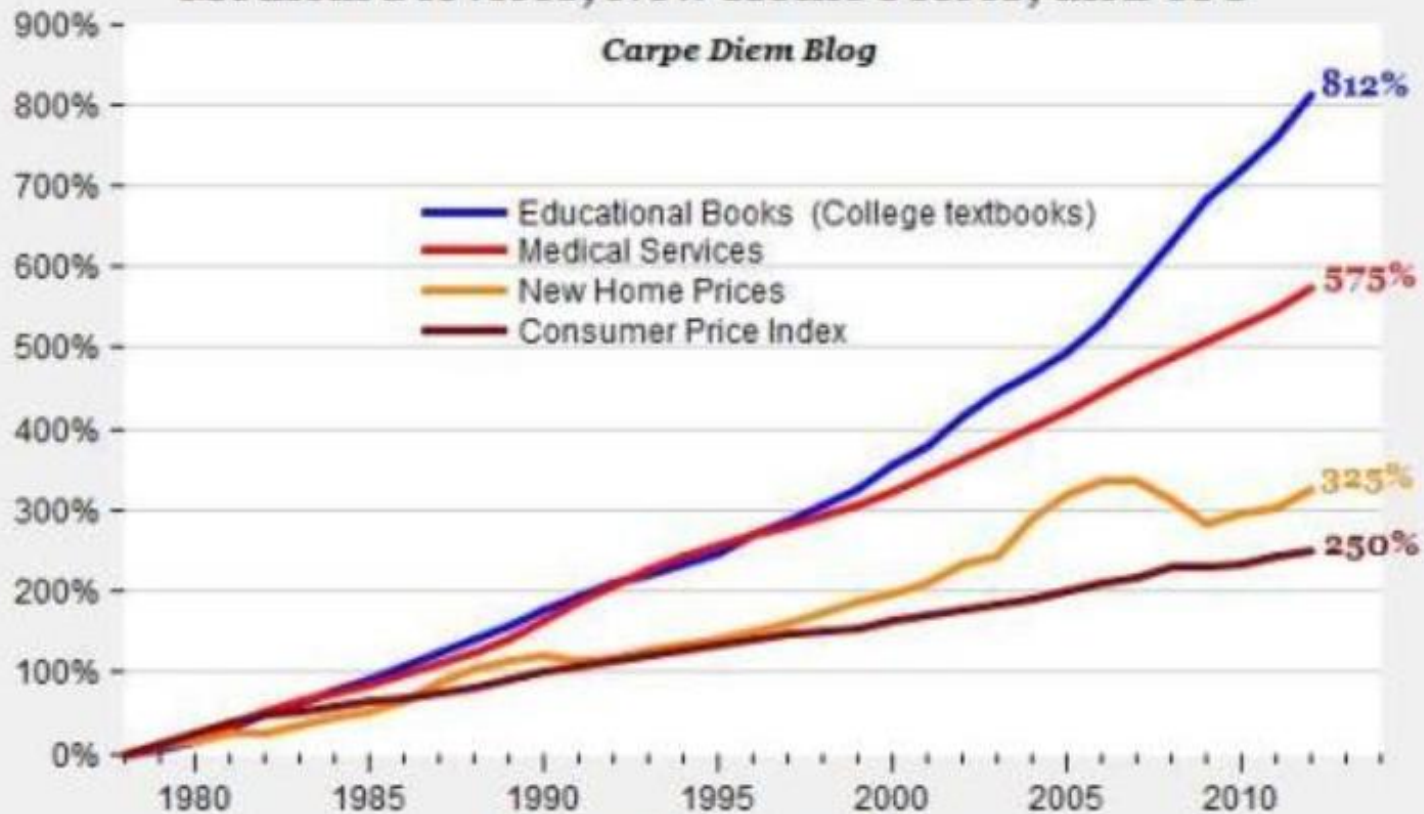
STUDENTS at the CENTER



A kind
of
crowded
update
on OER



Percent Change Since 1978 for Educational Books, Medical Services, New Home Prices, and CPI



Sources: BLS, Census Bureau

Incentives and the changing behaviors of . . .

