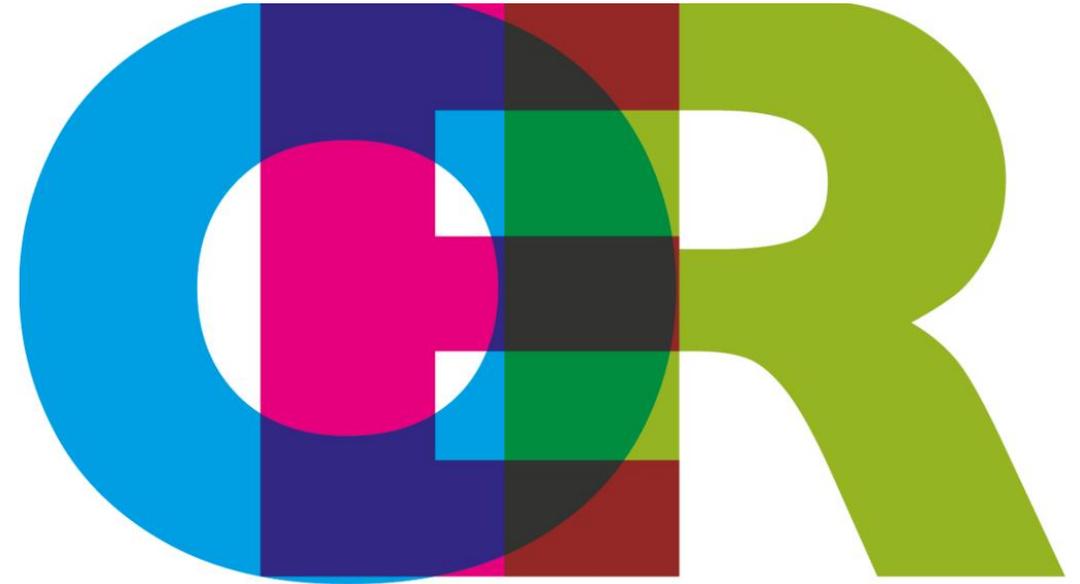
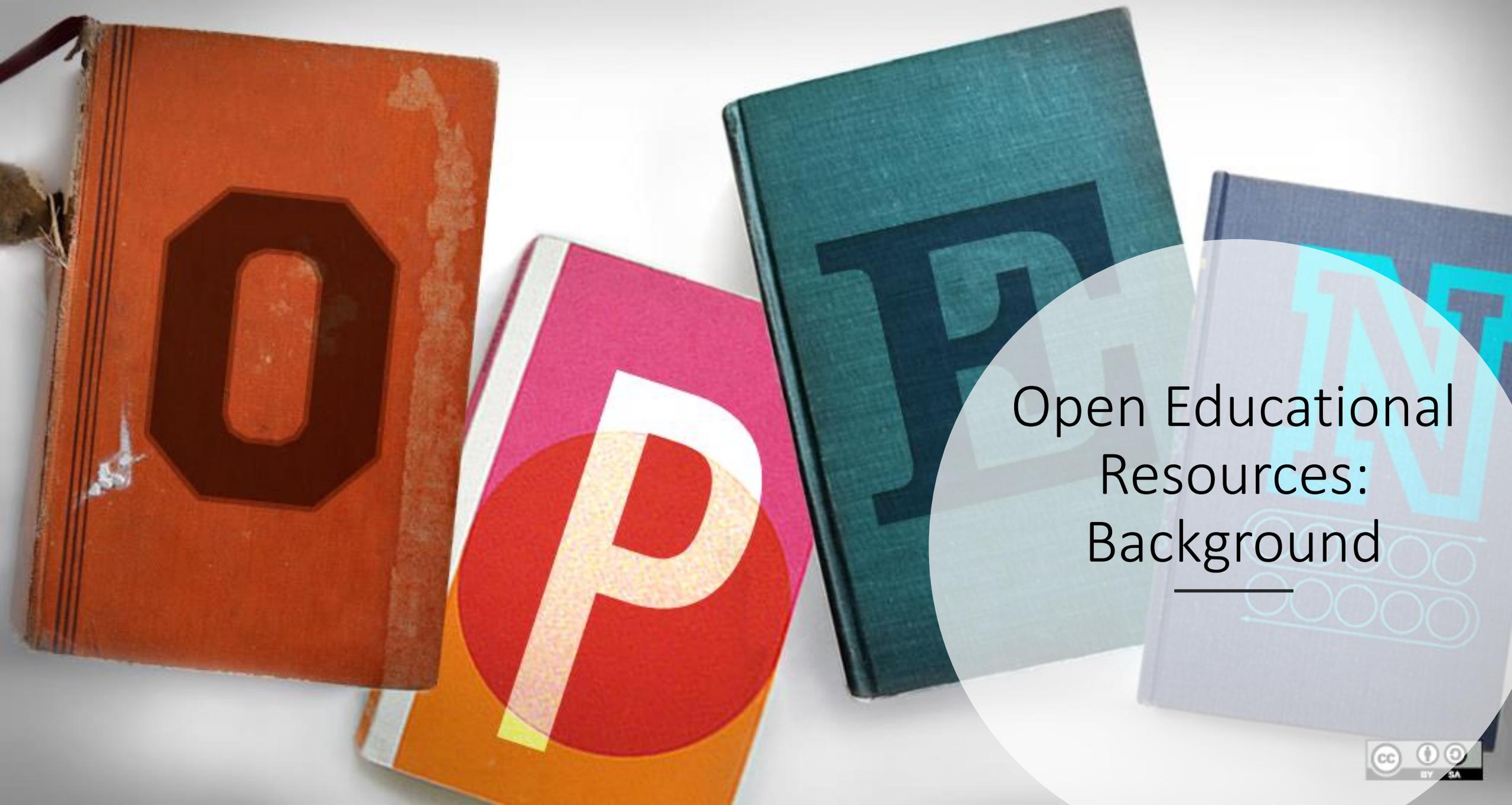


