University of Massachusetts Amherst

From the SelectedWorks of Marilyn S. Billings

November, 2014

Libraries Leading the Way on the Textbook Problem

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Available at: https://works.bepress.com/marilyn_billings/63/

Libraries Leading the Way on the Textbook Problem

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Charlotte Roh - Scholarly Communications Resident Librarian

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go.ncsu.edu/libtextbook

Outline

Libraries Leading the Way at UMass-Amherst

The Open Education Initiative

Libraries Leading the Way at NCSU

The NCSU Alt-Textbook Program

Lessons Learned

The Open Education Initiative at UMass Amherst

Seeking Alternatives to High-Cost Textbooks

Marilyn Billings and Charlotte Roh
Charleston Conference 2014
Based on Marilyn Billings' OER Summit Presentation (October 2013)

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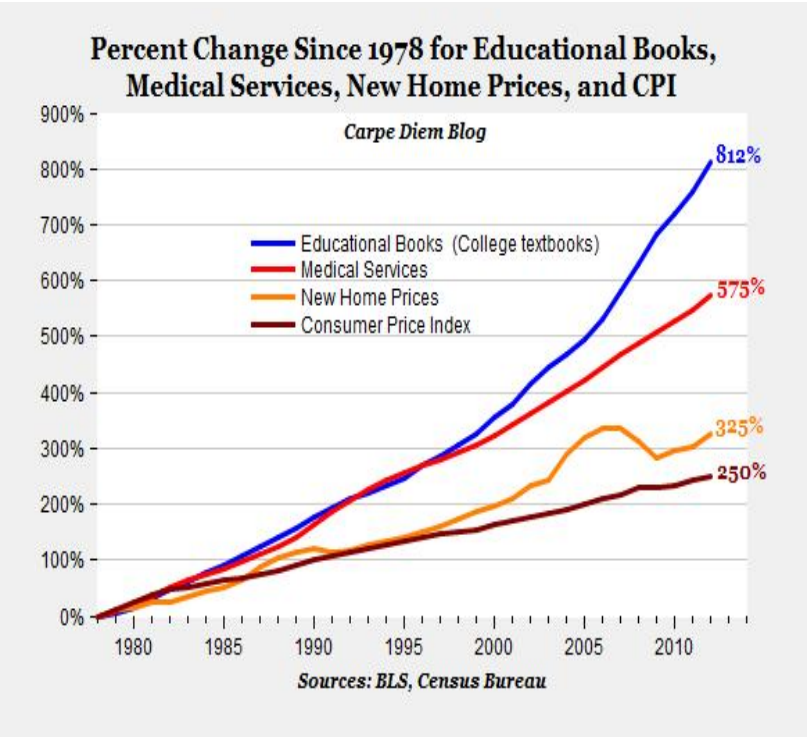
Why Open Education?



"I stopped buying textbooks my second semester here."

- Marieme T., UMass Amherst Class of 2014

Seeking Solutions

- The Provost's Office and the University Libraries of the University of Massachusetts Amherst launched the Open Education Initiative (OEI) in the Spring of 2011.

- The OEI is a faculty incentive program (a small grant) that encourages:
  - the creation of new teaching materials,
  - the use of library subscription materials,
  - or the use of existing open (free) information resources to support our students' learning.

OEI Workshops / Consultations

- Workshops reviewing available OERs and library-licensed resources
- Individual consulting sessions for faculty with Scholarly Communication and subject liaison librarians, IT staff and others as needed
- Topics covered: library databases, OER availability, copyright and licensing issues, accessibility concerns, creating a sustainable curriculum with OERs, managing resources in the LMS, assistance with creation of new content

OEI Grant: Faculty Proposals

- Basic course information
  - Number of students
  - Current textbook(s) and cost
- Anticipated implementation date
- Narrative (500 words)
  - Outcomes
  - Sustainability
  - Challenges
  - Assessment

Photo credit: Derek Jensen aka FireChickenTA99

The current application form can be seen at http://goo.gl/forms/NRH9lQTF2L

Success Stories

Faculty	School/College	Course	Proposed Savings Per Student	Proposed Course Savings	Actual Savings as of Spring 2014
Miliann Kang	College of Humanities & Fine Arts	Women's Studies 187: Gender, Sexuality and Culture	$75	$22,500	$45,450
Charlie Schweik	College of Natural Sciences	Natural Resource Conservation 592: Introduction to Geographic Information Systems	$50	$1,500	$12,400
Pam Trafford	Isenberg School of Management	School of Management 797: Financial Reporting for Decision Making	$200	$8,000	$13,200
Patricia Bianconi	College of Natural Sciences	Chemistry 342: Inorganic Chemistry Laboratory	$235	$10,575	$34,075
Daiheng Ni	College of Engineering	Civil & Environmental Engineering 520: Traffic Flow Theory	$150	$3,150	$6,000
Nicholas Reich	School of Public Health and Health Sciences	Public Health 697: Introduction to Statistical Computing and Data Visualization	$130	$3,900	$2,730
Barbara Roche	College of Social and Behavioral Sciences	Journalism 397E: Entrepreneurial Journalism	$100	$1,500	$1,900
Patricia Gorman	Honors College	Honors 390W: Irish Writers and Cultural Contexts	$65	$1,625	$2,145

Professor Hossein Pishro-Nik

Course: Electrical and Computer Engineering 314: Introduction to Probability and Random Processes

Cost of Regular Textbook: $143

Proposed Cost Savings: $14,630

Created: Introduction to Probability

Semesters Taught: 8 as of Spring 2014

Total Enrollment: 468

Total Savings: $43,329+ as it has been used in other courses as well

Student Advocacy

- Students spend an average of $1,200 on textbooks and supplies a year.
- This is 79.8% of a student's summer earnings if working full-time at Massachusetts minimum wage
- 65% of students surveyed have decided not to buy a textbook due to its cost.

http://masspirgstudents.org/campaigns/ma/make-textbooks-affordable

Partners Providing OEI Support

Peer-Review by:
CTFD
IT Program faculty
Librarians
OIT

Consultation with partners prior to award

Faculty Award Letter

Hi John Q. Professor,

Congratulations! I am very pleased to let you know that you have been selected as one of the winners of an OEI grant for your proposal NANO-SCI 999RL, NCR 999RL. Your official congratulations letter from the Provost and Director of Libraries with more details will be coming through the mail in a couple of weeks.

If you'd like to get started with your course preparation during intersession, I encourage you to be in touch with your librarian liaisons, Naka Ishii or Maxine Schmidt, Mei Shih in the Center for Teaching and Faculty Development, Matt Sheridan in the Scholarly Communication Office, or one of the rest of the team copied on this email.

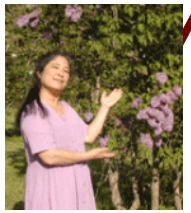
Thank you for your interest in this new initiative,

Marilyn

Center for TEACHING & FACULTY DEVELOPMENT

oit Office of Information Technologies

UMass Amherst Libraries



Liaison Assignment

UMass Amherst Libraries

UMass Amherst Libraries » Subject Research Guides » Open Educational Resources

Open Educational Resources

Tags: website

Last Updated: May 21, 2014 | URL: http://guides.library.umass.edu/oer | Print Guide | RSS Updates

Home | For Educators | For Learners | Image & Video Resources | Advocacy | Open Education Initiative

Home | Comments(0) | Print Page | Search:

A Quick 2-Minute Video

Comments (0)

Downloadables

What and Why

What are Open Educational Resources (OER)?

