What is Open Educational Resources (OER)?

Free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes.

Includes items such as course materials, textbooks, streaming videos, tests and full courses.

Source: UNESCO Basic Guide to OER
OER and Open Access

EQUITY, GROWTH, and COMMUNITY
What the Nation Can Learn From America’s Metro Areas

CHRIS BENNER | MANUEL PASTOR
The High Cost of Higher Education

January 25, 2016 | By Sophie Quinton

University needs to reduce textbook costs

USG looks to create price cap for GE textbooks
California College Textbook Affordability Act of 2015

- Reduce costs for college students
- Encouraging faculty to accelerate the adoption of lower cost, high-quality OER
- Creates the OER Adoption Incentive Fund (AIF)
  - Funds faculty professional development, OER curation, technology support
- COOL 4 Ed - www.cool4ed.org
Chapter 1: Immigration and Immigrant Policy: Barriers and Opportunities for Families

Jaime Ballard (Family Social Science, University of Minnesota), Damir Utržan (Family Social Science, University of Minnesota), Veronica Deenanath (Family Social Science, University of Minnesota), and Dung Mao (Family Social Science, University of Minnesota)

Introduction

For Jose and Ester, it was painful to try to raise their two sons in El Salvador. The money they raised in a day was not enough to buy food for one family meal, and gang violence was everywhere. Jose decided to move to the United States to provide for his family. After 7 years, he saved enough to bring his wife to the United States, and they both started working long hours to save the money to bring their sons. They paid a coyote (someone who smuggles people across borders) $10,000, which covered 3 attempts to bring their sons to the United States. The first time, they were caught an hour after crossing in to Mexico and sent home. The second time, they were caught by police in Mexico and held 3 days for ransom, and then continued north after the coyote paid. The boys were caught by immigration officials in Texas. They were held in detention for several days. With the help of an advocacy office, the boys flew to Baltimore to be reunited with their parents.


Migration is most often motivated by a desire to improve life for families. The story of Jose and Ester has common elements with most stories of migration: families must make painful choices about whether moving to a new home and/or being separated from one another is necessary to provide for the family’s well-being. Families often feel “pushed” out of their home country by poor pay or job availability, political instability, or
Not all OERs are created equal

- Evaluate OER as you would traditionally copyrighted educational materials

- Examples of some questions to ask:
  - Does this OER cover the content you'd like your students to learn in this course or module?
  - How accessible is this content? Will it be accessible for your students or is it too technical?
  - How can you use the content? Can you remix or revise the OER as long as it isn't for commercial purposes?

Source: [http://guides.library.illinois.edu/oer](http://guides.library.illinois.edu/oer)
Checklists & rubrics

Rubrics for Evaluating Open Education Resource (OER) Objects

The following rubrics represent an evaluation system for objects found within Open Education Resources. An object could include images, applets, lessons, units, assessments and more. For the purpose of this evaluation, any component that can exist as a stand-alone qualifies as an object. The rubrics in this packet can be applied across content areas and object types.

In general, the rubrics should be applied to the smallest meaningful unit. In some cases, this may be a single lesson or instructional support material, while in others it might be a complete unit of study or set of support materials. If multiple lessons are included in an OER, the reviewer needs to determine if all lessons will be examined. If only those lessons that deal with essential aspects of the curriculum are to be considered, or if it would be best to evaluate random lessons, looking at, for example, every third or fifth lesson.

These rubrics are typically used to rate the potential, not actual, effectiveness of a particular object in a learning environment. Each rubric should be scored independently of the others using the following five scores that describe levels of potential quality, usefulness, or alignment to standards:

3: Superior
2: Strong
1: Limited
0: Very Weak / None
N/A: Rubric Not Applicable

The not applicable (N/A) rating should be used any time a particular rubric does not apply to the object being rated. This is not a pejorative score; it simply means it would be inappropriate to apply this rubric to this object. For example, Rubric IV: Quality of Assessment would not be applicable to an object that does not have an assessment component.

Saving Money
$1,200

This is how much the average student pays annually for textbooks, required course reading materials, and supplies

Source: Open Textbooks Network
UMUC Pilot

• Fall 2014
• OER in all undergraduate courses
• Collective savings of $130,000 in first semester

• Moved away from instructor prepping for each class to program of study
• Standardized learning outcomes
• Uniform learning environments (pedagogy)
• Worked with Creative Commons

Source: http://www.sr.ithaka.org/blog/helping-students-save-money-with-open-educational-resources/
Showing / Framing Value
Why should you care?

● (Reduce cost)
● New model of disseminating knowledge in a digital environment
● Spurring pedagogical innovation (new alternatives)
● Increase professor capacity
  ○ Collaboration!
  ○ With CC licensed and open resources, it’s easier to share resources
  ○ Reduces duplication efforts!
● Student retention of knowledge after the course
  ○ MSW students

OER syllabus in the wild!

