University of Massachusetts Amherst

From the SelectedWorks of Marilyn S. Billings

April 7, 2016

Implementing Open Educational Resources At Your Institution: Strategies and Insights

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Available at: https://works.bepress.com/marilyn_billings/74/

UMassAmherst

Implementing Open Educational Resources At Your Institution

Strategies and Insights

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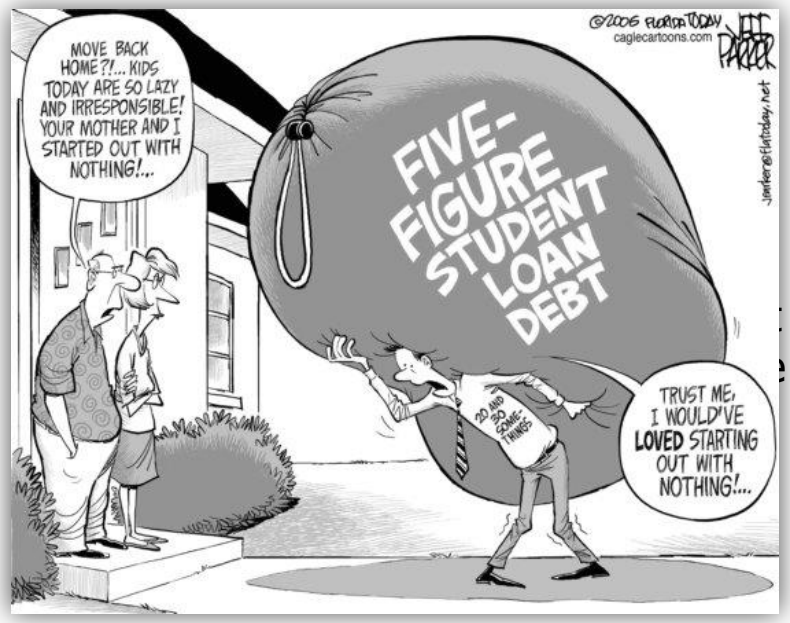
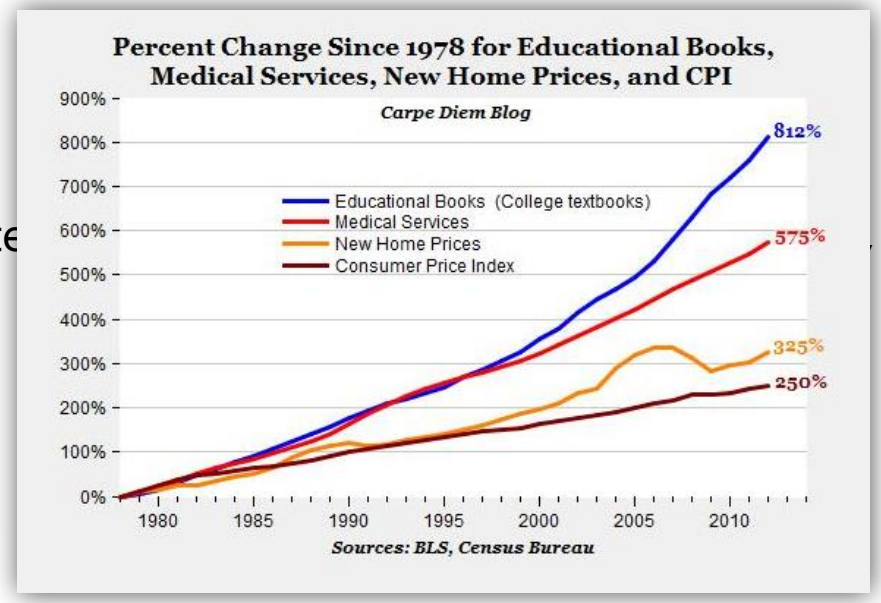
Cooperating Colleges of Greater Springfield
April 7, 2016

