

# Re-imagining Course Readings

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# Where we are . . .

- Hy-Flex
- Migration to Canvas LMS
- Online pedagogy challenges



# Library Options for Course Readings

Course Reserves  
Open Educational  
Resources



University of  
Pittsburgh





## Context: Academic Publishing

- Skyrocketing textbook prices
- “Affordability” initiatives (e.g. “renting” textbooks) that restrict student ownership and retention of material
- Inflating costs with digital access codes, manuals, etc.

## A textbook case of price-gouging

% increase



Source: Bureau of Labour Statistics

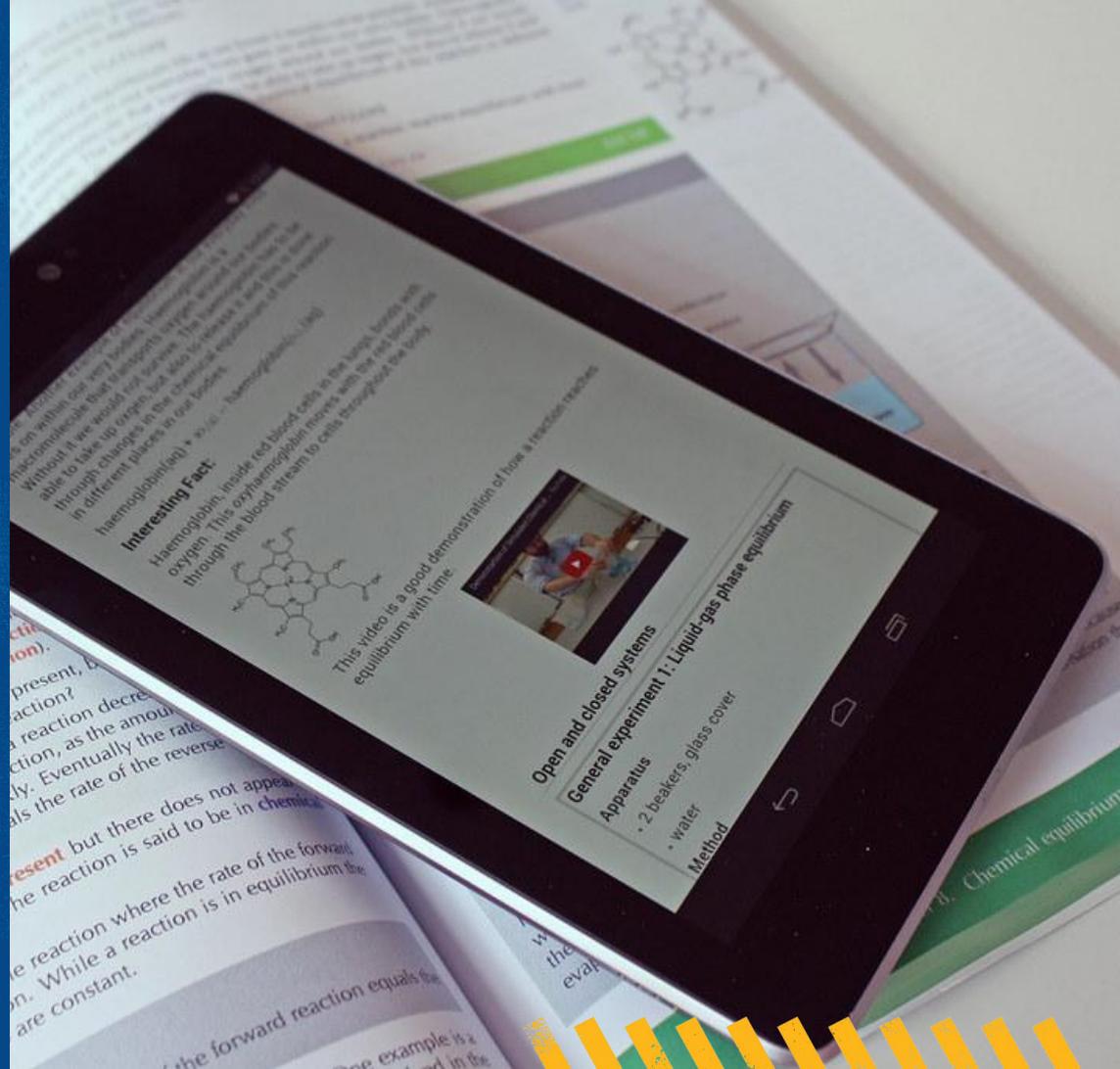


# COVID-19 Response

Many publishers offered “temporary open access” to electronic resources.

Most of these offers ended in May.

Electronic resources are sometimes *more* expensive & bundled with unwanted access code content.





## Licensing and Restrictions

Most for-profit publishers still only offer single-user licenses for eBooks.

