The Egan Library Alt-Textbook Project website contains links to relevant research on the impacts and value of open educational resources (OER) and open textbooks. A comprehensive repository of existing OER by subject as well as 10 reviewed by UAS faculty participating in the 2016 pilot workshop. Examples of resources reviewed are:

The Economics of Seinfeld | Core-Econ | Writing in College | Leading with Cultural Intelligence

This packet includes an annotated bibliography of their findings and additional research supporting a needed shift in higher education to open resources and the results of the survey UAS Faculty use of Teaching and Learning Resources (Spring, 2016) that was used to collect baseline data for our institution. The survey was modified from: Opening the Curriculum: Open Educational Resources in U.S. Higher Education, 2014 which is licensed under a Creative Commons Attribution 4.0 International License and used by permission. The infographic on page 11 of this packet summarizes the 2014 findings. For additional info contact Jonas Lamb, jlamb13@alaska.edu

Alt-Textbook Project Initiatives

Textbooks on Course Reserve: Faculty check with the Egan Library circulation desk to see if we have a textbook available for your course or consider donating one for students who don’t have access to required course materials. We’ve heard from students and they appreciate this service whether they’ve forgotten their book at home, have bought it but are waiting for it to arrive or simply can’t afford it. We offer flexible checkout options from 3 hours to 3 days depending on number of copies, enrollment and demand.

E-books for the Classroom: Egan Library will acquire e-Books for classroom support if they are available electronically. The Alt-Textbook Project supports the purchase of e-books as a strategy for reducing costs for students while increasing access to recommended or required readings. Once purchased, UAS has perpetual rights to the e-Book and it remains within our online collection. We make every attempt to purchase e-Books with unlimited access. However, if a limited number of users is our only option for an e-Book, we will consult with you prior to purchase. This is one way UAS Faculty can address the problem with textbooks and increase students access to learning materials (and no waiting for books to arrive). Simply fill out the request form and we’ll do the rest, http://bit.ly/ebooks4class

Alt-Textbook Info Sessions & Workshops: We plan to continue providing opportunities for faculty to learn more about textbook alternatives, open access publishing, explore and review OER and get together to discuss scholarly publishing and it’s unintended impacts on students. Through the new Center for Excellence in Learning and Teaching we hope to offer faculty a forum to engage in the scholarship of teaching. The next Alt-Textbook Info Session will be held Friday September 30th. Details will be distributed to all faculty shortly.
Open Educational Resources Reviewed
+ OER in Pedagogy and Practice: Annotated Bibliography
Compiled by UAS Faculty Workshop Participants Spring 2016

CONSTRUCTION MANAGEMENT


ECONOMICS

- *The Economics of Seinfeld* (OER), [http://yadayadayadaecon.com/](http://yadayadayadaecon.com/)
- *Principles of Economics* by OpenStax College, [https://www.openstaxcollege.org/textbooks/principles-of-economics](https://www.openstaxcollege.org/textbooks/principles-of-economics)

EDUCATIONAL LEADERSHIP

- *Leading with Cultural Intelligence* (open textbook)
  [http://www.saylor.org/site/textbooks/Leading%20with%20Cultural%20Intelligence.pdf](http://www.saylor.org/site/textbooks/Leading%20with%20Cultural%20Intelligence.pdf)

ENGLISH & COMPOSITION


SPECIAL EDUCATION

- *Comprehensive Individualized Curriculum and Instructional Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders* (open textbook), [http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1005&context=pdxopen](http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1005&context=pdxopen)
OER Pedagogy and Practice Research Literature


Annotation by Ann Spehar, Assistant Professor of Economics:

OER have exploded on the digital scene yet it appears that it is not yet very high on the agenda of faculty in higher education. According to this article it has not yet reached a “critical threshold” The reason given here is that the primary focus to date has been on simply expanding access to digital content. It has ignored how it is used within the educational setting, or focused much on ensuring quality or even supporting new innovative methods of teaching and engaging student’s learning.

Their suggestion is to not just focus on open educational resources (OER) but to extend the focus on open educational practices (OEP) that encourage innovation.

Many of the initiatives and funding are heavily focused on the creation and publication of OERs while little effort is spent of ensuring use and reuse of many of these OERs. The next phase they are argue should turn to supporting means that encourage OER’s use and funding should focus on efforts that encourage OERs to be embedded into innovative improved learning environments.