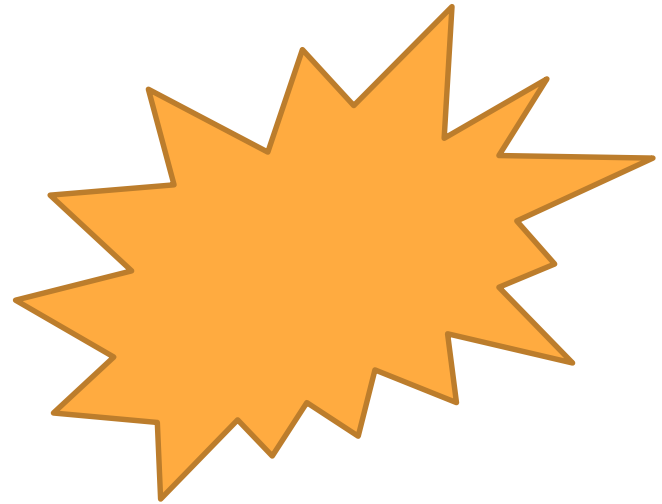
Students

Publishers

Authors / faculty

Open advocates

Affordability advocates



. . . and everything in between

Incentives and the changing behaviors of . . .

Students

Pass the class, GRADES, FOOD, and reduced debt

Publishers

Produce a quality product, SHAREHOLDER REVENUES

Authors / faculty

RECOGNITION, rewards, student learning, easy to use resources that FIT

Open advocates

Build faculty CAPACITY to create & control their own course materials. Save students \$\$.

Affordability advocates

Save students \$\$.

. . . and everything in between

Student reported methods for obtaining a required textbook

- Borrow or make the \$\$ to **buy the book**
 - Scrimp on necessities
- **Buy the book** (if you have \$\$)
- **Rent/share** the book
- **Buy** an older edition
- Illegally **download** the book
- **Wait** until you know you really need the book
- Why even bother? **Go without**

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

- 66.5%** Not purchase the required textbook
- 47.6%** Take fewer courses
- 45.5%** Not register for a specific course
- 37.6%** Earn a poor grade
- 26.1%** Drop a course
- 19.8%** Fail a course

#News

A Textbook Market Strategy That Moves Beyond Professors

Major textbook publishers are exploring direct-to-student marketing and sales as a means to increase the adoption of digital course materials.

By Carl Straumsheim // September 9, 2015

6 COMMENTS

WANT TO ADVERTISE? CLICK HERE

Don't be surprised if major publishers show up on campus this fall. In an effort to increase awareness -- and sales -- of digital course materials, publishers are pitching and selling their products directly to students.

The ongoing transition from print to digital in the textbook world is providing publishers an opportunity to learn more about students as consumers and, over time, gain greater control of how course materials are sold, analysts say. Several of the major textbook publishers, Cengage Learning and McGraw-Hill Education among them, have already begun that process by expanding the scope of their

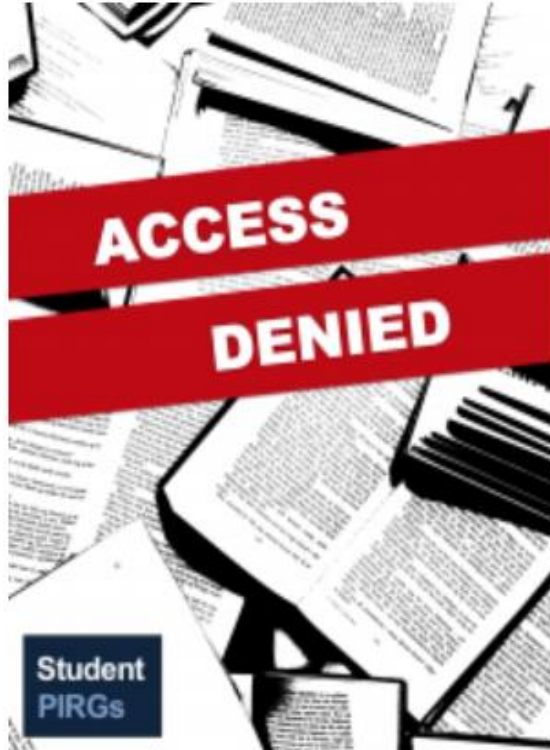


See for yourself why 9 out of 10 students who go digital don't go back.