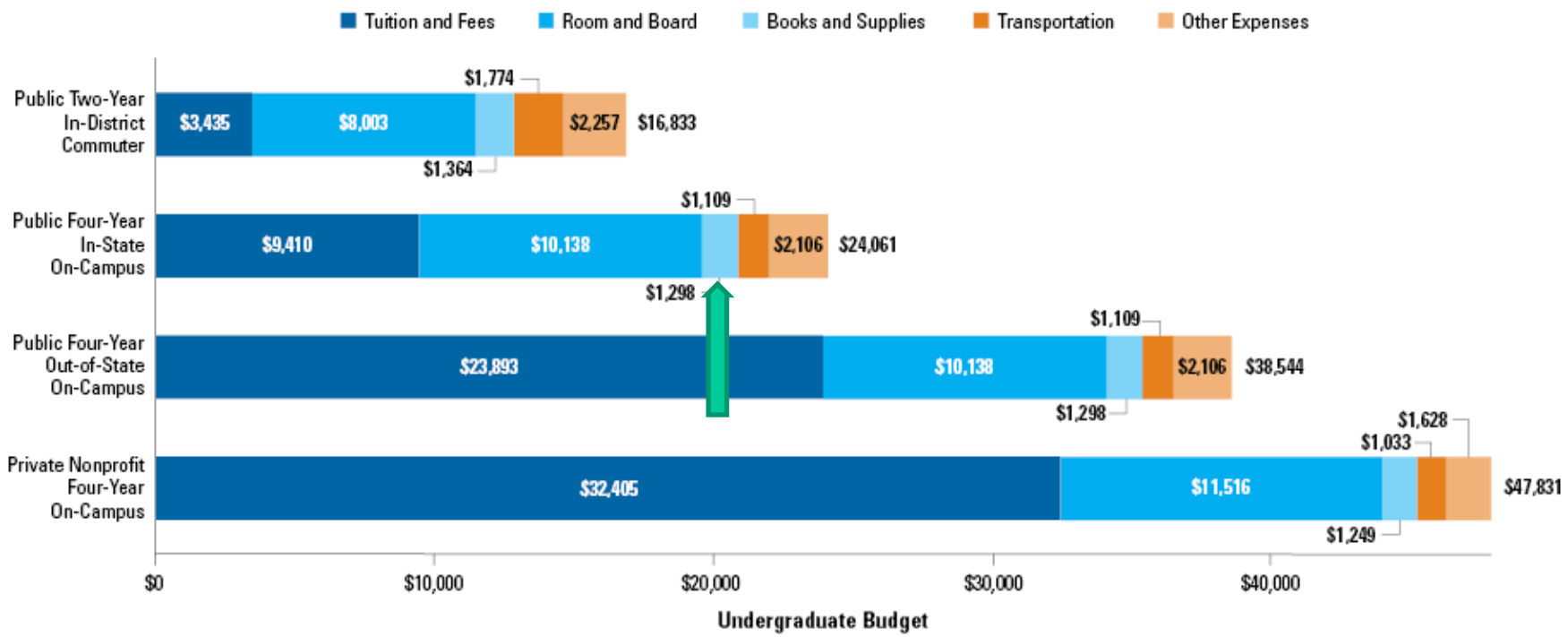
TEXTBOOK TRENDS, 30 YEARS





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

BOOKS AND SUPPLIES COST



Source: The College Board, Annual Survey of Colleges.

OPEN EDUCATIONAL RESOURCES: THE 5 R FRAMEWORK

Retain

- The right to make, own and control copies of the content

Reuse

- The right to use the content in a wide range of ways

Revise

- The right to adapt, adjust, or modify the content itself

Remix

- The right to combine the original or revised content with other open content to create something new

Redistribute

- The right to share copies of the original content, your revisions, or your remixes with others

OERS INCLUDE

Curriculum

- Syllabi
- Content modules

Course materials

- Textbooks
- Assignments
- Simulations
- Learning objects
- Labs

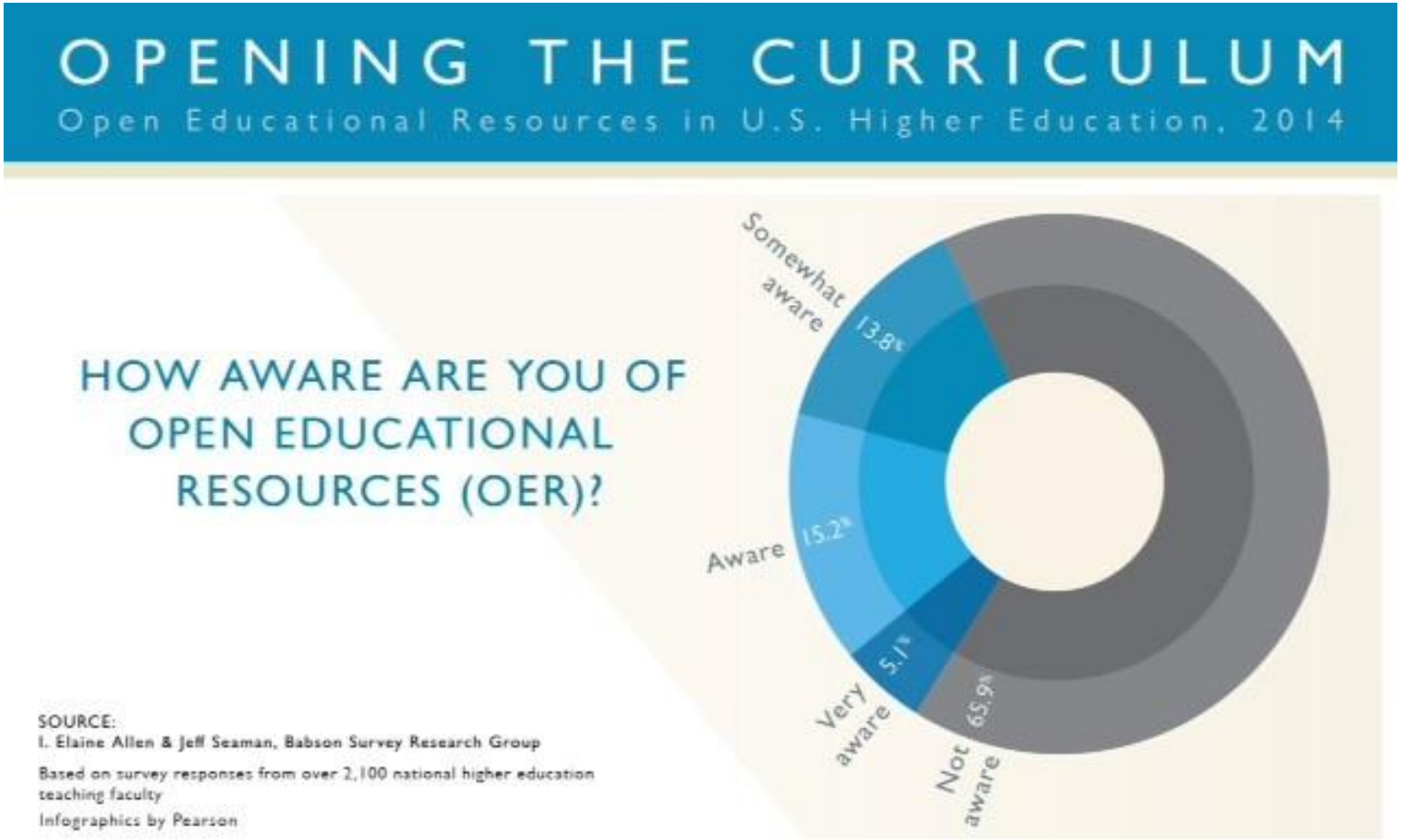
Collections

- Journal articles
- E-books
- Art galleries
- Video libraries

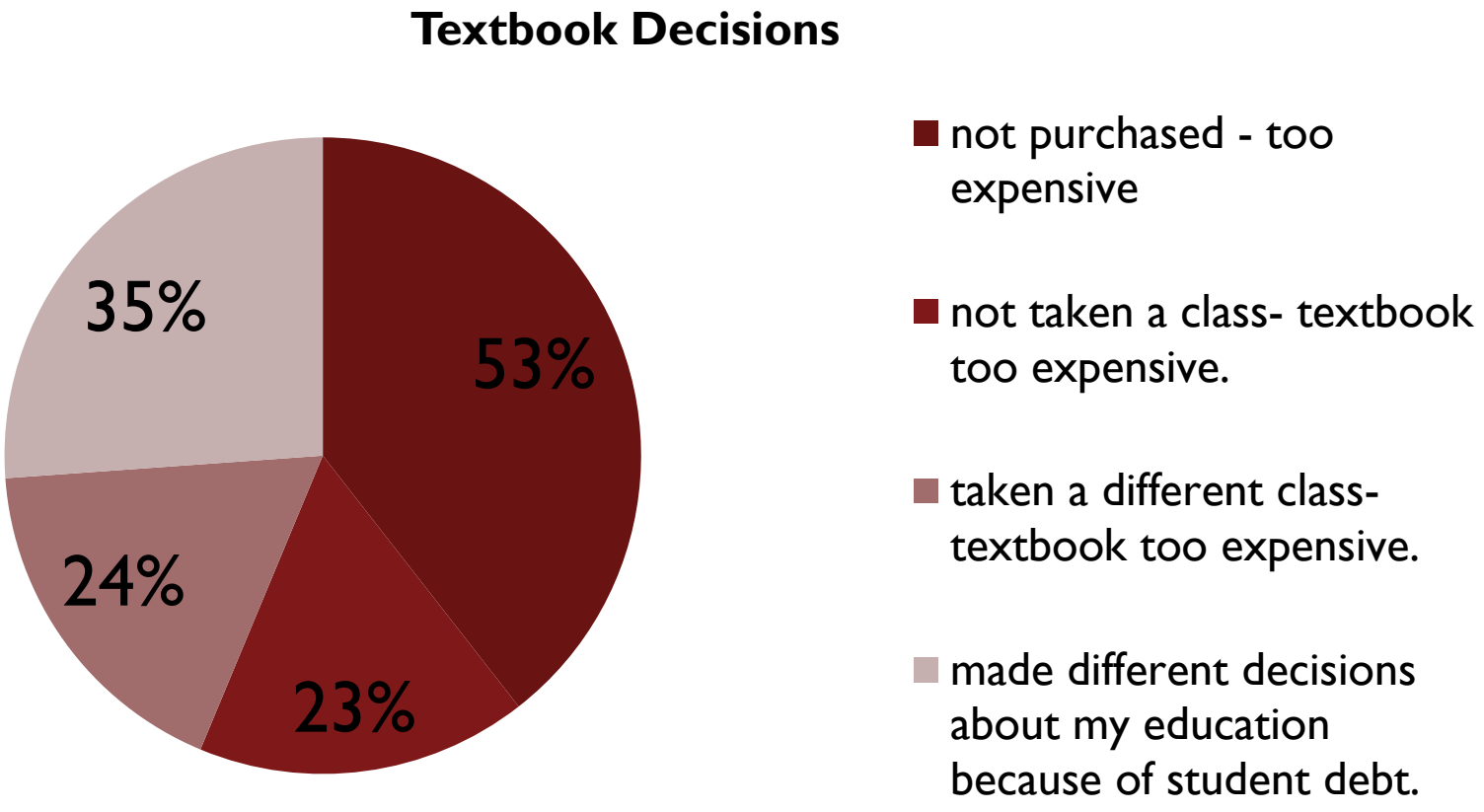
Tools

- Software
- Calculators
- Analytics

FACULTY AWARENESS



STUDENT CHOICES



2014 survey of 264 students in OEI classes

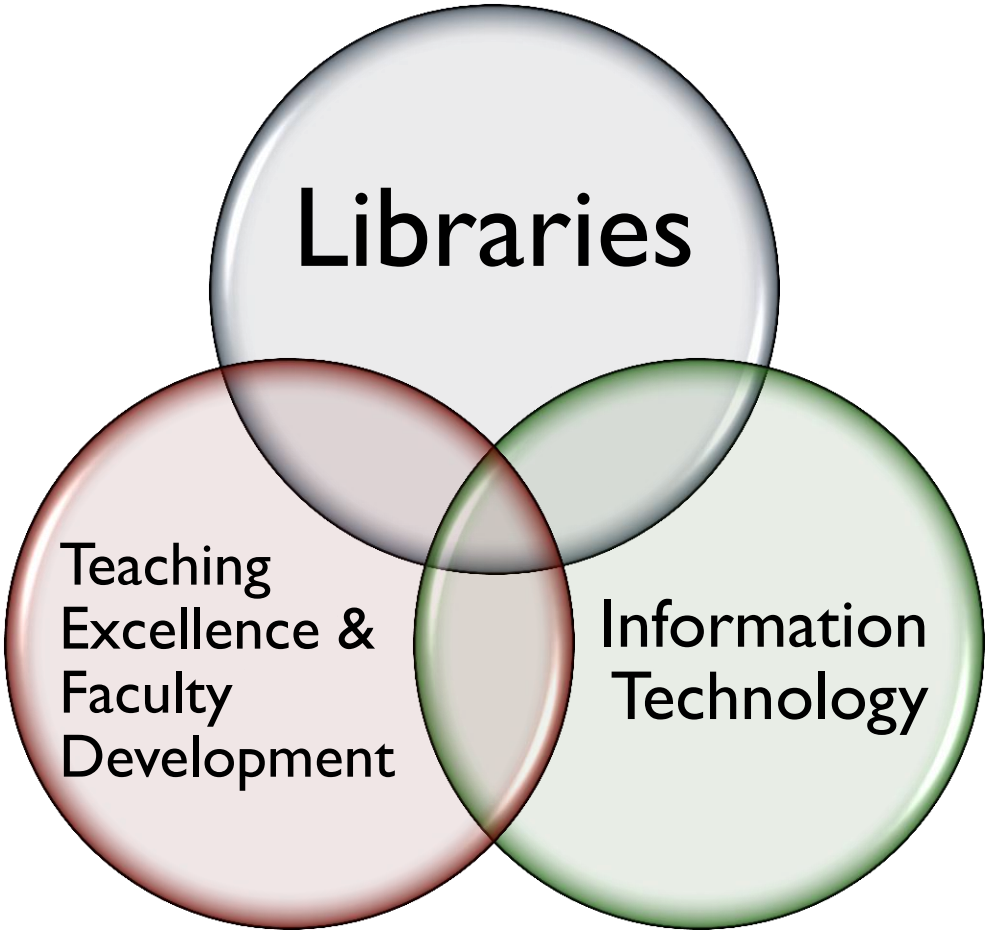
SEEKING SOLUTIONS

Provost's Office and University Library launched Open Education Initiative in Spring 2011

The OEI is a faculty incentive program (small grant) that encourages:

1. the creation of new teaching materials and models
2. the use of existing open (free) information resources to support student learning
3. the use of library subscription materials

UMASS AMHERST AT WORK



OEI FACULTY GRANT PROPOSALS

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

Photo credit: Derek Jensenaka FireChickenTA99

WORKSHOPS & CONSULTATIONS

- Two 1 hour workshops reviewing available Open Educational Resources and library resources
- Individual consulting sessions for faculty with Scholarly Communication librarians and partners as needed

- Topics covered: OER availability, copyright and licensing issues, accessibility concerns, creating a sustainable curriculum with OERs, managing resources in the LMS

HTTP://GUIDES.LIBRARY.UMASS.EDU/OER

Open Educational Resources Guide at UMass Amherst

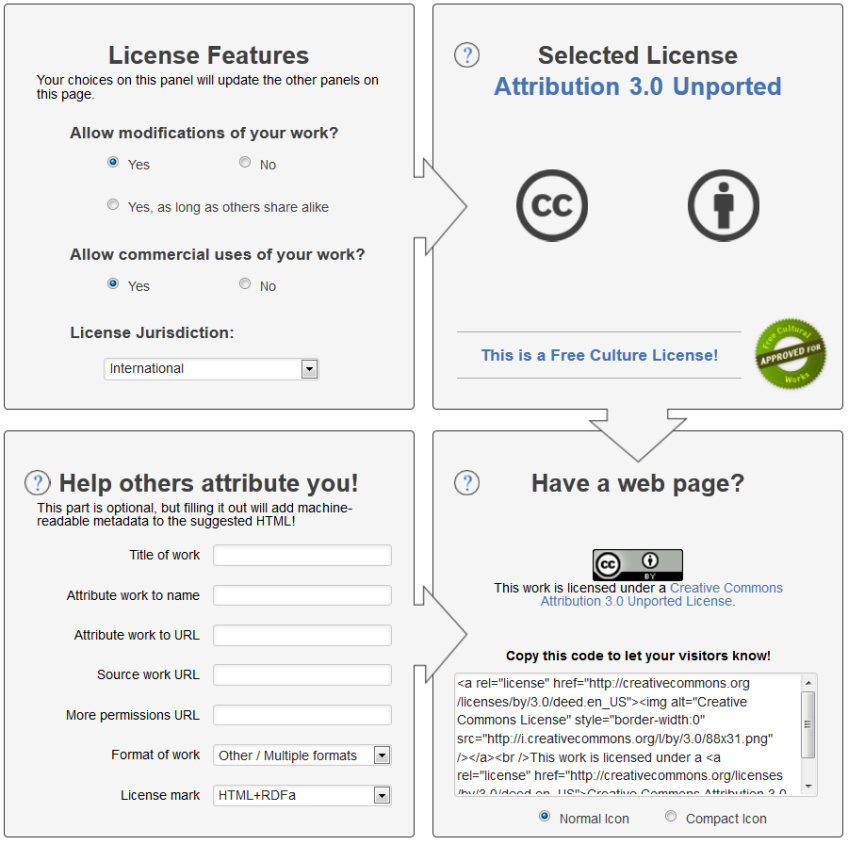
COPYRIGHT AND AUTHOR RIGHTS

Two basic questions from faculty

- How do I protect my copyright on the works I create?
- How do I make sure I'm not infringing on the copyright of others?

Answer: It depends.

- How do you want your work to be used? What is it that you want out of this experience?
- Do you want other educators to be able to use it?
- Do you want to commercialize it?
- Do you want attribution?



OPEN ACCESS AND FAIR USE

- Check the CC license to see how the creator would like something to be used.
- Exercise your fair use rights as academic educators and researchers.

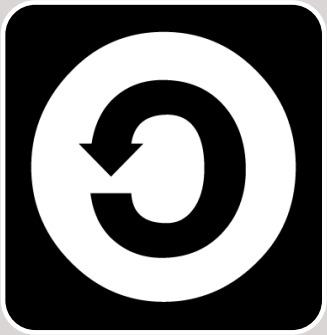
http://copyright.columbia.edu/copyright/files/2009/10/fairusechecklist.pdf

CREATOR RIGHTS

HTTP://CREATIVECOMMONS.ORG

Attribution

- You let others copy, distribute, display, and perform your copyrighted work — and derivative works based upon it — but only if they give credit the way you request.

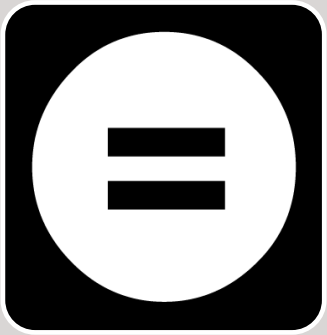


Share Alike

- You allow others to distribute derivative works only under a license identical to the license that governs your work.

Noncommercial

- You let others copy, distribute, display, and perform your work — and derivative works based upon it — but for noncommercial purposes only.



No Derivative Works

- You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it.

creative commons

LICENSING YOUR WORK

Helpful Links

OER LibGuide: http://guides.library.umass.edu/oer

Creative Commons: http://creativecommons.org

UMass Scholarworks http://scholarworks.umass.edu/

ASSESSMENT

Methods

- 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.

FACULTY SURVEY RESULTS

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 SUCCESS STORIES

Carlos Gradil

- Animal Sciences 421: Fundamentals of Reproduction
- Cost Savings to date: $7,680

- Uses video to teach 3 different classes, a far superior teaching tool than text/static images

Miliann Kang

- Women's Studies 187: Gender, Sexuality and Culture
- Cost Savings to date: $8,475

- OERs downloaded over 3,600 times, far over initial class of 300 students

Hossein Pishro-Nik

- Electrical and Computer Engineering 314: Introduction to Probability and Random Processes
- Cost Savings to date: $25,833

- Used his book in 6 courses, representing 6 times projected savings ($87,700); other
- professors are using it as well

FACULTY COMMENTS

- 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.

OUTCOMES

- Intended Outcomes
  - 50 faculty + over 85 classes taught = over $1 million saved for students
  - Course evaluations show same quality of student satisfaction, or better
  - Service points on campus are partnering for student success
- Unexpected Outcomes
  - Instructors using new teaching styles and flipping their classrooms
  - Increased awareness of and queries from instructors about OERs
  - Professors report students better prepared for class and more engaged
  - Created resources add to available OERs for everyone
  - Relationships between service point partners are stronger
  - Student involvement and passion are stimulating change

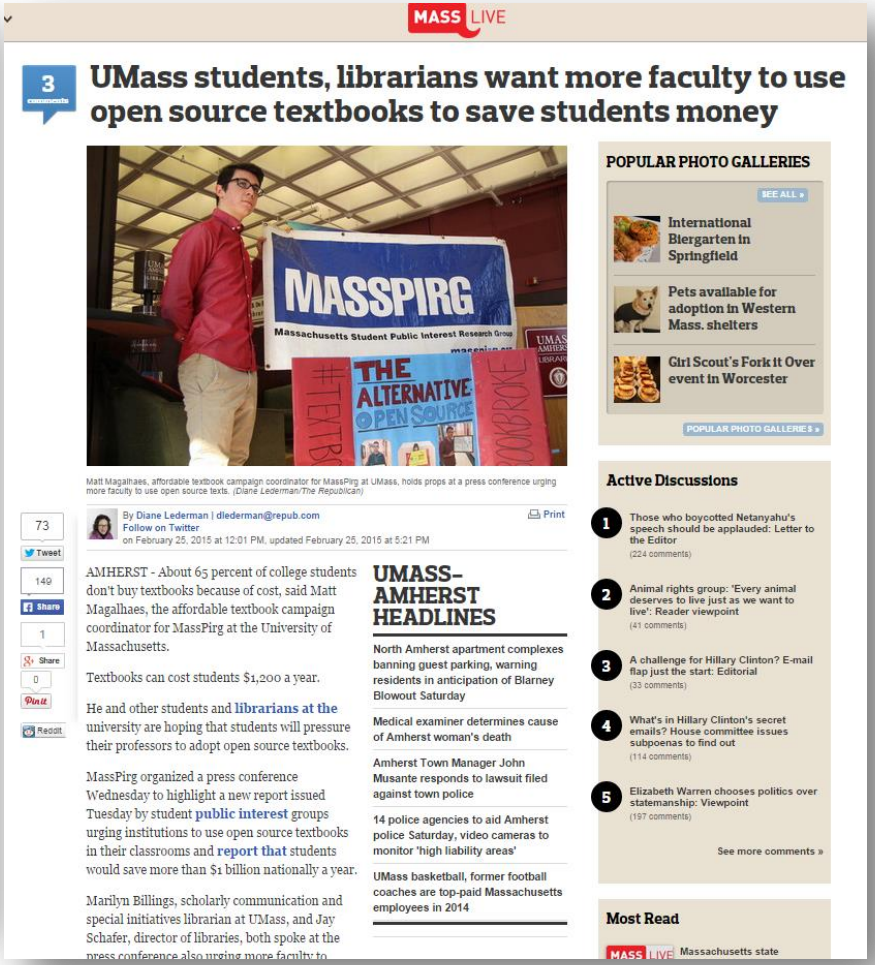
LESSONS LEARNED: WHAT WORKED

- Value of mini grants and peer review
- Meet faculty where they are – create cohorts
- Capitalize on library strengths and value of existing services
- Leverage complementary strengths of the partners

AND WHAT DIDN'T, OR CHALLENGES

- Lack of knowledge by faculty
- Time consuming to find or develop OE content
- Lack of search tool or comprehensive catalog
- May lack prepared quizzes and other content
- Students may prefer print
- Time commitment from partners
- Getting beyond the "pilot" phase

STUDENT INVOLVEMENT



RESOURCES

- Babson Survey Research Group Report 2014

http://www.onlinelearningsurvey.com/oer.html

- Horizon Report 2015

http://www.nmc.org/publication/nmc-horizon-report-2015-higher-education-edition/

- Open Textbooks: The Billion-Dollar Solution

http://studentpirgs.org/news/sp/report-open-textbooks-billion-dollar-solution

Questions/Discussion

Contact Information

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