# Your Students and



OPEN EDUCATIONAL  
RESOURCES

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Open Educational  
Resources:  
Background

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# These quotes may sound familiar...

“I just don't buy the book and struggle through class without it.”

“I can't buy the textbook until my loan check comes in.”

“There are 10 of us sharing one \$300 textbook.”

“I couldn't do the reading because the library reserve copy was checked out.”

“A prior student told me that you don't really need the book for this class.”

“I found the textbook on Pirate Bay.”

<http://sgb.pitt.edu/government/governing-documents/>

## Highlights:

- Pitt has the highest in-state tuition in the country for public universities.
- Students take on additional debt to pay for textbooks, **or**
- Students “undercut their own learning” by not purchasing textbooks.
- Pitt “should do everything in its power to control the cost of higher education”.
- This resolution calls on **faculty** to expand use of OER, **admin** to support with grants and incentives, the **library** to help with resources, and the **government** to support the Affordable College Textbook Act.

# B.R.2018.01

CALLING UPON THE UNIVERSITY OF PITTSBURGH TO ADOPT OPEN EDUCATIONAL RESOURCES

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## STUDENT GOVERNMENT BOARD UNIVERSITY OF PITTSBURGH

AUTHORED BY: SGB President Max Kneis, SGB VP & Chief of Cabinet Krishani Patel, and Sarah Grguras  
CO-SPONSORED BY: Board Members Ciara Barry, Ian Callahan, Ami Fall, Maddie Guido, Zuri Kent-Smith, Nihita Manem, Alex Spenceley

09 JANUARY 2018

President Kneis introduced the following resolution; which was read for the first time.

16 JANUARY 2018

Read the second time and voted on.

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## A RESOLUTION

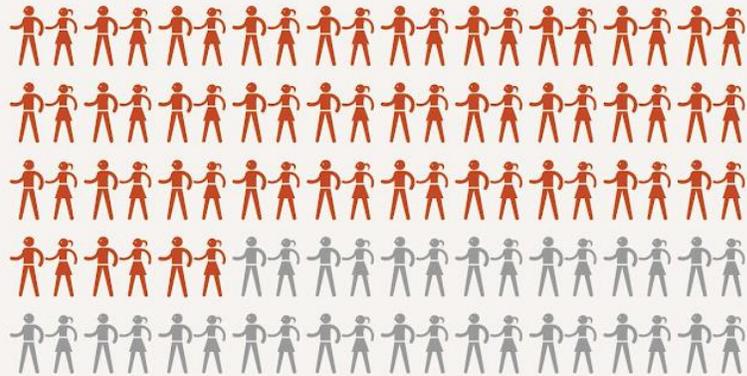
CALLING FOR THE ADOPTION OF OPEN EDUCATIONAL RESOURCES

- |   |          |  |
|---|----------|--|
| 1 | WHEREAS, | the cost of college textbooks is often a major                 |
| 2 |          | affordability issue for students, who take on additional       |
| 3 |          | debt to pay for textbooks, or undercut their own               |
| 4 |          | learning by forgoing the purchase of textbooks;                |
| 5 | WHEREAS, | The College Board places the annual cost of books and          |
| 6 |          | supplies at \$1,250 <sup>1</sup> with individual books costing |
| 7 |          | upwards of \$300;  |

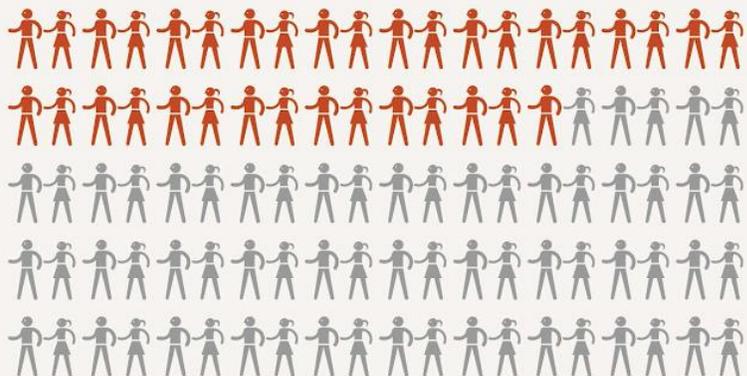
# Our students are not alone...