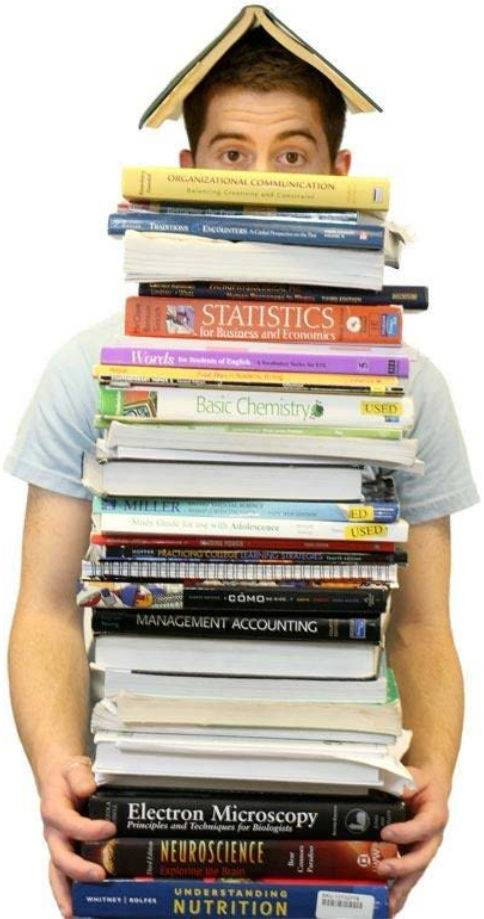
Open Educational Resources are educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute. They include:

OER

Abo
Res
the
Edu
Com

Addi

The Textbook Problem @ NCSU
From Caring to Responding to Leading



NCSU LIBRARIES

Revised View from the Library

- Libraries increase learning technologies and curriculum support role

- Education, outreach, and expertise
  - Advocacy – Libraries' developed expertise; offer consultations
  - Site on Alternative Models – Aim was to educate, and possibly persuade
  - White paper on alternative textbooks

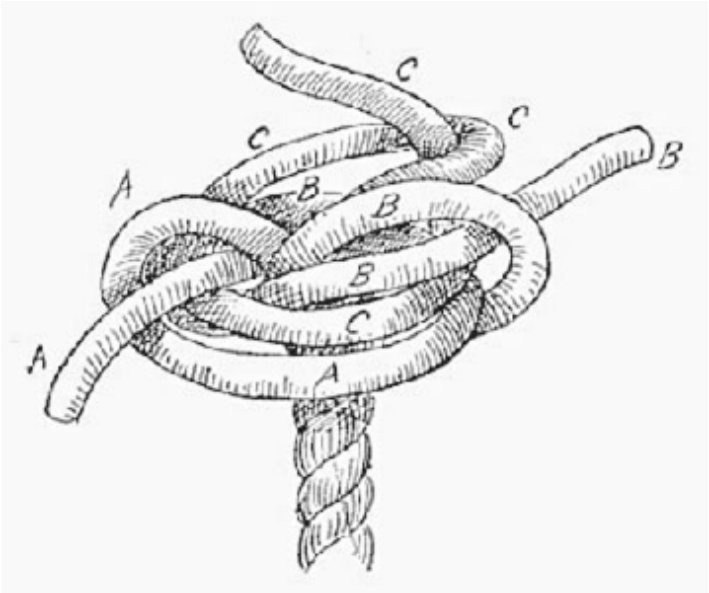
- Resource for faculty seeking alternatives

NCSU LIBRARIES

Course Books Efforts

- Libraries' policy is to purchase one copy of every required textbook.
  - % of titles circulating up each semester – word of mouth
  - Partnership with bookstore

- Helped, but not changing the fundamental system.



NCSU LIBRARIES

Starting to Lead

- Market alternatives
- Licensing/hosting Open Physics text
- Hosting faculty-authored content
- PoD - Bookstore/Espresso Machine
- New market models - FlatWorld and OpenStax

- **Changing the market and the model through incentives**

NCSU LIBRARIES

Alt-Textbook Project

Call for Proposals

Faculty Guide to OERs

Alt-Textbook Project

The NCSU Libraries invites faculty members to apply for a competitive grant to adopt, adapt, or create free or low-cost alternatives to expensive textbooks in the classroom for the Spring 2015 and Fall 2015 semesters.

How to Apply

All current faculty members of NC State University teaching courses in Spring or Fall 2015 are eligible to apply. Please see the Call for Proposals for application instructions. All applications are due on **October 20, 2014**.

Information Sessions

Interested faculty are highly encouraged to attend an upcoming information session to learn more about the project:

September 5, 2014, 10-11:30am, Office of Faculty Development conference room (405 Clark Hall). Register Here

September 10, 2014, 10-11:30am, D.H. Hill Library Assembly Room, 2nd floor East Wing. Register Here

Open Textbooks and NCSU Libraries

IMPORTANT DATES

September 5, 2014: Information Session for Faculty

September 10, 2014: Information Session for Faculty

October 20, 2014: All proposals for Spring 2015 and Fall 2015 Due

November 15, 2014: Grants Announced

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Your materials

to support your teaching

"Teacher at Chalkboard"
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OER COMMONS

ADOPTING OPEN TEXTBOOKS WORKSHOP

Library Publishing Coalition

lumen

Taking a Bite Out of Textbook Costs

During the 2011 spring semester, ten faculty members at UMass Amherst were awarded grants of $1000 each to launch a textbook alternative program for their classes. The purpose of the grants is to allow professors the freedom to create course materials that could be completely open to students at minimal cost or even free.

Provost James Staros and Director of Libraries Jay Schafer funded the project after faculty from various fields gathered to create a medium for the usage of open access resources.

Professor of Environmental Conservation Charles Schweik has wanted to achieve such a system for a while, and took this opportunity because he believes in the importance of attainable resources. Professor Schweik has taken his own work and published it in an open access format. Students can now view the course pack for free online or receive a printed copy for just $13.

This $10,000 program has saved almost 700 students nearly $72,000 that would have otherwise been spent on textbook materials.

Chris Hewes, a student of Professor Schweik, views the initiative with the same joy as the faculty involved. "I didn't have to spend money on expensive textbooks or deal with the stress of finding materials online to ship to my dorm after classes started."

Building on this success, 20 such grants will be awarded for courses in the 2012-2013 academic year. Marilyn Billings, Scholarly Communication and Special Initiatives Librarian, believes the eventual goal is open education resources "everywhere...worldwide. Accessible to anyone, anywhere."

MERLOT
Multimedia Educational Resource for Learning and Online Teaching

openstax™

The Impact of Open Textbooks on Secondary Science Learning Outcomes

T. Jared Robinson[1], Lane Fischer[1], David Wiley[1], and John Hilton III[1]

Given the increasing costs associated with commercial textbooks and decreasing financial support of public schools, it is important to better understand the impacts of open educational resources on student outcomes. The purpose of this quantitative study is to analyze whether the adoption of open science textbooks significantly affects science learning outcomes for secondary students in earth systems, chemistry, and physics.

This study uses a quantitative quasi-experimental design with propensity score matched groups and multiple regression to examine whether student learning was influenced by the adoption of open textbooks instead of traditional publisher-produced textbooks. Students who used open textbooks scored .65 points higher on end-of-year state standardized science tests than students using traditional textbooks when controlling for the effects of 10 student and teacher covariates. Further analysis revealed statistically significant positive gains for students using the open chemistry textbooks, with no [illegible] for earth systems of physics courses. Although the effect size of the gains were [illegible] all textbooks, the finding that open textbooks can be as effective or even slightly more effective than their traditional counterparts has important considerations in terms of school district policy in a climate of finite educational funding.

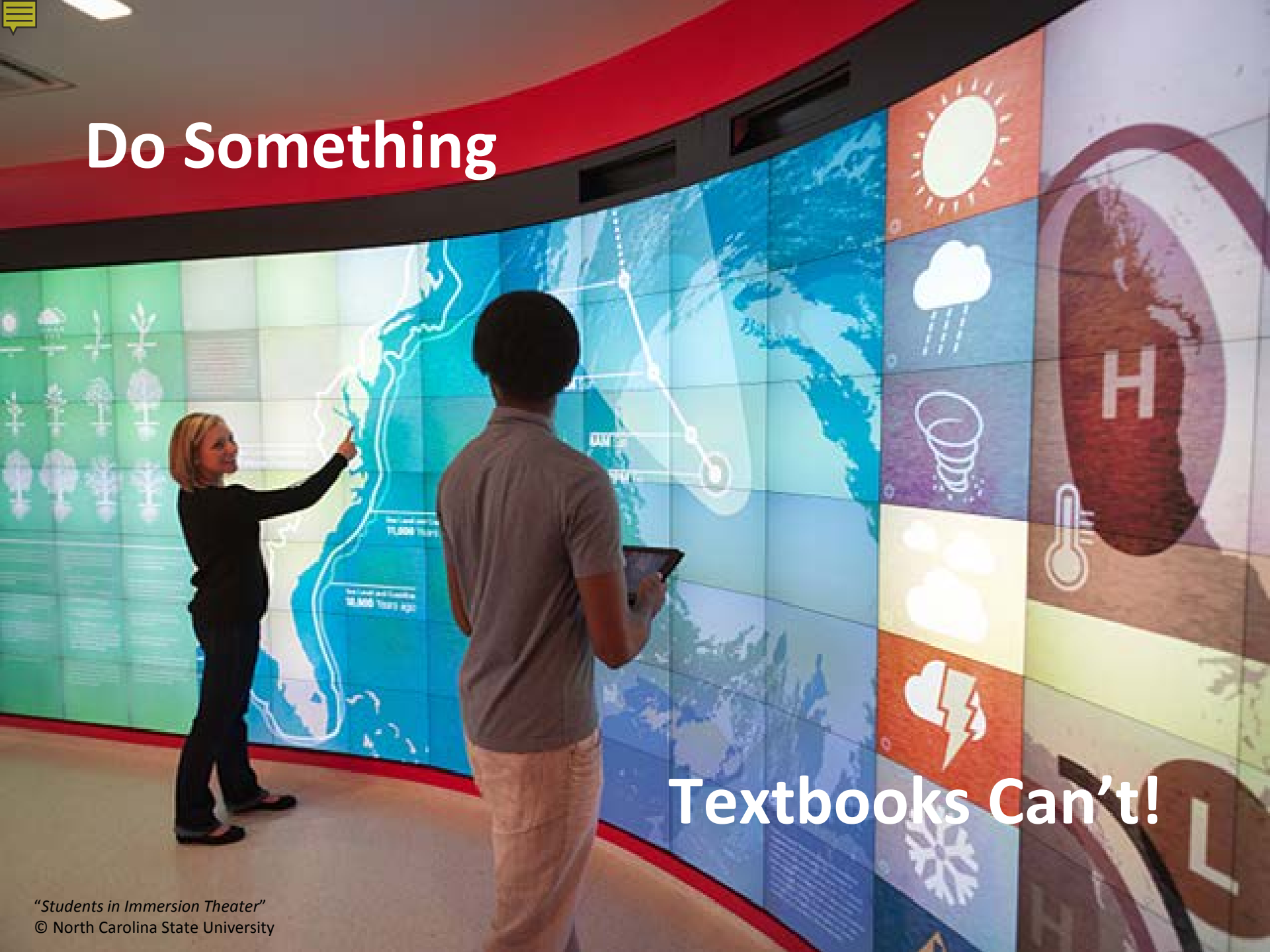
"as or more effective"

