

**University of Massachusetts Amherst**

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**From the Selected Works of Marilyn S. Billings**

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May 28, 2014

# Seeking Alternatives to High-cost Textbooks: A Case Study of the UMass Amherst Open Education Initiative

Marilyn S Billings, *University of Massachusetts Amherst*



Available at: [https://works.bepress.com/marilyn\\_billings/60/](https://works.bepress.com/marilyn_billings/60/)

# Seeking Alternatives to High-cost Textbooks:

## A Case Study of the UMass Amherst Open Education Initiative

CTDLC E3 eLearning Conference  
May 28, 2014

*Marilyn Billings*

Scholarly Communication Librarian  
University Libraries  
University of Massachusetts Amherst

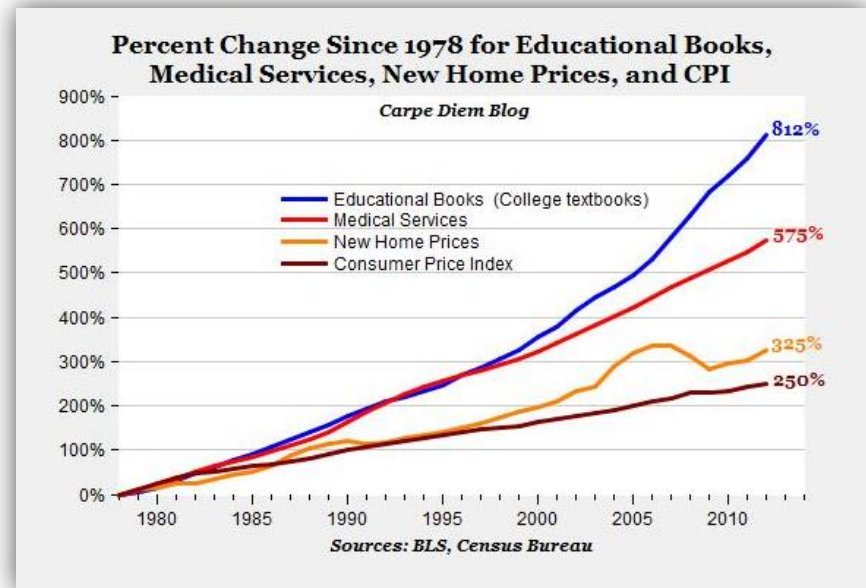
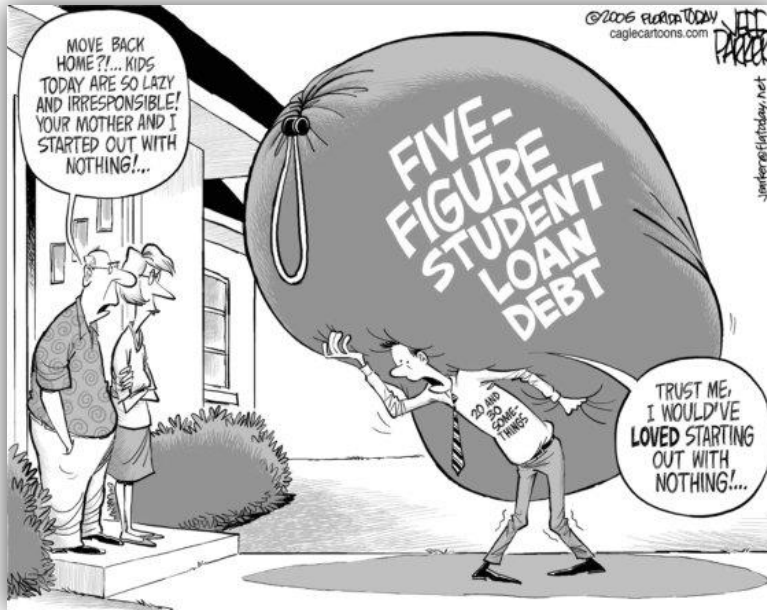


## Outline

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- National and UMass context
  - Genesis of Open Education Initiative
  - Implementation of OEI
  - Preliminary assessment
  - Next steps
-

# Context: Textbook Trends



The high cost of commercial print textbooks is a major concern for parents, students, and even the federal government.

