

# UMSL



**Affordable & Open  
Educational Resources**



[WWW.OPENEDUCATIONWEEK.ORG](http://WWW.OPENEDUCATIONWEEK.ORG)

ORGANIZED BY

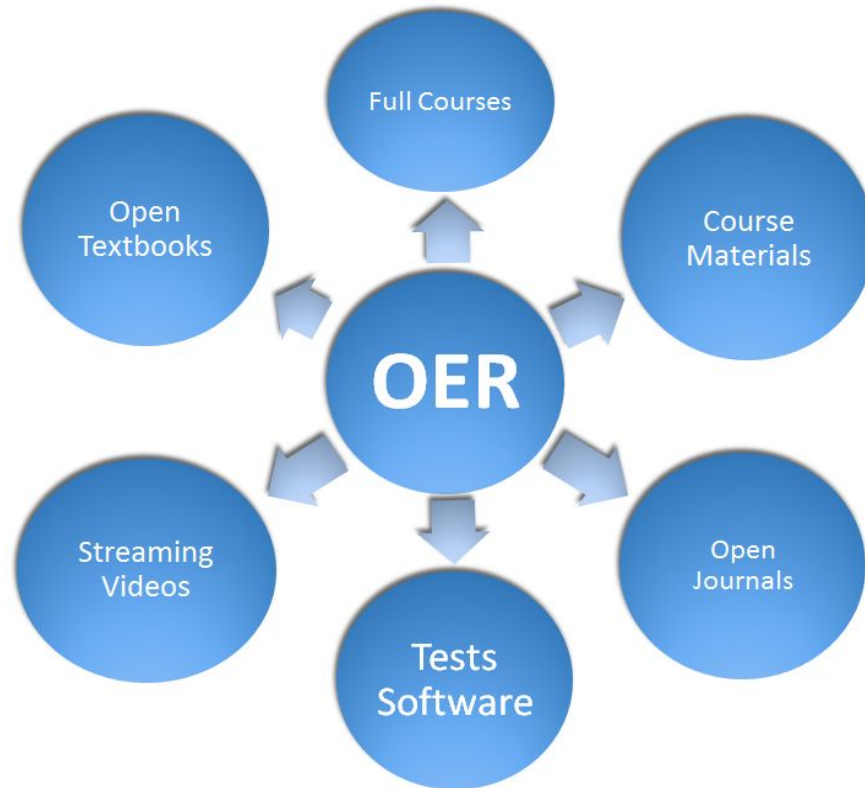


OPEN EDUCATION  
CONSORTIUM

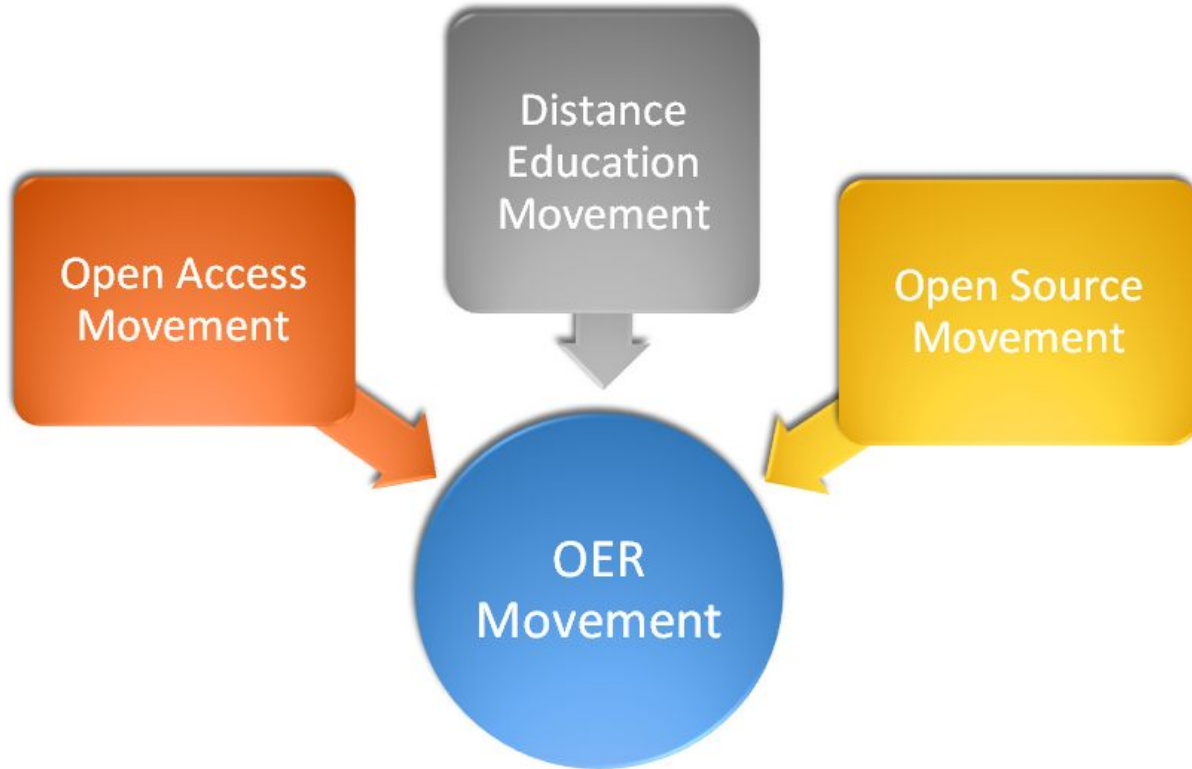
The Global Network for Open Education

# Open Education Week!

# Open Educational Resources



# Origins of OER



Amends the default  
“All Rights Reserved”  
terms of copyright to  
“Some Rights  
Reserved,” granting  
permission in  
advance to everyone  
to use the material.



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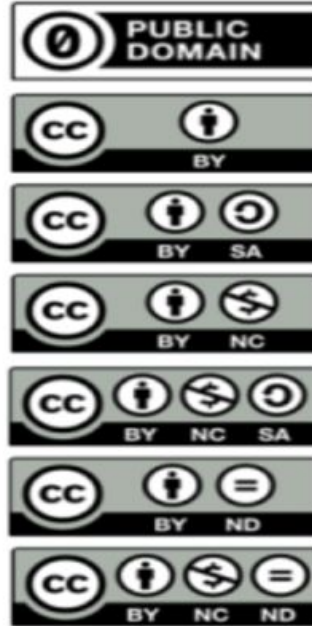


# Creative Commons Licenses & OER

most free



least free



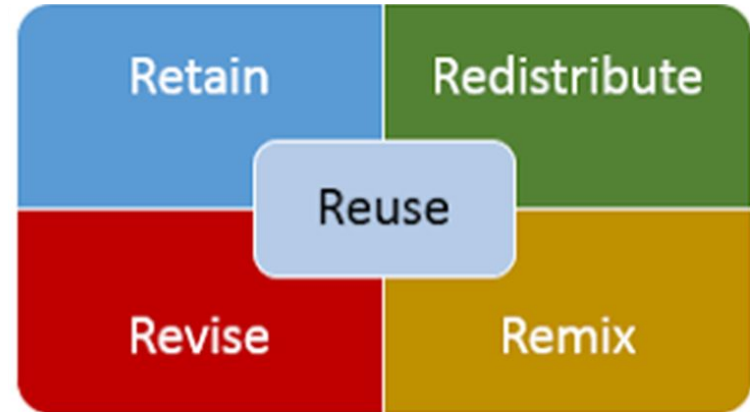
OER

Not OER

CC-BY Cable Green. Taken from [http://www.slideshare.net/cgreen/updated-keynote-slides-october-2014?qid=e49d7e3b-3a0a-47a4-991d-3094e2f30574&v=qf1&b=&from\\_search=13](http://www.slideshare.net/cgreen/updated-keynote-slides-october-2014?qid=e49d7e3b-3a0a-47a4-991d-3094e2f30574&v=qf1&b=&from_search=13) on July 27, 2015



# OERs meet the 5Rs





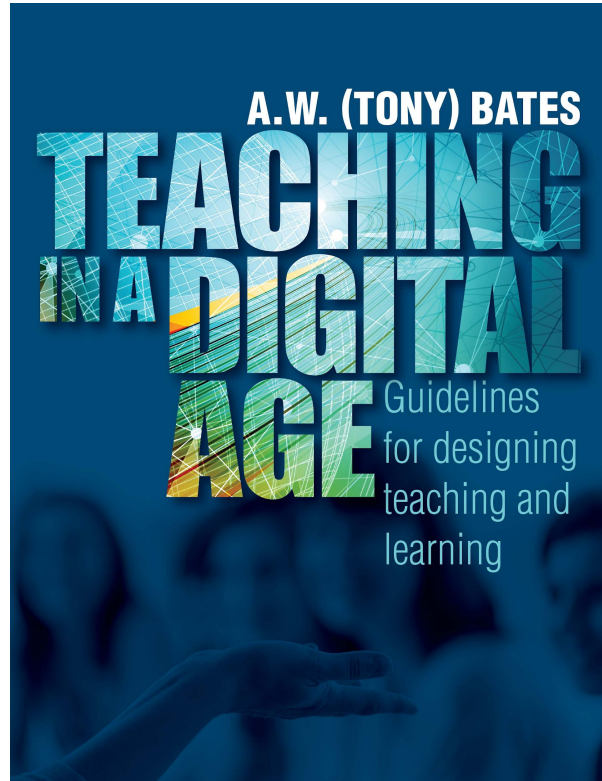
Open needs  
You  
Open needs  
UMSL  
UMSL needs  
Open

The quality of OER can only improve through peer-review and vetting. You are the experts, and the UMSystem wants to support you finding, or creating the OERs which will meet your needs.



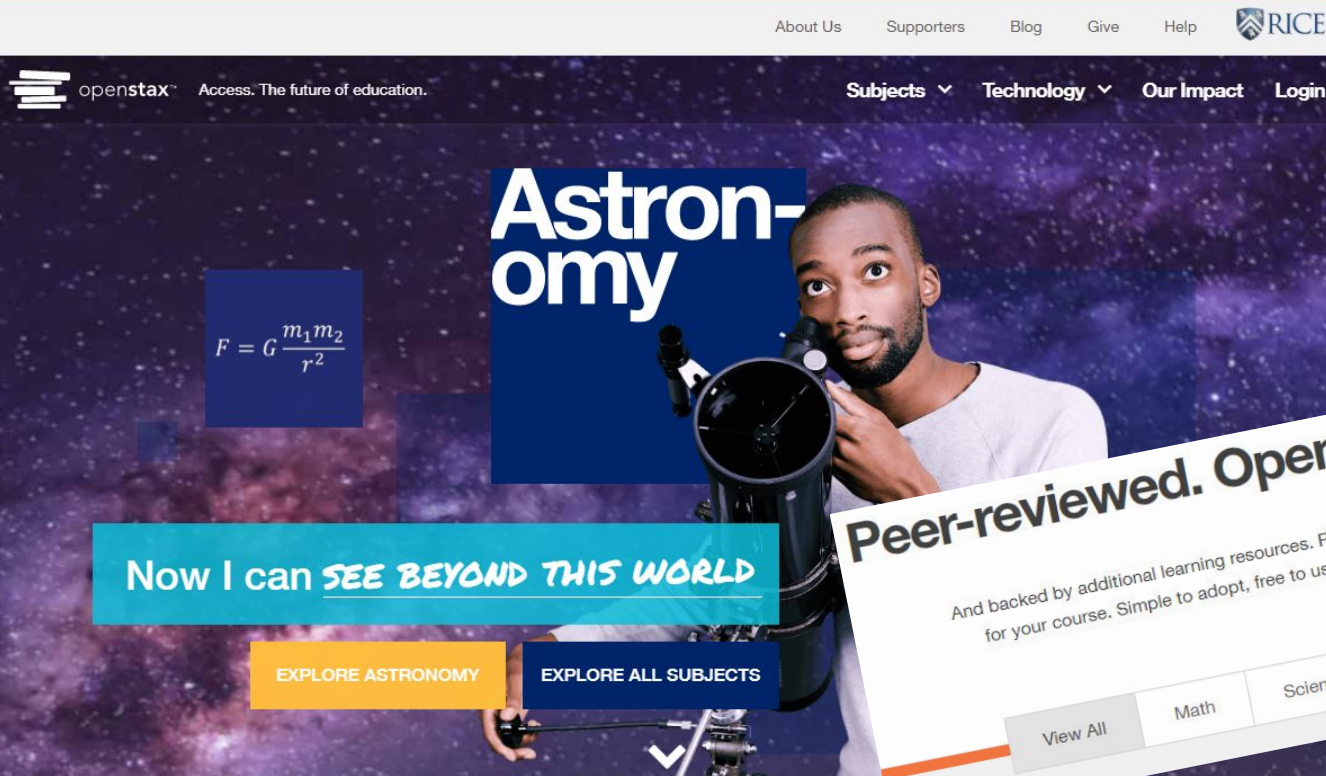
# BC Open Textbooks

<https://opentextbc.ca/>



# OpenStax

<https://openstax.org/>

The banner features a background image of a man looking through a telescope against a starry night sky. On the left, there is a blue box containing the gravitational force equation  $F = G \frac{m_1 m_2}{r^2}$ . The word 'Astronomy' is written in large white letters on a dark blue rectangular background. Below this, a teal banner contains the text 'Now I can SEE BEYOND THIS WORLD'. At the bottom, there are two buttons: 'EXPLORE ASTRONOMY' in orange and 'EXPLORE ALL SUBJECTS' in dark blue. The top navigation bar includes links for 'About Us', 'Supporters', 'Blog', 'Give', 'Help', and the Rice University logo. A secondary navigation bar includes 'Subjects', 'Technology', 'Our Impact', and 'Login'.

openstax™ Access. The future of education.

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Subjects Technology Our Impact Login

# Astronomy

$$F = G \frac{m_1 m_2}{r^2}$$

Now I can **SEE BEYOND THIS WORLD**

EXPLORE ASTRONOMY EXPLORE ALL SUBJECTS

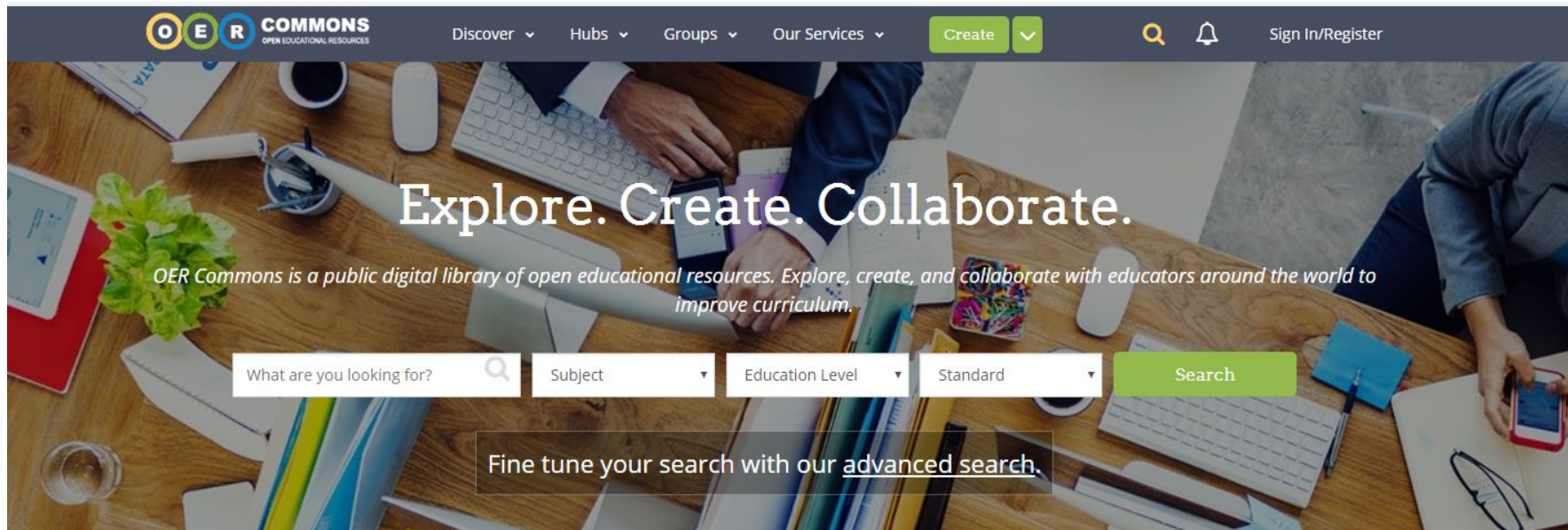
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And backed by additional learning resources. Review our OpenStax textbooks and decide if they are right for your course. Simple to adopt, free to use. We make it easy to improve student access to higher education.

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# OER Commons

<https://www.oercommons.org/>

The image shows the top portion of the OER Commons website. The header is dark grey with the OER Commons logo on the left, navigation links (Discover, Hubs, Groups, Our Services) in the center, and a 'Create' button on the right. Below the header is a hero section with a background image of people working at a desk. The main heading 'Explore. Create. Collaborate.' is centered in white. Below it is a descriptive sentence about the platform. At the bottom of the hero section is a search bar with filters for Subject, Education Level, and Standard, and a 'Search' button. A link to 'advanced search' is also present.

**OER COMMONS**  
OPEN EDUCATIONAL RESOURCES

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## Explore. Create. Collaborate.

*OER Commons is a public digital library of open educational resources. Explore, create, and collaborate with educators around the world to improve curriculum.*

What are you looking for?  Subject ▾ Education Level ▾ Standard ▾

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## Create OER with Open Author

Open Author helps you build Open Educational Resources, lesson plans, and courses (on your

# Open Textbook Library

<http://open.umn.edu/opentextbooks/>



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★★★★☆

College Success

★★★★☆

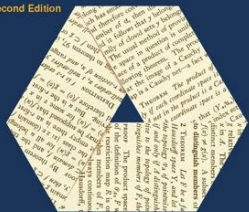
Calculus

★★★★★



BOOK OF PROOF

Second Edition



Richard Hammack

Richard Hammack, PhD is an Associate Professor in the Department of Mathematics and Applied Mathematics at Virginia Commonwealth University. He received his PhD in mathematics from the University of North Carolina at Chapel Hill.

Richard Hammack, Virginia Commonwealth University

([5 reviews](#)) as of 3/9/2018

Commonwealth University

Pub Date: 2013

ISBN 13: 978-0-9894721-0-4

Reviewed by Edwin O'Shea, Associate Professor, James Madison University, on 4/12/2017. ★ ★ ★ ★ ★

**Comprehensiveness** rating: 4

The text is very suitable for an "introduction to proofs/transitions" course. I have used this book as the primary text for such a course twice, a course with two main goals: prepare the student for proof-centric classes like abstract algebra and real analysis, and introduce the student to what the major ought to look like and what mathematics hopes to achieve beyond the calculus. On the first role, the book really shines in its treatment of logic -- sentences with quantifiers and their negations -- methods of proof, induction(basic and general), equivalence relations, functions, and cardinality. Numerous examples are intertwined with introduction of concepts and thoughtful exercises echo the themes of each section. ....

**Accuracy** rating: 5

Errors are rare, content is accurate.

# Open Library Textbook Review Criteria

## **Comprehensiveness**

The text covers all areas and ideas of the subject appropriately and provides an effective index and/or glossary.

## **Content Accuracy**

Content is accurate, error-free and unbiased.

## **Relevance Longevity**

Content is up-to-date, but not in a way that will quickly make the text obsolete within a short period of time. The text is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement.

## **Clarity**

The text is written in lucid, accessible prose, and provides adequate context for any jargon/technical terminology used.

## **Consistency**

The text is internally consistent in terms of terminology and framework.

## **Modularity**

The text is easily and readily divisible into smaller reading sections that can be assigned at different points within the course (i.e., enormous blocks of text without subheadings should be avoided). The text should not be overly self-referential, and should be easily reorganized and realigned with various subunits of a course without presenting much disruption to the reader.

## **Organization Structure Flow**

The topics in the text are presented in a logical, clear fashion.

## **Interface**

The text is free of significant interface issues, including navigation problems, distortion of images/charts, and any other display features that may distract or confuse the reader.

## **Grammatical Errors**

The text contains no grammatical errors.

## **Cultural Relevance**

The text is not culturally insensitive or offensive in any way. It should make use of examples that are inclusive of a variety of races, ethnicities, and backgrounds.



# Full-time / Instruction Grant Opportunities

## Review

Write a 500-1000 word review of an OER book in the Open Textbook Library - **ask us more after the talk!**

## Adopt

Replace commercial textbook with open textbook

## Adapt


Combine existing OER, revising existing OER and newly created material

## Create

Make entirely new open course materials


# Adopting existing OER or affordable resources.

Using available resources lower barriers for faculty course redesign. In many situations, existing OERs can be used to meet course student learning objectives.

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# Adapting existing OER or affordable resources.

Revising and/or re-mixing requires more faculty effort and time in the course re-design, but allows greater tailoring of course materials to meet unique course student learning objectives.

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# Creating and licensing a new OER.

Creating a new OER resource is an option where there are currently no sufficient OER available to meet learning objectives or subject matter. This typically requires previous experience with OER and/or textbook development.

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# Proposals Due March 23, 2018

<https://www.umssystem.edu/ums/aa/oer>