Ideas and Issues for the Open Educator Library

Kim Read, Concordia University - Portland

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IDEAS AND ISSUES FOR THE OPEN EDUCATOR

Kim Read, MLS, EdM, Dean of Libraries
Concordia University Portland
VOTE FOR DISCUSSION TOPICS!

tinyurl.com/OERatLIW

5 = you really want to discuss the topic
1 = no interest in a topic
• What's been your experience with engaging faculty in your OER and/or textbook affordability initiatives?
• What has worked?
• What flopped?
• Who funds your OER work? How did you secure funding?
• Do you offer open textbook review stipends?
• Do you offer OER adoption stipends?
• Do you offer OER authoring stipends?
• Is funding sustainable on your campus?
• Do you see an eventual end for funding and the work being incorporated into other regular faculty work?
• How is your relationship with your bookstore?
• Does your bookstore support OER and/or textbook affordability? If so, how?
• What has been successful in your relationship with your bookstore?
• Where have you struggled with your bookstore?

RESOURCE:
What about the bookstore? Textbook affordability programs and the academic library–bookstore relationship by Stephen J. Bell
Are you students aware of OER and TA? Does your student government advocate for OER or textbook affordability? How did they get involved? Are students on your campus part of an OER work group or advisory board? If so, has that been helpful? Any challenges? Do students recognize "textbook heroes" on your campus? If so, how?

RESOURCES:
OER student toolkit by BCcampus: https://opentextbc.ca/studenttoolkit/
Textbook Affordability Student Toolkit by Open Oregon: http://openoregon.org/textbook-affordability-student-toolkit/
• Who leads OER workshops on your campus? What are the workshops like?
• How often do you conduct workshops?
• What best practices can you recommend regarding workshops?
• Have you had successes or challenges sustaining interest in workshops from year to year?
• Is your campus part of the Open Textbook Network?
• What needs to happen next for this work to grow?
• Where do you think we will be five years from now? How will we get there?
• Does your campus designate zero and low course materials in the course schedule? How did you accomplish this?
• What stakeholders did you include and who did you overlook?
• Are course schedule designations helpful and relevant for all courses at your institution or just some?
• How long did it take to implement schedule designations?

RESOURCES:
Evaluating Oregon's OER designation requirement:  

OER designations in the course schedule: System considerations (Open Oregon archived webinar) http://openoregon.org/archived-webinar-oer-designations-in-the-schedule/

UTA Libraries Texas toolkit for OER course markings:  
http://libguides.uta.edu/TXtoolkit/examples
TA: EBOOKS AS COURSE MATERIALS

- Does your library fund the purchase of eBooks as required course materials? If so, what challenges did you face in establishing and/or maintaining this policy?
- Is it sustainable for libraries to fund eBooks as required course materials in place of commercial textbooks purchased by students?
- What challenges or successes have you experienced with licensing costs or negotiations?

RESOURCE:
LSU E-Textbook Initiative
https://www.lib.lsu.edu/ebooks
ANCILLARIES

- Do your faculty use ancillaries? If so, which are most popular?
- Where do you search for ancillaries for open textbooks?
- Have you seen a noticeable shift in the quantity or quality of available ancillaries?
- Does the pedagogy involved in converting a class to open change your or your faculty's perception of ancillaries?
- Have ancillaries been a hindrance in OER course conversions on your campus?
• What are your thoughts about inclusive access packages and other "value added" methods used by publishers to enter the open arena?
• Is the benefit in affordability to students worth it?
• Do openwrapping, openwashing, and fauxpen practices impact your OER & TA work?

RESOURCES:
Openwashing: The new greenwashing by David Wiley: https://opencontent.org/blog/archives/1934
Openwrapping by Scott Robison: https://bit.ly/2L0bsfi
A big publisher embraces OER by Lindsay McKenzie: https://bit.ly/2zbBp1U
LIS

**RESOURCE:**
CU OER guide: Research and information literacy:
http://libguides.cu-portland.edu/OER/researchIL

• Do you use OER in your library instruction?
• Do you use other open pedagogy in your library instruction?
• What is your perceived quality of OER for library and information science?
• Do you have any favorite OER for LIS that you could recommend?
• Do you have activities or assignments where students are contributing to the creation of open materials?
• Do any faculty you work with do this? If so, how do you support them?
• What successes and challenges have you experienced utilizing the student as author model?
• Do you curate student-created OERs? If so, how?

RESOURCES:

Environmental Science Bites: https://ohiostate.pressbooks.pub/sciencebites/
For Wikipedia, the doctor is...in class by Eryk Salvaggio: https://wikiedu.org/blog/2016/04/05/medical-students-wikipedia/
CU Chem 101 lab assignment: http://libguides.cu-
• Is OER or TA research happening on your campus? Is the library leading this?
• If yes, what are you investigating? If not, have you faced barriers in research projects focused on OER or TA?
• Recent article: The impact of OER on various student success metrics

RESOURCES:

The impact of Open Educational Resources on various student success metrics by Colvard, Watson, and Park: http://www.isetl.org/ijtlhe/pdf/IJTLHE3386.pdf
CONSORTIA

- Does your library's consortium actively participate in OER or textbook affordability policies or initiatives?
- Do you think the consortium is an appropriate place for this work? Why or why not?

RESOURCES:
Affordable learning OHIO:
https://affordablelearning.ohiolink.edu/Guide/Home
Affordable learning Louisiana:
http://www.louislibraries.org/alearningla
• Does your state have an OER or TA policy?
• If so, how has the policy impacted your initiatives?

RESOURCE:

OER state policy tracker: https://sparcopen.org/our-work/state-policy-tracking/
• Does your OER work have support outside of the library? If so, is it supported at the cabinet or administrative level?
• How did your initiatives gain or fail to gain support at that level?
• How do faculty on your campus view initiatives or policies that are supported by administration?
• What benefits and drawbacks are there with administrative support?
• Does your cabinet or administration dictate any parts of your OER or textbook affordability work?
NEW FACULTY

- Does the library participate in onboarding of new faculty? If so, do you include information about OER or textbook affordability?
- If not, how do you reach new faculty on campus in regards to OER?