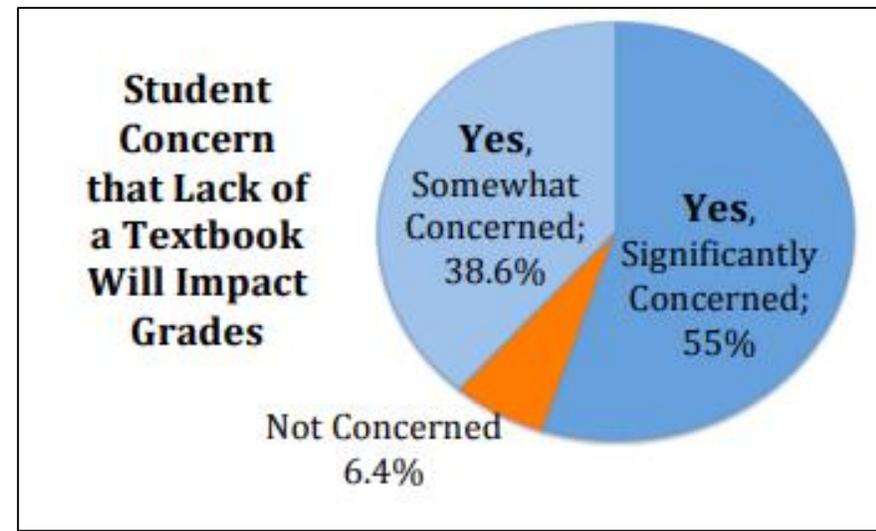
The direct relationship between **textbook costs** and **student success**:



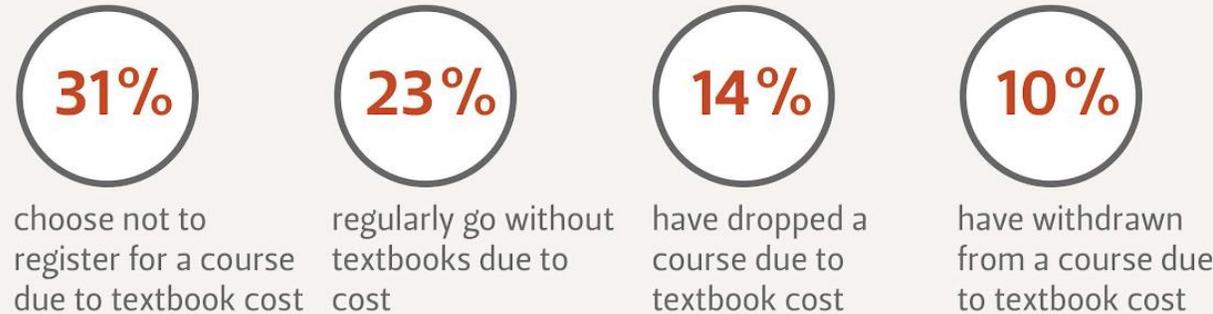
**65%** do not purchase textbooks at some point due to cost



**35%** take fewer courses due to textbook cost



Source: Student PIRGS "[Fixing the Broken Textbook Market](#)", 2014.



Source: 2012 student survey by Florida Virtual Campus

"[The direct relationship between textbook costs and student success](#)" by [Oregon State University](#) is licensed under [CC BY-NC 4.0](#)

# Provost's Letter

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**From:** provost@pitt.edu  
**Sent:** Wednesday, July 25, 2018 1:43 PM  
**To:** provost@pitt.edu  
**Subject:** Open Educational Resources

Dear Colleagues:

In January 2018, the University of Pittsburgh's Student Government Board passed a resolution supporting expanded use of Open Educational Resources (OER) and open textbooks as a means to control these escalating costs of course materials. The College Board Annual Survey of Colleges concluded the average full-time student spends up to \$1,250 on course materials including textbooks and associated technologies with the average cost of a textbook as much as \$300.

In response to the Student Government Board's resolution, and out of an interest in keeping access to course materials as affordable as possible for students, I convened a working group to learn about current practices and trends, and to explore opportunities with open educational resources. I am writing to provide an update on the group's work.

