

UMSL



**Affordable & Open
Educational Resources**



Open
Education
Week
2018
MARCH 5-9



WWW.OPENEDUCATIONWEEK.ORG

ORGANIZED BY



OPEN EDUCATION
CONSORTIUM

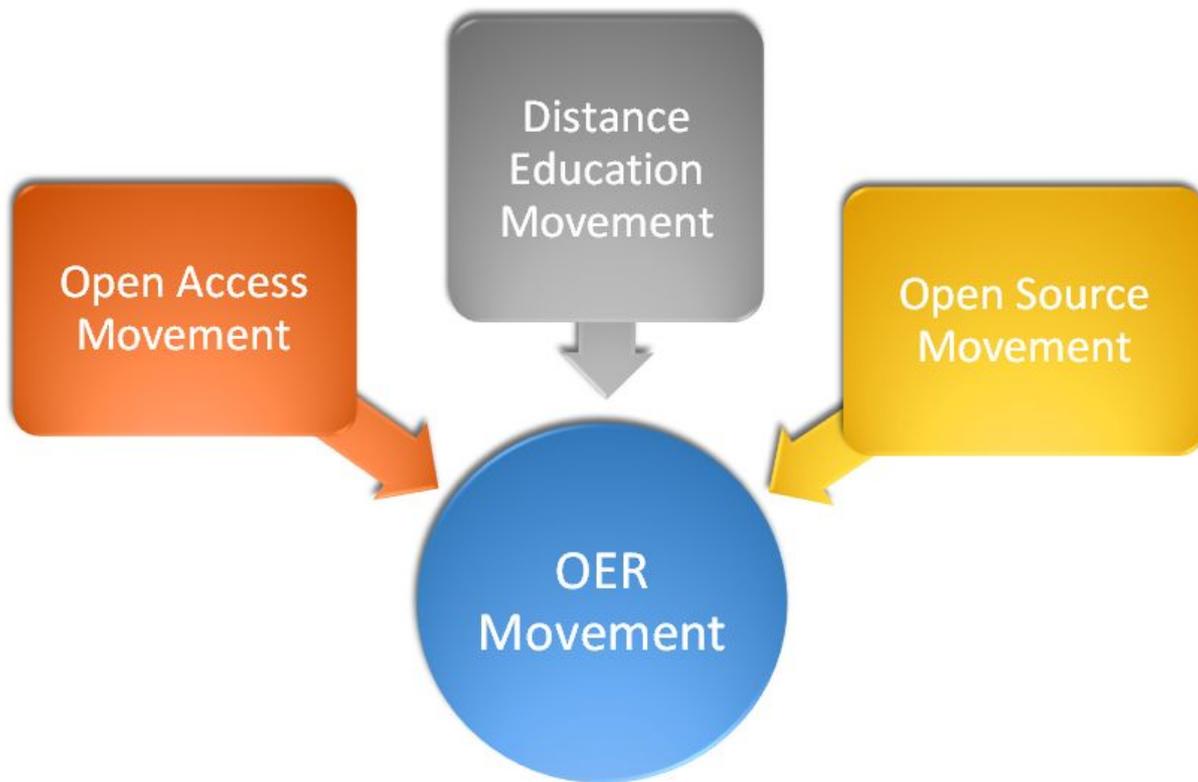
The Global Network for Open Education

Open Education Week!

Open Educational Resources



Origins of OER



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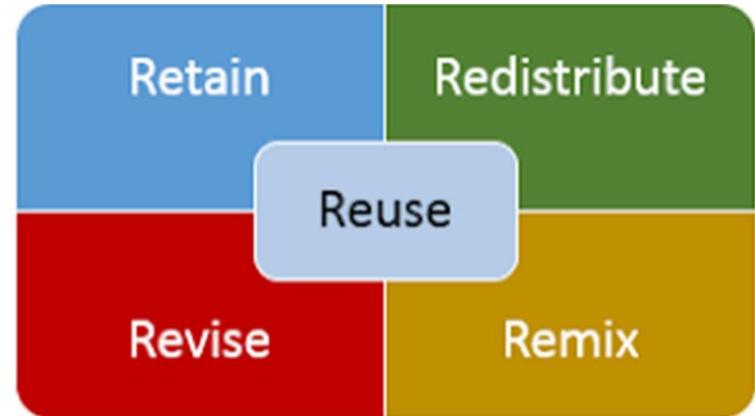
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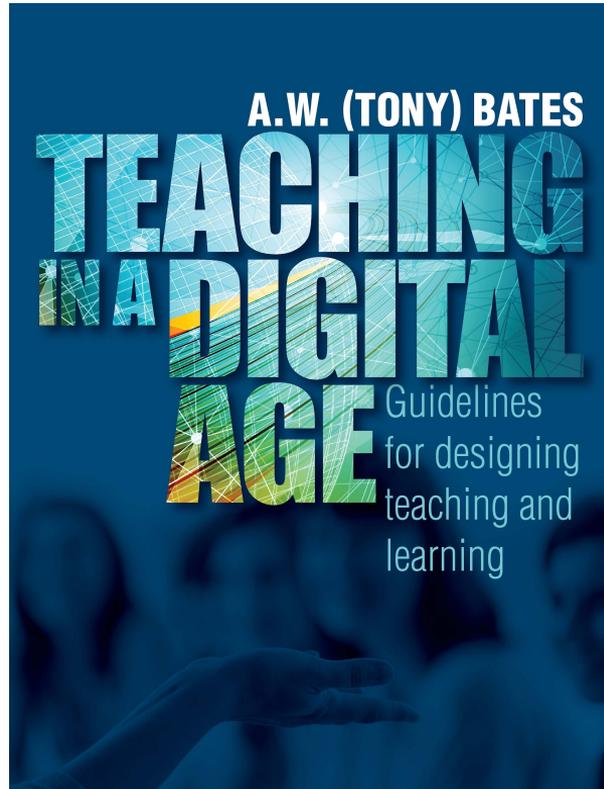
Not OER

OERs meet the 5Rs



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Astronomy

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

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Book of Proof

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College Success

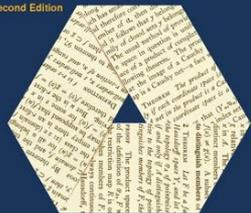
★★★★☆

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.

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.

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.

Proposals Due March 23, 2018

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