## UMass Amherst Profile

- Public Land-grant, Research Intensive University
- Over 28,000 students, 1200 faculty
- 108 bachelor's, 76 masters, 50 doctorates



# Open Educational Resources (OERs)?

- Teaching, learning, and research resources released under an open license
- “5Rs Framework” meaning that users are free to:
  - **Retain**: Users have the right to make, archive, and "own" copies of the content;
  - **Reuse**: Content can be reused in its unaltered form;
  - **Revise**: Content can be adapted, adjusted, modified or altered;
  - **Remix**: The original or revised content can be combined with other content to create something new;
  - **Redistribute**: Copies of the content can be shared with others in its original, revised or remixed form.

## What is the UMass Amherst OEI?

- Faculty incentive program that encourages
  - creation of new OER teaching materials
  - use of library subscription materials
  - use of existing OERs or other open information resources to support our students' learning / success
- Sponsored by the Provost's Office and the University Libraries
- Supported by multiple partners
  - Center for Teaching and Faculty Development
  - OIT Academic Computing

# Open Education Initiative beginnings

**February 2011:**

SPARC initiates topic with call about e-text project at Temple, and the Flat World Knowledge model

**March 2011:**

Director of UMass Libraries and Provost establish a fund of \$10,000 for open education initiative grants

**March 2011:**

The University Libraries Open Educational Resources LibGuide is created

<http://guides.library.umass.edu/oer>

**March 2011:**

Workshops held for librarians and partners to learn about OERs

**April 2011:** Round one of the Open Education Initiative begins.

**April 2011:**

Workshops, consultation sessions held for faculty.



## OEI Workshops / Consultations

- Two one-hour workshops reviewing available OERs and library licensed resources:  
1) library, partners; 2) faculty
- Individual consulting sessions for faculty with Scholarly Communication and subject liaison librarians, IT staff and others as needed
- Topics covered: OER availability, copyright and licensing issues, Creative Commons licenses, accessibility concerns, creating a sustainable curriculum with OERs, managing resources in the LMS, assistance with creation of new content

## Faculty Proposal Development

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- Basic course information
- List current textbook(s) and cost, plus number of students, to estimate savings
- Narrative (500 words)
- ID alternative sources - workshop, liaisons
- Evaluation of course – outcomes, value of alternative resources, sustainability
- Anticipated start semester
- Participation in follow-up assessment activities: focus groups, surveys, faculty forums, etc

# Partners Providing OEI Support

Peer-Review by IT  
Minor academic  
program faculty

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**

Open Educational Resources Tags: websiteLast Updated: Oct 27, 2013 | URL: <http://guides.library.umass.edu/oer> | [Print Guide](#) | [RSS Updates](#) | [SHARE](#) [f](#) [t](#) [e](#) ...[Home](#)[For Educators](#)[For Learners](#)[Advocacy](#)[Open Education Initiative](#)[Library Liaisons](#)[Home](#)[Comments\(0\)](#)[Print Page](#)

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## Additional Resources

## Types of OERs

- Learning objects, units, textbooks, scholarly articles  
IRRODL.org
- Multimedia objects (Flash etc.)  
MERLOT
- Courses, programs full curriculum  
CONNECTED
- Tools, FOSS  
eduforge

Athabasca University | Canada's Open University  
Open Educational Resources from  
Open Access Week - AthabascaU on  
Vimeo.

[Comments \(0\)](#)

## Useful Links

- Scholarly Communication  
LibGuides

[Comments \(0\)](#)

## Open Culture

## Quick Guide

Open  
Educational  
Resources

## 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.

Open Educational Resources include:

- Learning content: full courses, course material, content modules, learning objects, collections, and journals.
- Tools: software to support the creation, delivery, use and improvement of open learning content including searching and organization of content, content and learning management systems, content development tools, and online learning communities.
- Implementation resources: Intellectual property licenses to promote open publishing of materials, design-principles, and localization of content.

## Additional Resources



Nicole Allen: Make Textbooks  
Affordable from SPARC on Vimeo.

[Comments \(0\)](#)

## OER Information

 [7 Things You Should Know  
About Open Educational  
Resources](#)

 [How Open Textbooks are  
the Path to Textbook Affordability](#)

 [Models of Open Educational  
Resources](#)

[Comments \(0\)](#)

## License Features

Your choices on this panel will update the other panels on this page.