Furthermore, publishers constantly fight libraries using electronic reserves over Fair Use.



## Other entities

Companies like TopHat enter the scene, promising low-cost alternatives to pricey textbooks.

Access to this material is only provided through the proprietary platform, eliminating other routes for students to get content (e.g. e-reserves).





## **Libraries are opening paths for students to access content**

We have a number of resources and avenues to help your students with being able to access the learning materials they need.

- ❖ Online databases
- ❖ Subscription services
- ❖ Open Education





# Course Reserves Service



# Course Reserves @ Pitt Libraries

- Library licensed content
  - eBooks
  - Articles online
  - Streaming media



# Reserves are online for Fall 2020

- Electronic Course Reserves are made available from the Libraries
  - Request form: **[library.pitt.edu/course-reserves](https://library.pitt.edu/course-reserves)**
  - Content from library collections or personal copies are scanned, uploaded
  - A password-protected link is provided to the instructor to share with students



# Lifecycle of a Course Reserves Request

Request 

Identify, Review



Revise

# How much of a book will the library scan for course reserves?

When the ULS receives scanning requests for book chapters or articles, we consider the U.S. Copyright Law's "Four Factors" to determine if the request would fall within the boundaries of Fair Use.



# Guiding Questions for Scanning

- Chapters/Sections from Books

- How long is the excerpt?
- Would this use complement or compete with sales of the original?
- Is the amount any more than is necessary to achieve the pedagogical purpose?



# Four Factors

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
2. The nature of the copyrighted work (e.g., whether it is factual or creative in nature)
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market for, or value of, the copyrighted work

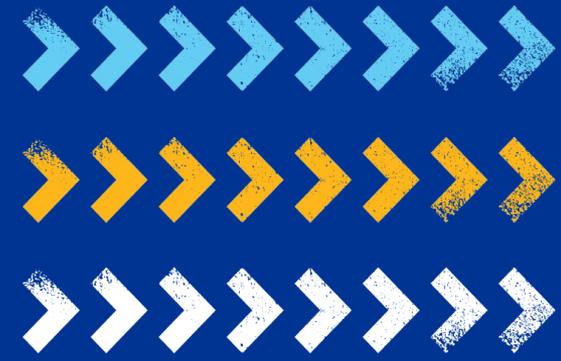


# Flip the Script



Rethink

Revise



Re-envision

# Identifying Library Materials

- Permalinks in PittCat
  - Visit [library.pitt.edu](http://library.pitt.edu)
  - Sign-in
  - Choose “Available online”
  - Capture the “Permalink” for the item

## Customize your search

Expand to Non-Pitt Resources

Sort by Relevance ▾

### Show Only ^

Available online

Peer-reviewed Journals 

Open Access

Held by library 

### Resource Type ^

Articles (419,867) 

Book Chapters (29,985) 

Reviews (25,245) 

Journals (13,704) 

Books (11,227) 

Reference Entries (6,611) 

Conference Proceedings (6,135) 

Text Resources (5,013) 

0 selected PAGE 1 524,349 Results  Save query  Personalize  

4  BOOK    

**Collaborative information literacy assessments : strategies for evaluating teaching and learning**  
edited by Thomas P. Mackey and Trudi E. Jacobson.  
c2010  
xxi, 242 p. : ill. ; 23 cm.

 Available at [Bevier Engineering Library General Collection \(ZA3075 .C66 2010\)](#) and other locations >

5  BOOK    

**Using authentic assessment in information literacy programs : tools, techniques, and strategies**  
Ferguson, Jennifer S., 1959- author. / Jennifer S. Ferguson.  
2018  
xii, 157 pages : illustrations ; 23 cm

 Not Available >

6  BOOK    

**Transforming information literacy instruction : threshold concepts in theory and practice**  
Hofer, Amy R., author. / Amy R. Hofer, Silvia Lin Hanick, and Lori Townsend.  
2019  
xiv, 255 pages : illustrations ; 24 cm

 Not Available >

7  BOOK    

**Data Information Literacy Librarians. Data and the Education of a**



BOOK

## Teaching information literacy and writing studies

edited by Grace Veac.

2019

1 online resource (306 pages).

[Available Online](#) >



TOP

SEND TO

Send to

VIEW ONLINE



CITATION



EMAIL



ENDNOTE/ZOTER!



PRINT



PERMALINK

DETAILS

VIRTUAL BROW...

LINKS

View Online

Full text availability

Ebook Central Academic Complete



Details

Title

Teaching information literacy and writing studies

Contributor

Veac, Grace, 1963- editor. >

Language

English

Active filters

Available online

Remember

Reset filters

Customize

Expand to

Sort by Relevance

Show Only

Peer-reviewed

Open Access

Held by library

Search anything



ADVANCED SEARCH



Welcome to PittCat, the library catalog of the University of Pittsburgh.