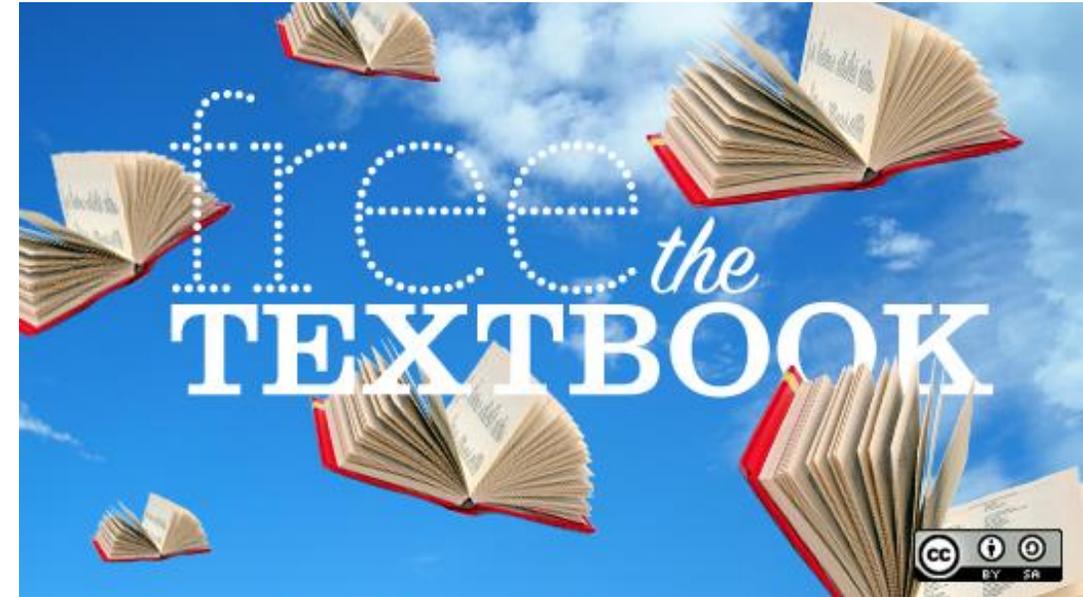
[Read the full report of the OER Committee.](#)

# The Provost's plan:

- Creating the **funds to support faculty who adapt and/or adopt OER** into course materials through:
  - Small grant programs ranging from \$500-\$2,000 to promote adapting an open textbook or OER course component changes such as online homework, lab manuals or support materials
  - Development funding from \$2,000-\$5,000 to support individual or team-based development of open textbooks, or for combining an open textbook with course-specific development
- Asking that the creation of OER course materials be noted in **annual reports and promotion and tenure** processes similar to the creation of other types of course materials such as textbooks.
- Asking the Center for Teaching and Learning to develop **assessment models to measure student outcomes** in courses using OER.
- Asking that a mechanism be created for **students to identify OER course materials** in course catalogs.
- Creating a **standing committee** in the Office of the Provost to provide a targeted and sustained OER awareness program.

# What are Open Educational Resources?

- “syllabi, lesson plans, lab books, worksheets, video lectures, textbooks, and full courses published under an Open License that allows their reuse and repurposing by others and are freely available for anyone to use online”



## What are Open Textbooks?

- “a textbook written by education professionals” or experts in the field  
“and released online under an Open License permitting everyone to freely use, print, share, and adapt the material”



Reuse

Redistribute

Remix

Revise

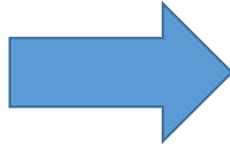
5Rs

Retain

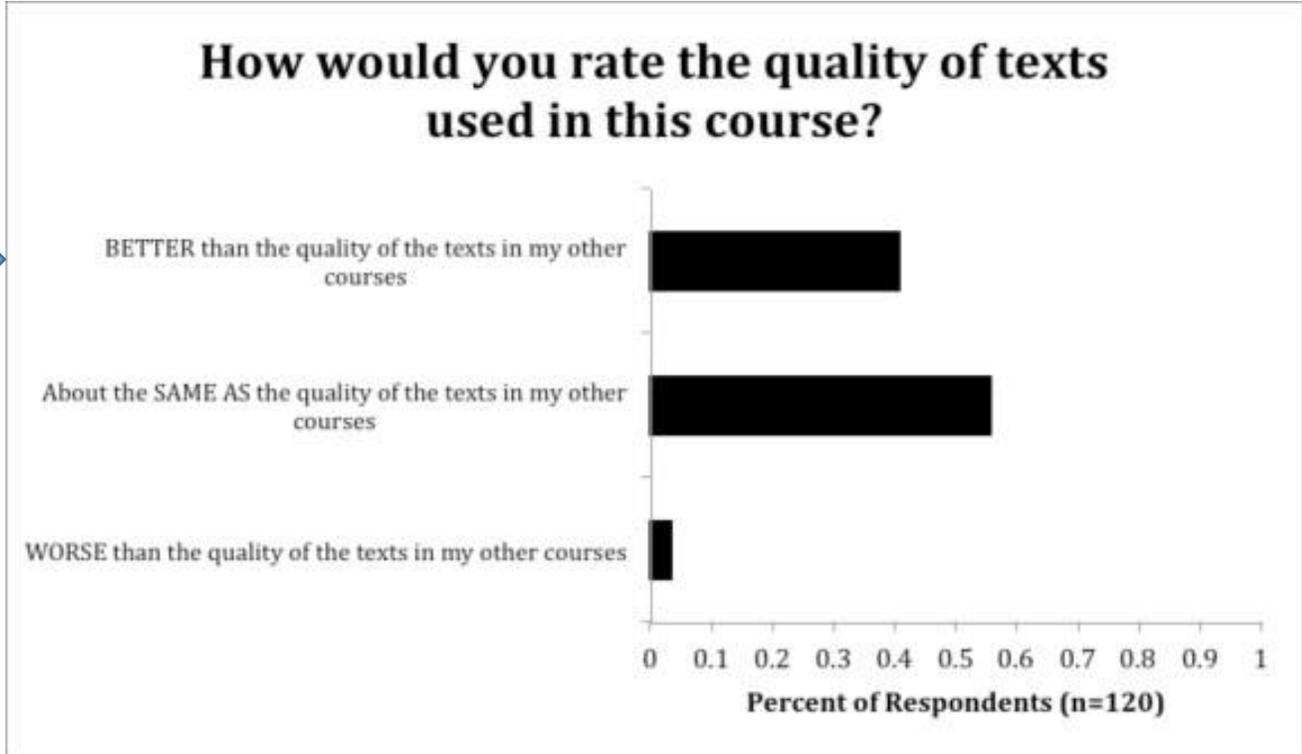
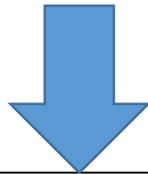
David Wiley  
Opencontent.org