The new shift is from open content to open practices that encourage the use of OER.

The paper spends time discussing the “Phase Two” of OEP. They believe that the learning architecture must change as well in such a way as to encourage collaborative practices that improve learning experiences. Collaborative in that resources are shared and pedagogical practices are implemented that rely on “social interaction, knowledge creation, peer-learning and shared learning.

In other words, pedagogy and the institutional architecture that supports innovative pedagogy must adapt as well.


Annotation by Heather Batchelder, Assistant Professor of Education:

Twenty international case studies were analyzed to determine how Open Educational Resources were being utilized in institutions of higher learning and the researchers suggest strategies to implement the choice and use of Open Educational Resources. Five key categories of challenge emerged in the study: challenges related to the localization and contextualization of OER, faculty's ability to identify high quality OER, challenges related to use permissions, discoverability, and practitioner independence in using OER. The researchers found that OERs available in formats conducive to separation are more readily useful across contexts, however,
disaggregated resources may be too disconnected, and lack contextual information needed to make them usable as a sole source of information in a course.

The researchers verified five strategies used to review OER: Individualized Strategies (faculty going online to review and explore OER), Programmatic Strategies (collaborative faculty exploration, possible through professional development sessions using resources already available at the institution), Institutional Strategies (institution has established policy and procedures for OER exploration), and Networked, or User-Shaped Strategies (groups of faculty, content developers, and other interested parties explore OER with or without support of a specific institution).

The researchers offer a Continuum of Openness to find balance between strong control of OER and the risk of more freedom in the use of OER in higher education. Strategies at both extreme of the continuum may offer significant strengths in specific contexts, strategies located in the center of the continuum may provide the balance between efficiency, capacity for innovation, and adaptation.


**Annotation by Robin Gilcrist, Assistant Professor of Construction Technology:**

This article, though geared to secondary education and literacy development, had very useful information in describing the benefits of adopting e-books for students. Even at the post-secondary level there are many students who struggle with reading for a variety of reasons. E-books, according to the article, can help students with visual impairment by providing larger font, contrasting fonts, backgrounds, etc. In addition to visual control over the text presentation, e-books with dictionary capability can help students understand complex vocabulary without having to disengage from the text.


**Annotation by Jonas Lamb, Assistant Processor of Library and Information Science:**

This article introduces a study conducted by membership of The Community College Open Textbook Project (CCOTP) to move beyond reporting on the cost-savings benefits of open textbooks to a closer examination of how use of open textbooks positively effects teaching and learning outcomes. The study found that student use of the interactive elements (embedded links, videos, etc) present in open textbooks led to exploration and inquiry on the topics. In several instances this led faculty to alter their teaching styles to allow students to lead the course of inquiry.
Gale Virtual Reference Library (GVRL)
http://bit.ly/1fZwCWc
A collection of online reference books. Useful for individual encyclopedic “articles” on topics from different points of view. The ebooks are easy to access and read online and also good for linking to PDF articles. Additionally they are accessible for people with visual impairments with a built-in audio reader.

SAMPLE ENTRIES IN GVRL –

“Accounting”, “Cost Accounting” – Encyclopedia of Management,
“Accounting Requirements” – Gale Encyclopedia of Everyday Law

– International Encyclopedia of the Social Sciences,
“Economics” – Encyclopedia of Sex and Gender

“Construction Technology”, “Green Building” – The Encyclopedia of Housing

USING GVRL – you can cite and link to these articles by selecting the citation tools to the right. You can also download a PDF of the article and upload it in a Blackboard site in Course Content (where only your students can access the work)
Ebrary electronic books collection – focusing on our MUPO (unlimited user) availability
http://bit.ly/1M7R335

ebooks in ebrary are purchased both individually by title and we get a large collection of titles in a batch. There is a way of advanced searching in ebrary to narrow down by type of license (multi-user) and by subject keywords or by Call#.