University Library System

For more information on the University of Pittsburgh Library System (ULS) visit [library.pitt.edu](http://library.pitt.edu)



Barco Law Library

For more information on the Barco Law Library visit [library.law.pitt.edu](http://library.law.pitt.edu)



Health Sciences Library System

For more information on the Health Sciences Library System visit [hsls.pitt.edu](http://hsls.pitt.edu)

**library.pitt.edu**

# OER: Open Educational Resources



# Consider . .

- Over the past decade, textbook prices have increased **88%**.<sup>1</sup>
- **66%** of students surveyed report they skipped buying or renting an assigned book because of cost.<sup>2</sup>
- **48%** of students surveyed say the cost of course materials impacts which classes and how many classes they can take.<sup>3</sup>
- one in five students skip buying access codes necessary to complete assignments.<sup>4</sup>
- **11%** of surveyed students report skipping meals due to materials costs.<sup>5</sup>

# Open Educational Resources (OER)

“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 restriction.”





## OER Benefits

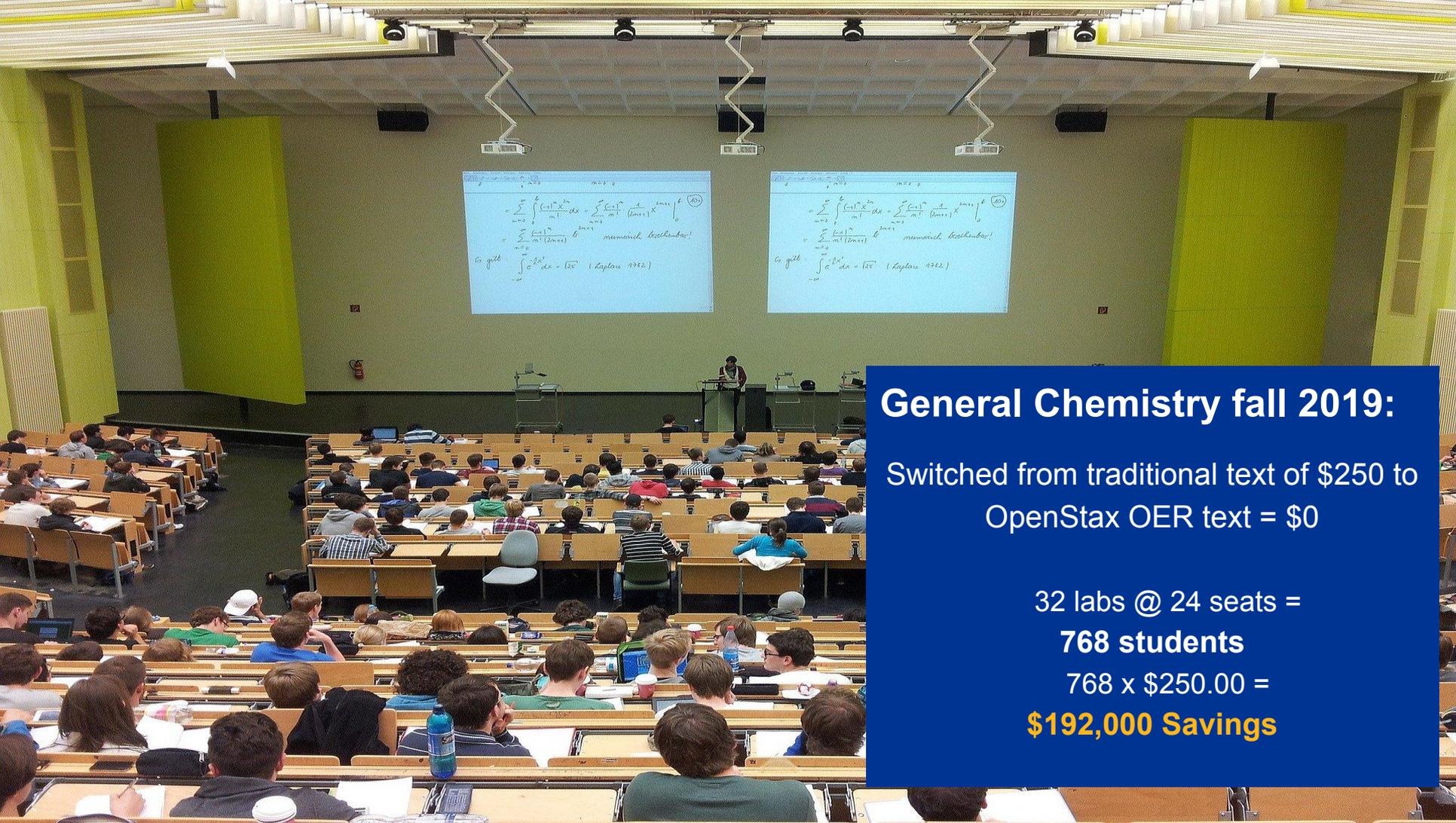
### For Students:

- No cost online version (or very low-cost print)
- Available immediately at start of class
- Can be saved (versus expiring textbook rentals)

### For Instructors:

- Adaptable content – no copyright issues, able to be modified, revised and updated
- Redesign instruction for more active learning





$$\begin{aligned} &= \sum_{n=0}^{\infty} \int \frac{(x+1)^n}{n!} dx = \sum_{n=0}^{\infty} \frac{(x+1)^n}{n!} \int dx \quad (\text{Eq. 1}) \\ &= \sum_{n=0}^{\infty} \frac{(x+1)^n}{n!} \int dx \quad \text{memorial bookends!} \\ \text{So gilt: } &\int e^{x+1} dx = \int e^x dx \quad (\text{Kaplan 4312}) \end{aligned}$$

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## General Chemistry fall 2019:

Switched from traditional text of \$250 to  
OpenStax OER text = \$0

32 labs @ 24 seats =

**768 students**

768 x \$250.00 =

**\$192,000 Savings**

# Some Scenarios

Less work for Instructor

More work for Instructor

**Entire OER  
course ready  
to go (rare)**

**Textbook  
for a course**

**Assorted OER  
materials  
incorporated  
into course**

**Creating an  
OER for a  
course (rare)**

## 5 R's of OER :

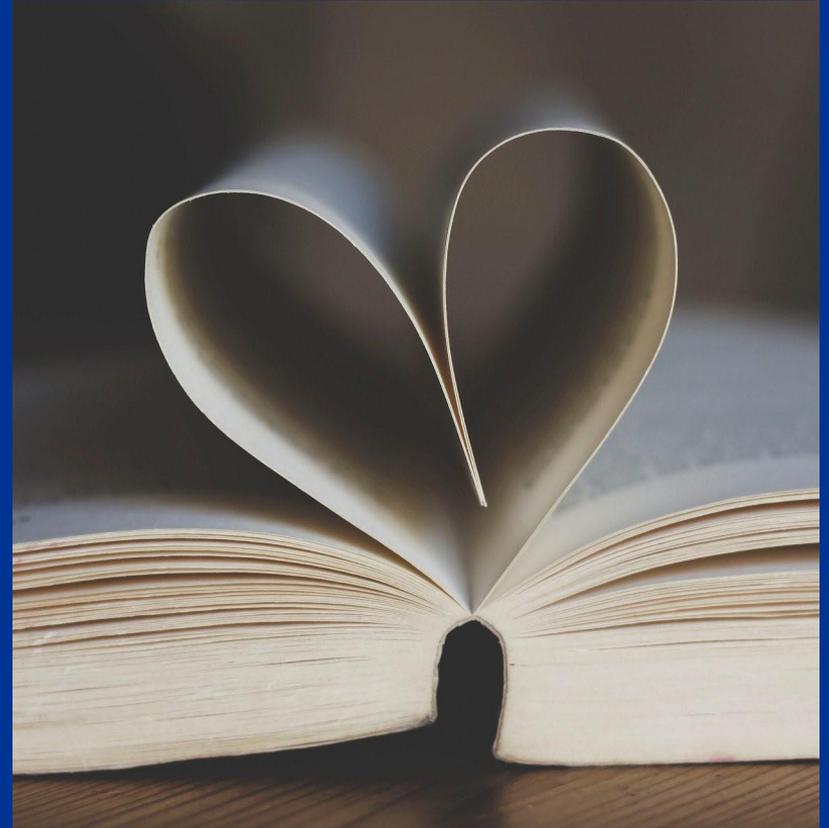
**Retain** - the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)

**Reuse** - the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)

**Revise** - the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)

**Remix** - the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)

**Redistribute** - the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)





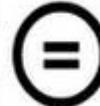
# How do I know if something is OER?

- 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 do I start with OER?

Contact:

Your Liaison Librarian

ULS OER Team at  
[ULS-OER@pitt.edu](mailto:ULS-OER@pitt.edu)

Office of Scholarly  
Communication &  
Publishing  
[oscp@mail.pitt.edu](mailto:oscp@mail.pitt.edu)



# Need more help?

- Course Reserves [ULS-CourseReserveServices@pitt.edu](mailto:ULS-CourseReserveServices@pitt.edu)
- ULS OER Team at [ULS-OER@pitt.edu](mailto:ULS-OER@pitt.edu)
- For any other questions, [Ask Us!](#)