“You get what you pay for...”

Many studies have shown that when instructors thoughtfully use OER and Open Textbooks, the quality is as good or better than a traditional textbook.

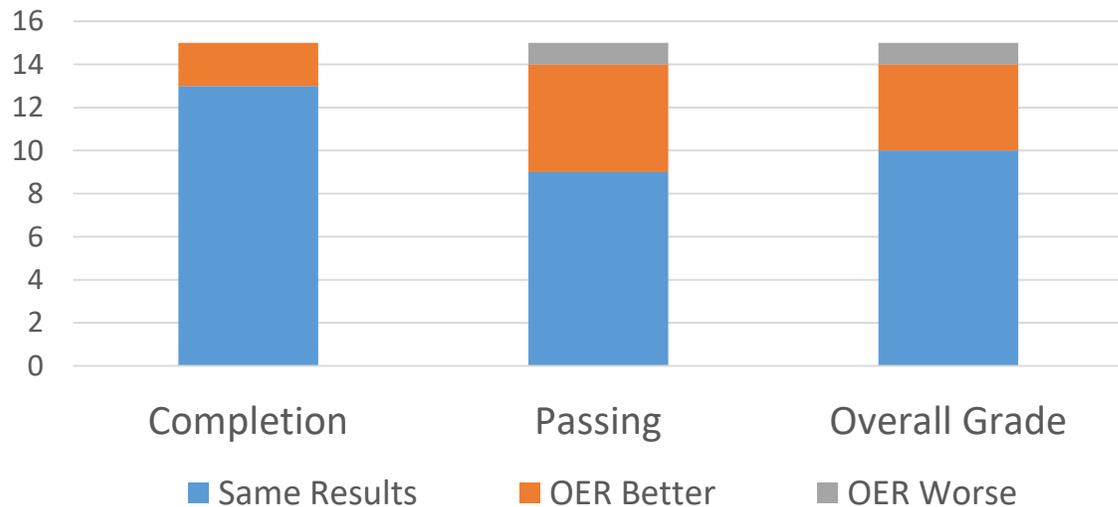


Furthermore, use of OER is associated with the same or better student outcomes, including course completion, passing scores, and overall grade.



Source: Bliss, T., Hilton III, J., Wiley, D., & Thanos, K. (2013). [The cost and quality of online open textbooks: Perceptions of community college faculty and students](#). *First Monday*, 18(1).

Comparing OER Courses to Traditional Courses in Terms of Student Outcomes

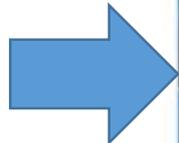


Source: Fischer, L., Hilton III, J., Robinson, T. J., & Wiley, D.A. (2015). [A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students](#). *Journal of Computing in Higher Education*, 27:3.

# “But are they peer reviewed?”

Merlot

Open Textbook Library



## Collaborative Statistics

(14 reviews)



Reviewed by Larry Musolino, Lecturer, Mathematics, Penn State University, on 2/2/2018.

The textbook is very comprehensive and appears to cover most topics in an introductory statistics course. One topic that does not appear to be ... [read more](#)



Reviewed by Deborah Wall, Asst. Professor, American University, on 2/2/2018.

Book covers the topics we currently cover in our Basic Statistics course... [read more](#)



Reviewed by David Grollmund, Assistant Professor, Colorado State University - Pueblo, on 2/2/2018.

The text includes topics one would expect to find in an introductory statistics course for non-math majors. The index, while functional, is not ... [read more](#)

**Quality**

- Peer Review ★★★★★
- User Rating ★★★★★
- Comments (5)
- Learning Exercises
- Bookmark Collections (62)
- Course ePortfolios
- Accessibility Info

## Psych Pharm

An interactive tutorial for nurses about psych pharmaceuticals with quizzes and completion certificates.