ARCH 324 - Structures 2

Term: Winter 2009
Published: January 18, 2010
Revised: June 5, 2015

Jump to:
- Syllabus
- Assignments
- Lectures
- Miscellaneous
- Student Projects

### Syllabus

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<th>Document Title</th>
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<th>Downloads</th>
<th>License</th>
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### Lectures

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<td>Week 01/02c</td>
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Image adapted from Gregor_y under a Creative Commons license BY-SA.
Slides available under CC license

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Architecture 324
Structures II

Deflection of Structural Members

- Slope and Elastic Curve
- Deflection Limits
Provost’s wicked problems

A Vision for USC

Value & Affordability

The cost of a college education represents one of the largest investments of capital a person will make in his lifetime. It is not only a financial investment, but it is an investment of the most critical years in a person’s life, when world views, professional and personal decisions, and commitments to ideas are shaped.

As a private research university, the scale of this investment is not lost on us, and it is our renewed promise that the value of the USC education will enrich their chosen paths throughout their lives.

In the data-rich world we inhabit, the increasingly personalized nature of medicine and communications have revolutionized our choices and experiences. It’s time for the same revolution to take place in education, and USC is ready to meet the challenge of providing personalized education that will provide lifelong value.

Of course, the most valuable education can provide no benefit to deserving students if it is not affordable. Therefore, it is USC’s ongoing mission to create resources—including the pool of $300 million in financial aid—to support our students in their pursuit of education.

Source: https://avisionfor.usc.edu/wicked-problems/
Provost’s wicked problems

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Source: https://avisionfor.usc.edu/wicked-problems/
Diversity and inclusion

MEMORANDUM

To: USC Community
From: Michael W. Quick
Provost and Senior Vice President for Academic Affairs
Date: November 16, 2015
Subject: Access and Opportunity, Diversity and Inclusion

Acts of injustice, bias, and disrespect, against groups and individuals, have been playing out recently across our nation; indeed, our own university has not been immune. As I reflect upon these events, both distant and close, I know that they stand in stark contrast to the Trojan family’s core commitment to diversity ideals. I am heartened by the many student voices, including voices here at USC, speaking out in response to such acts – voices that show a genuine interest in making the world a better place. As I have listened to these calls for improvement, I am reminded of photographs documenting two powerfully positive moments in our university’s history. One is a photograph from the 1880s of one of USC’s first graduating classes showing a proud, ethnically mixed group of women and men. The other is a photograph from the 1970s of an early class of Topping Scholars – a transformative program created when students voted to have a portion of their yearly fees fund scholarships to diversify USC’s student body. That program continues to this day and is a testament to our students’ support of inclusivity. These images represent the best of USC’s

Source: http://documents.latimes.com/usc-pledges-new-diversity-steps/
Diversity and inclusion

Taken together, our support of efforts described in this memo for ongoing and new initiatives on our campuses -- including undergraduate scholarships, graduate and postdoctoral fellowships, and recruitment of underrepresented faculty -- will exceed $80 million each year for the next five years. For programs in the communities surrounding our campuses, our support will exceed $10 million each year for the next five years. This support does not include investments made by each of our 19 academic units.

Date: November 16, 2015

Subject: Access and Opportunity, Diversity and Inclusion

As a university whose student body mirrors the diversity of the global community it serves, we should be a model for how to foster an open and inclusive campus climate that ensures broad access and opportunity for all members of our academic community regardless of age, disability, ethnicity, gender identity, national origin, race, religious affiliation, sexual orientation, or veteran status.

an early class of Topping Scholars -- a transformative program created when students voted to have a portion of their yearly fees fund scholarships to diversify USC's student body. That program continues to this day and is a testament to our students' support of inclusivity. These images represent the best of USC's
Library Resources - ebooks, articles

- Not “free,” but appear free to our users
- Access methods range from:
  - “Here’s a citation, now find it yourself” to
  - Permanent Links added to Blackboard
Library Resources - Good

- Most vendors/publishers do not forbid classroom use
- Many vendors work well with Blackboard and other course-management systems
  - ProQuest recommends RefWorks integration
  - EBSCO does not explicitly partner with Blackboard
- Gale-Cengage provides sample lesson plans for K-12
  - Cengage is major textbook publisher
- Emerald used to offer a Reading List Assist service
Library Resources - Good

- Example: Business Expert Press ebooks
- DRM-free, designed to be used as textbooks
- Some USC faculty have authored BEP titles

BEP provides ebooks that are teaching tools, and serve as curriculum-oriented, cost-effective alternatives to high-priced textbooks.

http://www.businessexpertpress.com/
Library Resources - Bad

- Example: Harvard Business Publishing
- Over 500 HBR articles are “read only” - can’t print or save

See: http://www.ala.org/rusa/sections/brass/publications/statement_hbr

- ALA Press Release (Nov. 8, 2013)
- Further readings on this issue
- 500 popular articles list (2013)

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(Download PDF)

All databases containing Harvard Business Review, a journal published by Harvard Business Publishing (HBP), became "read only" for 500 (HBR 500) of the most popular Harvard Business Review articles on August 1, 2013. Campuses may pay a premium to restore full access to link, save, and print the affected articles. EBSCO, exclusive provider to electronic Harvard Business Review articles, notified subscribers in spring of 2013 about this change. These new access restrictions will affect researcher's ability to access and use these articles.