SAMPLE SEARCHES IN EBRARY –

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<tr>
<td>BANKS AND BANKING</td>
<td>POETRY</td>
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<tr>
<td>INTERNATIONAL ECONOMICS</td>
<td>LOVE POETRY</td>
</tr>
<tr>
<td></td>
<td>FANTASY AND LITERATURE</td>
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<td>LANGUAGE AND CULTURE</td>
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<td>ARCHITECTURAL DRAWING</td>
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<td>CONSTRUCTION</td>
<td>EDUCATION AND CASE STUDIES</td>
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<tr>
<td>CONSTRUCTION TECHNOLOGY</td>
<td>CALL # LC4091 - LC4100</td>
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<td>AUTHORSHIP AND WRITING</td>
</tr>
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<td>MANAGEMENT</td>
<td>WRITTEN COMMUNICATION</td>
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<tr>
<td>FINANCE, PUBLIC</td>
<td>ACADEMIC WRITING</td>
</tr>
<tr>
<td>FISCAL POLICY</td>
<td>REPORT WRITING</td>
</tr>
</tbody>
</table>

USING EBRARY EBOOKS IN YOUR CLASSES –
When you find the ebook you’d like to share with your class you have a few options. You can click “Share Link to Book” and pull up a link to copy and share in your class site. NOTE: Add the proxy server prefix (in red below) to the beginning of the provided link to make it accessible to students off campus.


You can also select CHAPTER DOWNLOAD. You will be walked through a process of creating a PDF of a range of pages (maximum 48 pages). You can then post the PDF of the chapter on your class site.

Optionally, you can use bitly or other link shortening tool to make it shorter: https://bitly.com/
Ebscohost ebooks collection

Ebscohost ebooks are best read and viewed directly online in a web browser. Identify the ebook(s) you want your students to read and provide them with a citation and link. Alternatively you can download PDFs up to 60 pages.

SAMPLE SEARCHES IN EBSCOHOST eBOOK COLLECTION – Try keyword or subject searching based on the subject terms and keywords you identified in GVRL and ebrary. The terms may be slightly different in each database.

Once you find the ebook you want to use, click the PDF Full Text link when available:

From this page you have the following options on top of the screen

Select permalink to get a good link for your class site for the ebook
Select cite to get a proper citation for the book
Select save pages to create a pdf (up to 60 pages) of a chapter or two to post to your class site for student use only
Hum 120: A Sense of Place Alaska and Beyond (sample syllabus)
All course readings and materials available freely via Egan Library resources or online, follow links, login with UAS username/password may be required from off-campus.

Week 1: Education in Alaska, how did we get here: Missionary Era Schools in AK
Reading

Week 2: Constitutional Rights of Students
Reading
   From *Bong Hits 4 Jesus: A Perfect Constitutional Storm in Alaska’s Capital* by Foster, James C. *An ebrary unlimited access book – read online or download a chapter to print.*

2. Facts and Case Summary - Morse v. Frederick (http://1.usa.gov/1pRxDoP) Answer one of the discussion questions (http://1.usa.gov/1X3Xc0P) in your journal and be prepared to discuss on Thursday.
   *US Courts website readings*

Week 3: Arts and Individuals in Alaska
Reading
1. Pick 3 episodes of *Indie Alaska* (http://www.pbs.org/show/indie-alaska/episodes/). In your journal note the title of the episode and featured subject/name of artist. Briefly write how place (Alaska or their specific community) has shaped and influenced their work. Also in a paragraph or two try to answer the question, how has their work influenced/shaped/changed their community? Think in terms of cultural and economic impacts. *PBS online videos*
1. Find your ebook at the ebrary site

2. Click the title

3. If available for online reading, click the Read Online button

4. Once the ebook is open online, use the Table of Contents to go to the chapter(s) you want to view.

5. Click the chapter download icon
6. Select Current Chapter or a specific page range (and the citation style of your choice), and Continue, to Print to PDF.

7. Open the PDF you created, then save it to your computer. Now you have a PDF to post to Blackboard for your students!
Faculty members overwhelmingly select their own teaching resources for use in their courses. Efficacy and quality are the most important criteria in this selection.

Faculty at two-year schools use OER at greater rates than those at four-year schools.

Faculty see OER as harder to find than traditional educational resources.

Most faculty not currently using OER report that they expect to use it within three years.
34 responses

Summary

Please tell us a bit about yourself. Note: This information is used only to classify the survey responses.

Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>22</td>
<td>64.7%</td>
</tr>
<tr>
<td>Male</td>
<td>12</td>
<td>35.3%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Teaching Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>23</td>
<td>69.7%</td>
</tr>
<tr>
<td>Part-time</td>
<td>10</td>
<td>30.3%</td>
</tr>
</tbody>
</table>

Number of years teaching
Tenure status

- Tenured: 13 (38.2%)
- Tenure track, not tenured: 7 (20.6%)
- Not tenure track: 14 (41.2%)

Your primary discipline
<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Literature</td>
<td>5.9%</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Computer and Information Science</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>8.8%</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>11.8%</td>
<td></td>
</tr>
<tr>
<td>Linguistics/Language</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>14.7%</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>8.8%</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>26.5%</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>17.6%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>11.8%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Code</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>25 – 34</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>35 – 44</td>
<td>5</td>
<td>14.7%</td>
</tr>
<tr>
<td>45 – 54</td>
<td>12</td>
<td>35.3%</td>
</tr>
<tr>
<td>55+</td>
<td>16</td>
<td>47.1%</td>
</tr>
</tbody>
</table>

Which of the following have you taught during the most recent academic year? Please use the following definitions:

Mark all that apply for the most recent academic year.
How often have you done each of the following?

Used digital materials such as simulations and videos in course presentations.

- Never / NA: 4 (11.8%)
- Rarely: 4 (11.8%)
- Occasionally: 8 (23.5%)
- Regularly: 18 (52.9%)

Assigned material available only in eTextbook format.

- Never / NA: 23 (67.6%)
- Rarely: 3 (8.8%)
- Occasionally: 3 (8.8%)
- Regularly: 5 (14.7%)
Assigned books for which eTextbooks and traditional formats are both available.

- Never / NA: 4 (11.8%)
- Rarely: 6 (17.6%)
- Occasionally: 8 (23.5%)
- Regularly: 16 (47.1%)

Published digital scholarship (beyond publishing an online version of a traditional scholarly paper).

- Never / NA: 27 (79.4%)
- Rarely: 4 (11.8%)
- Occasionally: 2 (5.9%)
- Regularly: 1 (2.9%)

Used social media to interact with students.

- Never / NA: 23 (67.6%)
- Rarely: 1 (2.9%)
- Occasionally: 7 (20.6%)
- Regularly: 3 (8.8%)

Used social media to interact with colleagues.

- Never / NA: 14 (41.2%)
- Rarely: 8 (23.5%)
- Occasionally: 7 (20.6%)
- Regularly: 5 (14.7%)

What is your opinion about the nature of support that you have received from your institution? My institution...
respects teaching with technology (in person or online) in tenure and promotion decisions.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5.9%</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
<td>17.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>29.4%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>5.9%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>13</td>
<td>38.2%</td>
</tr>
</tbody>
</table>

has a fair system of rewarding contributions made to digital pedagogy.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>5.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>14.7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
<td>17.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>14.7%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>16</td>
<td>47.1%</td>
</tr>
</tbody>
</table>

has strong policies to protect intellectual property rights for digital work.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>5.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5.9%</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
<td>17.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>14.7%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>13</td>
<td>38.2%</td>
</tr>
</tbody>
</table>
Strongly Disagree 3 8.8%
Disagree 0 0%
Neutral 7 20.6%
Agree 6 17.6%
Strongly Agree 1 2.9%
Don't Know 17 50%

provides support and flexibility in understanding and choosing intellectual property policies

Strongly Disagree 2 5.9%
Disagree 0 0%
Neutral 6 17.6%
Agree 8 23.5%
Strongly Agree 2 5.9%
Don't Know 16 47.1%

Who has a role in selecting educational resources for use in the courses you teach? (Select all that apply.)

Me 31 91.2%
Another faculty member 5 14.7%
Who has the PRIMARY role in selecting educational resources for use in the courses you teach? (Select only one response.)

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Me</td>
<td>31</td>
<td>91.2%</td>
</tr>
<tr>
<td>Another faculty member</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>A faculty committee</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>Program or division</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>Instructional design group</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Administration</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

When selecting resources for your teaching, which of the following factors are most important to you? (CHOOSE THREE)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me</td>
<td>31</td>
<td>91.2%</td>
</tr>
<tr>
<td>Another faculty member</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>A faculty committee</td>
<td>1</td>
<td>2.9%</td>
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<td>Program or division</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>Instructional design group</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Administration</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2.9%</td>
</tr>
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</table>
Public Domain [How aware are you of each of the following licensing mechanisms? ]