INSIDE HIGHER ED CAREERS
Browse Jobs

Follow us:

Critiques of homework software access codes



ACCESS DENIED:

The New Face of the Textbook Monopoly

Released by: The Student PIRGs

Wednesday, September 21, 2016

[DOWNLOAD REPORT \(PDF\)](#)

Pearson Posts a \$3.3 Billion Loss as It Faces Down a Collapse in Its Biggest Market



BOOKpulse
Your daily update
on new books
and book news

Check
Today's
Pulse

LATEST STORIES	FEATURES	INFODOCKET	ACADEMIC	TECHNOLOGY	MANAGING LIBRARIES
SUBSCRIBE TO LJ	AWARDS	RESEARCH	CASE STUDIES	PROFESSIONAL DEVELOPMENT	EVENTS

You are here: [Home](#) / OER's Road Ahead is Paved with Publisher Platforms | From the Bell Tower

OER's Road Ahead is Paved with Publisher Platforms | From the Bell Tower

By [Steven Bell](#) on  February 9, 2017

Academic librarians are pleased with the progress they've made in leading their campuses to recognize the value of Open Educational Resources (OER). Now publishers are responding to OER with new learning platforms. It may be time for a new strategy.

Academic librarians should be proud of their progress in promoting the value of OER adoption as a benefit to students. Library-led textbook affordability projects on college campuses have grown in popularity since I first promoted, [in a 2009 edition of this column](#), the idea of academic librarians taking the lead at their institutions to encourage a new approach I referred to as "curricular resource strategies." The terminology didn't catch on, but the idea of



07.28.17 | TECH FORECAST

Big Publishing Wants To Co-Opt The Open Textbook Revolution

As schools turn to open digital resources to cut student costs, reeling college book makers are looking for ways to monetize the free content.



“Inclusive access”

- Temporary access
- Direct-billed via bursar’s office
- Cannot be resold
- Digital access only. May prevent printing
- VENDOR LOCK IN

5 Rs evaluation

~~R~~etain

~~R~~euse

~~R~~evise

~~R~~emix

~~R~~edistribute

Macmillan Learning Launches Intellus Open Courses, an Enriched OER Course Solution

At \$14.99 per student, Intellus Open Courses offer educators the ability to deliver flexible, affordable course materials to students

NEW YORK (PRWEB) FEBRUARY 13, 2018

Macmillan Learning announced the upcoming release of Intellus Open Courses, which feature open educational resources (OER) expertly curated by Macmillan Learning subject matter experts and Macmillan Learning's editorial team, using the Intellus Learning platform. Each course includes a rich package of instructor supplements and on-demand support. Intellus Open Courses make it easy for faculty to find, edit, and



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ACCESS
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GET
a print rental for just \$7.99 + free shipping for every activated course

KEEP
6 eBooks even after subscription ends (for up to 1 Year)

What Is Cengage Unlimited?

CENGAGE **UNLIMITED**

MINDTAP | WEBASSIGN | ENGINOW | smart | iLrn | OWL

\$119.99/term

Launching August 2018

DROP COSTS. NOT CLASSES.

Everything Changes August 2018

Sign up to keep in touch about Cengage Unlimited, coming this August.

Email Address *

I am... *

Please Select

Yes, I'm over the age of 16. I want to receive important Cengage updates and information.

I'm not a robot

Stay Updated! Clear Form

#Quick Takes

Textbook Authors Sue Cengage Over Subscription Model

By [Lindsay McKenzie](#) // May 16, 2018

3 COMMENTS 

WANT TO ADVERT

Publisher Cengage has been accused of “trampling on its authors’ rights” in a [class action suit](#) filed in New York Monday.

Textbook authors David Knox and Caroline Schacht are leading the lawsuit, which asserts that by adopting its [Cengage Unlimited](#) subscription model, the publisher has frustrated authors’ ability to collect royalties from sales of their textbooks and “wrongfully” and unilaterally changed the compensation structure for its authors.

The authors say that receiving a cut of the subscription fee rather than a share of the revenue from the sale of their textbooks is a breach of their publishing agreement and will “substantially” reduce their royalties.

The plaintiffs asked the court for compensation and to require Cengage to get authors’ permission before