**Keyword:** Psych Pharm Medications Mental Health Nursing

**Disciplines:**

Science and Technology / Health Sciences / Nursing

More...

Go to Material

Rate ☆☆☆☆



Monika Eckfield (Faculty) ★★★★★

1 year ago

I will pilot this content in my course. It looks like a very clear review and the quizzes reinforce key points. My only complaint in previewing the material is that there are a whole lot of typos in the explanations for the correct answers to the questions. It's almost as if the formatting is off-- many letters are omitted and it's a puzzle to figure out some of the sentences! This may be challenging, especially for non-native English speakers.

Used in course? Yes

Time spent reviewing site: 15 minutes



Sally Robertson (Librarian)

2 years ago

This seems to be a good little self-paced tutorial to help prepare psych nursing students for a psych nursing test.

Time spent reviewing site: 25 min.

How do I know if something is OER?

- Find it in an OER Repository
- Look for a Creative Commons License



## Attribution

Others can copy, distribute, display, perform and remix your work if they credit your name as requested by you



## No Derivative Works

Others can only copy, distribute, display or perform verbatim copies of your work



## Share Alike

Others can distribute your work only under a license identical to the one you have chosen for your work



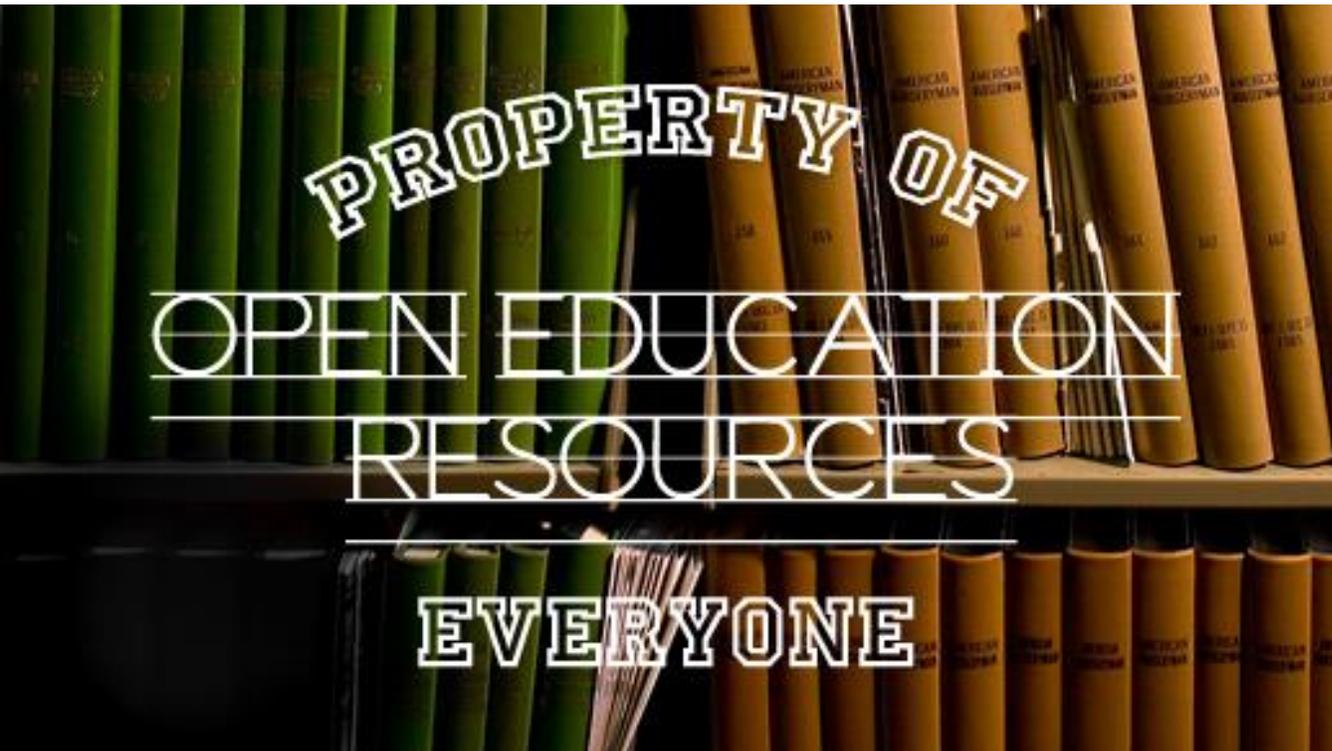
## Non-Commercial

Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.



