

High Walls, Open Doors: Navigating Obstacles to OER Adoption on the University Campus



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High Walls, Open Doors Backchannel



Connect with us during the presentation:

<http://backchannelchat.com/Backchannel/jrx82>

Courtesy of Giphy.com

<https://giphy.com/gifs/reactionseditor-cat-typing-ule4vhcY1xEKQ>



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Objectives

Participants will:

- Form a foundational knowledge of the what/why/and how of OER
- Explore migration of OER from passion project to strategic plan
- Discuss intentional development of ethical and effective assessment



Library

What is one word that would describe your level of experience with OER?

Defining Open Educational Resources (OER)



What is OER?

Open educational resources are freely available, openly licensed (usually Creative Commons) learning materials that can be legally downloaded, edited, and shared, to better serve all students.



Sharing knowledge is not new



Portrait of a Scholar – Rembrandt
Public Domain Image courtesy [Wikimedia](#)

*scientia donum dei est, unde
vendi non potest*

“Knowledge is the gift of god, and
hence cannot be sold”
- medieval European proverb



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Education is an enterprise of sharing

Education is, first and foremost, an enterprise of sharing. In fact, sharing is the sole means by which education is effected.

- David Wiley & Cable Green

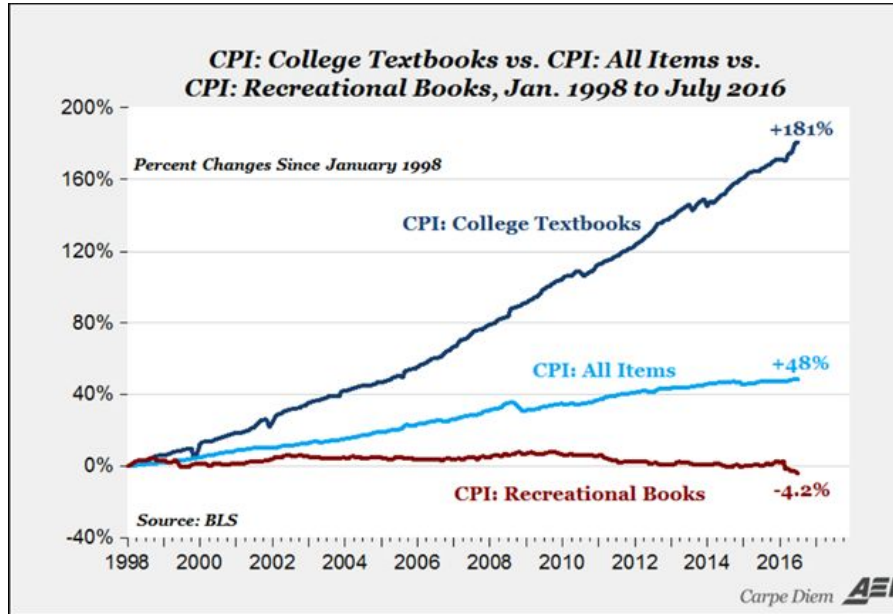


The textbook



Library

Textbook market



The consumer price index for textbooks has **risen** 181% since 1998 vs. 4.2% **decline** in the CPI for recreational books

The textbook publishers can't blame rising publishing costs for the exponential rise in college textbook prices

Data source: Bureau of Labor Statistics.

Mark Perry, "The astronomical rise in college textbook prices vs. consumer prices and recreational books." American Enterprise Institute.
<http://www.aei.org/publication/chart-of-the-day-the-astronomical-rise-in-college-textbook-prices-vs-consumer-prices-and-recreational-books/>.



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Textbook pricing in context

One Month Access to...	Costs...
Netflix – 20k Movies / TV Episodes	\$7.99 / month
Spotify – 15M Songs	\$9.99 / month
CourseSmart – 1 Biology Textbook	\$19.67 / month

Impact of textbook costs

2 in 3 students say they decided against buying a textbook because the cost is too high.

1 in 2 students say they have at some point taken fewer courses due to the cost of textbooks

Students can't learn from
materials they can't afford



Library

OER come in many forms

- open textbooks
- full courses
- modules
- syllabi
- lectures
- open access articles and books
- homework assignments
- quizzes
- lab activities
- games
- images, diagrams, figures, multimedia

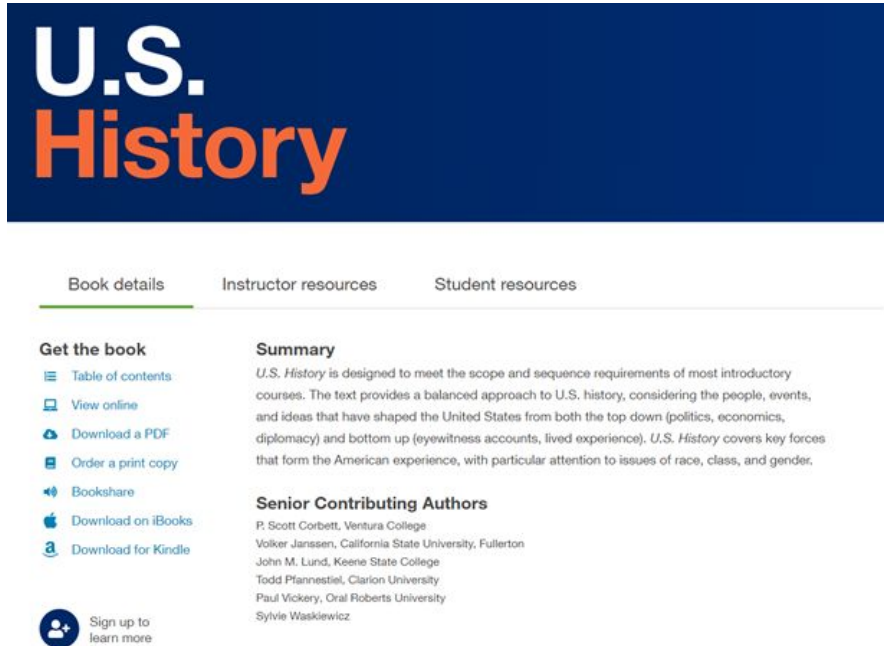
Why Open?



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Access options

<https://openstax.org/details/books/us-history>



The screenshot shows the OpenStax U.S. History book page. At the top is a dark blue header with the title "U.S. History" in white and orange. Below the header are three tabs: "Book details" (selected), "Instructor resources", and "Student resources". The "Book details" tab is active, showing a sidebar on the left with links: "Get the book", "Table of contents", "View online", "Download a PDF", "Order a print copy", "Bookshare", "Download on iBooks", and "Download for Kindle". The main content area has a "Summary" section and a "Senior Contributing Authors" section.

U.S. History

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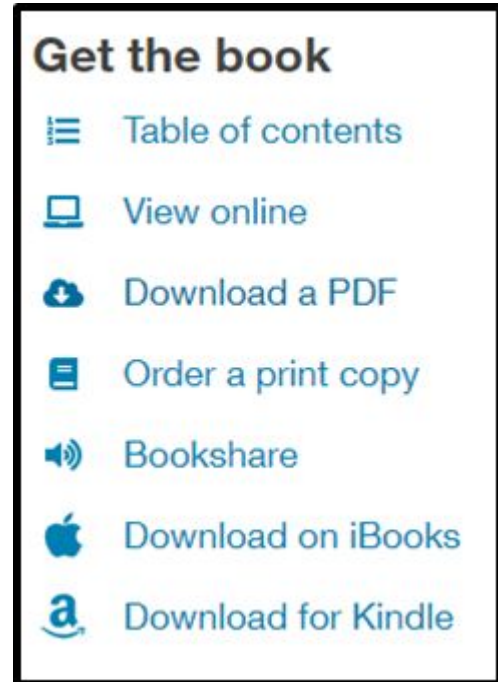
Summary

U.S. History is designed to meet the scope and sequence requirements of most introductory courses. The text provides a balanced approach to U.S. history, considering the people, events, and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived experience). *U.S. History* covers key forces that form the American experience, with particular attention to issues of race, class, and gender.

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A summary of access options for the U.S. History book, presented in a white box with a black border. It lists eight options, each with an icon and a text label.

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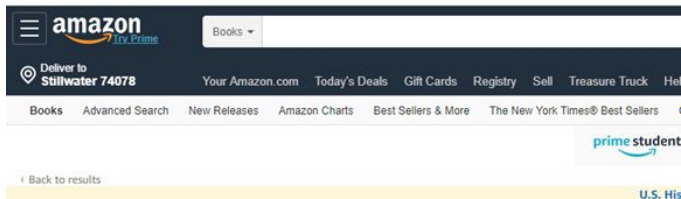
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Access options

<https://openstax.org/details/books/us-history>



US History: Kindle Edition

by P. Scott Corbett (Author), David Janssen (Author), Todd Pfannestiel (Author), Paul Vickery (Author)

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...cotton gin allowed a slave to remove the seeds from fifty pounds of cotton a day, compared to what seeds had been removed, the cotton was pressed into bales. These bales, weighing about four wrapped in burlap cloth and sent down the Mississippi River.

Click and Explore:

Visit the [Internet Archive](#) to watch a 1937 WPA film showing cotton bales being k

...ed in the South, the Mississippi River quickly became the essential of the transportation revolution thanks to their enormous freight-carrying capacity. It was a defining component of the cotton kingdom. Steamboats also illustrated the decks carried precious cargo, ornate rooms graced the interior of the ships while black slaves served them (Figure).



Figure 24.1 The illustration of the saloon of the Mississippi River steamboat Princess, elegant and comfortable interiors of antebellum steamships, whose decks were filled with cotton bales.

...s into steamships. In 1817, only seventeen plied the waters of western rivers, but by 1837, there were over 100 in operation. Major new ports developed at St. Louis, Missouri; Memphis, Tennessee; and other locations. Indeed vessels were steaming in and out of New Orleans, carrying an annual cargo made up primarily of 10 million worth of goods (approximately \$6.5 billion in 2014 dollars).

CHAPTER 24

The Jazz Age: Redefining the Nation, 1919-1929



Figure 24.1 The illustrations for F. Scott Fitzgerald's Tales of the Jazz Age, drawn by John Held, Jr., epitomized the carefree flapper era of the 1920s.

Chapter Outline

- 24.1 Prosperity and the Production of Popular Entertainment
- 24.2 Transformation and Backlash
- 24.3 A New Generation
- 24.4 Republican Ascendancy: Politics in the 1920s

Introduction

Following the hardships of the immediate postwar era, the United States embarked upon one of the most prosperous decades in history. Mass production, especially of the automobile, increased mobility and fostered new industries. Unemployment plummeted as businesses grew to meet this increased demand. Cities continued to grow and, according to the 1920 census, a majority of the population lived in urban areas of twenty-five hundred or more residents.

Jazz music, movies, speakeasies, and new dances dominated the urban evening scene. Recent immigrants from southern and eastern Europe, many of them Catholic, now participated in the political system. This challenged rural Protestant fundamentalism, even as quota laws sought to limit new immigration patterns. The Ku Klux Klan rose to greater power, as they protested not only the changing role of African Americans but also the growing population of immigrant, Catholic, and Jewish Americans.

This mixture of social, political, economic, and cultural change and conflict gave the decade the nickname the "Roaring Twenties" or the "Jazz Age." The above illustration (Figure 24.1), which graced the cover of F. Scott Fitzgerald's Tales of the Jazz Age, embodies the popular view of the 1920s as a nonstop party, replete with dancing, music, flappers, and alcohol drinking.



Library

Peer-Reviewed

U.S. History

OER textbooks are
authored by faculty subject
experts and peer-reviewed

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Library

Portability

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Biology, 7/e

**Peter H. Raven, Missouri Botanical Gardens
George B. Johnson, Washington University
Jonathan Losos, Washington University
Susan Singer, Carleton College**

1227 pages!



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Reviews

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Reviewed by Karen Meyers, Assistant Visiting Professor, Miami University Oxford, Ohio on 8/3/18

The book is comprehensive in the topics it covers with three exceptions which are Corporate Fraud and Disclosure Challenges Based on Accounting Practices and The Impact of Sales Goal and Performance Reviews on Unethical Behavior and Related Cover... [read more](#)



Reviewed by Richard Peters, Associate Professor, Xavier University of Louisiana on 6/21/17

This book definitely tackles many of the contemporary ethical, social and environmental problems and debates facing modern corporations. From GMOs to Climate Change, the authors try to cover a broad range of topical and controversial issues.... [read more](#)



Reviewed by Deanna Lewis, Instructor, The University of Arizona on 2/9/17

The book covers important topics in CSR, and given the current climate areas such as social media's role in CSR, Millennial's role in CSR would have added much value to the text. [read more](#)

Multimedia & Interactive Capabilities

GENERATIONS OF WARFARE

Generations of British colonists grew up during a time when much of North America, especially the Northeast, engaged in war. Colonists knew war firsthand. In the eighteenth century, fighting was seasonal. Armies mobilized in the spring, fought in the summer and retired to winter quarters in the fall. The British army imposed harsh discipline on its soldiers, who were drawn from the poorer classes, to ensure they did not step out of line during engagements. If they did, their officers would kill them. On the battlefield, an officer dressed in bright uniforms to advertise their bravery and lack of fear. They stood in tight formation and exchanged volleys with the enemy. They often feared their officers more than the enemy.

Click and Explore:

Read the diary of a provincial soldier who fought in the French and Indian War on the [Captain David Perry Web Site](#) hosted by Rootsweb. David Perry's journal, which includes a description of the 1758 campaign, provides a glimpse of warfare in the eighteenth century.

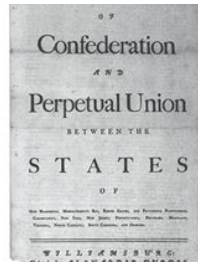


Figure 3. The first page of the 1777 Articles of Confederation, printed by Alexander Purdie, emphasized the "perpetual union" between the states.



Figure 3. This schematic map depicts the events of the French and Indian War. Note the scarcity of British victories.



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Multimedia & Interactive Capabilities

Review Questions

What was the primary goal of Britain's wars for empire from 1688 to 1763?

- A. control of North America
- B. control of American Indians
- C. greater power in Europe and the world
- D. defeat of Catholicism

[Hide Solution]

C

Who were the main combatants in the French and Indian War?

- A. France against Indians
- B. Great Britain against Indians
- C. Great Britain against France
- D. Great Britain against the French and their Indian allies

[Show Solution]

What prompted the French and Indian War?

[Show Solution]

Glossary

checks and balances

the system that ensures a balance of power among the branches of government

unicameral

having a single house (of legislative government)

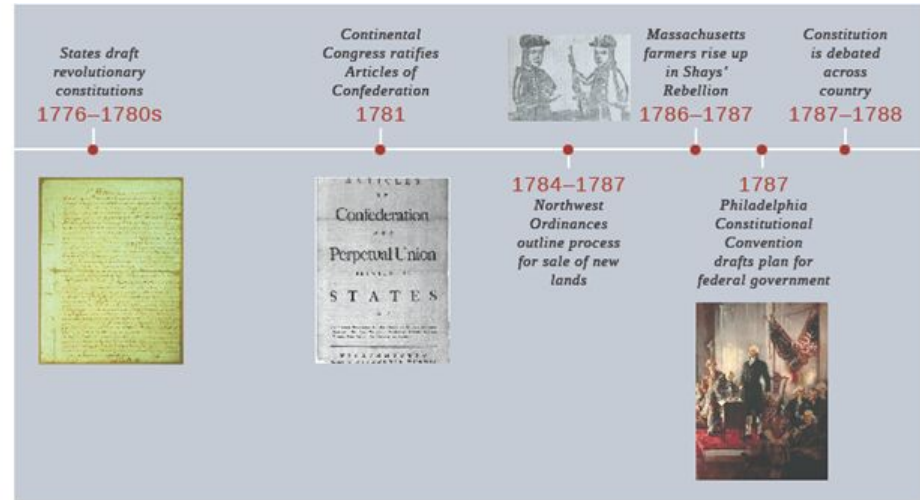


Figure 1.

Faculty & student satisfaction

Several studies find high levels of satisfaction from both students and faculty with OER

- Bliss, T., Robinson, T. J., Hilton, J., & Wiley, D. (2013). An OER COUP: College teacher and student perceptions of open educational resources. *Journal of Interactive Media in Education*, 17(1), 1– 25. <https://jime.open.ac.uk/articles/10.5334/2013-04/>
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Student success

Longitudinal study at University of Georgia on the impact of OER on student success metrics

A statistically significant improvement in final course grades for all students in the OER courses

A statistically significant difference when comparing student Pell eligibility status, ethnic origin, & student registration status



Library

Student success

Meta-analysis of 16 studies investigating influence of OER on course outcomes or student perceptions

OER does not appear to negatively influence student learning



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Free vs. Open

Free:

no cost, no access barriers

Open:

right to fully use



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- Make and own copies

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Revise

- Adapt, modify, and improve

Remix

- Combine two or more

Redistribute

- Share with others

Nicole Allen, "Connecting the Dots: Open Access, Open Ed and an Open Future, 2014.
<https://www.slideshare.net/txtbks/connecting-the-dots-open-access-open-education-and-an-open-future>. Adapted from slides
by David Wiley, available under CC BY. See www.opencontent.org for full 5R definition.

Also see the OER book by Open Textbook Network, *Modifying an Open Textbook: What you Need to Know*.
<https://press.rebus.community/otnmodify>. Licensed under CC BY 4.0



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Aligning to Institutional Values & Goals

YOU ARE GOING TO
BE FINE.
YOU COME FROM A
STRONG LINE OF
LUNATICS.

THE IDEALIST



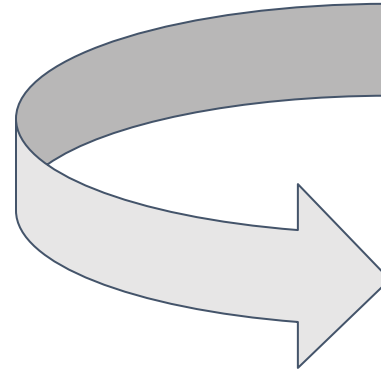
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Strategies for Success



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Strategy/Barrier #1



Passion Project

Strategic Plan



Library

Strategy/Barrier #2



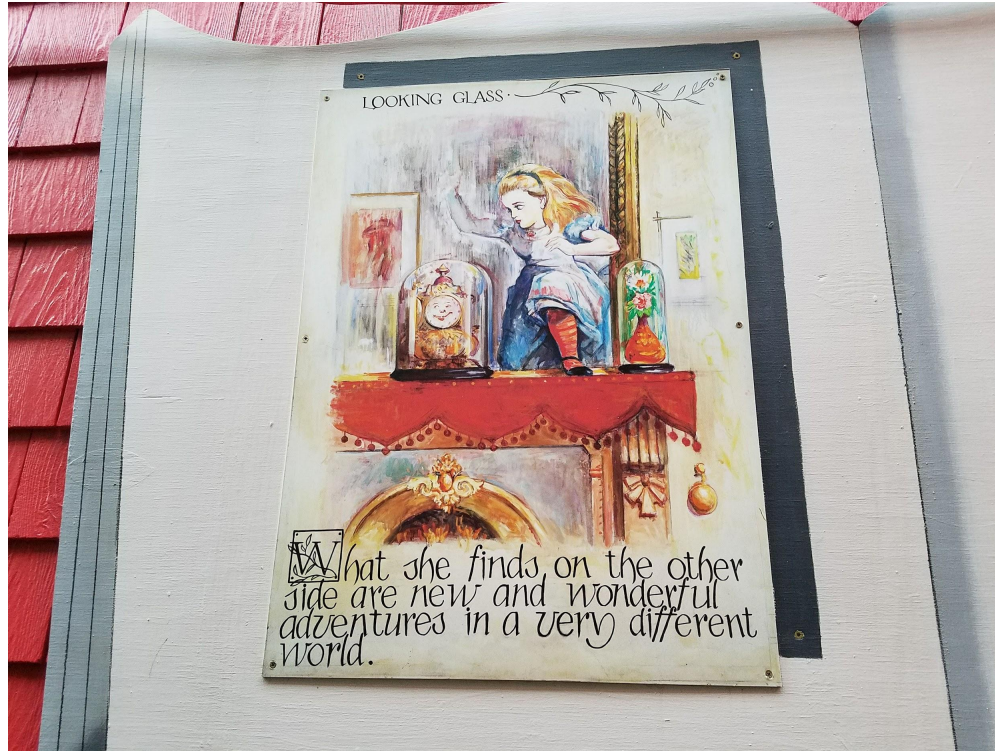
***“He collabers me and I
collaber him.”***

~Andrew Lloyd Webber



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Strategy/Barrier #3



“A ‘not so free puppy’ - the care and feeding of OER”

~MJ Bishop



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Strategy/Barrier #4



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Assessment



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Initiative Assessment

- Have assessment plan in place before you start!
 - Know what your assessment will be
 - Align it to program outcomes
 - Framework in place for ethical collection/use of student data



When Data is Used for Good

- Informs design
- Continuously improve curriculum
- Early warning systems to help struggling students
- Adaptive courseware to personalize learning
- Increase freshmen retention
- Show efficacy of initiatives, e.g. OER



When Good Data Goes Bad



Tenor.com, "Startrek Riker Gif"
<https://tenor.com/view/startrek-star-trek-riker-data-gif-5895291>



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When Good Data Goes Bad

“All along the way, or perhaps somewhere along the way, we have **confused surveillance for care**. ...when you work for a company or an institution that collects or trades data, **you’re making it easy to surveil people and the stakes are high**. They’re always high for the most vulnerable. By collecting so much data, you’re making it easy to discipline people. You’re making it easy to control people. You’re putting people at risk. You’re putting students at risk.”

-Audrey Watters, *Ed-Tech in a Time of Trump*



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When Good Data Goes Bad

- Data breaches
- Digital redlining/targeting marginalized students
- Companies profiting off student data
- Pushing drop-out for students predicted to be unsuccessful
- Accessing/using data students aren't properly made aware of



Rethinking our Views on Assessment

“...In higher education, we need to pay attention to the demands we place on students to produce data. ...We need to **recognize and deconstruct our perspectives on the relationship of data to our understanding of student learning.**”

- Amy Collier

Collier, A. (2017). Digital sanctuary: Protection and refuge on the web? *EDUCAUSEreview*, September/October 2017, 56-57.
Retrieved from <https://er.educause.edu/articles/2017/8/digital-sanctuary-protection-and-refuge-on-the-web>



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Assessment Data in OER

- Open textbooks
- Self-report data on usage
- OER online course usage data
- OER usage aligned to outcomes
 - Needed to continuously improve OER
 - Qualitative helps understand quantitative

How do you get stories?



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Questions?



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Thank you!

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Data Collection Framework References

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The screenshot shows the OSU Libraries ePress website. The header includes the OSU logo, the text "OSU Libraries ePress", and navigation links: Home, Books, Authors, About. A search bar is on the right. The main content area displays the book "Patent Law and Managing Investments in Technology" by Michael Schuster. The author's name is linked. Below the author's name is the course information: "BCOM". A "Description" section follows, containing text about a 1-hour undergraduate-level patent law class, the version (v1.0, November 2016), the editor (W. Michael Schuster), and the university (Oklahoma State University). It also mentions the Creative Commons license (Attribution-Non-Commercial 4.0) and provides a link to the license. A "Table of Contents" button is located below the description. To the right of the main content is a book cover for "Patent Law and Managing Investments in Technology" by W. Michael Schuster, which features the ePress logo. Below the book cover is a "Download Book" section with a link to the book.

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