WHAT OTHERS

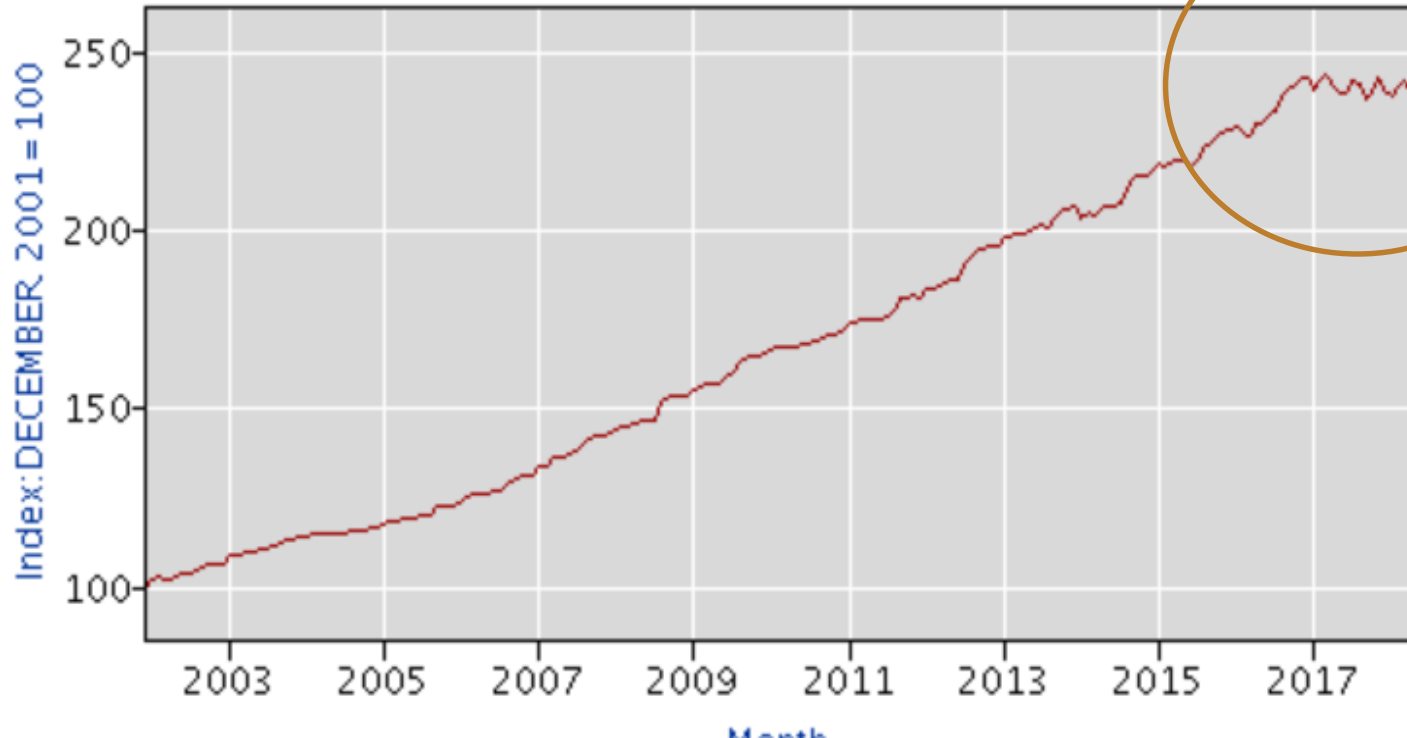
Supreme Court rule
sector unions with I
decision

University of Chic
requirement

Re-evaluating perce
generation college s
academic engagem

<https://data.bls.gov/pdq/SurveyOutputServlet>

Series Title: College textbooks in U.S. city average, all urban consumers, not seasonally adjusted
Area: U.S. city average
Item: College textbooks
Base Period: DECEMBER 2001=100



Themes & Values (other than cost)

Discovery

- See [George Mason University's OER Metafinder](#)
- Need to make better progress with **metadata**, **tagging** or getting created-OER into locations where they can be found.

Sustainability

<https://careframework.org>



Toward a Sustainable OER Ecosystem: The Case for OER Stewardship

Posted on [March 4, 2018](#)

By Lisa Petrides, Douglas Levin, and C. Edward Watson

intentional about the ways in which their actions support the health and well-being of the broader OER movement itself.

With respect to the OER community, we define 'contribute' to mean several specific activities and means of support. First, financial and in-kind contributions are necessary to support efforts that raise awareness of the benefits and affordances of OER, in policy and in the classroom. Second, the development, maintenance, continued improvement, and customization of OER is a vital service that OER community members can provide. And, third, contributions and support are needed to help further the distribution and dissemination of OER for students who have historically lacked such access, including support for multiple languages, accessible formats, and for low bandwidth use. Today, while many benefit from the past contributions of members of the OER community, the sustainability of the movement itself is directly related to the future health and vibrancy of new community contributions.

Contribute

Atttribute

Release

Empower

- 1. Contribute:** OER stewards actively contribute to efforts, whether financially or via in-kind contributions, to advance the awareness, improvement, and distribution of OER; and
- 2. Attribute:** OER stewards practice conspicuous attribution, ensuring that all who create or remix OER are properly and clearly credited for their contributions; and
- 3. Release:** OER stewards ensure OER can be released and used beyond the course and platform in which it was created or delivered; and
- 4. Empower:** OER stewards are inclusive and strive to meet the diverse needs of all learners, including by supporting the participation of new and non-traditional voices in OER creation and adoption.