# How to find and use OER? Let's get some practice!

Use the guide! <http://pitt.libguides.com/openeducation/>



Start with some of our favorite sources:

[OpenStax](#) (textbooks)

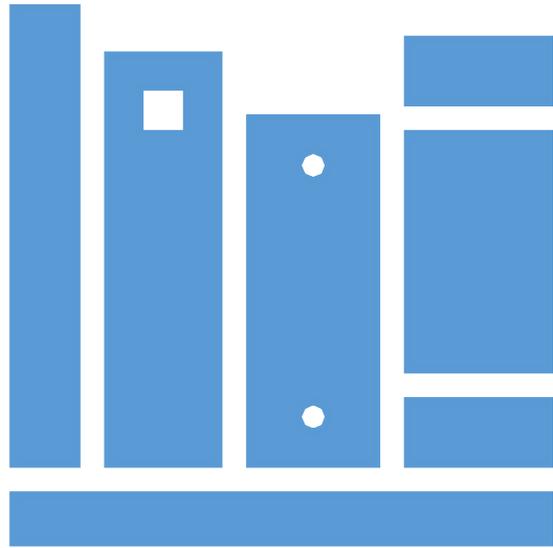
[Open Textbook Library](#) (textbooks)

[Merlot](#) (OER)

[OER Commons](#) (OER)

You can also [ask your librarian!](#)

# Demo Time



- [Open Textbook Library](#)
- [OpenStax](#)
- [OER Commons](#)
- [MERLOT](#)
- [OER Guide](#)

# Quick Hands-On Exploration: 20 minutes

- Go around your table quickly and share what course you are looking for (and if you've ever used any of these resources before).
- Using the syllabus that you brought for your course, look for OER materials that would be appropriate for your course.
- Start looking at these repositories to see if there are existing materials that you could use. Let your table-mates know when you find something either for your class or one of the others at your table.
- Report out: the "best case" at your table (that is, a course that has a lot of good resources available) and the "worst case" at your table (that is, a course that has few or no resources). Be ready to highlight briefly a resource or site that was helpful for your table.

# Report Out

The "best case" at your table (that is, a course that has a lot of good resources available).

The "worst case" at your table (that is, a course that has few or no resources).

What website or resource was most helpful at your table? What was particularly good about it?

# Integrating OER into a syllabus



# Using OER in courses: Several Strategies

1. Whole OER courses exist, fully formed and ready to go. You can adopt these wholesale or make changes to create a new or revamped course.
2. Open Textbooks and/or collections of materials exist for particular topics (especially introductory, general courses). Use these instead of your textbook in a class you already have put together.
3. OER components exist on many topics, e.g. activities, models, labs, exercises, videos, etc. Incorporate these into units or lessons throughout your course, perhaps slowly working towards a fully-OER class.

*What if there are no good OER for my course/topic?*

- If you have material already, license it openly (more on this later).
- Create something – collaborate with colleagues.



# Some scenarios

Less Work for Instructor

More Work for Instructor

Entire course and materials ready to go as OER (rare)

Textbook for a course (often)

Assorted high-quality materials that could be incorporated into a course (frequent)

Assorted materials of unknown quality that could be used in a course after review (frequent)

No materials at all (rare).



# What to expect?

- If you find an Open Textbook that matches your course exactly, you are *very lucky!*
- Most often you will need to do some adapting and remixing, just as you would with a traditional textbook or a course pack.
  - Fortunately, because this is OER, derivatives and changes are encouraged!
- Feedback and derivatives are very important in the OER community. Look carefully at the resources you want to use and see if someone else has already made derivatives or given feedback to save yourself some time.

<b>Attribute</b>	<b>Attribute the creator(s) whenever you use anything OER. That is often the only compensation that authors ask for.</b>
<b>Link</b>	<b>Share a link to content with your students – not just a citation.</b>
<b>Educate</b>	<b>Tell students directly that you are using OER – have a note in the syllabus or on Courseweb with a sentence or two saying that this content is free, reusable, and remixable.</b>
<b>Communicate</b>	<b>After you use OER in your course, write to the creator(s) and let them know, including how it went and whether you &amp; the students have any feedback.</b>
<b>Share</b>	<b>If you make any changes or derivatives, share these changes back with the creator or community.</b>

Best practices for re-use

# Hands-on Syllabus Work (25 minutes)

- Pick a "best case" scenario or two at your table and work together. Identify resources that are available and consider how you would incorporate them in your class and communicate about them to students.
- Questions to consider:
  - Is there a textbook? What link / reference would you give students in the syllabus? Is it online only? Are there print options available to order? Any alternate formats?
  - Does the textbook match the order of items in the syllabus? Will you want to reformat the syllabus, the textbook, or the layout of your course?
  - If there is no textbook, will you have to put materials together to make a complete package of reading materials? Are the OER materials complete or is there something else needed? Would this complement or replace something you already use?
  - Are there holes missing in the materials? Will you have to create something new? How easy or difficult would this be?

## Report Out (10 minutes) - Some Prompts

- Was anyone able to find OER out there that already exists to fit their class well? Where did you find it and what was it?
- For folks who found an open textbook for their syllabus, would you be able to incorporate it easily or will you need to make some changes?
- For folks putting materials together to make a reading package, could you find enough materials to cover the whole class?
- Did anybody notice that something is missing for their particular course?



## Creating OER

- If you notice something missing, you can contribute!
- Anyone can create OER themselves, whether by making something new or sharing something already made.
- The key ingredient for OER: a Creative Commons license.

With a Creative Commons license, you keep copyright, and you choose which parameters you want people to follow when they re-use your work!

For more information, visit [creativecommons.org](http://creativecommons.org)

## CREATIVE COMMONS LICENSES

		 COPY & PUBLISH	 ATTRIBUTION REQUIRED	 COMMERCIAL USE	 MODIFY & ADAPT	 CHANGE LICENSE
	PUBLIC DOMAIN	✓	✗	✓	✓	✓
	CC BY	✓	✓	✓	✓	✓
	CC BY-SA	✓	✓	✓	✓	✗
	CC BY-ND	✓	✓	✓	✗	✓
	CC BY-NC	✓	✓	✗	✓	✓
	CC BY-NC-SA	✓	✓	✗	✓	✗
	CC BY-NC-ND	✓	✓	✗	✗	✓



You can redistribute (copy, publish, display, communicate, etc.)



You have to attribute the original work



You can use the work commercially



You can modify and adapt the original work



You can choose license type for your adaptations of the work.

Creative Commons: The Ultimate Guide by foter.com is licensed under a Creative Commons Attribution-ShareAlike 3.0 United States License. Based on a work at <http://bit.ly/1eWg7W3>

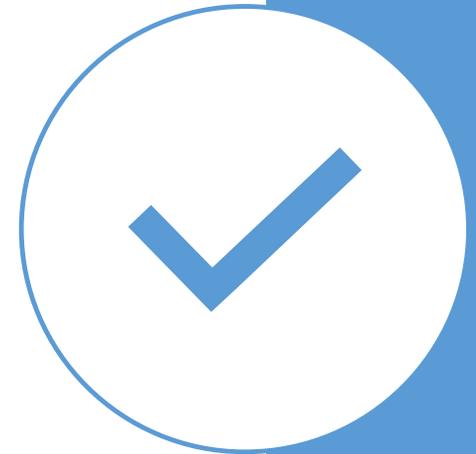


# Caveats

- You can only license work that isn't already published in a proprietary outlet and owned by someone else. This doesn't include, e.g.,
  - A chapter of a book you (or someone else) wrote.
  - A journal article published in a subscription journal.
- You can't "take back" a Creative Commons license. Once it's out there and people are using it according to the terms of the license, you can't stop them.
  - That said, some publishers will agree to re-publish work that is CC licensed.
  - Publishers sometimes don't understand that you can't just "take down" every copy of a CC-licensed work on the whole internet.
  - If you run into this, ask the library for help! The librarians at Hanley Library can assist or direct you to the Office of Scholarly Communication & Publishing.

# Once you put a license on it...

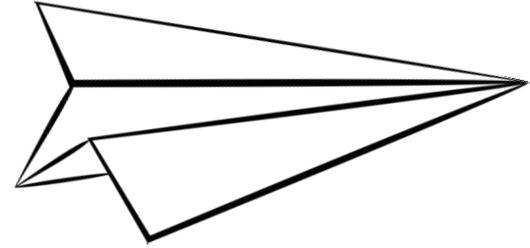
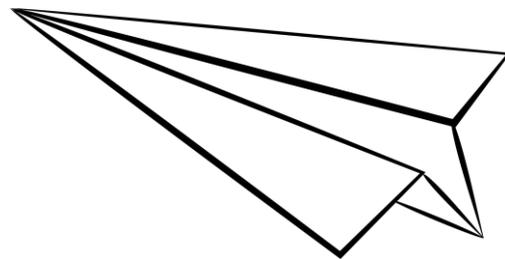
- Share it!
  - OER repository like Merlot or a disciplinary repository you found earlier today.
  - On your professional website.
  - Share to a disciplinary mailing list or colleagues who teach similar classes.
- Track it!
  - Follow any metrics provided by the repository to see re-use.
  - Add it to your ImpactStory or PlumX Altmetrics Profile.
- Get credit...



# Some thoughts on evaluation and recognition...

- For the **department chairs** and **administrators** in the audience:

- Consider ways that you can reward your colleagues who use OER.
- Assign a stipend, graduate assistant, or other benefit for those who are working to convert their course materials to OER.
- If a colleague authors an OER, make sure to recognize it in their review documents!



- For **instructors** in the audience:

- Claim your work in your CV and share the experience at a conference or in an article.
- Put those metrics on your annual review and tenure portfolios.
- If you find and use a great resource, write a review online and send a note to the creator(s) to help with their recognition.



# Thank you!

## **Presenter Contact:**

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ORCID: [0000-0001-5767-8486](https://orcid.org/0000-0001-5767-8486)

**Contact Hanley Library Colleagues  
for OER assistance locally:**

**Marietta Frank** [marietta@pitt.edu](mailto:marietta@pitt.edu)

**Kimberly Bailey** [hanold@pitt.edu](mailto:hanold@pitt.edu)

**Catherine Baldwin** [cab137@pitt.edu](mailto:cab137@pitt.edu)



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