Librarians decry the erosion of full access to scholarly material. Members of the Business Reference and Services Section (BRASS) of the Reference and User Services Division (RUSA) of the American Library Association (ALA) have clarified the restrictions with HBP and EBSCO, considered implications for libraries, colleges and universities, and offer suggestions for addressing this newest access restriction to an electronic journal.

Not for course content: A business librarian contacted representatives from HBP and EBSCO for clarification. One Harvard representative stated that “material in EBSCOhost is not intended for use as assigned course material regardless of how that is achieved.”
Library Resources - Other Issues

- Timeliness, embargos
- Number of simultaneous users
- Remote access problems
- Complexity of interfaces (ebooks)
- HTML vs. PDF versions of articles
- Lack of graphics or high-quality images
- Access interruptions for any number of reasons
- Many vendors are moving into CURRICULUM MAPPING

What about our stated policy not to purchase textbooks?
Get involved
As a student...

- **Educate**
  - Calculate your cost to have conversation with real numbers
  - Talk to a librarian!

- **Agitate**
  - How do your peers pay for textbooks? How does USC subsidize those costs, if at all?
  - Tell the university how you feel!

- **Organize**
  - Talk to the Undergraduate Student Government
    - **Course Materials Advisory Committee**
      - Textbook matching program
      - Revamping the course evaluation system with academic senate
As a professor...

- **Educate**
  - What are the opportunities for OER in your classroom? What disciplines are OER forward?
  - Talk to a librarian!

- **Agitate**
  - Talk to the academic senate
  - “...the concept needs to bubble up through the faculty” (bottom up vs. top down)

- **Organize**
  - Connect to national and global partners
    - UNESCO promotes OER (since 2005!)

UNESCO Source:
As a librarian...

- **Educate**
  - Let’s all be OER and OA literate
  - Conversations about OER opportunities for professors and students (instruction)

- **Agitate**
  - Learn about what other libraries are doing to centralize the libraries in OER conversation
  - Leverage position as faculty
    - Faculty council /academic senate to raise this as a vital issue

- **Organize**
  - LibGuides, incorporate into instructional sessions, share with faculty
  - Curriculum enhancement and mapping
“At USC, change happens from the top down. Without the support of the President and Provost Quick, nothing will change.”

-Larry Gross, Annenberg School, 10/24 OA panel
Thank you!

Melanee Vicedo, vicedo@usc.edu
Caroline Muglia, muglia@usc.edu
John Juricek, juricek@usc.edu
Backup slides
Which schools are helping students save?

Which schools are helping students save?

- **University System of Georgia** - 35,942 students, $3,542,802
- California State University System - 21,655 students, $2,134,533
- **Florida College System** - 19,689 students, $1,940,744
- University of Texas System, 15,466 students, $1,524,483
- **University System of Ohio**, 10,785 students, $1,063,077
- **BCcampus** (British Columbia, Canada), 10,242 students, $1,009,553
- Illinois Community College Board, 8,574 students, $845,139
- Virginia Community College System, 8,451 students, $833,015
- Tarrant County College District (Fort Worth, Texas), 8,373 students, $825,326
- University System of Maryland, 7,718 students, $760,763

Source: http://news.rice.edu/2016/08/01/openstax-ranks-the-colleges-that-save-the-most-with-free-textbooks/
1. Introduction - **MELANEE**
   1. What is it? How is it connected to OA?
   2. Why is it important now?
      1. Textbooks increasing in prices
      2. More online resources to take advantage of
      3. CA Affordability Act making systematic changes in the state

2. Saving money / showing value - **CAROLINE**
   1. Examples from syllabi that have OER alignment
   2. Student savings and university savings
      1. USC undergraduate student government

3. Library resources - **JOHN J.**
   1. Open-ish access
      1. While we are aligning to OER textbooks and course readers, let’s not forget about all the free resources already available through the libraries!
   2. Good: Availability of journal articles and books and ebooks; place on reserve or simply announce access?
   3. Bad: Restrictions placed by certain publishers such as Harvard

4. How can you get involved? - **CAROLINE**
   1. As a student — talk to the student groups, put the pressure on!
   2. As a teaching faculty – try out course alignment and see what works
   3. As a librarian — spread the word, know the basics of OER
   4. Contact us, talk to us about moving forward
NOTES from presentation-cm

- Partner with CET
  - CET partners with faculty on syllabus and the library is the trusted third party
- Faculty cost for changing to OER (ruth’s comment)
- Honoraria for textbooks that faculty receive
- Library access not a punitive position for library but rewarding faculty.
  - Get course relief
  - Cost benefit analysis
- Get in front of Provost to say: this is an issue, this is what you can do, this is what the library is already doing.
- Melanee should visualize some of the great stats she talked about (rising cost of textbooks; that students choose classes based on cost of books, etc)
- We may need fresher examples for “get involved”
- Provide more concrete examples of how faculty have adopted OER - more info on their process
- Outline more tips on moving forward for faculty