Contribute

Atttribute

Release

Empower

Other prominent themes in open education

Software and processes for production & remix

- Legally editable *and* technically open
- Open source

Labor & fairness -- Do we support/reward people who create OER?

- Or, do we expect “free labor?”
- Do we disregard credit for promotion/tenure?
- Do adjuncts have capacity to contribute?

Investments in open

U.S. Omnibus Budget \$5 Million OER Adoption/Creation Pilot (2018)

Request for proposals to be released
in “early summer.”

Will be managed by U.S. Department of Education

<https://www.washingtonpost.com/news/grade-point/wp/2018/05/08/education-dept-sets-course-for-open-textbook-pilot-program>

“... creation or expansion of open-educational resources: peer-reviewed academic material released under an intellectual property license that permits free use.”

Grade Point

Free textbooks? Federal government is on track with a pilot program.


By Danielle Douglas-Gabriel May 8 [Email the author](#)



Open-source textbooks have emerged as a cost-effective solution for cash-strapped college students. They can download the material free or print copies for a nominal price. (Scott Anderson/NewsTribune via AP)

The federal government’s first major investment in the free use of textbooks remains on track, Sen.



[Home](#) / [Projects: Pilot Open Textbook Projects \(RETIRED - SEE BELOW\)](#) 

SUBCATEGORIES



[EDU] [Blueprint for Success in College and Career](#) [Lead: Dave Dillon, Grossmont College]



[DH] [Digital Citizenship Toolkit](#) [lead author: Michelle Schwartz, Ryerson University]



[PHIL] [Introduction to Philosophy](#) [lead: Christina Hendricks, UBC]



[NUR] [Northern & Indigenous Health and Healthcare](#) [Lead: Heather Exner-Pirot, University of Saskatchewan/UArctic]



[ARCH] [Introduction to North American Archaeology](#) [Lead editor: Katie Kirakosian, UMass Amherst]



[LIT] [The Open Anthology of Earlier American Literature](#) [lead: Tim Robbins, Graceland University]

<https://forum.rebus.community>

UMW Professors Transform Education with Open Textbooks

MARCH 20, 2018 BY ERIKA BUSH

Highlighting? Not allowed. Underlining? Don't even think about it.

That was Caitie Finlayson's approach to textbooks as a college student. As one of many undergrads who relied on financial aid, she kept pages pristine so the books could be resold for a small portion of the original – and often hefty – sum.

Years later, as an assistant professor of geography at UMW, Finlayson received a grant from the Center for Teaching Excellence and Innovation to revise her World Regional Geography course. She chose to write an open textbook that would make geography accessible to the masses – at no cost.



TOGETHER, WE ARE TRANSFORMING HIGHER EDUCATION

The Open Textbook Network (OTN) promotes access, affordability, and student success through the use of open textbooks.

We believe in the power of open education to transform higher education. Open textbooks not only contribute to student academic success, but also offer faculty the chance to reclaim their courses based on their expertise.

The leadership, actions, and results of [our network members](#) drive this transformation, and OTN connects these efforts to pool expertise and promote best practices. Be a part of our community of schools, universities, and institutions making a difference in higher education. [Learn about the benefits of membership](#), [get in touch to join](#), or visit the [Open Textbook Library \(OTL\)](#).

The network has been invaluable; by pooling knowledge and resources, we benefit from the expertise of the growing network and don't have to go it alone or reinvent the wheel.

— Karen Williams, Dean, University of Arizona Libraries
Former President, Association of College and Research Libraries (ACRL)



WE ARE A COMMUNITY DEDICATED TO RESULTS

600+ Campuses represented

\$8.5 Million Student savings by OTN members

45% of faculty who attend an OTN workshop adopt an open textbook

IMLS Programs & Projects

<https://www.imls.gov/grants/awarded/lg-72-17-0051-17>

North Carolina State University Libraries in collaboration with the **American Psychological Association**, the **University of North Carolina Press**, the **Student Public Interest Research Groups**, the **Open Textbook Network**, and the new preprint service **PsyArxiv**, will explore the development of a strategy to use open educational resources (OERs) in psychology classrooms. Specifically, the project will gather information about the practices and needs of psychology instructors who may consider adopting or creating OERs. Project findings, recommendations, and a scalable "toolkit" will assist a broad range of scholars, instructors, librarians, and publishers to better understand how to support subject matter experts in the creation and adoption of OERs.