- Unaware 2 6.1%
- Somewhat Aware 8 24.2%
- Aware 15 45.5%
- Very Aware 8 24.2%

Copyright [How aware are you of each of the following licensing mechanisms? ]
How aware are you of Creative Commons licensing mechanisms? Unaware 0 0%
Somewhat Aware 6 17.6%
Aware 18 52.9%
Very Aware 10 29.4%

Creative Commons [How aware are you of each of the following licensing mechanisms? ]

How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.
<table>
<thead>
<tr>
<th>Awareness Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not aware of OER</td>
<td>8 23.5%</td>
</tr>
<tr>
<td>I have heard of OER, but don't know much about them</td>
<td>13 38.2%</td>
</tr>
<tr>
<td>I am somewhat aware of OER but I am not sure how they can be used</td>
<td>5 14.7%</td>
</tr>
<tr>
<td>I am aware of OER and some of their use cases</td>
<td>6 17.6%</td>
</tr>
<tr>
<td>I am very aware of OER and know how they can be used in the classroom</td>
<td>2 5.9%</td>
</tr>
</tbody>
</table>

Please provide some examples of Open Educational Resources that you are aware of

- Khan Academy, You Tube
- Wikipedia
- Some chemistry sites that have homework problems, practice tests, model building
- Khan Academy, TedEd, YouTube, Open Education Consortium, Federal Reserve Education.org
- Open source textbooks and computing software
- NA
- Khan Acad.
- Online journals may be an example of an OER.
- N/A
- Society for Integrative and Comparative Biology Resources
- Various case study teaching materials
- Public speaking
- Mapstory.org, Alaska Humanities Forum, Alaska Native Knowledge Network
- Television
- Not aware
- http://www.jiblm.org
- Histology websites, YouTube, Google Image Search (done by students, some are copyright, but viewing them on a search is not a problem that I am aware of))
- Google images that can be used for educational purposes
- Creative Commons
- N/A
- Pictures
- Don't know
- Alaska Residential Building Manual
- Wikipedia
- Internet

Is available for free [If you were to describe the concept of open resources for education to a colleague, which of the following would you include in your description?]
Has the ability to remix and repurpose [If you were to describe the concept of open resources for education to a colleague, which of the following would you include in your description?]

- Not Included: 2 (6.3%)
- May or May Not Include: 6 (18.8%)
- Would Include: 24 (75%)

Is provided with a Creative Commons license [If you were to describe the concept of open resources for education to a colleague, which of the following would you include in your description?]

- Not Included: 8 (25%)
- May or May Not Include: 10 (31.3%)
- Would Include: 14 (43.8%)

Is easy to combine with other course materials [If you were to describe the concept of open resources for education to a colleague, which of the following would you include in your description?]

- Not Included: 8 (25%)
- May or May Not Include: 15 (46.9%)
- Would Include: 9 (28.1%)
Not Included: 4 (12.5%)
May or May Not Include: 17 (53.1%)
Would Include: 11 (34.4%)

Is of high quality [If you were to describe the concept of open resources for education to a colleague, which of the following would you include in your description?]?

Not Included: 5 (15.6%)
May or May Not Include: 15 (46.9%)
Would Include: 12 (37.5%)

Is more up to date than textbooks [If you were to describe the concept of open resources for education to a colleague, which of the following would you include in your description?]?

Not Included: 5 (15.6%)
May or May Not Include: 19 (59.4%)
Would Include: 8 (25%)

Have you used open educational resources in either of the following ways? I have used OER as...

Primary course material (main class material used by teacher and students)
Supplementary course material (supporting material to enhance teaching or as further)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never / NA</td>
<td>16</td>
<td>47.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>5</td>
<td>14.7%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>7</td>
<td>20.6%</td>
</tr>
<tr>
<td>Regularly</td>
<td>6</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

Videos [Have you used any of the following types of open educational resources?]

Yes | 14 | 77.8%
No  | 4  | 22.2%

Audio podcasts [Have you used any of the following types of open educational resources?]

Yes | 6 | 35.3%
No  | 11 | 64.7%

Images [Have you used any of the following types of open educational resources?]

Yes | 13 | 72.2%
No  | 5  | 27.8%

Infographics [Have you used any of the following types of open educational resources?]
Interactive games or simulations [Have you used any of the following types of open educational resources?]