### Allow modifications of your work?

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- ☐ Yes, as long as others share alike

### Allow commercial uses of your work?

- ☒ Yes ☐ No

### License Jurisdiction:

International



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```

- ☒ Normal Icon ☐ Compact Icon

# Content Sustainability/Support

**Resources**

CC  
Navigating Copyright

bepress™  
SCHOLARWORKS  
UMassAmherst

DSPACE  
Digital Curation

Licensing Agreements

'Free' vs OPEN

Multiple Editions?

**Support**

Oh, the devices!

## OEI Summary 2011-13, Rounds 1-3

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- Over 30 faculty participants, 44 courses (Gen Ed through Graduate level)
  - Humanities
  - Social Sciences
  - Sciences
  - Professional Schools
- \$40,000 invested, over \$1 million in savings for more than 5000 students
- Demonstrated results!

We want more!!

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# You have found the resources, now what?

Incorporating Open Education Resources  
into Blackboard Learn Courses



Marisha Marks  
Instructional Designer  
CPE eLearning



## Example: Philosophy - Logic

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<http://opencourselibrary.org/>

## COURSES AND MATERIALS

*Free to download, edit and use*

## GET STARTED

*Tips on getting started using OCL courses*

## RESOURCES

*Publications, OCL history, ...*

Search for courses. Access a full description by clicking on the course title. Get directly to the course contents by clicking Browse.

### ACCT 201 - Principles of Accounting I

ACCT 201 is an introduction to the fundamentals of financial accounting.

This is the first of a two part sequence in financial accounting. In this course we will explore the framework for all accounting processes. Students will learn to record economic events and follow a business process through the ...

### ACCT 202 - Principles of Accounting II

ACCT 202 is the second in the sequence of two corporate financial accounting courses. The course is designed for students who have successfully completed ACCT 201. We will expand on the basic framework covered in the first course. During the quarter we will emphasis specific areas of accounting: internal control, ...

# PHIL 120 - Symbolic Logic

Designer: Paul Herrick, Mark Storey

Attribution: CC BY

BROWSE

An introduction to symbolic logic with an emphasis on formal logical languages and natural deduction systems of logical proof. Students learn how to translate reasoning into a symbolic logical language and how to prove arguments valid with the precision of mathematics using formal systems of proof.

Excerpts from the Syllabus:

## Introduction to Logic Syllabus

Instructor: Paul Herrick, Ph.D

### Required Text:

*Introduction to Logic* by Paul Herrick. (Oxford University Press, 2011). Priced under \$30.00, this 700 page e-text is not purchased through the bookstore, rather, it is only available for purchase online at: <http://www.coursesmart.com>

1. Readings in the Text: Read Chapters 18, 19. Truth-functional Logic Continued: Natural Deduction. The 8 Inference rules.

2. Online lectures: Read the corresponding online lectures posted in



## [PHIL&120, Symbolic Logic: The Course](#) ›

### PHIL&120 Course Resources (Syllabus, Outcomes, General Course Info.)

9 items



PHIL&120 Quizzes an...



Phil & 120 Class Des...



Phil & 120 Faculty Co...



Phil & 120 Reminders ...



Phil & 120 Suggestion...



Phil & 120 Generic Syl...



Phil 120 Quick Start



PHIL&120 About the ...



PHIL&120 About the ...

## ONLINE LIBRARY CATALOGS

- [UMass/Five College Online Catalog](#)  
Find books, journals, and media collections held by UMass Libraries and the Five Colleges.
- [WorldCat](#)  
Combined catalog of most North American and many world libraries.

[Comments \(0\)](#)

## OTHER RESOURCES

- [UMass Interlibrary Loan](#)  
Borrow books from libraries outside of the Five Colleges or request copies of articles and materials from any library.
- [RefWorks](#)  
A citation management service for storing and formatting bibliographic references.
- [Philosophy Department](#)

[Comments \(0\)](#)

## FOR FUN

- [Philosophy Experiments](#)  
How well do you know yourself? Analyze your own philosophical and moral beliefs through a series of quizzes.

[Comments \(0\)](#)

## LIBRARY DATABASES

- [Academic Search Premier](#)  
Citations, abstracts and full-text articles from scholarly and general-interest periodicals relating to social sciences, humanities, education, physical, and biological sciences. Covers 1975 to present.
- [Humanities International Complete](#)  
Journal articles in archaeology, classics, cultural studies, arts, philosophy, history, linguistics, and literature, plus literary magazines, 1975-present.
- [Philosopher's Index](#)  
A bibliographic database covering scholarly research in all major fields of philosophy. 1940-present.