Training opportunities



OER BOOTCAMP INSTRUCTORS



Will Cross

Will Cross is the Director of the Copyright & Digital Scholarship Center at the UCCO Libraries in the regular age policy and practice and also digital scholarship and publishing initiatives. He has a focus on library OER issues and understands the intersection of legal issues, innovative library practice, and open culture. He teaches with the ACRL Library Communication Research and the UCCO LIS and serves as an adjunct professor in the graduate program focused on developing educational resource OER for teaching primary communication and on the development of an Open Textbook Network that will support library publishing services to support open design.



Cheryl Cullinan

Cheryl Cullinan is the Open Education Librarian at the University of Arizona Libraries in Tucson. She coordinates campus OER initiatives and collaborates with a wide range of university partners. She has spoken about OER and open access at numerous state of course meetings at a number of national and regional conferences. An active member of the Open Textbook Network since 2012, she currently serves on the Open Textbook Network Steering Committee. She is also a Public Design and Innovation in Library Faculty governance.



Mandi Goodsett

Mandi Goodsett is the Performing Arts and Humanities Librarian at Cleveland State University. She earned her M.S. from the University of Illinois Urbana-Champaign in 2013. Mandi coordinates the library's open education, digital learning and library instruction, and distance learning. In addition, she has worked in promoting open education. Mandi also serves as a Strategic Communications Learning Ambassador for Ohio. To learn more about her, you can visit her website at www.mandigoodsett.com.



Olivia Reinauer

Olivia Reinauer holds a Master's degree in Information Science from the University of Texas at Austin. She has worked as an academic librarian since 2005, and currently serves as Reference Librarian and Interim Library Coordinator at the Chesapeake, VA Campus of Tidewater Community College. At TCC, Olivia leads the library's OER Team, whose members focus on the OER process from faculty to student. Olivia is also a faculty in teaching and adopting open educational resources for use in the classroom. In 2016, Virginia's library consortium (VIVA) partnered with the Open Textbook Network. Olivia was appointed as one of the state's OER "System Leaders." In this role, she consults with VIVA on the OTN partnership and provides support to OTN-trained librarians across the state.



David Ross

David Ross is the Faculty Innovation Technology at American University's Center for Teaching, Research, and Learning. He is an OER Research Advisor for the Open Education Group. He brings instructional design expertise to the project with a focus on open learning design and technology. From his university and work experience designing free, open online courses at the Senior Academy, his current work includes running Open American American University's OER grant program, assisting the Faculty Online Training Course, and managing Edgewise, a WordPress module available to faculty and students for open design; projects the student to create, review, and promote.

OER Bootcamp (Open Textbook Network at ACRL 2019)

Bootcamp leaders



Olivia Reinauer

Olivia Reinauer holds a Master's degree in Information Science from the University of Texas at Austin. She has worked as an academic librarian since 2005, and currently serves as a Reference Librarian and Interim Library Coordinator at the Chesapeake, VA Campus of Tidewater Community College. At TCC, Olivia leads the library's OER Team, whose members teach an online OER training course for faculty, and support faculty in locating and adopting open educational resources for use in the classroom. In 2016, Virginia's library consortium (VIVA) partnered with the Open Textbook Network. Olivia was appointed as one of the state's VIVA-OTN "System Leaders." In this role, she consults with VIVA on the OTN partnership and provides support to OTN-trained librarians across the state.

Training opportunities

SPARC*

Who We Are

What We Do

Why It Matters

Become a Member

2017-2018 Pilot

Our pilot of the program began in September 2017 with a cohort of 14 fellows selected from SPARC member libraries. Pilot fellows are both students and creators, helping to evaluate and improve the curriculum along the way. Fellows are currently completing capstone projects, and are expected to publish their portfolios by the end of May. To check out what they have been up to, follow the hashtag #LeadOER.



The SPARC Open Education Leadership Program Pilot Cohort at the 14th Annual Open Education Conference in Anaheim, CA, October 2017.

<https://sparcopen.org/our-work/open-education-leadership-program>

Training opportunities

OER Research Fellows



The William and Flora Hewlett Foundation sponsors OER Research Fellowships to do research on the impact of open educational resources on the **C**ost of education, student success **O**utcomes, patterns of **U**sage of OER, and **P**erceptions of OER. This is the OpenEd Group's [COUP](#) research framework. The OER Research Fellowship grants are administered and supported by the Open Education Group. Below is a list of the OER Research Fellows; a [list of their publications on the COUP framework](#) is also available.