Keywords: open educational resources; open textbooks; science education; secondary education; propensity score matching

Introduction

For better or for worse, the textbook is the single most predominant curriculum delivery vehicle in schools in the United States (Jabrack, 2011). The textbook's role, however, extends beyond

students learn. The William and Flora Hewlett Foundation, an early leader of the OER movement, defines open educational resources as "teaching, learning, and research resources that reside in the public domain or have been released under an intel-



"Students in Immersion Theater"
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Our team

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Scholarship Center

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Associate Head
Research & Information Services

Sydney Thompson
Associate Head
Access & Delivery Services

Jason Casden
Acting Associate Head
Digital Library Initiatives

Greg Raschke
Associate Director for Collections &
Scholarly Communication

Internal Outreach & Promotion

LIBRARIAN ROLE

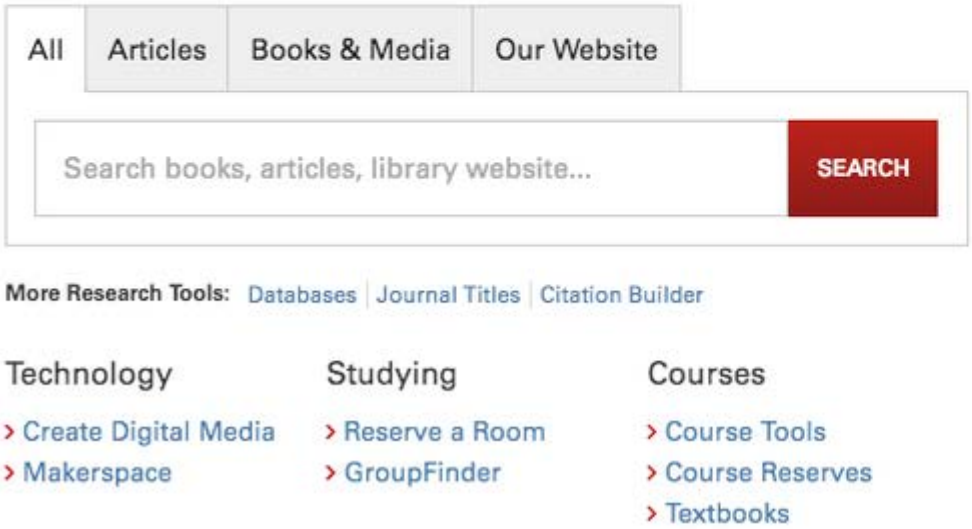
You can:

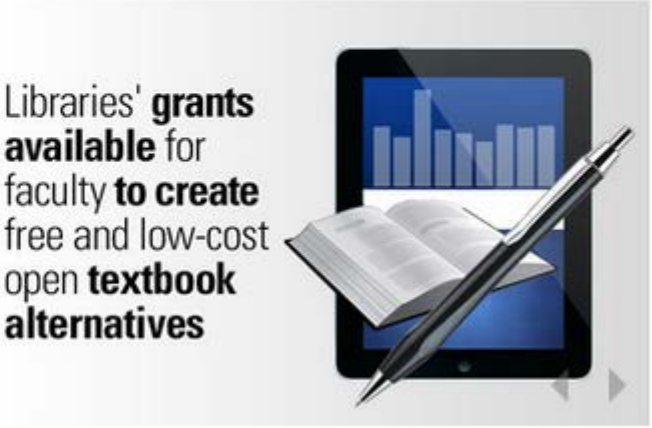
- Help us identify faculty applicants
- point faculty to tools
- connect them with librarians

You're not:

- their TA

Faculty Outreach & Promotion





NCSU LIBRARIES

Peer Review Process

- Bring all stakeholders to the table:
- Students
- Faculty
- Campus partners
- Librarians

Peer Review, Flickr user ajc1

NCSU LIBRARIES

Partnerships

delta

NC STATE UNIVERSITY Office of Faculty Development

NC STATE BOOKSTORES

lumen

openstax™

UNC PRESS THE UNIVERSITY of NORTH CAROLINA PRESS

NCSU LIBRARIES

Applications - Identifying the Problem

"Because data science is an emerging field, and because the topics span multiple disciplines, there was no single textbook we could adopt."

"Not only are the textbooks expensive, but the currency and configurability of the resources are limited by market-driven edition updates and copyright restrictions."

"I plan to use the library-compiled guide to Open Educational Resources to find appropriate chapters for many of the basic topics."

NCSU LIBRARIES

Applications - Pedagogical Innovation

"The classic form of organic lab instruction is to provide students with a list of experiments. My students developed several videos highlighting individual useful techniques used in our labs. The creation of a "book" to house these videos and organize them in a logical way is the natural next step in this project.

"We propose to create prototype crowdsourced educational resource documents... that formalize the tools, processes, and products of academic crowd-sourcing. Graduate students Think and Do to achieve the goals of digitally transformed education."

NCSU LIBRARIES

Next Steps at NC State

- Awards
- Leverage librarians
  - More funding!
- Assessment

NEXT, Flickr user functoruser

NCSU LIBRARIES

Assessment

Methods Used

- Surveys
- Qualitative interviews
- Enrollment numbers

Objectives

- Was there a cost savings?
- Did students learn effectively?
- Did faculty implement the parameters of the grant?

Results can be used for improvement and marketing.

Lessons Learned: What Worked

- ✓ Value of mini grants
- ✓ Meet faculty where they are
- ✓ Capitalize on your strengths
- ✓ Articulate value of existing library services