- Yes: 6 (37.5%)
- No: 10 (62.5%)

Video lectures/tutorials [Have you used any of the following types of open educational resources?]

- Yes: 8 (47.1%)
- No: 9 (52.9%)

Tests and quizzes [Have you used any of the following types of open educational resources?]

- Yes: 3 (17.6%)
- No: 14 (82.4%)

Open textbooks, chapters from textbooks [Have you used any of the following types of open educational resources?]

- Yes: 9 (52.9%)
- No: 8 (47.1%)

Homework exercises [Have you used any of the following types of open educational resources?]

- Yes: 6 (37.5%)
- No: 10 (62.5%)
Slides and class presentations [Have you used any of the following types of open educational resources?]

Yes 8 47.1%
No 9 52.9%

Whole course [Have you used any of the following types of open educational resources?]

Yes 1 6.3%
No 15 93.8%

Elements of an existing course e.g. a module/unit [Have you used any of the following types of open educational resources?]

Yes 5 29.4%
No 12 70.6%

Lesson Plans [Have you used any of the following types of open educational resources?]

Yes 4 25%
No 12 75%

Any other type [Have you used any of the following types of open educational resources?]

Yes 6 37.5%
No 10 62.5%

Cost [How would you compare the quality of open resources to that of traditional resources on the following dimensions?]
Proven to improve student performance [How would you compare the quality of open resources to that of traditional resources on the following dimensions?]

- Open Resources Superior: 2 (11.8%)
- About the same: 4 (23.5%)
- Traditional Resources Superior: 2 (11.8%)
- No Opinion/ Don't Know: 9 (52.9%)

Easy to find [How would you compare the quality of open resources to that of traditional resources on the following dimensions?]

- Open Resources Superior: 2 (11.8%)
- About the same: 6 (35.3%)
- Traditional Resources Superior: 4 (23.5%)
- No Opinion/ Don't Know: 5 (29.4%)
High-quality and factually correct [How would you compare the quality of open resources to that of traditional resources on the following dimensions?]

- Open Resources Superior: 2 (11.8%)
- About the same: 6 (35.3%)
- Traditional Resources Superior: 5 (29.4%)
- No Opinion/ Don't Know: 4 (23.5%)

Covers my subject area sufficiently [How would you compare the quality of open resources to that of traditional resources on the following dimensions?]

- Open Resources Superior: 3 (17.6%)
- About the same: 6 (35.3%)
- Traditional Resources Superior: 6 (35.3%)
- No Opinion/ Don't Know: 2 (11.8%)

Works with my institution’s Learning Management System [LMS] [How would you compare the quality of open resources to that of traditional resources on the following dimensions?]

- Open Resources: 1 (6.7%)
- About the same: 4 (25.4%)
- Traditional Resources: 2 (11.8%)
- No Opinion/ Don't Know: 4 (23.5%)
Mapped to learning outcomes [How would you compare the quality of open resources to that of traditional resources on the following dimensions?]

Current and up-to-date [How would you compare the quality of open resources to that of traditional resources on the following dimensions?]

Easy to use [How would you compare the quality of open resources to that of traditional resources on the following dimensions?]
Materials are rated by faculty or editors [How would you compare the quality of open resources to that of traditional resources on the following dimensions?]

<table>
<thead>
<tr>
<th></th>
<th>Open Resources</th>
<th>About the same</th>
<th>Traditional Resources</th>
<th>No Opinion/ Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptable/editable</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Factually correct, up-to-date</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>
| How would you rate the quality (factually correct, up-to-date,
How well-written, organized, effective) of Open Educational Resources and material from traditional publishers?

Traditional publishers

- Poor: 0 (0%)
- Average: 1 (5.6%)
- Good: 6 (33.3%)
- Excellent: 5 (27.8%)
- Don't Know: 6 (33.3%)

Open Educational Resources

- Poor: 0 (0%)
- Average: 5 (27.8%)
- Good: 2 (11.1%)
- Excellent: 4 (22.2%)
- Don't Know: 7 (38.9%)

How would you rate the ease of searching for educational resources for your courses?