<http://openedgroup.org/fellowship>

Training opportunities

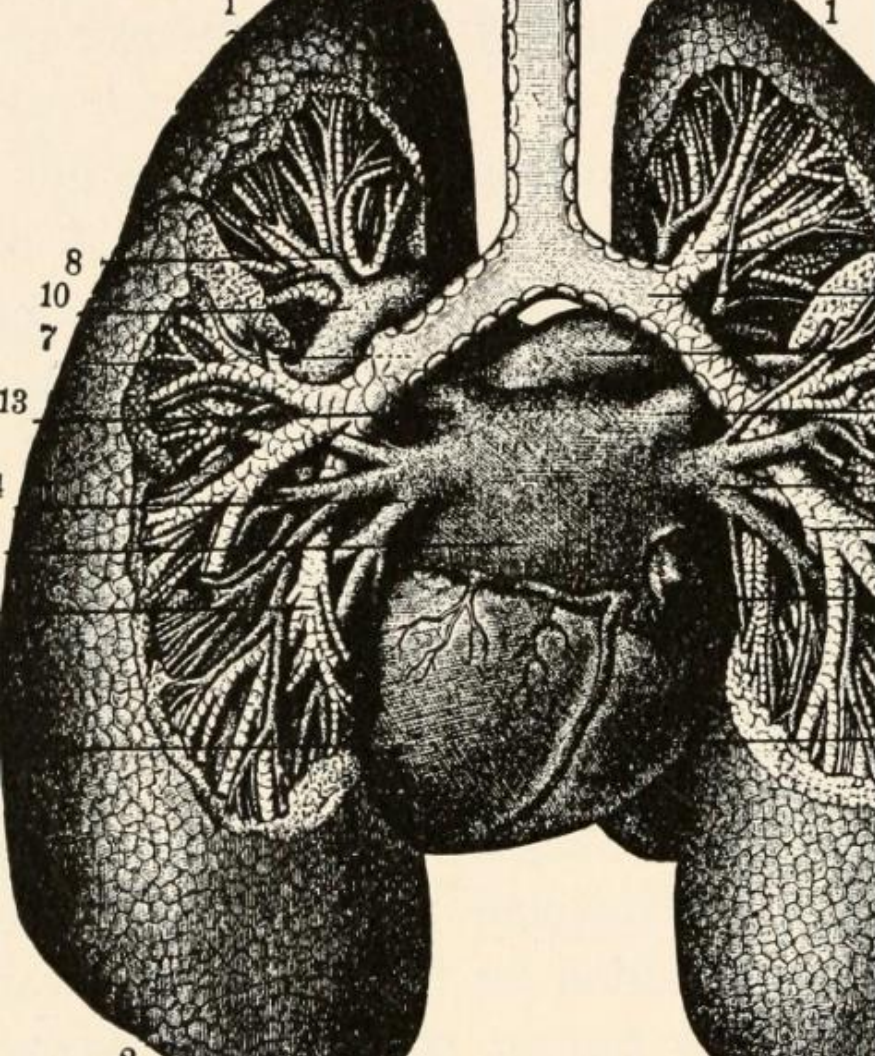
<https://www.insidehighered.com/digital-learning/deals/2018/06/27/openstax-announces-9-institutions-2018-19-partnerships>

<http://news.rice.edu/2016/07/06/11-schools-selected-for-national-openstax-partnership-program>

The graphic features a background image of a woman with long dark hair, wearing a striped shirt, looking down at a laptop. In the top right corner is the OpenStax logo, which consists of four horizontal bars in green, red, yellow, and blue, with the text "openstax™" below them. In the bottom right corner is the Rice University logo, which is a shield with a stylized 'R' and the word "RICE" to its right. The main text is centered in the lower half of the graphic.

OpenStax Institutional Partnership Application

Our institutional partner and affiliate schools are forging institutional initiatives to encourage adoptions of OpenStax and other open resources to give students access to the learning materials they need to succeed.