[Comments \(0\)](#)

## ONLINE REFERENCE SOURCES

- [Oxford Companion to Philosophy](#)  
A guide to all areas of philosophy and the ideas of notable philosophers from antiquity to present day.
- [Oxford Dictionary of Philosophy](#)  
Contains definitions of terms from all areas of philosophy, as well as the related fields of science, religion, and logic.

[Comments \(0\)](#)

## SELECTED INTERNET RESOURCES

- [Internet Encyclopedia of Philosophy](#)  
Peer reviewed, open access information on key topics and philosophers in all areas of philosophy. Authors of entries are professors and specialists from the field in which they write.
- [Philosophy Bookshelf](#)  
Philosophical works in Project Gutenberg's catalog are listed in roughly chronological order by subject.
- [PhilPapers: Online Research in Philosophy](#)  
A directory of online journal articles and books from academics in a variety of philosophical fields. Some features require signing up for a free membership.
- [Stanford Encyclopedia of Philosophy](#)  
An open access exploration of topics in philosophy that maintains high academic standards while evolving and adapting along with new research in the field.

## Subject Guide



Jim Kelly

### Contact Info

Research and Liaison Services  
Room 01  
W.E.B. Du Bois Library  
(413) 545-3981  
(413) 577-1536 (fax)  
[Send Email](#)

### Links:

[Profile & Guides](#)

### Subjects:

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[History](#), [Library Science](#),  
[Linguistics](#), [Medieval Studies](#),  
[Philosophy](#), [Religious Studies](#), [Slavic  
& East European Studies](#), [Theater](#)

## Revision History

Revised fall 2012 by Jonathan Schmidt. Revised summer 2013 by Alexander London.

[Comments \(0\)](#)

## Table of Contents



- Philosophy 120 Syllabus
- Basic Concepts of Logic Unit 1
- Welcome to Logic HD - YouTube
- Exam on predicate logic, translations and inductions
- Symbolic Logic Ch 1

# Philosophy - Logic Unit 1

Build Content ▾

Assessments ▾

Tools ▾

Publisher Content ▾



## Philosophy 120 Syllabus



## Basic Concepts of Logic Unit 1 Overview



## Welcome to Logic HD - YouTube.mp4



## Welcome to Logic HD - YouTube.mp4

Duration: (1:09)

User: opencourselib - Added: 9/6/11

YouTube URL: <http://www.youtube.com/watch?v=9P0HVpjNMyo>

Watch Video



## Exam on predicate logic, translations and inductions

Please complete all questions.

## Example: Philosophy - Logic



<http://guides.library.umass.edu/>

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## Philosophy (Bookshelf)

From Project Gutenberg, the first producer of free ebooks.

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

Philosophical works in Project Gutenberg's catalog are listed below in roughly chronological order.

### Contents [hide]

- 1 General introductions
- 2 History of philosophy
- 3 The meaning of life
- 4 Metaphysics (the nature of reality)
- 5 Epistemology (theory of knowledge) and philosophy of science
- 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



- William James [Essays in Radical Empiricism](#)
- Bertrand Russell [The Analysis of Mind](#)
- Bertrand Russell [Mysticism and Logic and Other Essays](#)
- Ludwig Wittgenstein [Tractatus Logico-Philosophicus](#) (Ogden translation and original German)

## Logic and reasoning

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- John Stuart Mill [A System Of Logic, Ratiocinative And Inductive](#) 3d ed. ([vol. 1](#) ), 7th ed. ([vol. 1](#) , [vol. 2](#) ), [8th ed.](#)
- W. Stebbing [Analysis of Mr. Mill's System of Logic](#)
- Lewis Carroll [Symbolic Logic](#)
- Lewis Carroll [The Game of Logic](#)
- William Minto [Logic. Inductive and Deductive](#)
- St. George William Joseph Stock [Deductive Logic](#)
- Carveth Read [Logic: Deductive and Inductive](#)

