

Virginia Tech's Open Education Initiative (OEI): An Overview

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University Libraries at Virginia
June 16, 2023

Virginia Scholarly Communication Interest Group
hosted at Virginia Commonwealth University and online



Organization, funding, and scope of service

- OEI is an initiative of the University Libraries (separate but collaborating with Virginia Tech Publishing)
- Funded by the University Libraries and external competitive grants
 - Part E&G money, part Foundation funds
 - External grants from: Other university groups, VIVA, and (hopefully) U.S. Dept of Education
 - Funding brought by collaborators from other institutions
- We serve Virginia Tech faculty, staff, and students + their collaborators from other institutions
- Everything we make is publicly accessible and released under licenses that allow derivative works

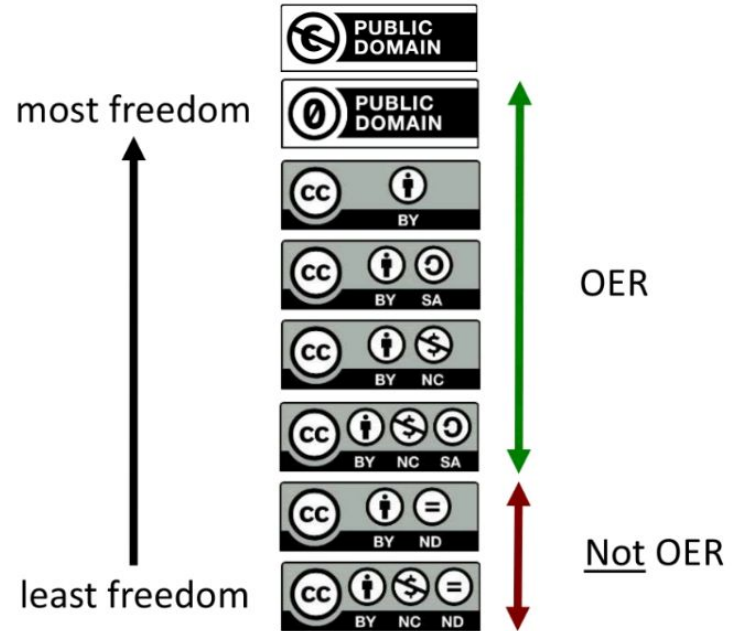
Our Current Mission

We aim to improve student learning and faculty teaching materials to be increasingly:

- **Accessible** - available in multiple formats, compatible with multiple devices, as well as ADA compliant;
- **Affordable** - ensuring that no student is excluded from access because of financial reasons;
- **Quality** - peer-reviewed, current, authoritative, usable/readable by the intended audience
- **Flexible/Adaptable** - supportive of various faculty teaching and student learning pedagogies, across disciplines, and teaching approaches;
- **Engaging** - encouraging efficacious and active student engagement with learning materials; and/or
- **Innovative** - adopting, where relevant, and teaching technical literacies.

OER can come in almost any format AND always have an open license

- Books
- Journals
- Video
- Slides
- Audio
- Animation
- VR / AR / 3D web



Year in Review: Selected Projects and Programs

<https://guides.lib.vt.edu/oer/grantees>

Adaptation

PDF, print, ePub

doi.org/10.21061/introearthscience

Online version (Pressbooks)

pressbooks.lib.vt.edu/introearthscience

50,000+ downloads since mid-December 2022!



FUNDAMENTALS OF BUSINESS

Fourth Edition



ADAPTED BY
STEPHEN J. SKRIPAK AND RON POFF

PAMPLIN COLLEGE OF BUSINESS IN
ASSOCIATION WITH VIRGINIA TECH PUBLISHING



Fourth edition

View this book in [PDF](#), [ePub](#), and [Pressbooks](#).

<https://doi.org/10.21061/fundamentalsofbusiness4e>

<https://pressbooks.lib.vt.edu/fundamentalsofbusiness4e>

Coming soon!

Slides

2023-24 VIVA funded testbank sprint

Our first music project

Click here to
go to the composer's website



Scan or click here to
listen



Scan or click here to
access the full digital text
(<https://doi.org/10.21061/conducting>)



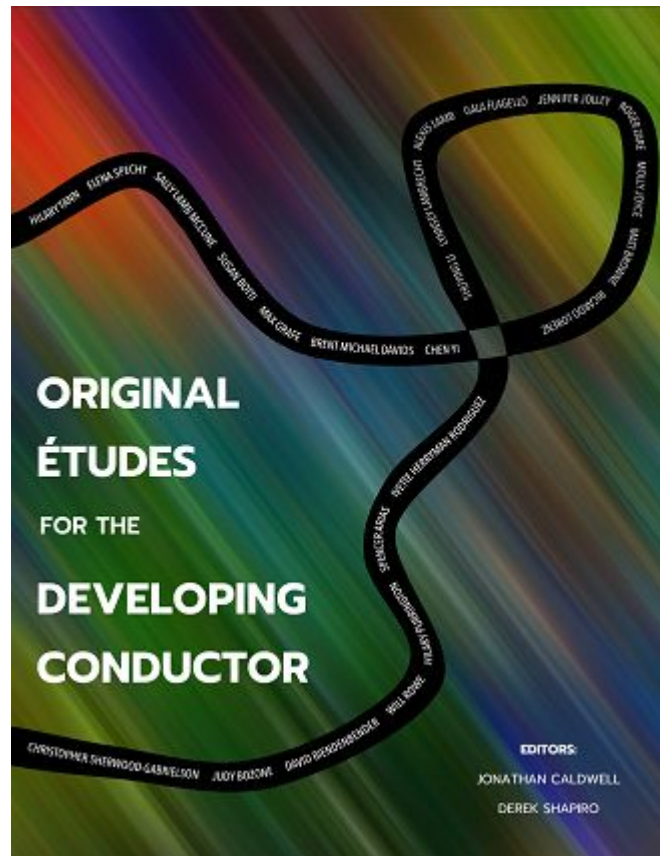
Jump to:
Table of Contents
Parts in C
Parts in B-Flat
Parts in F
Parts in E-Flat
Viola Parts

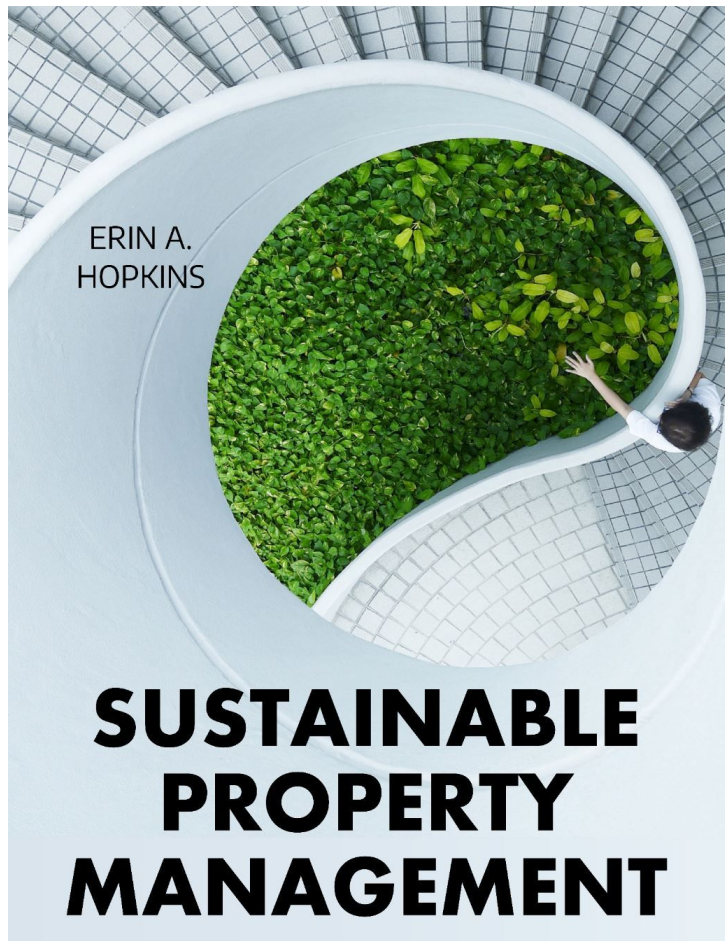
Goals:

- Showcase composer diversity
- Audio
- Easy navigation
- Accessibility



<https://doi.org/10.21061/conducting>





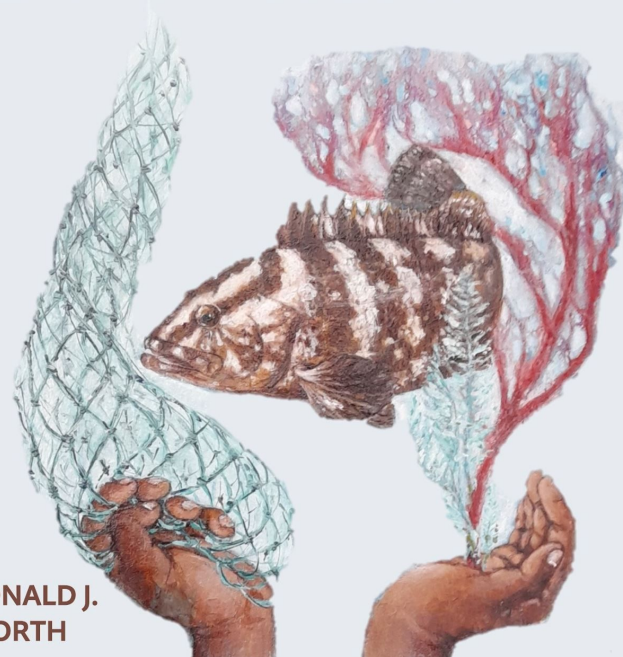
ERIN A.
HOPKINS

SUSTAINABLE PROPERTY MANAGEMENT

https://doi.org/10.21061/sustainable_property_management

Cover design: Kindred Grey Cover art:

FISH, FISHING, AND CONSERVATION



DONALD J.
ORTH

<https://doi.org/10.21061/fishandconservation>





CONSTRUCTION CONTRACTING

BUSINESS AND LEGAL PRINCIPLES

SECOND EDITION

STUART H. BARTHOLOMEW

Rights Reversion

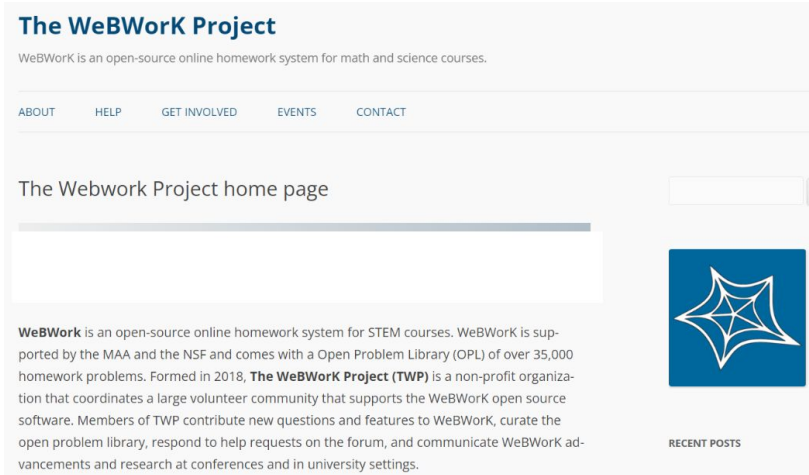
Out-of-print to OER

<https://doi.org/10.21061/constructioncontracting2e>

More information on Rights Reversion

<https://www.authorsalliance.org/resources/rights-reversion-portal>

Ancillaries & Assessment Resources



The screenshot shows the homepage of The WeBWork Project. At the top, the title "The WeBWork Project" is displayed in blue, followed by a subtitle: "WeBWork is an open-source online homework system for math and science courses." Below this is a navigation menu with links for "ABOUT", "HELP", "GET INVOLVED", "EVENTS", and "CONTACT". The main content area features a heading "The Webwork Project home page" and a large white rectangular area. To the right of this area is a blue square logo containing a white geometric star-like pattern. Below the logo, the text "RECENT POSTS" is visible. A paragraph of text on the left side of the main content area describes the project's support by the MAA and NSF, its Open Problem Library (OPL) of over 35,000 problems, and the role of The WeBWork Project (TWP) as a non-profit organization coordinating a volunteer community.

PB PRESSBOOKS

Pressbooks “Results”
[gradebook data passback]

Slides (accessible)

Syllabi

Test banks (test bank sprints)

<http://hdl.handle.net/10919/91377>

<http://hdl.handle.net/10919/105385>

Assignment / activity resources

“I want to do this myself + software”

Consulting/DIY projects

- Pressbooks
- Overleaf
- RStudio / BookDown

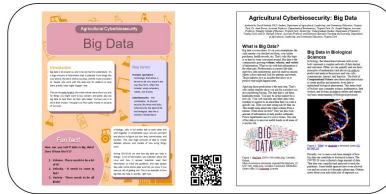
Resources to Engage the Cyberbiosecurity Workforce Pipeline: Empowering Agricultural Educators and Middle School Girls in STEM

David Robinson · Research Scientist · Julia Shih · Erica Rosemond · Priscilla Gray
Department of Agricultural, Leadership, and Community Education, Virginia Tech, College for Advanced Innovation in Agriculture, Virginia Tech, University Gardens, Virginia Tech, Virginia Cooperative Extension, Virginia Tech
Center for Advanced Innovation in Agriculture · 2024 Big Data · 100% Open Access · 10.21061/vcegardener

Initiating the Rural Cyberbiosecurity Workforce Pipeline Through Empowering Agricultural Educators & Supporting Middle School Girls: Project Resources

About the Resources
The resources and activities of this project were piloted in middle school agriculture classes and 4-H learning environments and revised based on educator and learner feedback. Facilitators were evaluated by scientific and cyberbiosecurity education experts and in part by the Center for Advanced Innovation in Agriculture Graduate Student Fellows.

The resources have been introduced to school-based agricultural educators and extension agents at state-level professional development conferences and to members of a national cyberbiosecurity education network. Implementation by a new cohort of educators is underway to collect further input from the



<http://hdl.handle.net/10919/114114>



<https://doi.org/10.21061/vcegardener>

... but how do I do this?

- Author/permissions agreements
- Accessibility
- Frontmatter
- ISBNs
- Hosting
- Graphic design

Technology and Disability

An Open Resource for Teaching and Learning

Hanna Herdagen; Ashley Shew; Darnien P. Williams; Mo Hudson; Amanda Leckner; Daniela Pereira; Hannah Jane Upson; and Jared Weathersbee

Short abstract

Creative Commons Attribution NonCommercial ShareAlike

READ BOOK

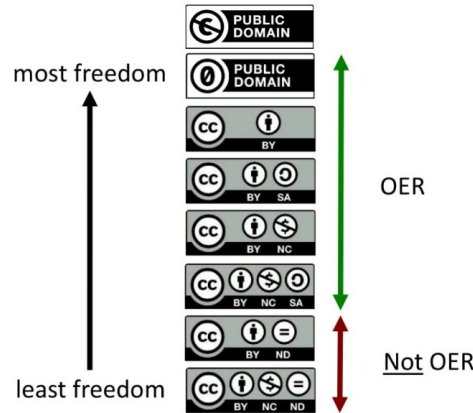
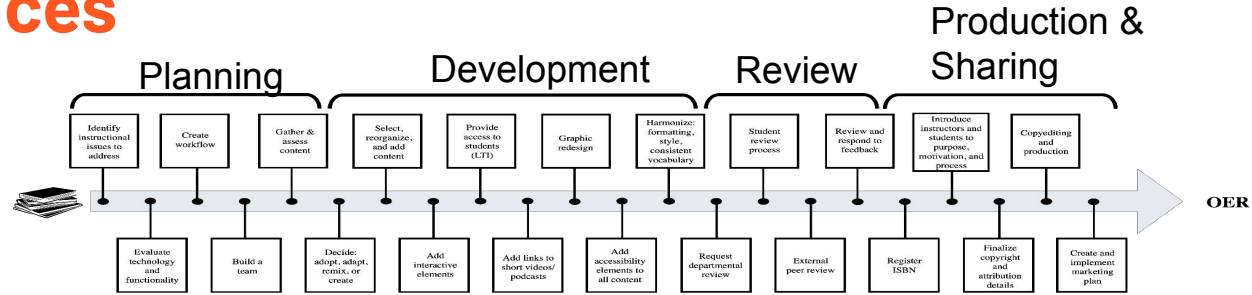
| |
|---|
| Acknowledgments |
| Explore Different Formats |
| Introduction to the Textbook |
| Part One: The Counternarratives |
| Introduction to the Counternarratives |
| Counternarrative One: Disabled People as Technology Users |
| Counternarrative Two: Technology's Freedom |
| Counternarrative Three: Resistance to Technology (Plus) |
| Counternarrative Four: Technology's Cultural Impact |
| Counternarrative Five: Technology's Cultural Impact |
| Counternarrative Six: Technology's Cultural Impact |
| Counternarrative Seven: Technology's Cultural Impact |
| Counternarrative Eight: Technology's Cultural Impact |
| Counternarrative Nine: Technology's Cultural Impact |
| Counternarrative Ten: Technology's Cultural Impact |
| Counternarrative Eleven: Technology's Cultural Impact |
| Counternarrative Twelve: Technology's Cultural Impact |
| Counternarrative Thirteen: Technology's Cultural Impact |
| Counternarrative Fourteen: Technology's Cultural Impact |
| Counternarrative Fifteen: Technology's Cultural Impact |
| Counternarrative Sixteen: Technology's Cultural Impact |
| Counternarrative Seventeen: Technology's Cultural Impact |
| Counternarrative Eighteen: Technology's Cultural Impact |
| Counternarrative Nineteen: Technology's Cultural Impact |
| Counternarrative Twenty: Technology's Cultural Impact |
| Counternarrative Twenty-One: Technology's Cultural Impact |
| Counternarrative Twenty-Two: Technology's Cultural Impact |
| Counternarrative Twenty-Three: Technology's Cultural Impact |
| Counternarrative Twenty-Four: Technology's Cultural Impact |
| Counternarrative Twenty-Five: Technology's Cultural Impact |
| Counternarrative Twenty-Six: Technology's Cultural Impact |
| Counternarrative Twenty-Seven: Technology's Cultural Impact |
| Counternarrative Twenty-Eight: Technology's Cultural Impact |
| Counternarrative Twenty-Nine: Technology's Cultural Impact |
| Counternarrative Thirty: Technology's Cultural Impact |

NSF-funded

Value-added services

+ Support we provide:

- + Consultation
- + Grants
- + Peer Review
- + Copyright review
- + Graphic design
- + Production
- + Advertising/discovery
- + Homework software
- + Impact tracking



Situational Awareness

- Student surveys
- Program evaluation
- *Limited* in-class assessments

Software / publishing platforms

- + Pressbooks
- + Overleaf
- + others

Challenges (and opportunities)

... There is so much we *could* do . . . but we have limited time and money

- Finding the “right” projects (ones that will get finished);
- Author management and getting projects finished;
- > Goals + Set student-centric and innovation priorities





















Are these related? Do we expand our scope?

- Assessment software, open pedagogy, course-marking at the point of registration, linking to university initiatives...

Getting more help, continuous change, learning, and opportunities for improvement

- How do we expand our impact while encouraging healthy work habits?
- Constant learning and improvements: Outreach, accessibility, grants admin;
- Use of enrollment data to examine opportunities and potential impacts;
- Improving project management processes (aiming for shorter meetings, working on “flipping” instruction/microlearning).



| | |
|---|--|
|  | Abstract |
|  | Author bio (Examples) |
|  | Author Guidelines |
|  | Cover and Interior Design Brief  |
|  | Graphics |
|  | Metadata for items to be hosted in VTechWorks |
|  | Onboarding authors |
|  | Project Manager's Checklist |
|  | Project timeline (in depth)  |
|  | Project Timeline (short) |
|  | Proof check instructions Cornell UP.doc |
|  | Proofing Checklist for Authors.docx |
|  | SAMPLE Author Agreement.docx  |
|  | Updates Needed Template (Useful when adapting or making another edition)  |
|  | Writing an Introduction—purpose and scope  |

https://bit.ly/author_resources

| Project planning / orientation phase | Who is responsible? |
|---|----------------------------|
| Defining YOUR goals regarding: | |
| What learners will be able to do with the work | Author |
| What instructors will be able to do with/because of the work | Author |
| Other goals (career advancement, public impact, etc.) | Author |
| Timeline - when do you want what to be ready to test/use/share/update | Author |
| Other commitments you have to using particular technologies, reading/interactivity environments, etc | Author |
| Communicating goals and values of the Open Education Initiative | |
| Freely and publicly shared with the world | OER Team |
| Released under an open license that allows adaptation and sharing (means limiting use of in-Copyright materials) | OER Team |
| Student success | OER Team |
| Form[al] follows function, and openness to innovation and creative approaches | OER Team |
| Quality improvements: Student review and peer review | OER Team |
| (optional but encouraged) student involvement in the development process | OER Team |
| Maintaining open lines of communication | OER Team |
| Accessibility and multi-format | OER Team |
| Consider who else should be in this conversation | OER Team |
| Ensuring longevity of use in the institution | OER Team |
| Building a network of experts for development your project | OER Team |
| Making works findable | OER Team |
| Careful use/leveraging of resources (time, money, technology) | OER Team |
| Program and assessment of the completed work | OER Team |
| Celebration and gratitude | OER Team |
| Things you will learn | |
| Creative Commons licenses - what they are and do | Author/OER Team |
| Best practices for incorporating third party works into OER | Author/OER Team |
| Resource features (sidebars, end of chapter questions etc.) What they are. Who they're for. | Author/OER Team |
| Accessibility | Author/OER Team |
| Communication and Project Management | |
| Preferred communication channels | Author/OER Team |
| Iterative development of tools to communicate, track progress, and enable transparency | Author/OER Team |
| Clear channels of communication means talking about problems, ideas, workload issues, "wish we hads," and finding solutions | Author/OER Team |
| Applications / Agreements | |
| Funding applications / grant proposals | Author/OER Team |
| MOU | Author/OER Team |
| Project task, timelines, and responsibilities | Who is responsible? |
| Defining required project outcomes: | |
| Format | Author |
| Publishing platform (platform in which authors write AND platform from which we transform to other platforms) | Author |
| Level of interactivity | Author |
| Level of design | Author |
| Print and/or electronic; color or B&W; trim size for print | Author |
| Other preferences | Author |
| Setting a style guide/preferences | Author |
| Ancillaries, feedback loops, etc. | Author |

Thank you

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