Challenges & Opportunities Launching an Open Textbook Publishing Program

Open Textbook Network (CC BY)



"The animals and man; an elementary textbook of zoology and human physiology" (1911) p. 365
https://librarypublishing.org/wp-content/uploads/2017/09/LPF18_OTNCoopPilot.pdf

- Research**
- Continuing Education
 - Nexus
 - Mapping the Landscapes
- Digital Preservation
 - Aligning National Approaches to Digital Preservation (ANADP)
 - Chronicles
 - Distributed Digital Preservation (DDP)
 - Electronic Theses and Dissertations
 - Identifying Continuing Opportunities for National Collaboration (ICONC)
 - OSSArcFlow

[Research](#) | [Scholarly Communication](#) | [Developing A Curriculum to Advance Library-Based Publishing](#)

Developing A Curriculum to Advance Library-Based Publishing

Principal Investigator(s):

[Katherine Skinner](#)
[Melanie Schlosser](#)

Project Manager(s):

[Hannah Ballard](#)

Contact:

[Melanie Schlosser](#)

Additional Documents:

-  [Narrative](#)
-  [Call for Authors](#)
-  [Draft Framework](#)

The Educopia Institute and the Library Publishing Coalition (LPC), in partnership with the Public Knowledge Project (PKP), NASIG, and BlueSky to BluePrint, are engaged in a two-year IMLS-LB21 research grant to design and implement a competency-based curriculum for library publishing.

This project will develop and pilot a suite of synchronous and asynchronous professional development offerings for librarians that will be open and free for anyone to offer or adapt. The resulting dynamic, extensible, multimedia curriculum will empower librarians to meet local demands to launch and/or enhance scholarly publishing activities. The project is poised to have an impact on the quality and quantity of library publishing services offered to scholars and students; ultimately it will result in a healthier, more equitable publishing ecosystem.

DELIVERABLES:

- [Open Curriculum Modules](#)

PROJECT DIRECTORS:

- Katherine Skinner (Educopia Institute)
- Melanie Schlosser (Library Publishing Coalition)

Is open education just about content?

Open Education values:

- SHARING
- GIVING & RECEIVING FEEDBACK
- NEW IDEAS in TEACHING & LEARNING
- OPEN LICENSES
- GIVING CREDIT
- STUDENTS at the CENTER



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Open Pedagogy is . . .

Students with **agency** as contributors

Collaboration, connection, diversity, democracy, critical assessments of educational tools and environments

Teaching & learning in **public**

Avoiding disposable assignments

You are here: Home / Examples

June 7, 2018

The Time is Now: A Call to Open History



This essay was originally posted on ActiveHistory.ca I've been a rather slow convert to the open-access movement. Though ActiveHistory.ca operates under a Creative Commons Attribution, non-commercial ShareALike copyright license whereby you're free to repost this (or any other essay you find

here) so long as you provide us with attribution and do not profit, [...]

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Assignment (6)

Course Level (6)

Program Level (2)

Student Perspective (1)

<http://openpedagogy.org>



THREE Developments in Virginia

1. Will a **P20 consortium** (preK-Higher Edu) form?
2. **State Assembly** - law amended
3. **VIVA** - continued and new programs

Will a P-20 Consortium form in Virginia?

SCHEV LAC (Higher Ed libraries)

#GoOpen (K12)

SCHEV-OVAC (Higher Ed)

VA Department of Education (K12)

School media librarians & educators

-

VIVA Open & Affordable Course Content Program

- Two years of funding guaranteed
 - Continuation of VIVA's OTN program
 - Course redesign grant program
 - Purchase of © eBook for courses
 - Portal to locate eBooks & open textbooks
 - Increased staffing

4/4/2018 added to §[23.1-1308](#) Code of Virginia

“The governing board of each public institution of higher education shall implement **guidelines for the adoption and use of low-cost and no-cost open educational resources in courses offered at such institution**. Such guidelines may include provisions for low-cost commercially published materials.”



State Council of
Higher Education for Virginia

SCHEV's Open Virginia Advisory Council (OVAC)

→ Creating model guidelines

Virginia Tech



- On-campus **research**
- Education, **outreach**, including course modules
- Building **partnerships**/collaborations/champions on campus
- **Create/adapt OER**
 - Open textbooks
 - Virtual & augmented reality
- Operate, evaluate & **improve grant program** to adapt/create OER

Discussion

- Federal
- Priorities of different actors in this space
- Values in open education
- Various priorities (addressing costs, 5Rs, better teaching & learning)
- CARE Framework
- Investments in reaching goals – short and long term
- State / Virginia
- Other burning questions

Discussion

In a context where there is not OER for all topics and with various pressures in higher education (especially the rise of adjunct faculty) what are some ways to **continue to invest** in a future we want to see?

Thank you!

Anita Walz
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@arwalz