## Aesthetics and philosophy of art

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- Plato [Ion](#) (Jowett translation)
- Plato [The Republic](#) (Jowett translation, see especially Book X)
- Aristotle [Poetics](#) (Murray and Bywater trans.), [Butcher trans.](#) , [audio](#)
- M.V. Cousin [The True. The Beautiful and The Good](#)
- Friedrich Schiller [Aesthetical Essays of Friedrich Schiller](#)
- Henri Bergson [Laughter: An Essay on the Meaning of the Comic](#)
- Friedrich Nietzsche [Die Geburt der Tragödie](#) (original German)
- Friedrich Nietzsche [The Case Of Wagner. Nietzsche Contra Wagner. and Selected Aphorisms](#) (Ludovici translation)

## CHAPTER I.

### PROPOSITIONS GENERALLY.

#### § 1.

##### Introductory.

<u>Technical meaning of "some"</u>	<u>8</u>
<u>'Proposition'</u>	<u>"</u>
<u>'Normal form' of a Proposition</u>	<u>"</u>
<u>'Subject', 'Predicate', and 'Terms'</u>	<u>9</u>

#### § 2.

##### Normal form of a Proposition.

Its four parts:—

<u>(1) 'Sign of Quantity'</u>	<u>"</u>
<u>(2) Name of Subject</u>	<u>"</u>
<u>(3) 'Copula'</u>	<u>"</u>
<u>(4) Name of Predicate</u>	<u>"</u>

#### § 3.

##### Various kinds of Propositions.

Three kinds of Propositions:—

<u>(1) Begins with "Some". Called a 'Particular' Proposition: also a Proposition 'in I'</u>	<u>10</u>
<u>(2) Begins with "No". Called a 'Universal Negative' Proposition: also a Proposition 'in E'</u>	<u>"</u>
<u>(3) Begins with "All". Called a 'Universal Affirmative' Proposition: also a Proposition 'in A'</u>	<u>"</u>

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.

<u>'Proposition of Existence'</u>	<u>11</u>
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## 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.

## Example: Philosophy - Logic

UMassAmherst Libraries

[UMass Amherst Libraries](#) » [Subject Research Guides](#) » [Subject Research Guides](#)

<http://guides.library.umass.edu/>



<http://www.gutenberg.org/wiki/>

## Academic Library Leadership

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- Form a nexus of communication for campus
- Create strategic partnerships
  - Academic Computing, Center for Teaching and Faculty Development, Center for Educational Software Development, University Press and more
- Promote Open Access initiatives
- Curate digital materials
- Provide expertise on metadata, author rights, fair use rights, copyright
- Provide expertise on content, accessibility
- Provide education and workshops

## Assessment: Faculty Survey Results

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On a scale of 1 to 5, 5 being the highest

- My teaching needs were met by the Open Educational Resources implemented in the course. (4.27)
  - Student performance improved compared to past semesters when a traditional textbook was used. (4.36)
  - Student engagement increased compared to past semesters when a traditional textbook was used. (4.09)
-

## Faculty Comments

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- “The students are much more satisfied with the new materials; they are more engaged and more prepared than I have ever seen them.”
  - “Grades have improved drastically since using [Open Educational Resources] in my course...the support from the Libraries was outstanding.”
  - “My students are reading more, they are much more organized, and they are happy that they no longer need to spend so much money on materials.”
  - “I was highly satisfied with the resources provided by the Libraries, as are my students.
  - “I received excellent technical support from the Libraries.”
  - “I believe in the importance of attainable resources...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.”
-

## Benefits

- Convenience
- Enhanced functionality, reuse, mixing
  - Full searching
  - Multimedia
  - Linking of references
- Environmental sustainability
- Timeliness
- Pedagogical Implications
  - Increased control of course content
  - Opportunity to rethink/redesign course
  - More engaging for students
  - Potentially more collaborative



## Barriers

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- Time consuming to find high quality OER
- Time consuming to create OER
- May lack prepared tests/quizzes that commercial textbooks offer
- Student preference for reading offline
- Longevity of file formats
- Lack of knowledge by faculty
  - Resources
  - Licenses, copyright
  - Support

## Best Practices

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- Library leadership
  - Partnerships throughout campus
  - Peer review mechanism
  - Assessment tools
  - Marketing and Advocacy
-

## Questions/Discussion

Contact Information

***Marilyn Billings***

Scholarly Communication Librarian

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