From traditional publishers

- Very Difficult: 1 (5.6%)
- Difficult: 7 (38.9%)
- Easy: 8 (44.4%)
- Very Easy: 2 (11.1%)

Open educational resources

- Very Difficult: 2 (11.1%)
- Difficult: 7 (38.9%)
- Easy: 8 (44.4%)
- Very Easy: 1 (5.6%)
The use of Open Educational Resources (OER) is limited by various factors. According to the survey, the three most significant deterrents to the use of OER are:

1. Too difficult to use (44.4%)
2. Too hard to find what I need (64.7%)
3. Not enough resources for my subject (47.1%)

Other deterrents include:
- Not high-quality (29.4%)
- Not current, up-to-date (11.8%)
- Not relevant to my local context (5.9%)
- No comprehensive catalog of resources (58.8%)
- Not knowing if I have permission to use or change (23.5%)
- Lack of support from my institution (5.9%)
- Too difficult to change or edit (5.9%)
- Too difficult to integrate into technology I use (5.9%)
- Not effective at improving student performance (11.8%)
- Not used by other faculty I know (11.8%)

Do you believe the following statements about Open Educational Resources (OER) are true?
Use of OER leads to improvement in student performance.

- Strongly Disagree: 0 (0%)
- Disagree: 3 (16.7%)
- Neutral: 4 (22.2%)
- Agree: 2 (11.1%)
- Strongly Agree: 2 (11.1%)
- No opinion: 7 (38.9%)

Use of OER leads to improvement in student satisfaction.

- Strongly Disagree: 0 (0%)
- Disagree: 1 (5.6%)
- Neutral: 4 (22.2%)
- Agree: 3 (16.7%)
- Strongly Agree: 2 (11.1%)
- No opinion: 8 (44.4%)

The open aspect of OER creates different usage and adoption patterns than other online resources.

- Strongly Disagree: 0 (0%)
- Disagree: 0 (0%)
- Neutral: 5 (27.8%)
- Agree: 4 (22.2%)
- Strongly Agree: 2 (11.1%)
- No opinion: 7 (38.9%)

Open educational models lead to more equitable access to education, serving a broader base of learners than traditional education.

- Strongly Disagree: 0 (0%)
- Disagree: 1 (5.6%)
- Neutral: 6 (33.3%)
- Agree: 2 (11.1%)
- Strongly Agree: 4 (22.2%)
- No opinion: 5 (27.8%)

Use of OER is an effective method for improving retention for at-risk students.

- Strongly Disagree: 0 (0%)
- Disagree: 1 (5.6%)
- No opinion: 0 (0%)
- Agree: 0 (0%)
- Strongly Agree: 0 (0%)
- No opinion: 0 (0%)
Use of OER leads to critical reflection by educators, with evidence of improvement in their practice.

Future Use

Do you think you will use Open Educational Resources in the next three years?
How would you rate the quality (factually correct, up-to-date, well-written, organized, effective) of Open Educational Resources and material from traditional publishers?

Traditional publishers

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Average</td>
<td>1</td>
<td>6.3%</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Excellent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>11</td>
<td>68.8%</td>
</tr>
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</table>

Open Educational Resources

<table>
<thead>
<tr>
<th>Rating</th>
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<tbody>
<tr>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
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<td>6.3%</td>
</tr>
<tr>
<td>Good</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Excellent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>15</td>
<td>93.8%</td>
</tr>
</tbody>
</table>

Comments

We welcome your comments. Please let us know your thoughts on any of the issues covered in this survey.

I do not really know what it is you are talking about.

This survey seems clearly geared toward encouraging open resources. I'm not sure I'm ready to go there. Especially if at the expense of academically vetted materials that I have selected.

I really do not use these resources too much so my opinion may not be accurate to the value these resources actually have

It takes a variety of tools and resources to ensure success of students. OER is a great resource, when quality sites are found. I have been very successful in obtaining high quality materials used for my students.

Thanks for doing this survey. You may want to refine questions a bit if repeated. It was sometimes difficult for me to understand what answer was appropriate for some questions. For example, the question of support for online education could have been answered in many ways.

I have good campus-based and regional support, but at the department level there is no support...
Study finds use of open educational resources on the rise in introductory courses

Submitted by Carl Straumsheim on July 26, 2016 - 3:00am

Open educational resources (OER) are showing signs of taking root in introductory courses, yet overall awareness of alternatives to traditional textbooks continues to lag, a new study found.

