Ye olde definition

“the set of activities led by college and university libraries to support the creation, dissemination, and curation of scholarly, creative, and/or educational works.”

- Library Publishing Coalition
Why do we care?
Do you already do this?
What models already exist?
What local resources do you already have?
MODELS & PROGRAMS
Model A – tech support

• Journal hosting services
• Institutional repository
• No dedicated staff
Model B – publisher of local content

- Exhibit catalogues for Special Collections
- Titles related to the library
- Proceedings from local conferences/symposia
- No dedicated staff
- Not part of public services
Model C – publisher of student content

• Host student publications (scholarly and/or creative)
• Ensures continuity by acting as faculty supervisor
• Staff member with dedicated time
• Instruction related to scholarly publishing process
Model D – scholarly publisher

- Host a scholarly journal
- Acquire ISSN for publication
- Mint DOIs for all articles
- Catalogue content for various discovery services
- Ensure preservation
- Dedicated staff
Activity
Scenario

The Undergraduate Society wants to spin up a journal of the best work being done that year. They want to have DOIs for the articles so they can cite them easily in the future, they want to have submissions peer reviewed, and they are hopeful to have this journal carry on long after this current cohort has graduated.

What can you do to support them this year? In 3 years? In 5 years?
Discussion/
Q&A
Higher ed textbook prices have risen 88% since 2006
If consumer goods rose at the rate of textbook prices, a gallon of milk would be $24.

#OpenEducationWk  #OpenEd16
Open Means

- **Reuse**: Use the content in its unaltered form
- **Revise**: Adapt, adjust, modify, improve, or alter the content
- **Remix**: Combine the original or revised content with other OER to create something new
- **Redistribute**: Share copies of the original content, revisions or remixes with others
- **Retain**: Keep access to the materials after the learning event
Open Means

Creative Commons

**Attribution** - Must always **credit** me.

**Noncommercial** - Use it but don't make **money**

**Non-Derivative** - Your version must **equal** mine - no changes

**Share alike** - If I allow you to change it, **repeat** my CC licence

by @EduWells more info at EduWells.com
Benefits

• Cost Savings for Students
• Retention
• Flexibility for Instructors
• New voices/new departments (when there is no textbook at any price)
Challenges

• Lacking the cachet of traditionally published texts
• More difficult to find than traditionally published texts
• More time intensive to use
Open Textbooks

- Familiar
- Organized
- Peer reviewed
- Often include supplemental materials
- Mostly Introductory-level classes
Support

• Connect with campus stakeholders
• Assist instructors wanting to use OER
• Support instructors wanting to create OER
• Support students needing course assistance via OER
Assist with adoption

• Know the resources
• Be prepared to help instructors find potential texts, syllabi, course modules, or quizzes
• Offer to make a course guide for the course, linking to the different OER that is used
Create OERs

• Know the resources and examples
• Educate instructors on copyright, fair use, and creative commons
• Offer a way to publish or disseminate materials through IR or Library Publishing apparatus
Working with Students

• Raise awareness
• Tell their story
• Work with student government
• Students as advocates and partners
CSU San Marcos CALM

- Cougars Affordable Learning Materials
- Partnership between Instructional Services and Library
- Works with faculty to replace textbooks with OER, library materials, faculty-authored works, or customized digital textbooks.
- Saved students 1.6 million$ in first 4 semesters (60 participating faculty)
- Steal this idea: Faculty Heroes page
University of Minnesota

- Partnership for Affordable Content (run by the library)
- Competitive grant process for faculty to move to OER
  - Adopt open textbooks
  - Switch to digital coursepack
  - Create open content
  - Republish a textbook
  - Students help write new content
- Steal this idea: Partnership Showcase
Activity
QUESTIONS?
Why Open Education?
Textbooks Can Be Better
The Impact of Open Textbooks on Secondary Science Learning Outcomes

T. Jared Robinson¹, Lane Fischer¹, David Wiley¹, and John Hilton III¹

Given the increasing costs associated with commercial textbooks and decreasing financial support of public schools, it is important to better understand the impacts of open educational resources on student outcomes. The purpose of this quantitative study is to analyze whether the adoption of open science textbooks significantly affects science learning outcomes for secondary students in earth systems, chemistry, and physics.

This study uses a quantitative quasi-experimental design with propensity score matched groups and multiple regression to examine whether student learning was influenced by the adoption of open textbooks instead of traditional publisher-produced textbooks. Students who used open textbooks scored .65 points higher on end-of-year state standardized science tests than students using traditional textbooks when controlling for the effects of 10 student and teacher covariates. Further analysis revealed statistically significant positive gains for students using the open chemistry textbooks, with no significant difference in student scores for earth systems of physics courses. Although the effect size of the gains were relatively small, and not consistent across subjects, open textbooks can be as effective or even slightly more effective than their traditional counterparts has important considerations in terms of school district policy in a climate of finite educational funding.

**Keywords:** open educational resources; open textbooks; science education; secondary education; propensity score matching

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**Introduction**

For better or for worse, the textbook is the single most predominant curriculum delivery vehicle in schools in the United States (Jobrack, 2011). The textbook's role, however, extends beyond students learn. The William and Flora Hewlett Foundation, an early leader of the OER movement, defines open educational resources as “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license which permits their free use and reuse by others.”

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¹Correspondence should be addressed to Jared Robinson, School of Education, University of California, Santa Cruz, CA 95064 (Email: jr Robinson@ucsc.edu).
Open Education
Want to change the world? Join our team!

And one more.
SIMPLE ECONOMICS: ADOPT, ADAPT, OR RECOMMEND TEXTS TO LOWER COSTS FOR TODAY'S STUDENTS.

It's innovation in education. And the time is right. OpenStax College offers students free textbooks that meet scope and sequence requirements for most courses. These are peer-reviewed texts written by professional content developers. Adopt a book today for a turnkey classroom solution or modify it to suit your teaching approach. Free online and low-cost in print, OpenStax College books are built for today's student budgets. Stay informed through our newsletter, like us on Facebook, or tweet about @openstax.
Open Courses

- Integrated
Discussion:
Who Are Our Stakeholders
Case Study:
Library Grant Programs
Open Education at the National Level
A Global Community

- Economies of scale
- Model good behavior
- Collective action
- Engage with Government efforts
The SPARC Libraries & OER Forum is a network of academic and research librarians interested in open educational resources (OER) connected through a public e-mail discussion list and monthly calls. The goals of this forum are:

- Enable librarians (and others connected to the library community) to share ideas, resources and best practices pertaining to OER.
- Support coordination on librarian-focused events and educational programming about OER.
- Disseminate important updates about policy, research, projects and other news from the broader OER movement.

E-Mail List

Click here to join e-mail discussion list via Google Groups

Monthly Call

1st Tuesday of the Month
Exercise: Finding OERs