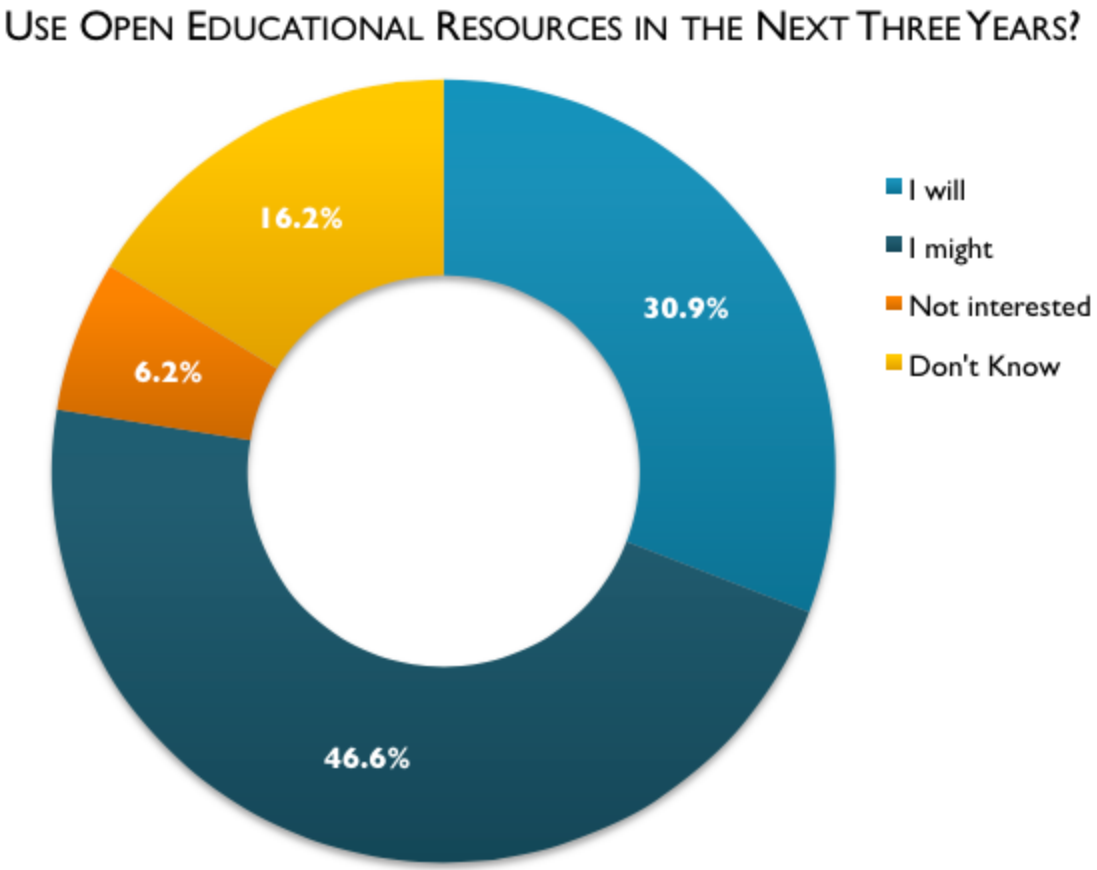
Best Practices

- Mix and match content from multiple sources to best suit your learning objectives
- For YouTube Videos use the Mashup tool
- Embed non-YouTube videos when possible
- For e-books with a detailed table of contents, provide web links to specific book sections
- Add short PDF documents as Files to open in the content frame
- Add long documents as Web Links and set to Open in New Window

Next Steps for Libraries

- Assessment
- Sustaining progress over time
- Building a national Libraries & OER movement
- See you at OpenEd 14!

Gather and leverage success stories for faculty discovering OERs



http://opencontent.org/blog/archives/3619

Your Questions

Thank You!

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Libraries Fellow
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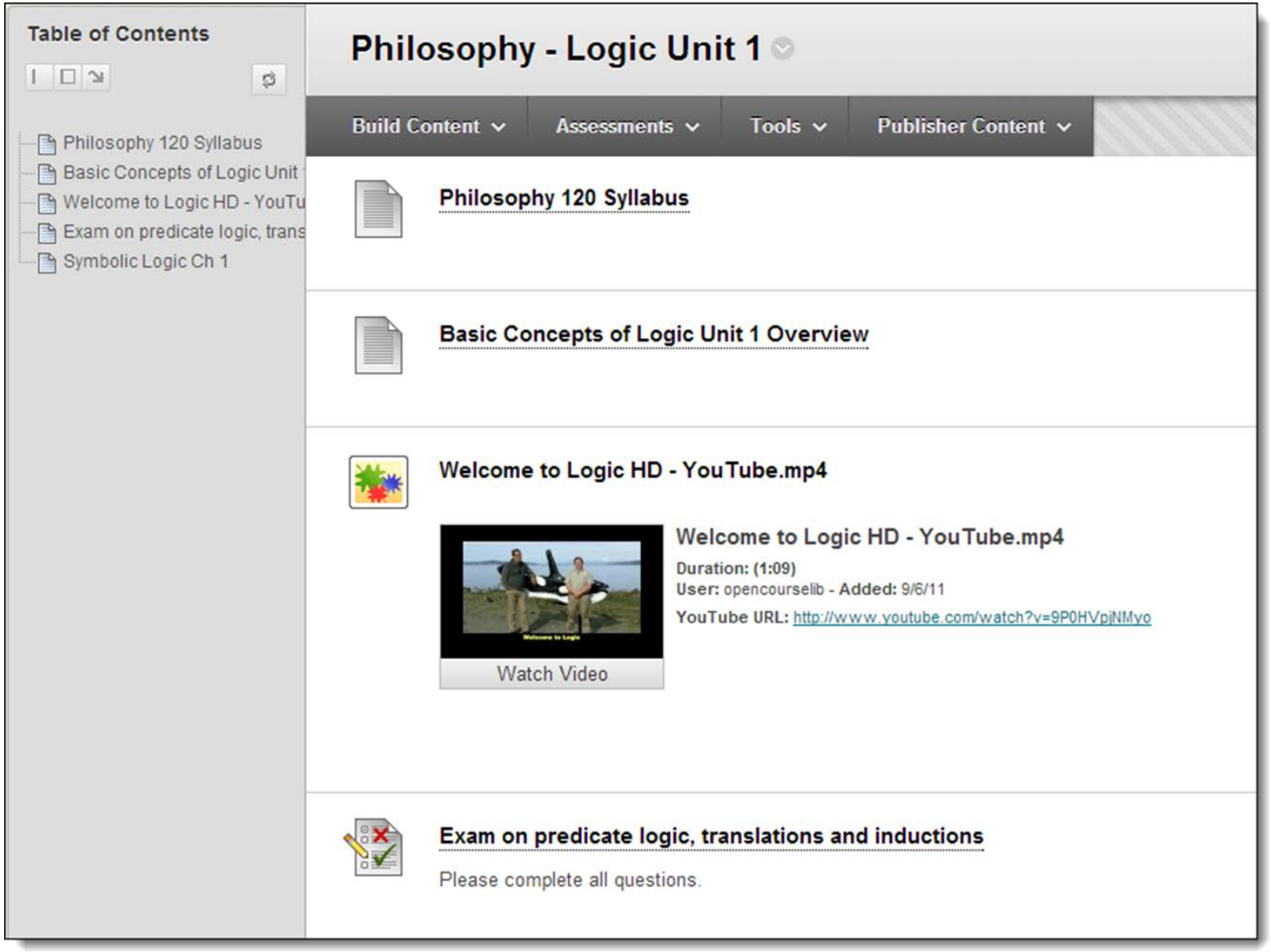
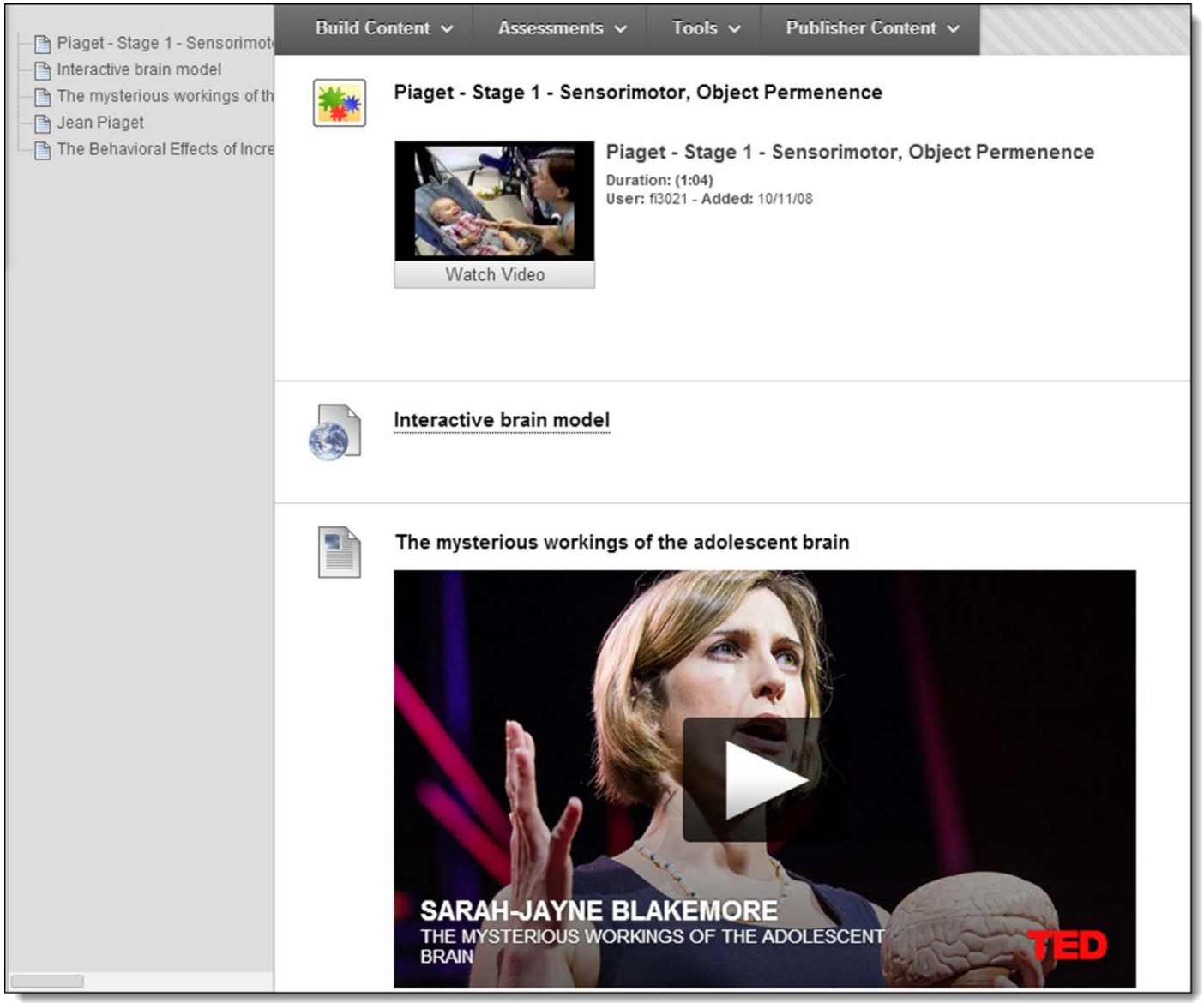
go.ncsu.edu/libtextbook

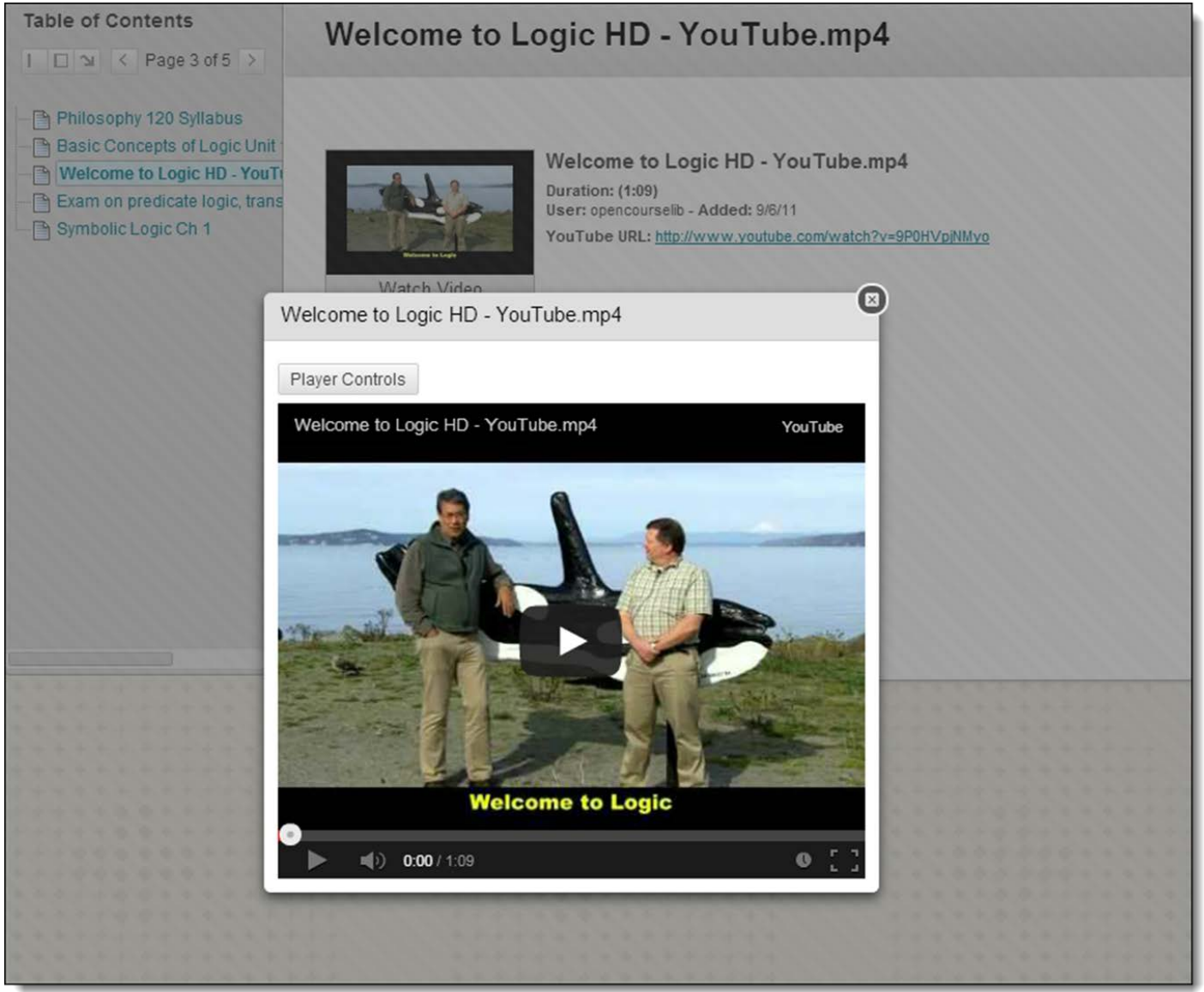
OER for Online instructors: Sample 1



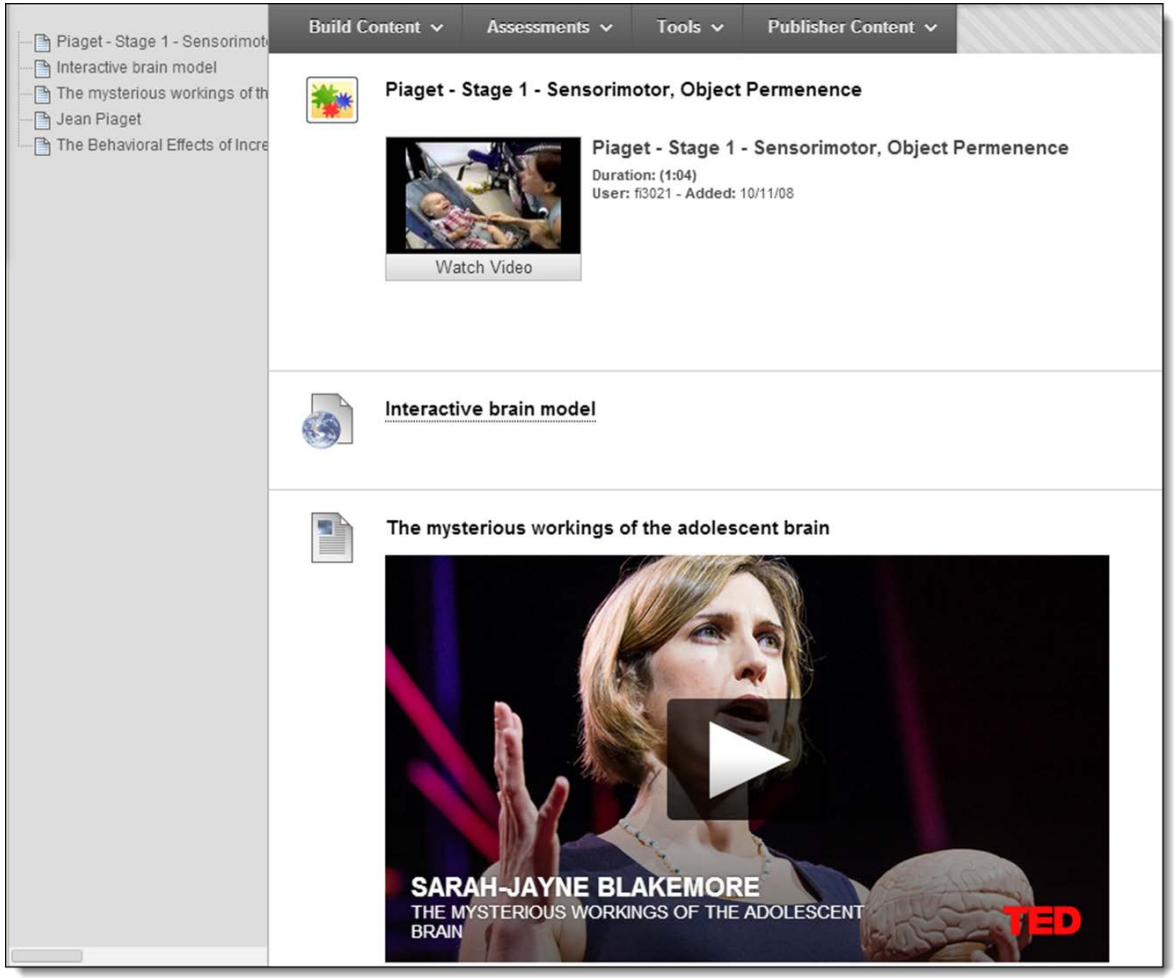
OER for Online instructors: Sample 2



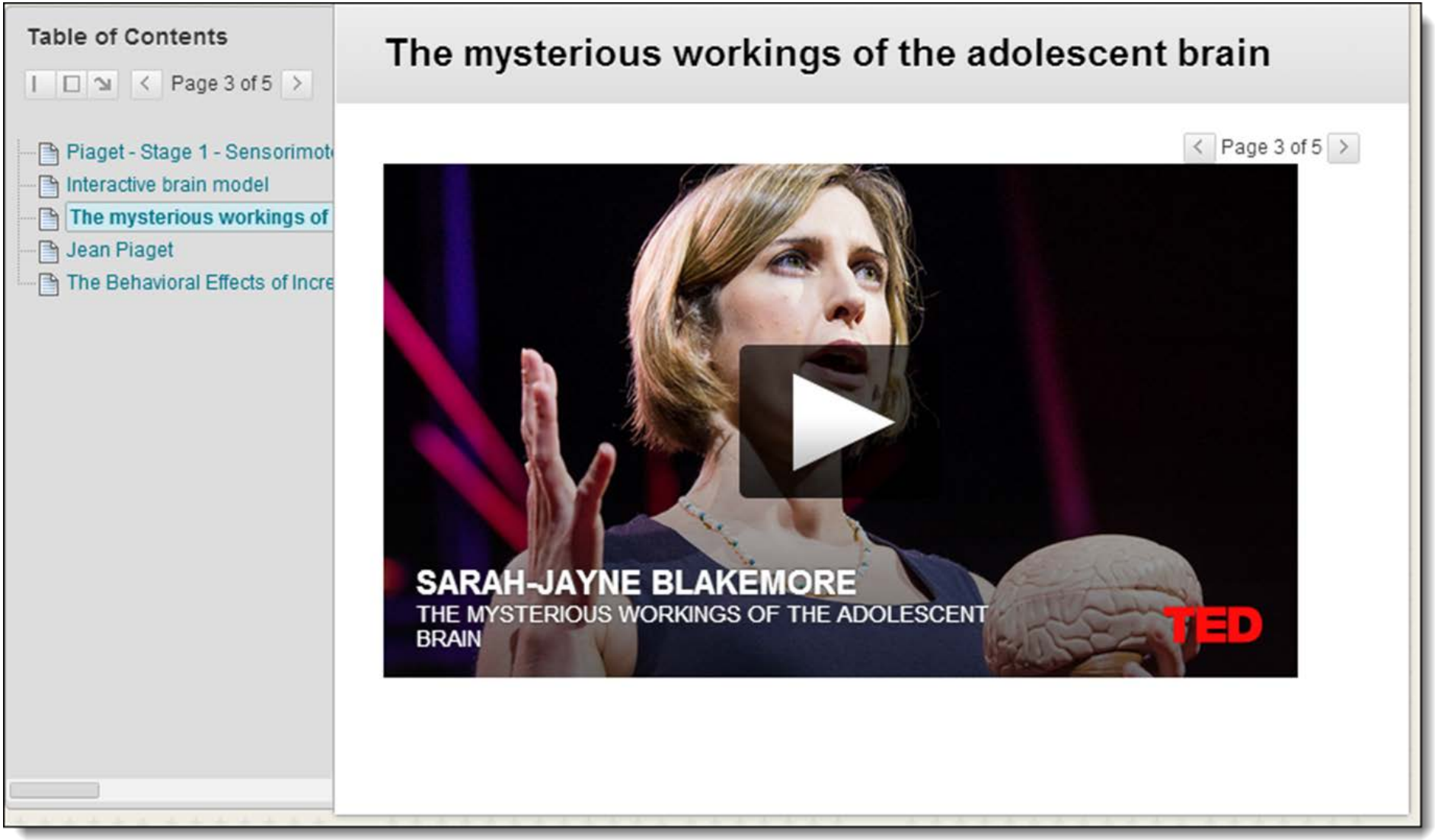
For YouTube Videos use the Mashup tool



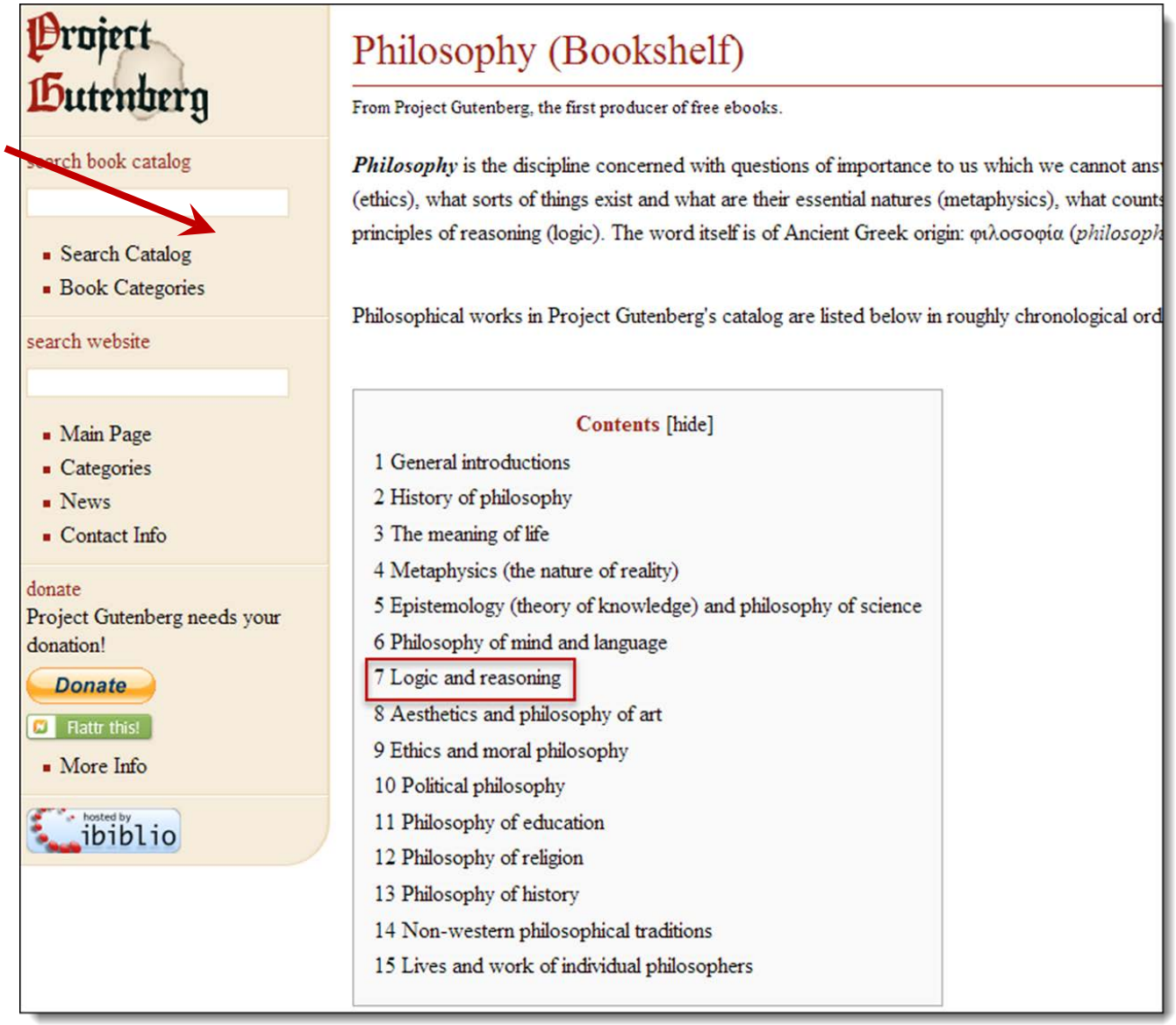
Connexions: http://cnx.org



<Embed> non-YouTube videos



Mix and match to meet teaching objectives



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Philosophy (Bookshelf)

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Philosophy is the discipline concerned with questions of importance to us which we cannot ans
(ethics), what sorts of things exist and what are their essential natures (metaphysics), what counts
principles of reasoning (logic). The word itself is of Ancient Greek origin: φιλοσοφία (*philosoph*

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6 Philosophy of mind and language
7 Logic and reasoning
8 Aesthetics and philosophy of art
9 Ethics and moral philosophy
10 Political philosophy
11 Philosophy of education
12 Philosophy of religion
13 Philosophy of history
14 Non-western philosophical traditions
15 Lives and work of individual philosophers

Many eBooks have detailed Table of Contents

CHAPTER I.

PROPOSITIONS GENERALLY.

§ 1.
Introductory.

Technical meaning of "some" 8
'**Proposition**' 〃
'**Normal form**' of a Proposition 〃
'**Subject**', '**Predicate**', and '**Terms**' 9

§ 2.
Normal form of a Proposition.

Its four parts:—
(1) '**Sign of Quantity**' 〃
(2) Name of Subject 〃
(3) '**Copula**' 〃
(4) Name of Predicate 〃

§ 3.
Various kinds of Propositions.

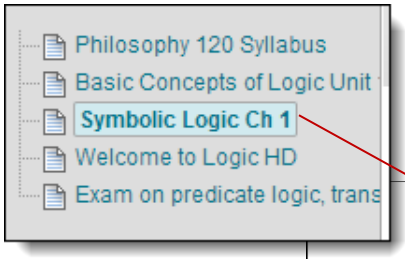
Three kinds of Propositions:—
(1) Begins with "Some". Called a '**Particular**' Proposition: also a Proposition '**in I**' 10
(2) Begins with "No". Called a '**Universal Negative**' Proposition: also a Proposition '**in E**' 〃
(3) Begins with "All". Called a '**Universal Affirmative**' Proposition: also a Proposition '**in A**' 〃
A Proposition, whose Subject is an Individual, is to be regarded as Universal 〃 pg_xviii
Two kinds of Propositions, 'Propositions of Existence', and 'Propositions of Relation' 〃

CHAPTER II.

PROPOSITIONS OF EXISTENCE.

'**Proposition of Existence**' 11

Provide Web Link to specific book section



CHAPTER I.

PROPOSITIONS GENERALLY.

§ 1.
Introductory.

Note that the word "some" is to be regarded, henceforward, as meaning "one or more."

The word 'Proposition,' as used in ordinary conversation, may be applied to *any* word, or phrase, which conveys any information whatever.

> [Thus the words "yes" and "no" are Propositions in the ordinary sense of the word; and so are the phrases "you owe me five farthings" and "I don't!"
>
> Such words as "oh!" or "never!", and such phrases as "fetch me that book!" "which book do you mean?" do not seem, at first sight, to convey any *information*; but they can easily be turned into equivalent forms which do so, viz. "I am surprised," "I will never consent to it," "I order you to fetch me that book," "I want to know which book you mean."]

But a '**Proposition**,' as used in this First Part of "Symbolic Logic," has a peculiar form, which may be called its '**Normal form**'; and if any Proposition, which we wish to use in an argument, is not in normal form, we must reduce it to such a form, before we can use it. pg009

A '**Proposition**,' when in normal form, asserts, as to certain two Classes, which are called its '**Subject**' and '**Predicate**,' either

(1) that *some* Members of its Subject are Members of its Predicate;

or (2) that *no* Members of its Subject are Members of its Predicate;

or (3) that *all* Members of its Subject are Members of its Predicate.

Use institution databases when available

UMass Amherst Libraries

Ask us

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Psychology Tags: neuroscience, psychology, tests

Guide to best UMass Library resources for research in psychology

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UMass Amherst Libraries - Psychology Collection

Welcome UMass psychology students. For library assistance, contact Mike Davis, Psychology Librarian, jmdavis@library.umass.edu, 413.545.6822. PsycINFO and other key databases are listed below. Use the tabs above to explore the collection. To view UMass faculty publications, select the Faculty Scholarship tab.

PsycINFO Quick Search - Search 2,500 psychology journals in one database

Type a search term: Search

Published by the American Psychological Association, PsycINFO is the largest resource devoted to peer-reviewed literature in psychology, behavioral science and mental health - 2,463 titles indexed - 2.6 million records - 1887 to present - 98% is peer-reviewed. | Journals Indexed |

Research Databases - Psychology & Allied Fields

Cabell's Publishing Directory	Psychology journal manuscript guidelines. Contacts, acceptance rate, review type.
CogNet Library	Brain & cognitive science from MIT Press - journals, books, proceedings. 1990s -.
Counseling & Therapy in Video	Four hundred hours of training videos, reenactments, and therapy sessions.
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Mike Davis, Psychology Librarian

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The GALE ENCYCLOPEDIA of MENTAL DISORDERS

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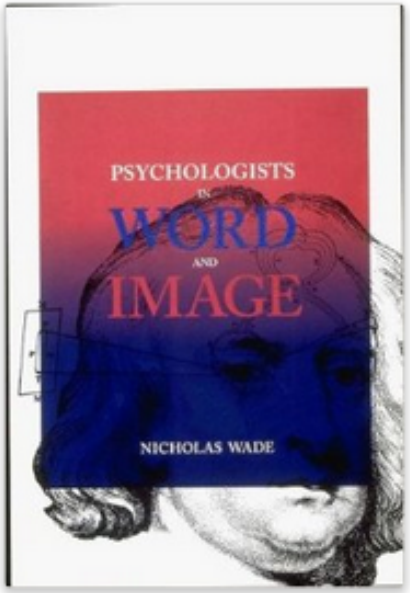

Psychologists in Word and Image (Bradford Books) Paperback

by Nicholas Wade (Author)

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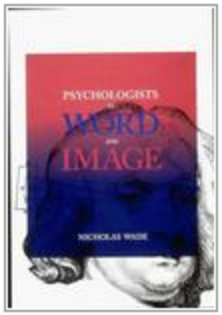

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Psychologists in Word and Image

Nicholas Wade

We are all fascinated by physiognomy, intrigued by the appearance of the people we admire. These perceptual portraits of more than 100 thinkers who have fashioned our understanding of mind and behavior provide an alternative view of the history of psychology that is both pleasing and puzzling.

Francis Bacon, René Descartes, Pierre Broca, Sigmund Freud, Carl Jung, Ruth Benedict, Allen Newell, David Marr and scores of others whose ideas have made psychology an empirical discipline emerge from motifs specifically drawn by the author or derived from a figure or text in one of the portrayed person's books, or an apparatus he or she invented. The ingenious treatment of portrait/motifs often challenges the viewer to discern the faces embedded in them and always tells us more than how these students of mind looked: these portraits reflect their thoughts and lead us to forage further into their lives and legacies.

The portraits and motifs have been manipulated in a variety of ways, using graphic and photographic procedures. They are arranged in order of birth date in a format of one page of descriptive text facing a full-page perceptual portrait. The text presents a brief synopsis of the person portrayed, that person's ideas, and the source of both the portrait and the motif. Interrelations between people are stressed, bringing to light common threads that run through the work of particular groups and adding yet another level to this unique gallery of psychology's pioneers.

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Genetic Epistemologist

Jean Piaget (1896–1980) isolated specific stages of cognitive development through which children pass and which could be assessed by particular tasks. That is, he argued that intelligence progresses in discrete steps, which he called the sensori-motor and preoperational stages, followed by the stages of concrete and formal operations. This was contrary to Binet's view that intelligence increased steadily with age. The sensori-motor stage applies from birth to about two years of age and is mainly concerned with relating motor responses to patterns of stimulation. Cognitive concepts emerge in the preoperational stage (from two to around seven years), but there remain tasks, like conservation, that are not solved until the concrete operational stage (from about seven to eleven years). "Until about 11, to think is to speak—either with the mouth or with the little voice situated in the head—and speaking consists in acting on things themselves by means of words, the words sharing the nature of the things named as well as of the voice producing them." Abstract reasoning develops in the formal operational stage, beyond eleven years of age. Throughout the stages of cognitive development processes of assimilation and accommodation interact. Recognizable features of the world are assimilated into the cognitive framework, whereas novel ones require learning to accommodate them.

Piaget was born in Neuchâtel. He developed an early interest in natural history and received his doctorate in that subject from his home university. His introduction to child psychology was under the guidance of Simon in Paris, where he investigated reasoning tests in children. Piaget did not simply note whether children performed the test items correctly or not, he asked them why they gave the answers they did. One outcome was the appreciation that tasks involving parts and wholes were particularly difficult for children under twelve. "First of all it became clear to me that the theory of the relations between the whole and the part can be studied experimentally through

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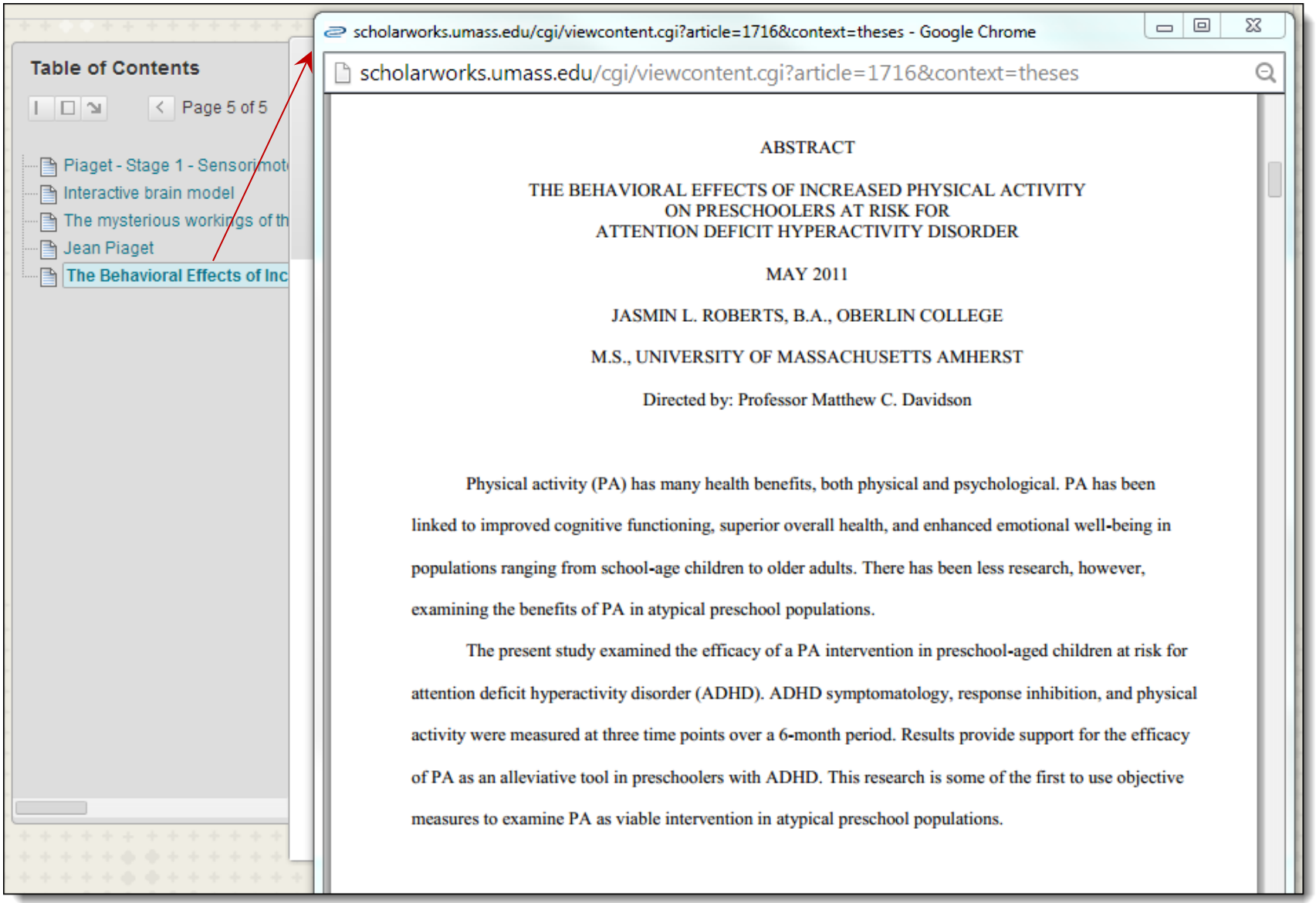

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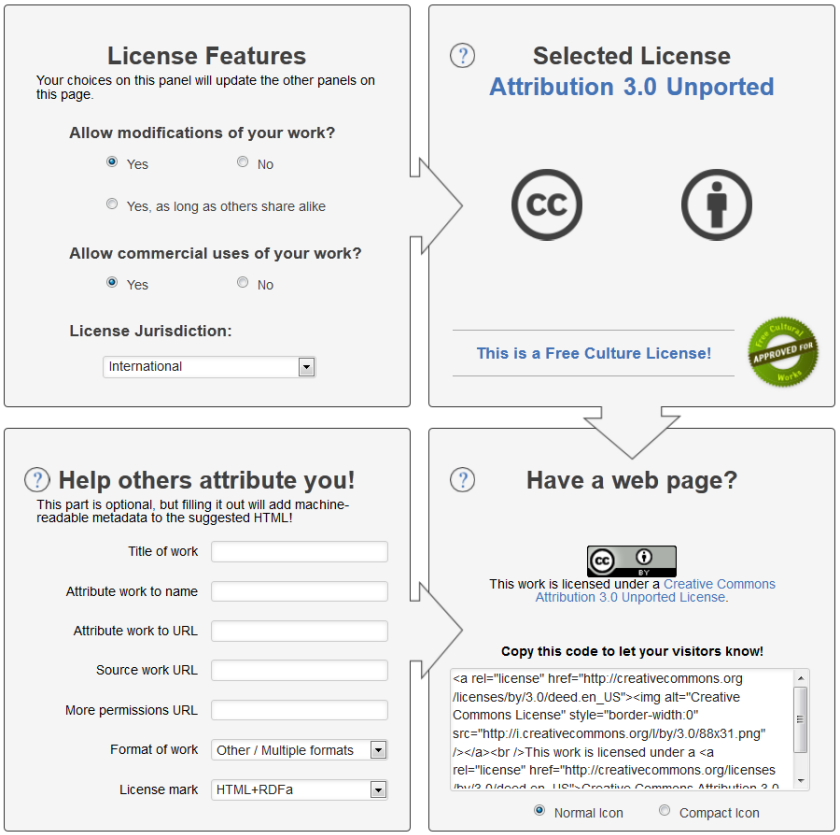

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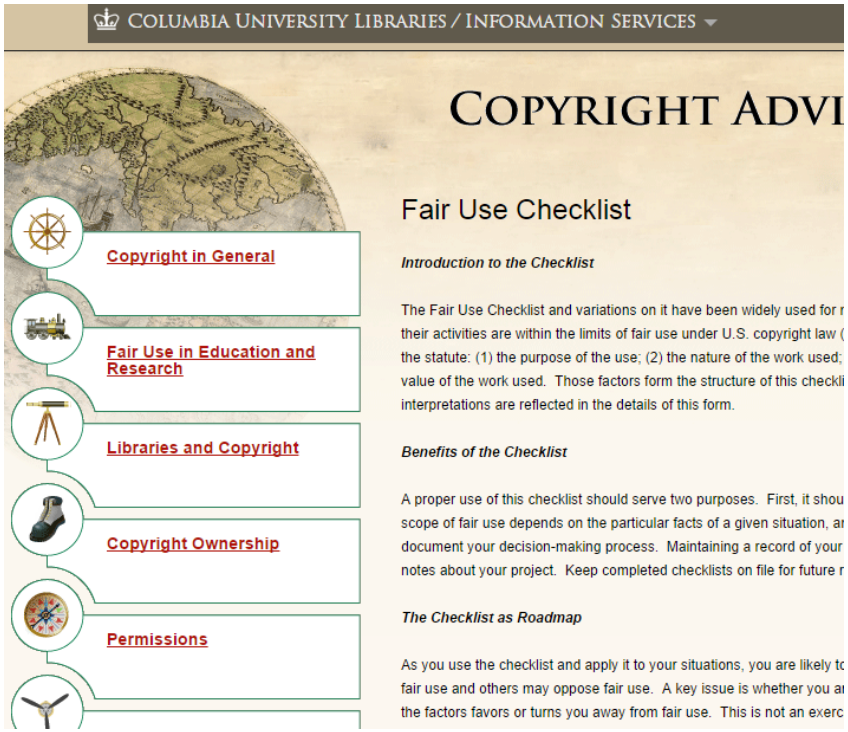

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