More than half (58.1 percent) of the faculty members surveyed for "Opening the Textbook: Educational Resources in U.S. Higher Education, 2015-16," a report [1] released this morning by the Babson Survey Research Group, said they were not aware of OER or how instructors can use free or inexpensive alternatives to traditional textbooks in their courses.

Compared to when the Babson Group in 2014 surveyed [2] faculty members about the same topic, the responses in this year’s report highlight some familiar challenges for instructors considering OER. Almost half of all respondents (48 percent) said open materials are too hard to find, and that they don’t have access to a catalog showing the open resources available to them (45 percent) or a helpful colleague who can mentor them (30 percent).

And while nearly nine out of 10 respondents (87 percent) said cost to students is an important or very important factor when considering which course materials to assign, many faculty members said there aren’t enough high-quality free or affordable course materials (28 percent) or simply enough open resources in their fields in general (49 percent) to make the switch from traditional textbooks.
“Faculty have a really strong level of displeasure with the cost of the materials, but many of them feel they don’t have any power to change it,” Jeff Seaman, co-director of the Babson Group, said in an interview. Alternatively, he added, faculty members are “unwilling to explore the lower-cost or free options, or they’re unaware of them.”

This is the first of three planned annual reports that will explore how open educational resources are making their mark on higher education. The research is supported by the William and Flora Hewlett Foundation.

The Babson Group surveyed a diverse group of faculty members for the report -- more than 3,000 in total, including those at two- and four-year institutions, working full and part time, on and off the tenure track, and with experience teaching online or blended courses.

The report also contains some good news for advocates of open resources and an indication that the strategy used by many OER initiatives and providers is paying off.

Colleges and publishers, seeking to save the most money on textbook costs for the greatest number of students, have frequently used large introductory courses as settings for OER pilots. To explore how OER titles are doing in the market compared to traditional textbooks, the Babson Group asked faculty members who were creating new courses, modifying existing or picking new readings in 14 common introductory courses which title in a selection of popular textbooks they planned to assign. The lineups included titles from OpenStax, a free textbook publisher based at Rice University.

With an average adoption rate -- how likely the surveyed faculty members were to pick the title -- of 10 percent, the OpenStax books were less popular than the average textbook (17 percent). Faculty members were also less likely to have heard of the titles (70 percent, versus 82 percent for the traditional textbooks).
Still, faculty members were nearly twice as likely to pick the OpenStax books in introductory courses than instructors generally picking OER titles across all courses (5.3 percent). And OpenStax has reached the 10 percent mark without the sophisticated marketing infrastructure that other textbook publishers have had decades to optimize, Seaman pointed out.

“That puts [OpenStax] in the same ballpark after only being on the market for a couple of years,” Seaman said. “They’re going where they think the biggest need is. In one sense this says they’re being reasonably successful at that.”

OpenStax published its first textbook in 2012. Four years later, the publisher estimates more than 690,000 students have used its books, totaling a savings of about $68 million.

"It's very gratifying to have this independent research validate what we've observed over the last two years," said Richard G. Baraniuk, the Victor E. Cameron Professor of Engineering, who founded OpenStax. "Faculty teaching introductory courses are rapidly accepting high-quality open educational resources from OpenStax. They are willing to make changes when they discover high-quality resources that are easy to adopt and are free or very low cost for students."

While awareness of open course materials has increased in the two years since the Babson Group last surveyed faculty members about course materials, a majority of instructors are still unaware of OER. In this year’s edition, nearly half of respondents (41.9 percent) said they are aware of OER and how they can use the resources in their courses, up from about one-third (35.1 percent) two years ago.

Even the faculty members who said they are aware of OER said they sometimes struggle to find the open resources they are looking to include in their courses. Of the faculty members who had an opinion about the ease of finding OER, about 60 percent of respondents described searching for OER as difficult or very difficult, compared to about 23 percent who said the same about searching for traditional textbooks.

Seaman said the results suggest an opportunity for OER providers to work together on how they can get the resources into the hands of faculty members. “The discovery issue is one area where OER have made very little -- if any -- progress,” he said.

The remaining two OER studies will include many of the same questions about awareness and
barriers but go deeper into specific topics, Seaman said. Next year’s study will likely focus on faculty perception of textbook costs, he said.

Teaching With Technology [6]

Source URL: https://www.insidehighered.com/news/2016/07/26/study-finds-use-open-educational-resources-rise-introductory-courses?width=775&height=500&iframe=true

Links: