

OPEN CONTENT FOR OPEN MINDS

ELI Online Seminar

November 1, 2011, 1-4pm ET

Judy Baker, PhD

Dean of Technology and Innovation

Foothill College





- What do you think about the Open Educational Resources movement?
 - Mostly hype
 - Some hype
 - Somewhat transformative
 - Truly transformative
 - Unsure

Image cc-by-nc-sa Neil Wykes/flickr

What is college going to be like for
this student ... in 2025?



Image by Chippy/flickr

Today's educators have unparalleled opportunities for collaboration and innovation via open educational resources.



Image by
snickclunk/flickr 4

OER can



UNLOCK...

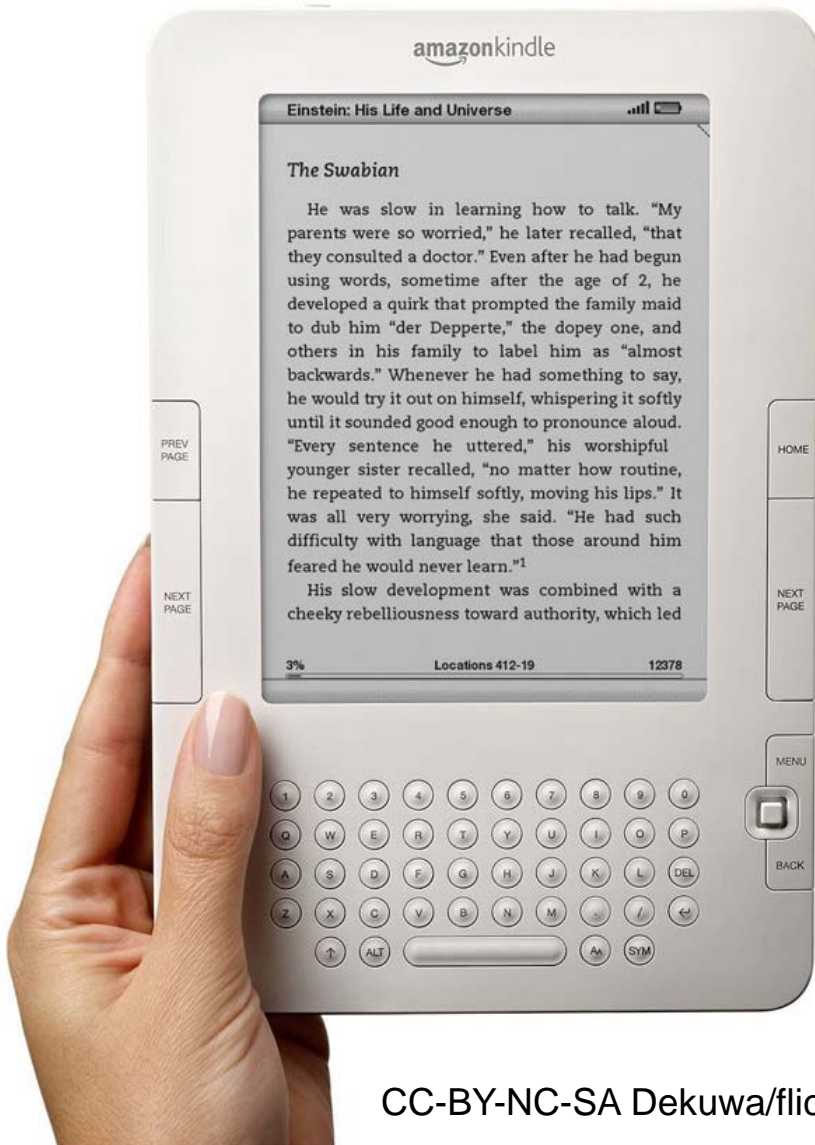


the Walled Garden of Knowledge

“OER creates the opportunity for a more fundamental and transformative change:

*The move from **passive consumption** of educational resources to the **formal engagement** of educators and learners in the creative process of education content development itself.”*

~ Rossini & Graeff ~



*The shift from traditional to **openly** available digitized textbooks represents “the most profound challenge that educators have ever faced.”*

From [Open Learning: What Do Open Textbooks Tell Us About the Revolution in Education?](#)
by Gary Matkin, Dean of Continuing Education at
University of California, Irvine

CC-BY-NC-SA Dekuwa/flickr

Six Part Webinar

- Part 1: Overview and meanings
- Part 2: Opportunities and challenges
- Part 3: Open licensing
- Part 4: Find, select, remix, and use
- Part 5: Create, collaborate, and share
- Part 6: Advocacy and action steps



Image: jscreationz/FreeDigitalPhotos.net



What part of this webinar interests you most?

- Part 1: Overview and meanings
- Part 2: Opportunities and challenges
- Part 3: Open licensing
- Part 4: Find, select, remix, and use
- Part 5: Create, collaborate, and share
- Part 6: Advocacy and action steps

Image cc-by-nc-sa Neil Wykes/flickr

Part 1: Overview and Meanings

- Definitions of OER
- Examples of OER
- Potential uses of OER

Origin of OER: As a Public Good

- Open Educational Resources (OER) first introduced as a term at a Open Courseware conference hosted by UNESCO in 2002
 - Promoted in context of providing free access to educational resources on a global scale
- The open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for ***non-commercial purposes***
- Digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research



What's OER?

- Openly licensed educational content, commonly referred to as open educational resources
- US Dept. of Ed. definition
 - 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 or repurposing by others.



cc-by donkyhotey/flickr

“OER are 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 or re-purposing by others.

Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.”

Definition of OER by
The William and Flora Hewlett Foundation



What are Open Educational Resources?

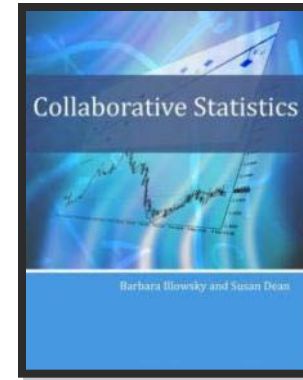
- Freely available from the internet, anytime, anywhere
- Shared, usable and re-usable
- An openly-licensed learning materials offered online by its author(s)
- Allows users to read online, download, or print content at no cost
- Licensed in a way that grants a baseline set of rights to users that are less restrictive than standard copyright



Examples

Includes –

- Course materials
- Modules or lessons
- Open CourseWare (OCW)
- Open textbooks
- Videos
- Images
- Tests
- Software
- Any other tools, materials, or techniques used to support ready access to knowledge



OPENCOURSEWARE
CONSORTIUM



Open CourseWare (OCW)

- Began at the Massachusetts Institute of Technology (MIT) in 2002
 - 2,000 courses in 33 disciplines to-date
- Over 120 other universities worldwide now have OCW
- According to UC Irvine
 - “OCW is a free and open digital publication of high quality university-level educational materials, often including syllabi, lecture notes, assignments and exams. Open educational resources are based on the notion that knowledge and education are common goods that must be supported by a defined community.”
 - OCW initiatives typically do not provide a degree, credit, certification, or access to instructors, the materials are made available, for free, under open licenses for use and adaptation by educators and learners anywhere.



OPEN COURSEWARE CONSORTIUM

open.michigan

MIT OPEN COURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

JOHNS HOPKINS
BLOOMBERG
SCHOOL OF PUBLIC HEALTH

Sofia
Sharing Of Free Intellectual Assets

JHSPH OPEN COURSEWARE
Johns Hopkins Bloomberg School of Public Health

TUFTS OPEN COURSEWARE
TUFTS UNIVERSITY

 webcast/courses
.berkeley

Carnegie Mellon

Utah State
UNIVERSITY

 OPEN COURSEWARE
UNIVERSITY OF CALIFORNIA • IRVINE

 UNIVERSITY OF
WASHINGTON

 UNIVERSITY OF
NOTRE DAME

OPEN COURSEWARE

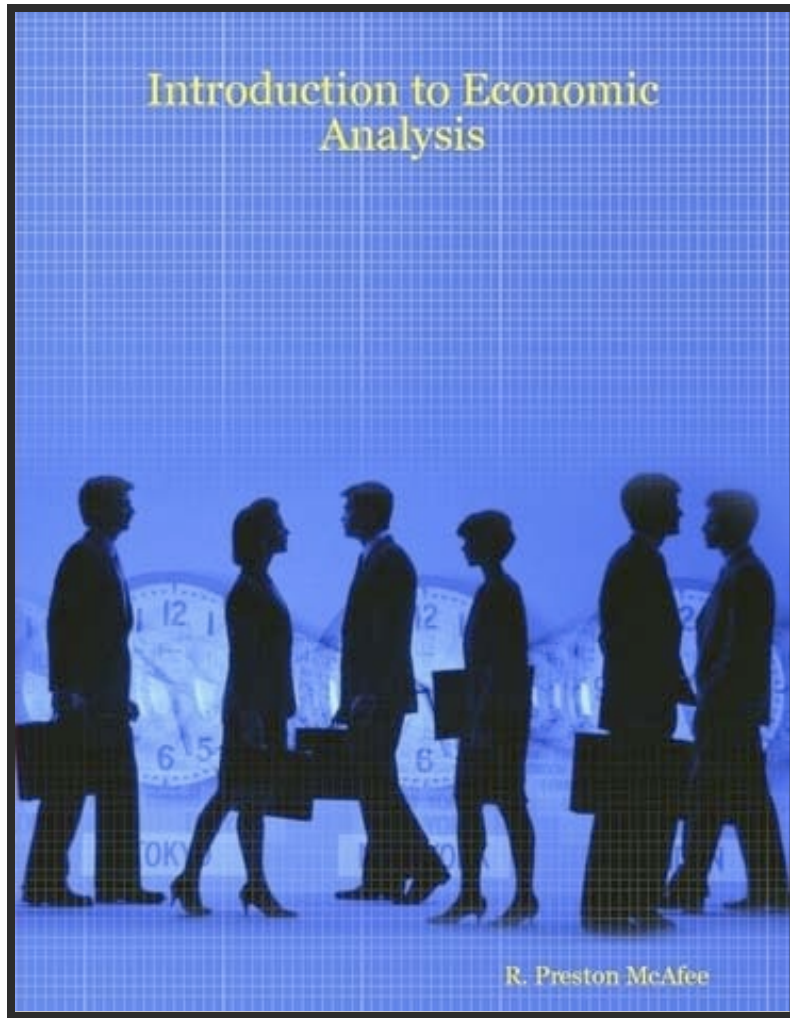
 UC Irvine
OpenCourseWare

What are Open Textbooks?

- Minimum baseline rights usually allow users to:
 - Use the textbook without compensating the author
 - Copy the textbook, with appropriate credit to the author
 - Distribute the textbook non-commercially
 - Shift the textbook into another format
- Many authors also grant rights to:
 - Add, remove or alter content in the textbook
 - Copy and distribute the textbook without giving credit to the author
 - Use the textbook commercially



Image: renjith krishnan / FreeDigitalPhotos.net



Introduction to Economic Analysis

R. Preston McAfee, Caltech

ISBN: 160049000X

Online: **Free**
PDF/Word: **Free**
Hard copy: **\$11.10**

Used at:
*Harvard, NYU, Cal Poly, UC-Santa
Barbara, Caltech, Oregon State,
Claremont McKenna....*

www.introecon.com

Open Textbook Models



Principles of Microeconomics

By Rittenberg and Tregarthen

Online: FREE

PDF: \$19.95

Print: \$29.95

Adoptions at:

Calstate-LA, Penn State, University of Illinois, University of Massachusetts, University of Texas at Arlington...

flatworldknowledge.com



79,385,001 lessons delivered

KHANACADEMY

Watch. Practice.

Learn almost anything for free.

With a library of over [2,600 videos](#) covering everything from arithmetic to physics, finance, and history and [207 practice exercises](#), we're on a mission to help you learn what you want, when you want, at your own pace.

[Watch a video](#)

[Practice with an exercise](#)



Examples of OER: Images



[Home](#) [The Tour](#) [Sign Up](#) [Explore](#) [Upload](#)

Explore / Creative Commons

Many Flickr users have chosen to offer their work under a Creative Commons license, and you can browse or search through content under each type of license.

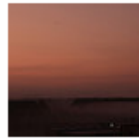
Attribution License



From [Santuario...](#)



From [Santuario...](#)



From [Sakena](#)



From [htemske](#)



From [CathyCom](#)

» 25,708,435 photos

Attribution-NoDerivs License



From [ElHormiguero](#)



From [fabienlemaire](#)



From [frauamygdala](#)

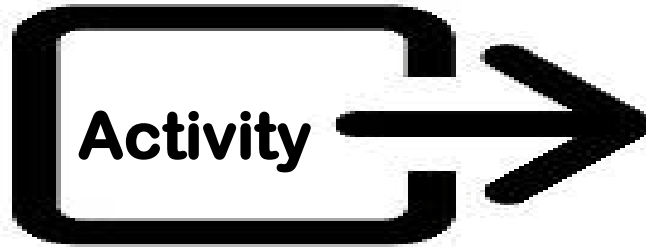


From [PKA Karate](#)



From [ale_speciale](#)

» 10,316,930 photos



- Select **one** of the following OER about statistics
 - Examine this OER for the next three minutes
 - Report your first impression of the OER in Chat area (e.g., quality, relevance, customizable, etc.)
-
- | | |
|---|---|
| – Connexions | – Khan Academy |
| • http://bit.ly/vl9pMn | • http://bit.ly/mCdsJy |
| – WikiBooks | – Sofia OCW |
| • http://bit.ly/sckdMw | • http://bit.ly/rCOaix |
| – OLI | – CK12 FlexBook |
| • http://bit.ly/rOChMU | • http://bit.ly/tuqXK4 |

OPEN EDUCATIONAL RESOURCES

HYPE OR TRANSFORMATIVE?



YOU DECIDE!

[Image by renjith krishnan](#)

OER as Transformative



“Open educational resources, combined with effective use of technology, offer the potential to enable the greatest increase in access to education that the world has ever seen.”

Sir John Daniel, former vice-chancellor of the UK Open University

**GLOBAL: New guidelines for
open educational resources**

September 11, 2011

“Mainstreaming the use of open educational practices will really transform education”

- E-Oxford Debate about OER
 - Held October 12 to 24
- **75% voted Yes**



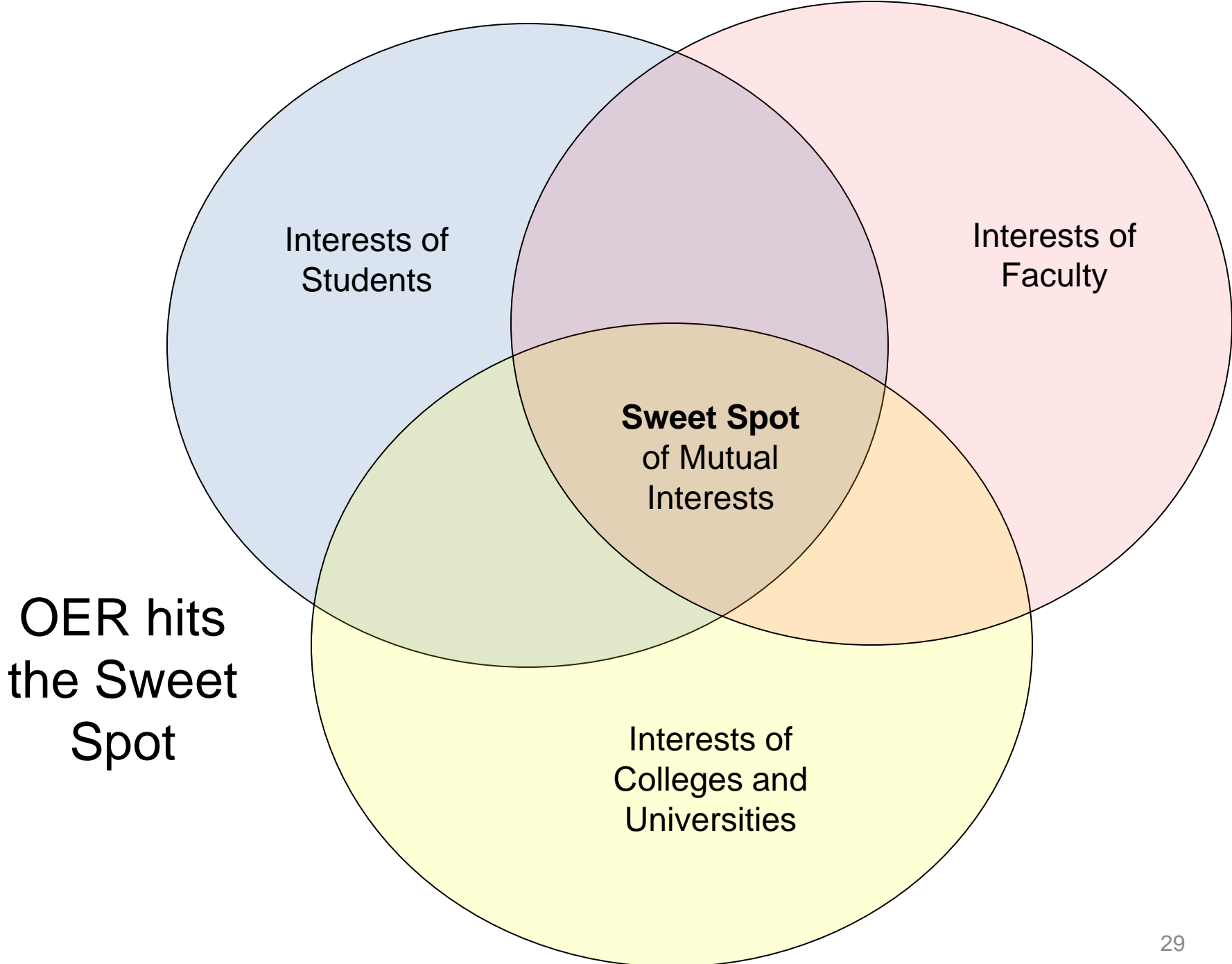
www.wsis-community.org/pg/debates/group:14358/overview/400536

Transformative Potential of OER



Guidelines for OER in Higher Education, COL-UNESCO:

- Transformative educational potential of OER revolves around:
 - Making educational resources easily available can contribute to transparency and the improvement of quality in the higher education system
 - Building capacity for the creation of OER can be an attractive element in the professional development of academic staff
 - OER can be used to optimize deployment of institutional staff and budgets
 - Involving students in the adaptation of OER engages them more actively in the learning process
 - <http://oerworkshop.weebly.com/guidelines-for-oer-in-higher-education.html>



Hype or Transformative?



Image CC-By [textbookrebellion](http://textbookrebellion.org)



Textbook Rebellion.org

Coalition for Affordable and Accessible College Textbook

[Petition](#) | [About the Textbook Rebellion](#) | [Spread the Word](#) | [Get Involved](#)

The Student PIRGs
www.studentpirgs.org




flatworld
KNOWLEDGE

**ROCK
THE
VOTE**

College textbook costs have skyrocketed at 4 times inflation affecting students, families, and professors alike. Affordable textbook solutions are needed!

We the undersigned believe the following:

- Textbooks should be affordable. Publishers should stop raising prices unfairly and offer a way to access each textbook for \$30 or less per term without lowering quality.
- High-quality, affordable textbooks already exist in many subjects. Professors can reduce costs by considering these options.
- Open textbooks are an ideal solution, because they can be freely accessed, adapted and printed at a low cost. Decision-makers should prioritize support for open textbooks.

A compiled list of petition signatures will be delivered to college administrators and legislators to promote affordable textbook solutions.

www.textbookrebellion.org

Why Does Flatworld Knowledge Pay for and Support the TextBook Rebellion?

- “Because... it’s in our self-interest to do so.
- The more professors around the country become aware of the problem and seek a solution, the more they’ll find Flat World Knowledge (and other non-profits and for-profits who are stepping in and providing solutions).
- And we have the means to do so. So we are doing so.
- Yes, Flat World Knowledge benefits as a company if hundreds of thousands of students join the Rebellion and make their opinions known about the crazy-high price of textbooks.
- Yes, Flat World Knowledge wins if the Textbook Rebellion works.”
- www.flatworldknowledge.com/whywejoined



The Student PIRGs

Make Textbooks Affordable

- Marketing for Flat World Knowledge?
 - www.studentpirgs.org/textbooks
- Of 50 open textbooks listed in their catalog
 - 62% Flat world Knowledge
 - 4% Worldwide Center of Mathematics
 - 2% Connexions
 - 2% MIT OCW
 - 2% Parlor Press
 - 2% Gutenberg Press
 - 2% Green Tea Press
 - 22% individual faculty at their institutions

Flatworld Knowledge: Convenient Change vs. Principled Change?



George Siemens

- **Positives**

- Learners can read the textbook online for free
- Educators can customize textbooks
- Textbooks are written by experts
- Educators adopting texts can be reasonably assured of quality
- Authors get paid. Students get a low cost text. Everyone wins.

- **Caveat: Does Flatworld Knowledge model represent convenient change that prevents real change?**

- FWK will succeed because it tweaks the existing model of textbooks just enough to disrupt publishers, but not enough to disrupt the industry as a whole
- FWK is integrated into the system of education: authors, bookstores, faculty, and students
- Uses existing reward metrics (recognition and a little bit of revenue for the author) and addresses the biggest complaint students have about textbooks: costs
- Existing system is used as the infrastructure for FWK model
- <http://opencontent.org/blog/archives/1050>

THE CHRONICLE

of Higher Education

Su

In Victory for Open-Education Movement, Blackboard Embraces Sharing

October 19, 2011, 12:01 am

By Jeffrey R. Young

Professors who use Blackboard's software have long been forced to lock their course materials in an area effectively marked, "For Registered Students Only," while using the system. Today the company announced plans to add a "Share" button that will let professors make those learning materials free and open online.

Hype?

Co-optation of OER movement?

Beware of OpenWashing: Marketing Ploys that Use “Free” and “Open”



Blackboard

- “regarding the opening reference about adding a share button. Metaphorically, that's correct. But the actual mechanism is a bit different...”

~ Ray Henderson, President of Blackboard Learn

www.insidehighered.com/news/2011/10/19/opener-thou#ixzz1bWhZoYmk

Blackboard and Open Sharing

- Highlights need to address open education strategies at schools using Blackboard
- Sharing educational content much more complicated than simply clicking the new “Share” button
 - Who will be responsible for vetting the intellectual property of the content being shared? Are we just going to let the faculty deal with it?
 - How do we want our university to be represented through open content? Is this just going to end up as a grab bag collection of the materials from faculty willing to share, or are we going to publish open materials more strategically to accomplish a larger end?
 - How will this open publication intersect with other efforts to harness digital technologies to enhance the campus experience or build distance learning programs? How can it help? How can it hurt?
 - How will we as a school communicate to internal and external constituencies about our open sharing approach?



From OpenFiction [Blog] by Stephen Carson, External Relations Director for MIT OpenCourseWare

Part 1: Summary

- Definitions and meanings of OER
- Examples of OER
- Potential uses of OER
 - Catalyst for educational transformation
 - Hype; marketing ploy; co-optation





What do you think about the Open Educational Resources movement?

- Mostly hype
- Some hype
- Somewhat transformative
- Truly transformative
- Unsure



Image cc-by-nc-sa Neil Wykes/flickr



Discussion Questions

- What are your greatest concerns about use of openly licensed educational content (OER)?



cc-by-sa
Karen Eliot/flickr

Open Content for Open Minds

Part 2: Opportunities and Challenges



CC-BY Mike Licht/flickr

Remember this rite of passage at your college bookstore?



For many college students ...

the first test is their ability to
afford the textbooks



Image: David Castillo Dominici / FreeDigitalPhotos.net

Use of digitized
open textbooks
can replace
this scene with

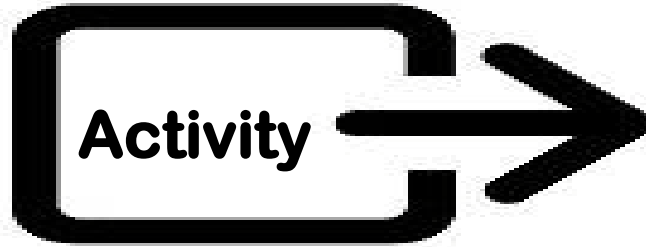


CC-BY-NC-SA [Crossett Library Bennington College](#) /flickr

.... more versatile learning content that is customizable, current, affordable, dynamic, accessible and portable



CC-BY-NC-SA
ShipLibrary/flickr



- Go to the online ordering website of a bookstore used by students at your campus
- Look up the cost of the textbook for introduction to physics
- Type the price in the Chat area

Cost Savings for Students

- *Exploring Business*

- Textbook for BUS 010
- Traditional Cost = \$150 vs. Open = \$29.95 printed (\$0 online)
- Savings = 70 students x \$120 = **\$8,400 per quarter**



- *Principles of Microeconomics*

- Textbook for ECON 001B
- Traditional Cost = \$115 vs. Open = \$30 printed (\$0 online)
- Savings = 70 students (2 sections) x \$85 = **\$5,950 per quarter**

Image CC-BY-NC pennstatelive /flicker



Choose one:

Elementary Algebra (\$158)

Insert number:

35

Students

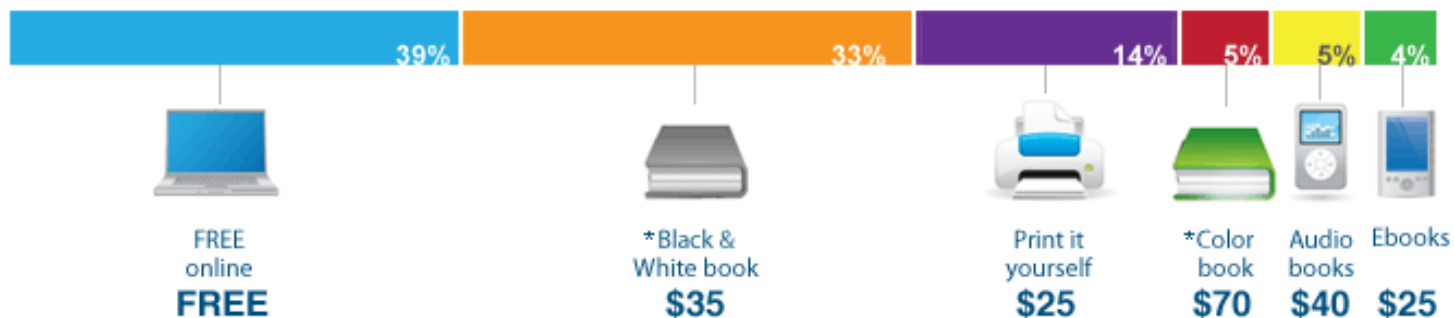
Student Savings Of

\$4834

Per Classroom*

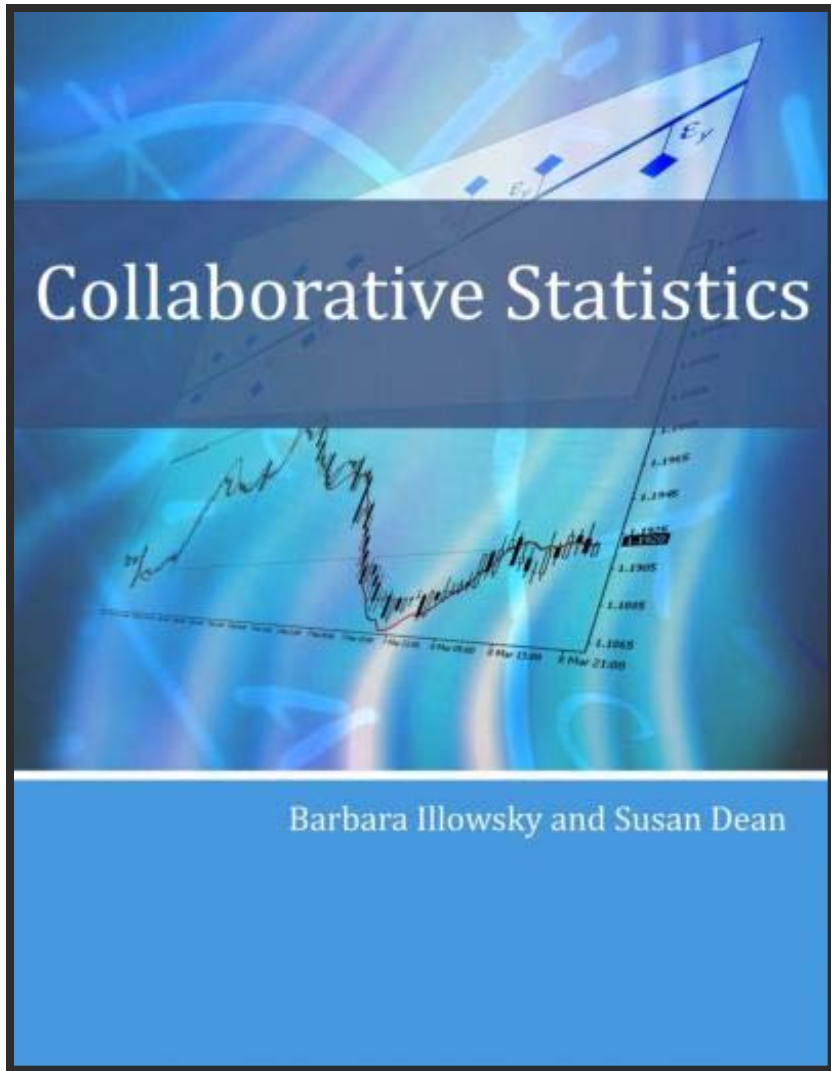
Can My Students Really Save That Much?

With a Flat World Book, they can. The graph below shows what students purchase when a Flat World Knowledge book is in use. The average student spend is \$19.90 which is how we calculate your students' savings.



*approximate prices

Open Textbook



Online: **Free**
PDF/Word: **Free**
Hard copy: **\$37**

*By Barbara Illowsky &
Susan Dean*

Traditional Cost = \$138

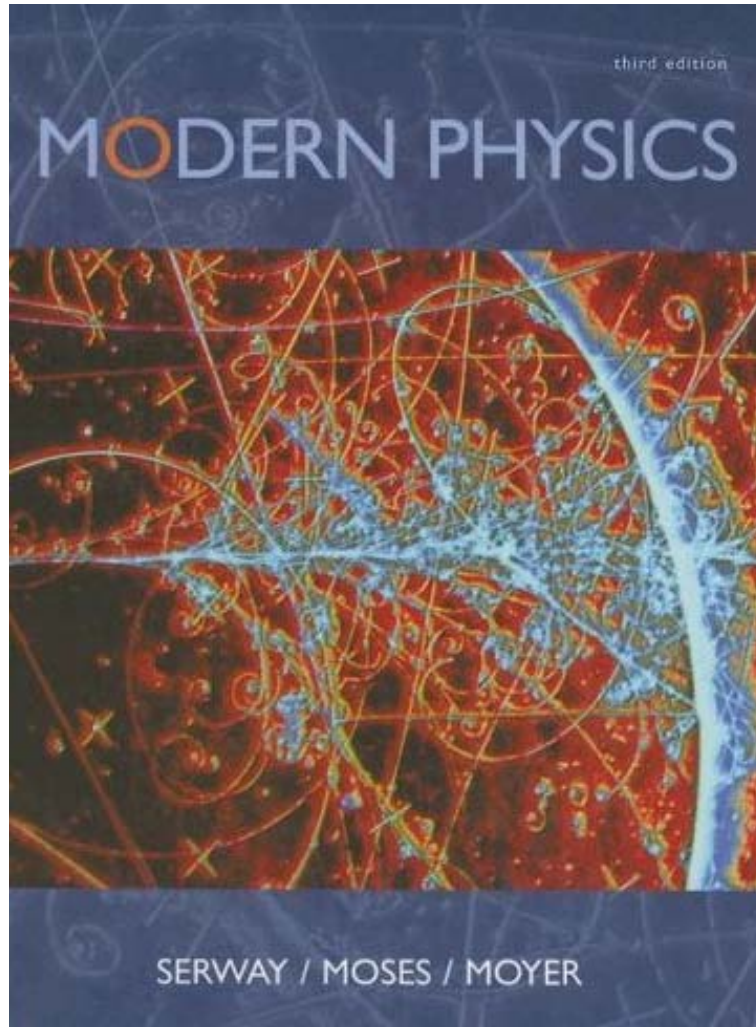
Open = \$37 printed

Estimated savings = \$101



Example

PHYS 4A: General Physics



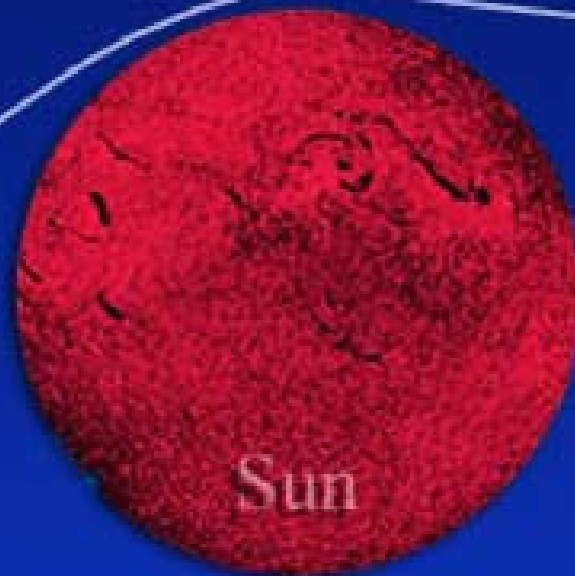
600 pages

Used \$125.00

New \$179.00

Essential Physics I

Relativity
Dynamics
Gravitation
Wave Motion



FREE

Frank W. K. Firk

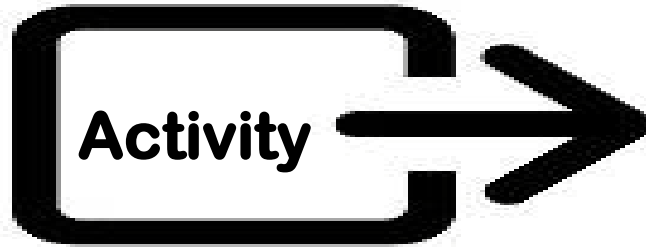
*Professor Emeritus of Physics
Yale University*

Open Textbooks

Benefits for students:

- Students choose their preferred format (print, PDF, online, etc.)
- Online access is free
- Other formats are optional and fairly priced





- If you believe that making textbooks affordable is the most important benefit of OER
 - Visit the Student PIRGs website to find out how you can get involved with this effort
- <http://www.studentpirgs.org/textbooks/take-action/faculty>



Make Textbooks Affordable

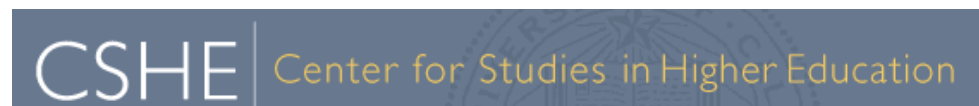


Make Textbooks Affordable

The Student PIRGs
www.studentpirgs.org

Affordable and Open Textbooks: An Exploratory Study of Faculty Attitudes

- Exploratory study of the effectiveness of the Student PIRGs Make Textbooks Affordable campaign and general aspects of faculty attitudes about textbook affordability and open textbooks
- Results
 - Textbook affordability solutions must take into account that most faculty are independent decision makers when choosing a text or other curricular materials
 - Students need the safety net of a printed text and the positive pedagogical practice of engaging with the text by "writing in the margins"



<http://cshe.berkeley.edu/publications/publications.php?id=342>

Benefits of Open Textbooks

- More than just textbook affordability
 - Offers dynamic nature of digitized content
 - Modifiable
 - Easily updated
 - Searchable
 - Gives faculty tools to gain control over learning content and delivery
 - Fosters pedagogical innovation and relevance that minimizes “teaching from the textbook”



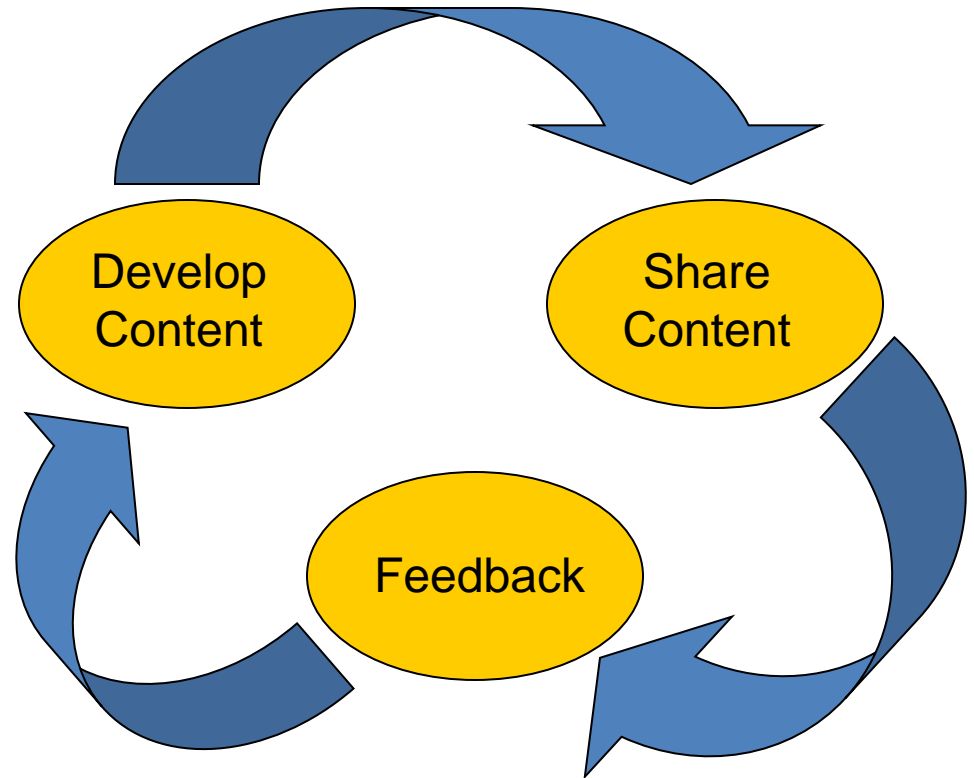
Open Educational Resources

- Tool for sharing high-quality learning materials
- Facilitates promotion
 - Inclusion in searchable OER repositories
 - Sharing within OER community
- Allows rapid evaluation and improvement
 - Diverse feedback
 - Comparisons with other DE tools and courseware



Benefits of OER

- Share and remix learning materials for customized and localized use



- Fast feedback loop on quality and relevance of learning materials => continual improvement and rapid development

Kaleidoscope Project

Improving student success through collaborative, open courses

www.project-kaleidoscope.org

- **Case Study**
 - Implementing a set of fully open general education courses across eight colleges serving predominantly at-risk students
- **Project dramatically reduces textbook costs and allows collaborative improvement of course design to improve student success**
 - Cross-institutional collaboration
 - Course designs use the best of OER
 - Course designs use a common assessment process
 - Closes the loop on improved course design and student learning

Open Textbooks

Benefits for instructors

- All students have access to the text
- New editions are optional
- Ability to customize
- Corrections are immediate



Image: Maggie Smith / FreeDigitalPhotos.net

Benefits of OER

Gives faculty tools
for freedom from
publishers' dictates
about learning content
and delivery



Image: digitalart / FreeDigitalPhotos.net



- View the video about Orange Grove Text Plus
 - Length 3.5 minutes
- http://www.youtube.com/watch?v=kIsCs1XGC-s&feature=player_videoeditor

Orange Grove Text Plus: Open Textbooks



Benefits of OER

- Enables the introduction of more varied learning resources into the classroom
- Helps lead to more meaningful teaching and learning by enabling teachers and students to be active participants in the process
- Can be translated into multiple languages
- Can be reformatted and repackaged into alternative formats to serve students with disabilities and special needs
- Permits local users to modify materials so they can become more culturally or locally relevant



10 Reasons Institutions and Organizations Freely Share Online Content

- Information dissemination
- Student assistance
- Supporting alumni
- Sharing teaching practices and ideas
- Program, department, and institutional marketing
- Goodwill and global education effort
- Potential partnerships and global education efforts
- Content and course feedback
- Economic support and career options
- Set example and open dialogue about educational rights



~ Curtis Bonk, 2009

Advantages of OER

- Freedom of access; both for yourself and others
- Freedom from proprietary systems and corporations
- Encourages pedagogical innovation
- Lowers costs to students
- Potential publicity
- Contribution to a community
- Method of collaboration
- Helpful to future educators
- Potentially beneficial to developing nations
- Avoids 'vendor lock-in' or a situation in which you have to use one company's products



Image: vichie81 / FreeDigitalPhotos.net

Adopt EXPENSIVE TEXTBOOKS

VENDOR LOCK-IN IS
a SITUATION in which
educATORS ARE HELD hostage
BY textbook PUBLISHERS

OER allows educators to break free from vendor Stockholm syndrome and vendor lock-in



Benefits of OCW

- Widens the scope of what is accessible
- Creates opportunities for existing resources to be adapted to fit better the local context – related to culture, access and learning needs – without necessitating lengthy copyright negotiation processes or duplicating development of identical core content
- Can attract new students
- Facilitate accountability (through its transparency)
- Advance institutional recognition and reputation
- Support the public service role of institutions
- Further the dissemination of research results and thereby attract research funding
- <http://oerworkshop.weebly.com/guidelines-for-oer-in-higher-education.html>





Which benefit of OER and open textbooks do you believe is most important?

- Lower costs for students
- Faster feedback loop
- Ease of customization and translation
- Ability to share and remix
- Increased control by faculty
- Publicity and marketing for institutions

Image cc-by-nc-sa Neil Wykes/flickr

Challenges

- Limited availability of high quality and comprehensive learning materials in some disciplines
- Inadequate access to high-speed Internet by students
- Printing and computer lab demands on campus by students





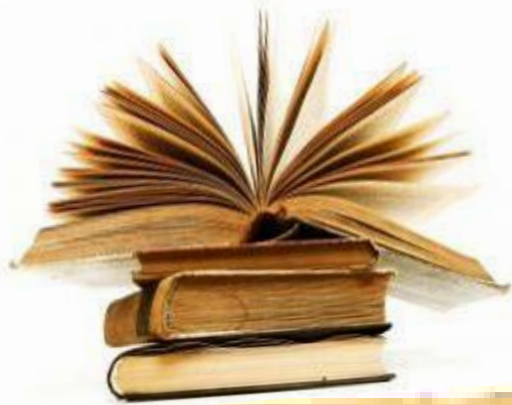
FREE PUPPIES

No such thing as a ...

free puppy

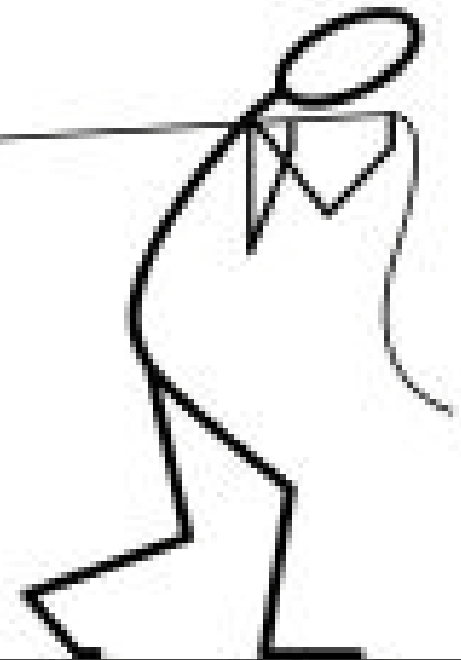


Cost of care and.....unanticipated consequences



No such thing as
truly free
textbooks or learning
materials

Be aware of hidden and
unanticipated costs



Potential Costs to Students

- Printing time, inconvenience and expenses
- Printing and/or shipping expenses not covered by Financial Aid
- Ancillary materials (e.g., Flatworld Knowledge)
- Advertising distractions
- Loss of income from buy-back



CC-BY-NC-ND [miguelavg Miguel Angel/flickr](#)

Challenges of Open Textbooks



- Faculty training needs for teaching effectively with digital learning materials; understanding of open licensing
- Distribution challenges: campus bookstores vs. print-on-demand
- Scarcity of high-quality content in some disciplines
- Accessibility, interoperability, modularity, licensing, metatagging, printing costs
- Faculty and administrator concerns over articulation and transfer of courses that require open textbooks

Cost Shifting



from...

Students



to...

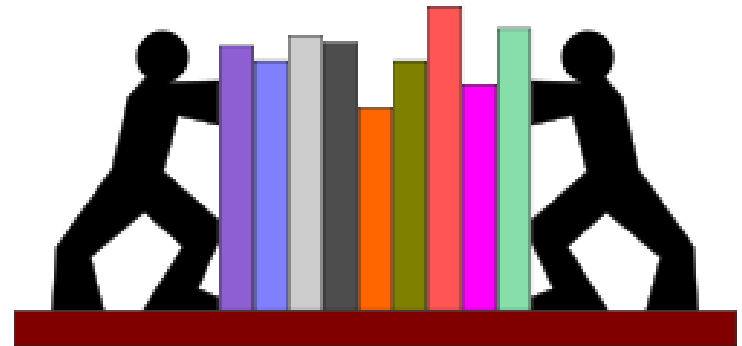
Faculty time

Institutions

Funders

Potential Costs to Faculty

- Time and effort
 - Switching to a new textbook
 - Effort to ensure quality by getting peer reviews
 - Lack of test bank for most open textbooks
 - Customization to match departmental and/or college curriculum requirements
- Inconvenience
 - No complimentary printed and bound copy provided to faculty
 - Disrupting the status quo
 - Technical requirements



Potential Cost to Colleges

- Disruption to usual campus bookstore procedures for textbook adoption
- Strain on campus computer centers, print shop, and libraries
- Need to ensure compliance with ADA Section 508 accessibility requirements for digital media



Motivational Challenges

- Faculty and student resistance to change
- Lack of faculty incentives
- Changing the culture
- Moving from “Publish or Perish” to “Organize and Thrive”
- Identifying and rewarding stewards of best OER in their fields



Localization Challenges

- Adapting OER for different user groups
- Evaluating learning outcomes using OER
- Stimulating OER-related philanthropy through existing collegiate processes



Challenges

- Resources for faculty support
- Compliance with federal and state accessibility and fair use requirements
- Articulation and transfer issues



Challenges

- Josh Jarrett ,Deputy Director of Postsecondary Success at the Bill and Melinda Gates Foundation
 - Keynote at the Open Education Conference
- Access alone is not enough to help people realize their dreams
- **Evidence**
 - Translate OER cost savings into impact
 - Quantify how it leads to greater course completion, retention, and credential completion rates
- **Content development**
 - Remembering to design not just for sharing, but for reuse
- **Integration, instrumentation, and distribution**
 - How do we take all of these resources and focus them?



Part 2: Summary

- Benefits
 - Lower costs for students
 - Faster feedback loop for immediate corrections and updates to content
 - Ease of customization and translation
 - Ability to share and remix
 - Allows customization to localize and translate content
 - Increased control by faculty
 - Publicity and marketing for institutions
 - Models a culture of knowledge sharing
- Challenges
 - Faculty training and tech support needs
 - Distribution challenges
 - Accessibility
 - Interoperability and formatting
 - Cost-shifting from students to institution and faculty
 - Inconsistent level of quality; accreditation and course transfer issues
 - Co-optation by entrepreneurs
 - Time and effort of switching to a new textbook
 - Lack of test bank for most open textbooks
 - Disruption to usual campus bookstore procedures



Image: Tina Phillips / FreeDigitalPhotos.net



Which challenge of OER and open textbooks do you believe is most significant?

- Faculty training and tech support needs
- Distribution challenges
- Accessibility
- Interoperability and formatting
- Inconsistent level of quality

Image cc-by-nc-sa Neil Wykes/flickr



Discussion Questions

- Who benefits most from use of open educational resources and open textbooks and why?
- Who benefits least from use of open educational resources and open textbooks and why?

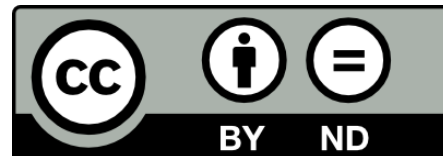
Image by fotografic1980/FreeDigitalPhotos.net



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Open Content for Open Minds

Part 3: Open licensing





Have you ever used a Creative Commons open license for content or images that you created?

- Yes
- No
- Not sure

Image cc-by-nc-sa Neil Wykes/flickr

Support Least Restrictive Open Licensing

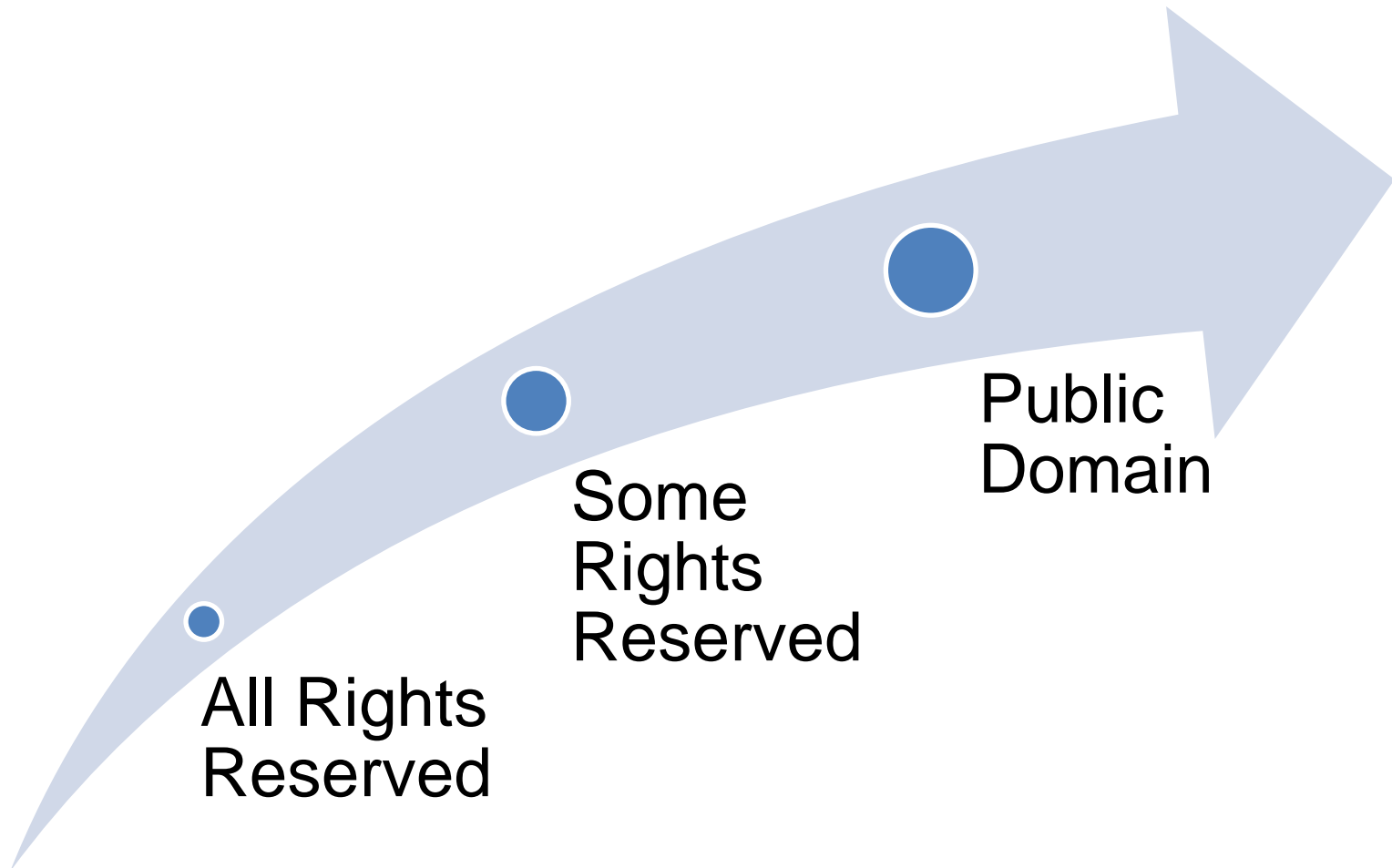
“Ultimately, the notion of “open” means freely available on the web for printing, use for any purpose, and carrying the uninhibited right to modify, translate, or repackage. Even a requirement that users register with a website, providing their name and other personal information, inhibits the openness of the material.

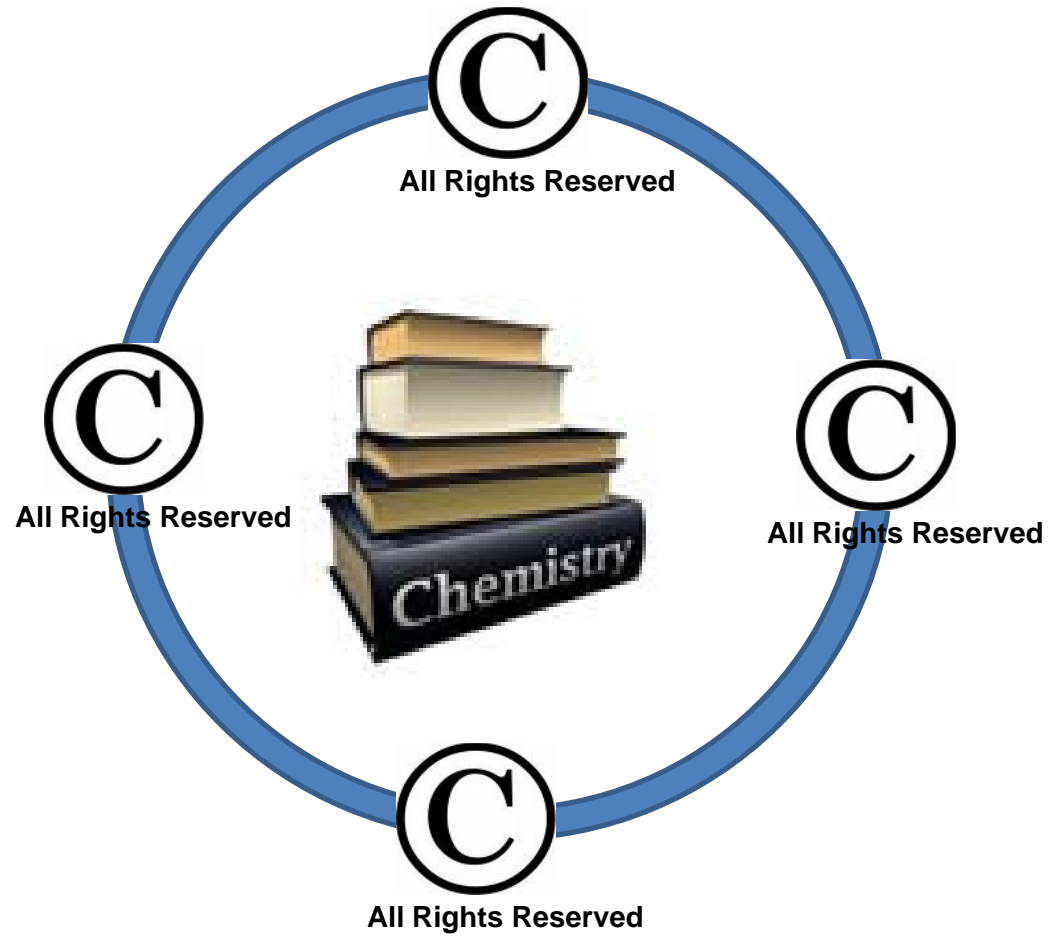
The addition of restrictions to this vision not only decreases the social utility of open material but seriously obscures the notion of “open,” which is often used to describe even the more restrictive of licenses.”

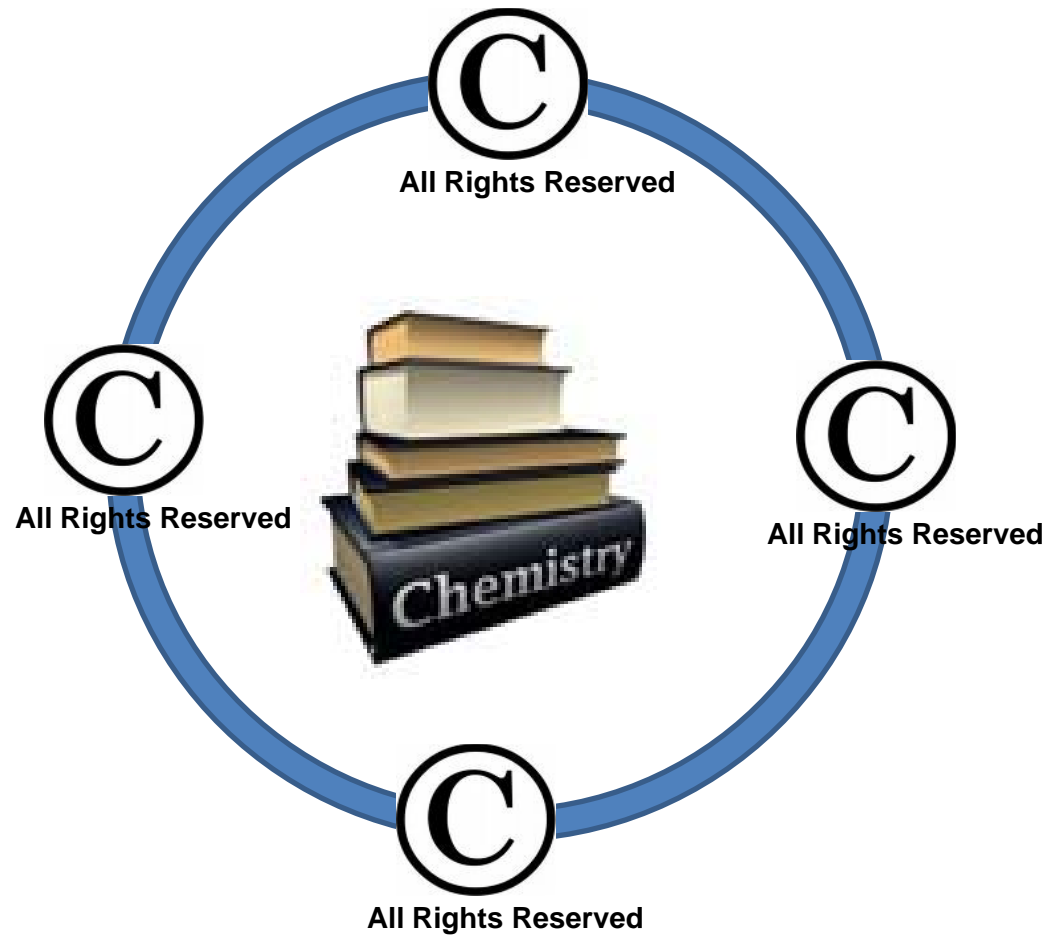


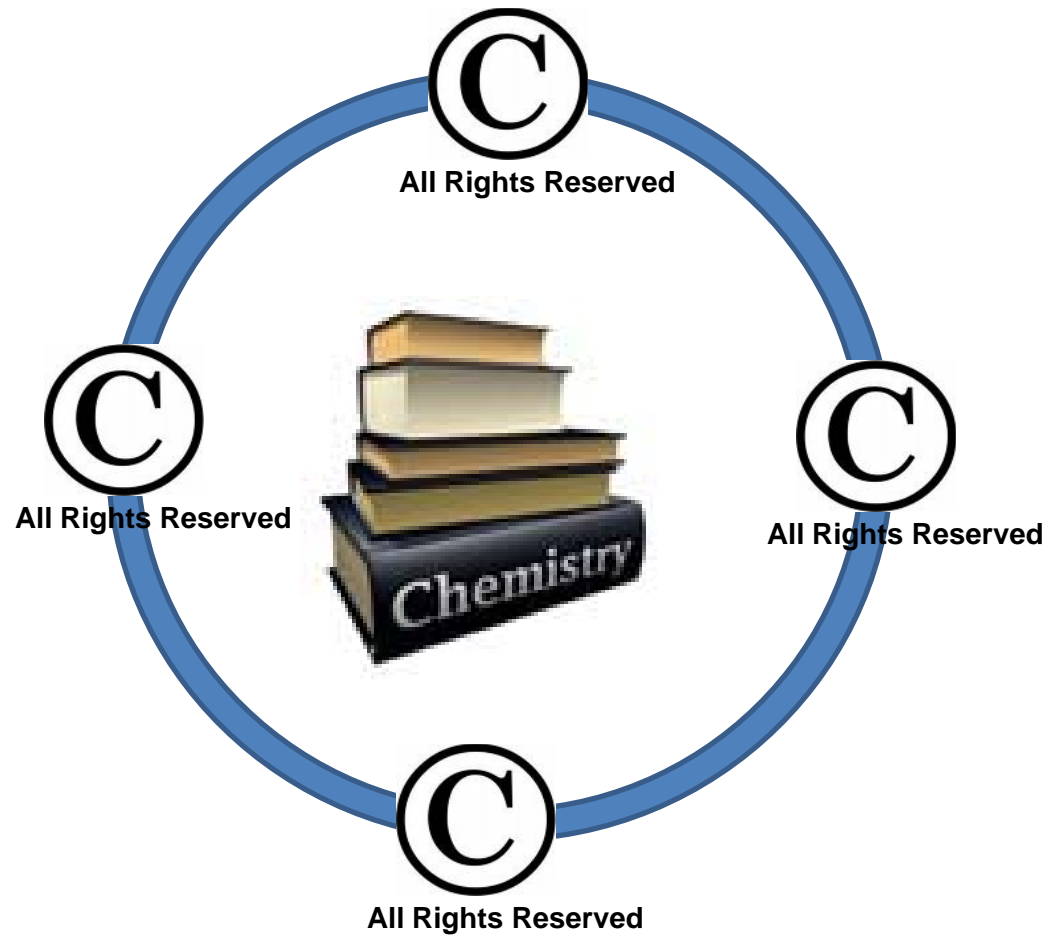
From [“Open Textbooks: Why? What? How? When?”](#)
by Jia Frydenberg and Gary W. Matkin

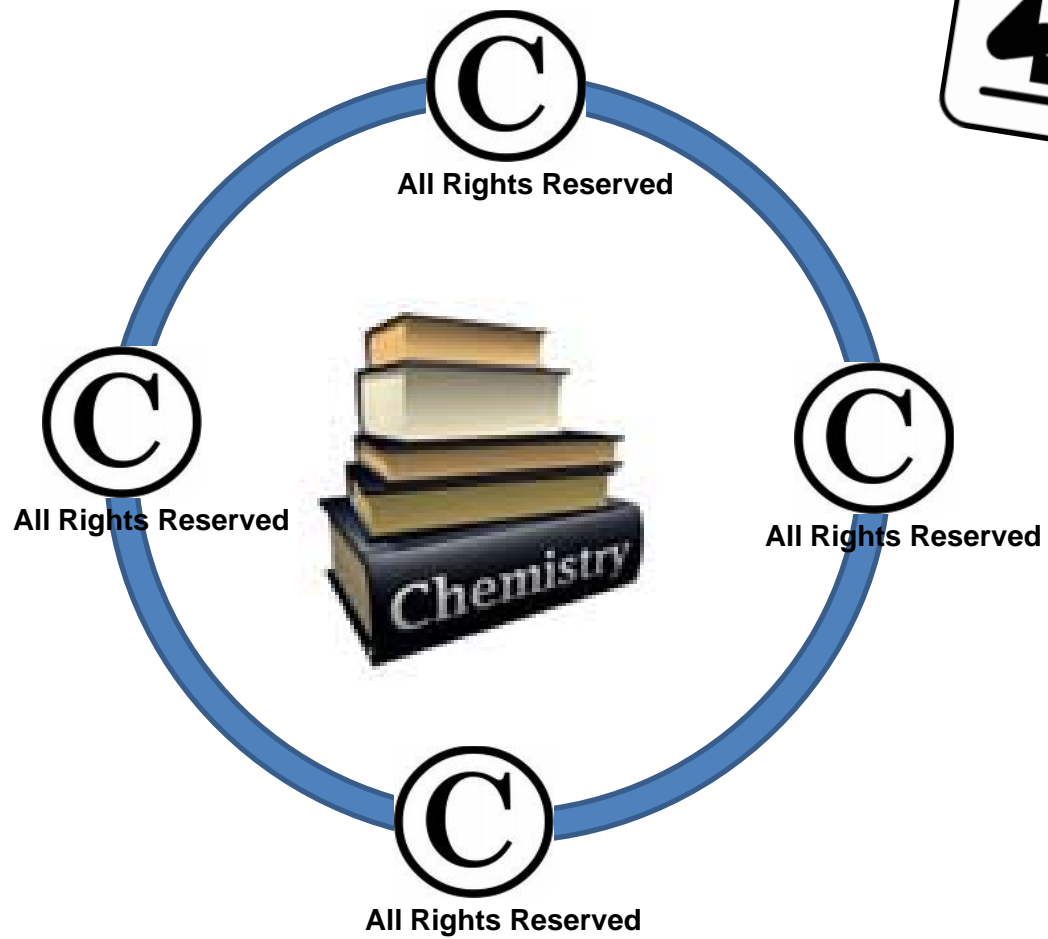
Content Licenses

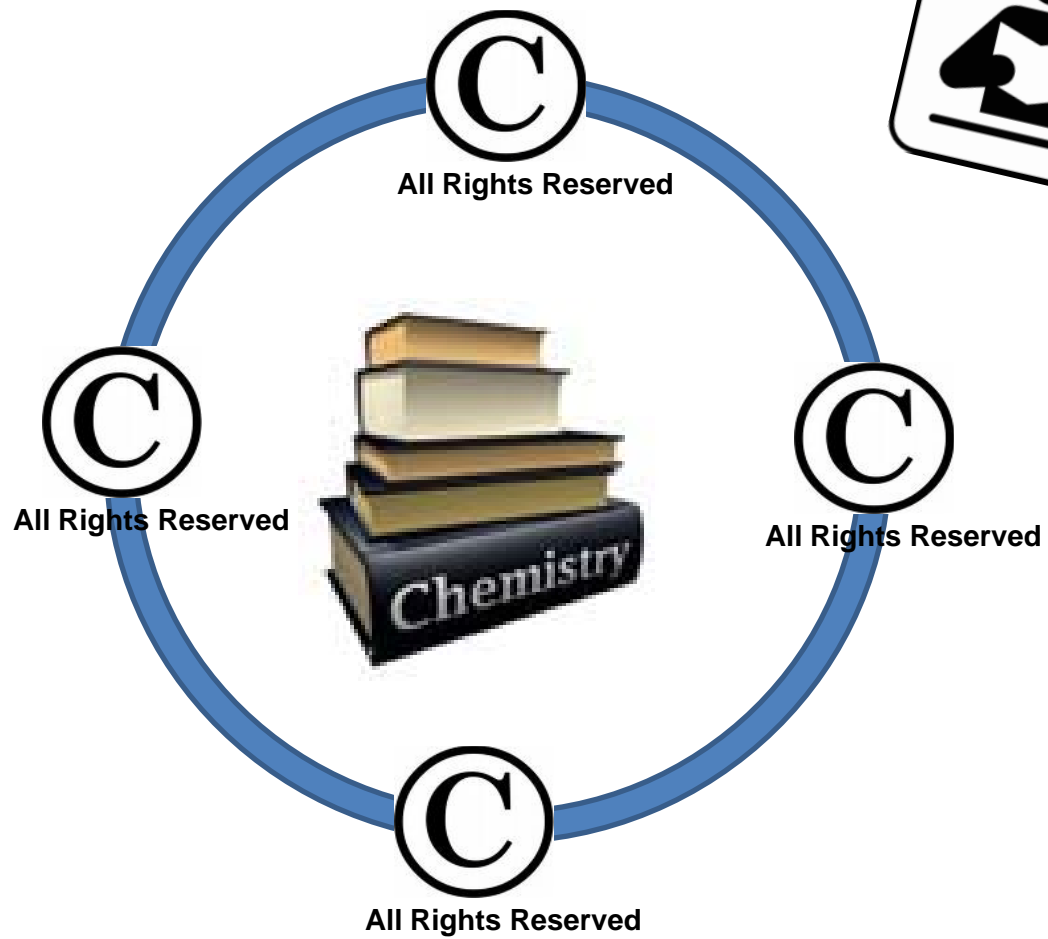


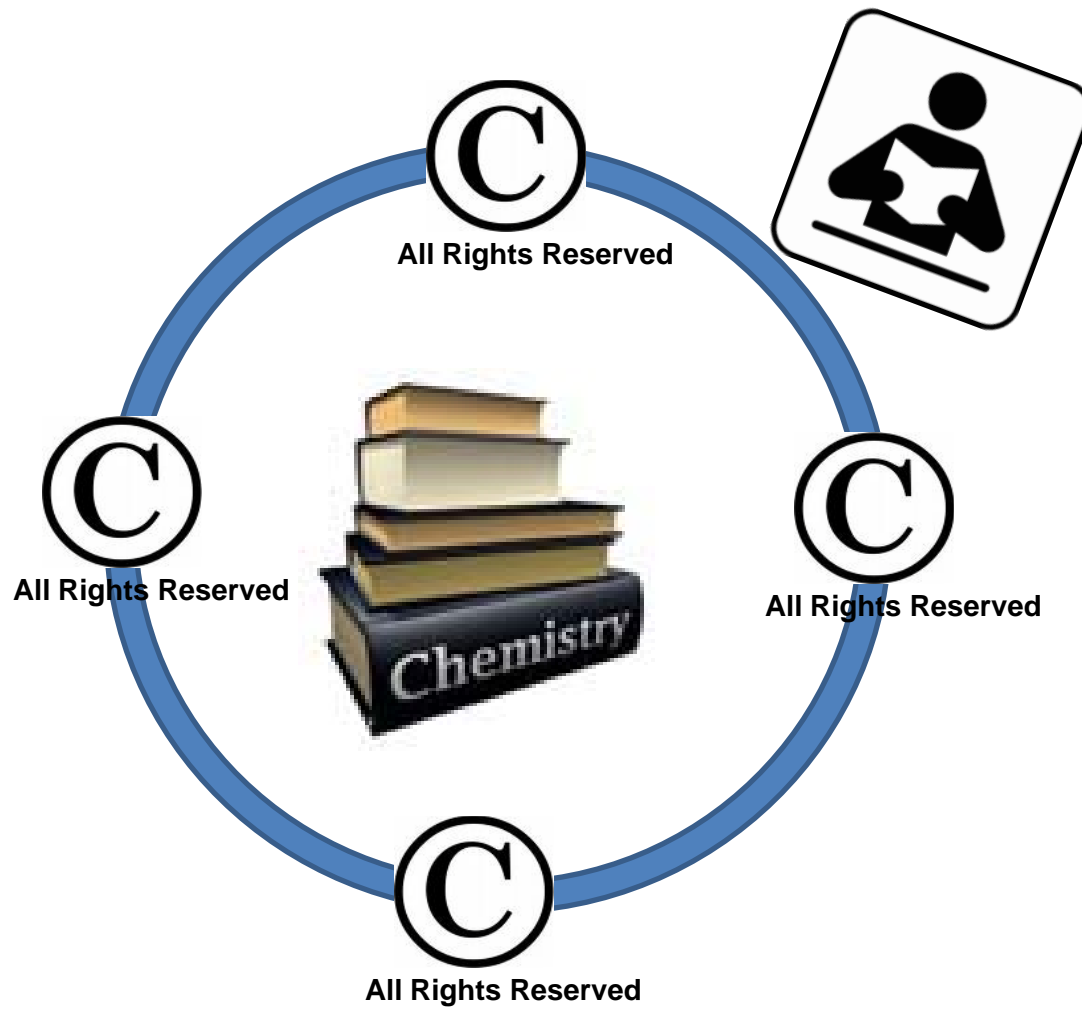


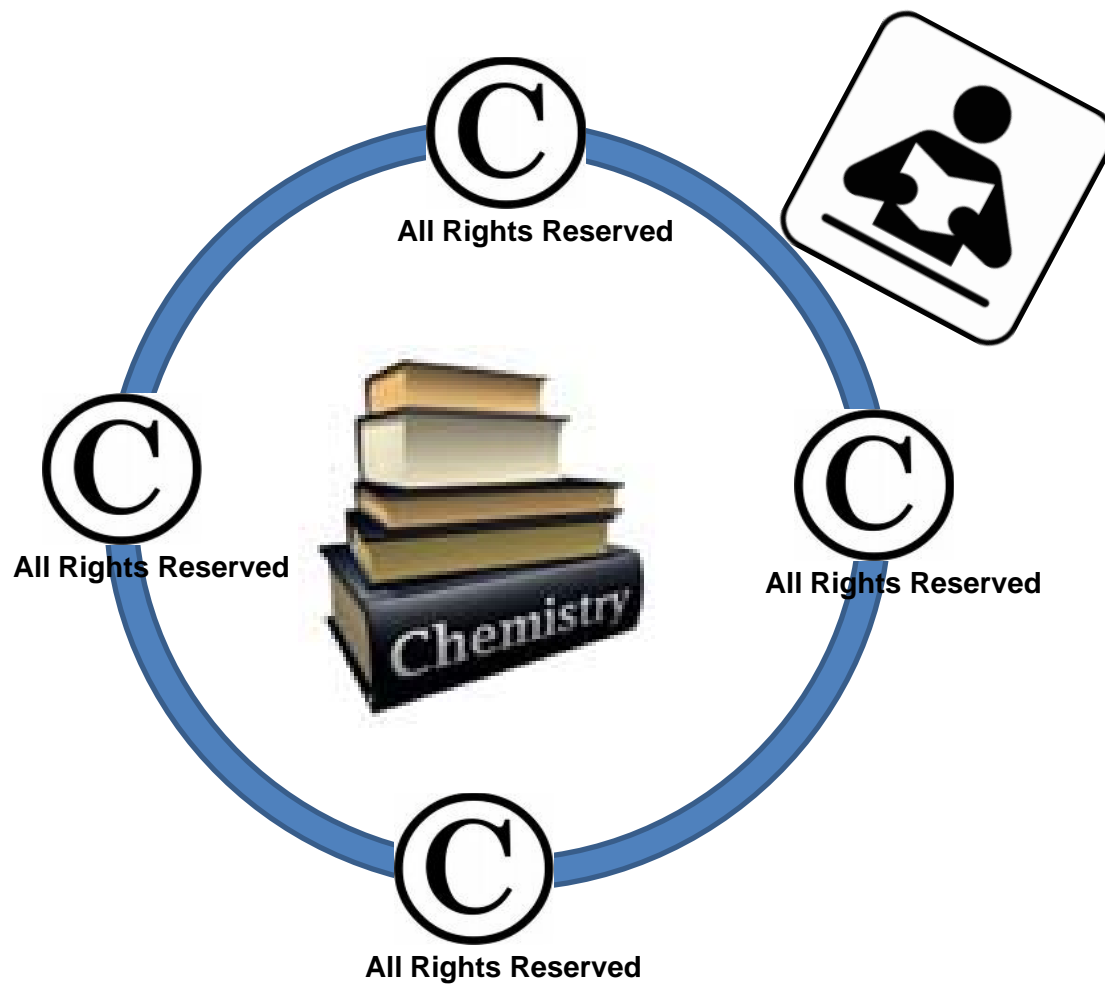


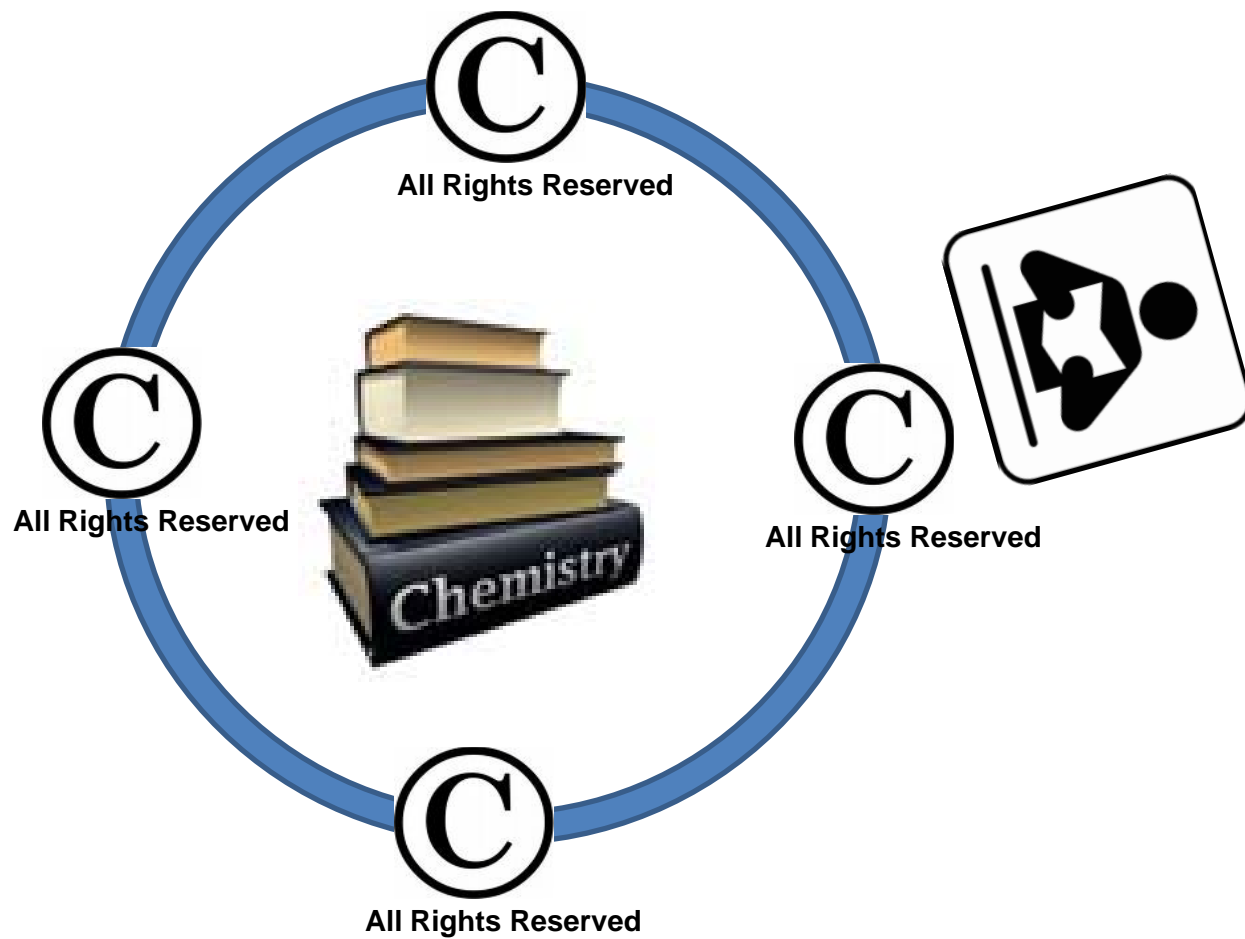


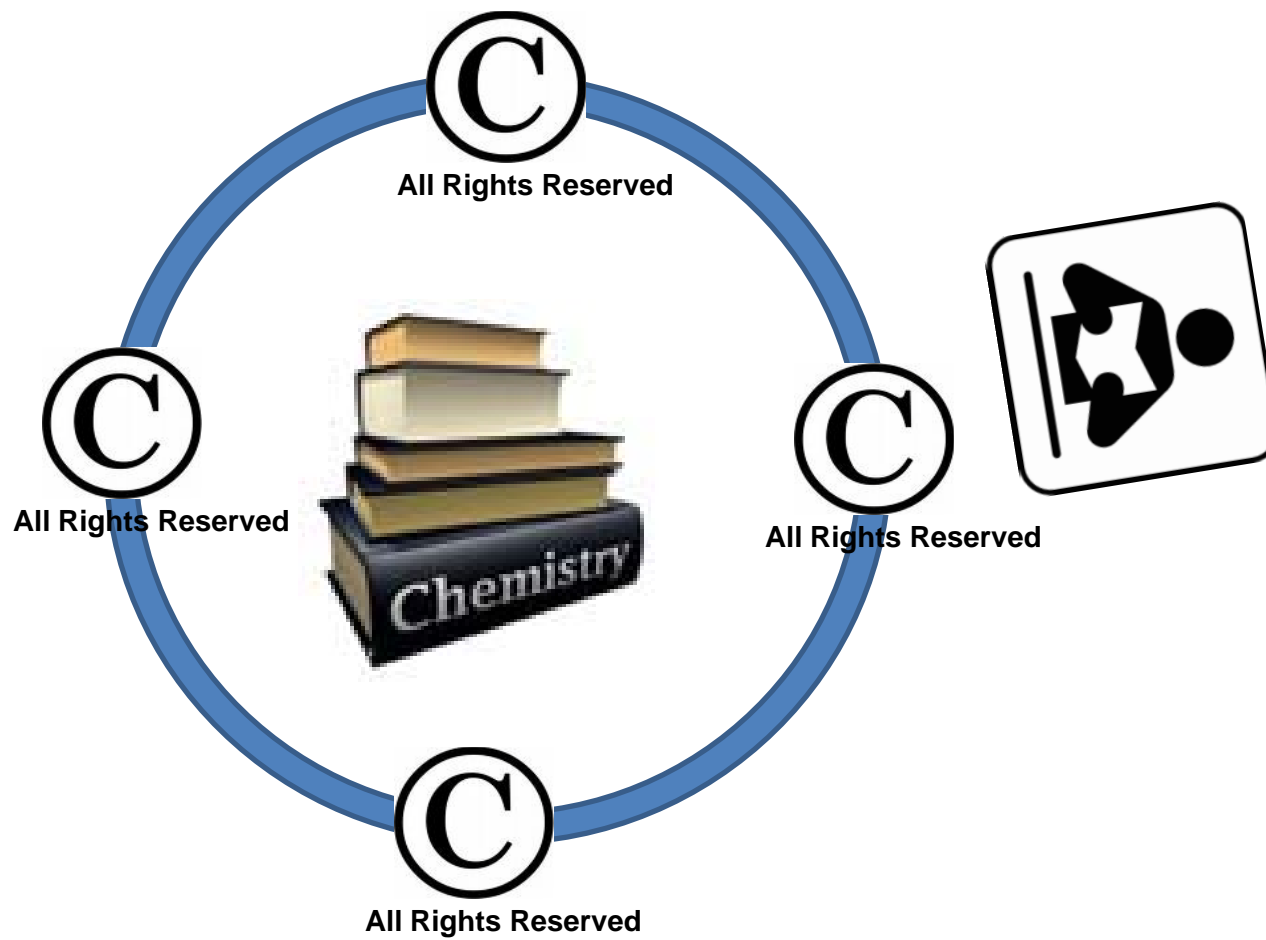


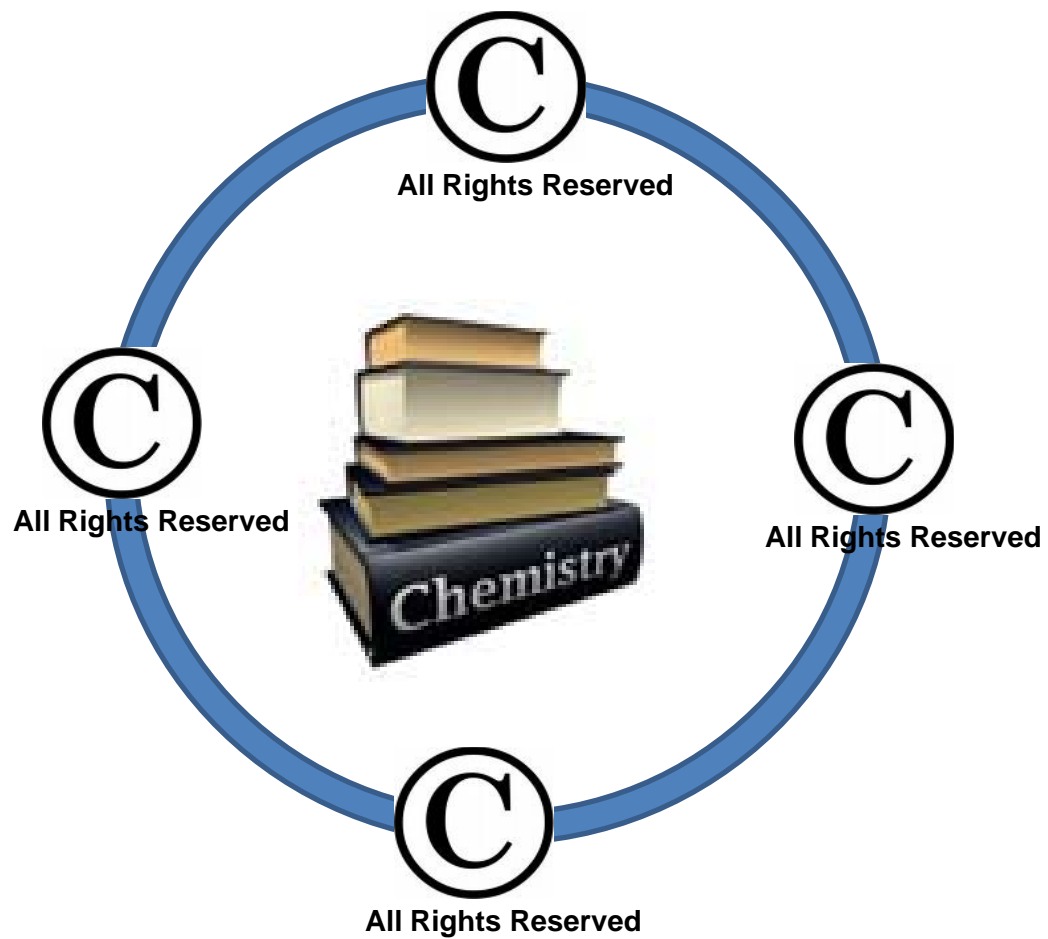


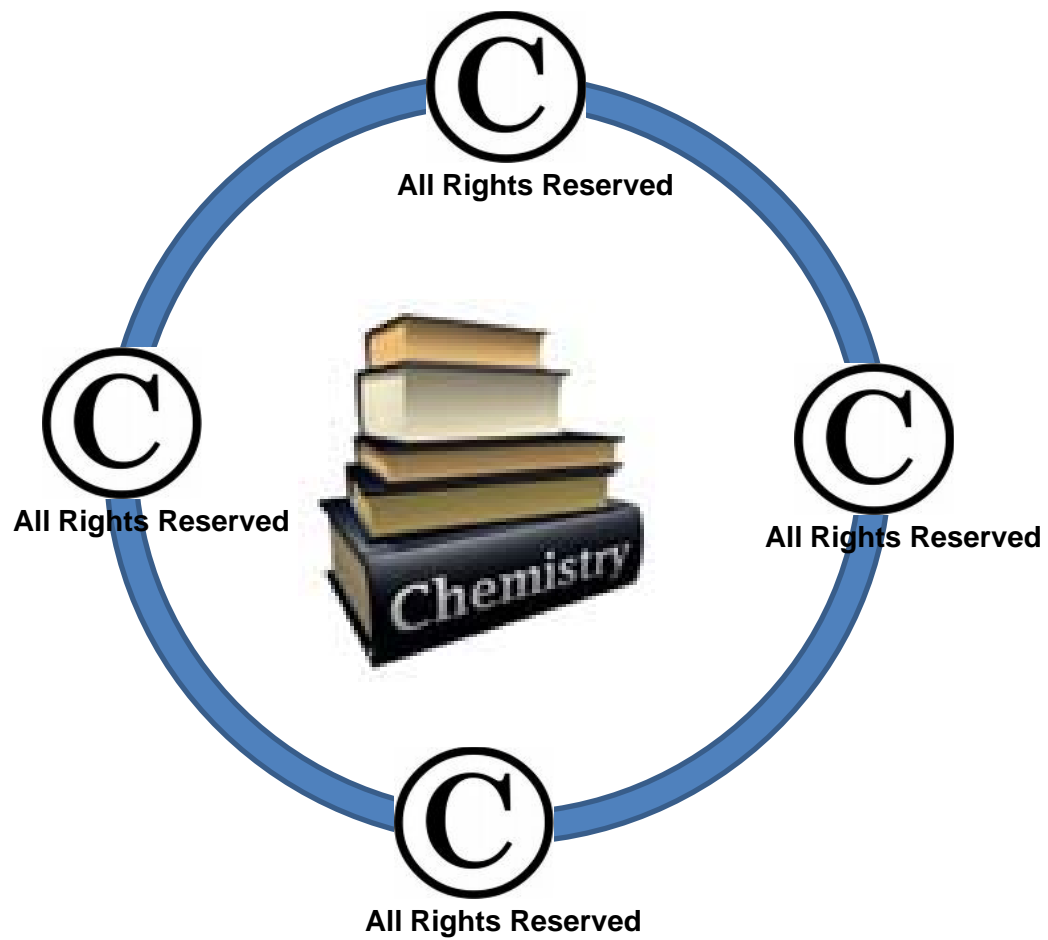


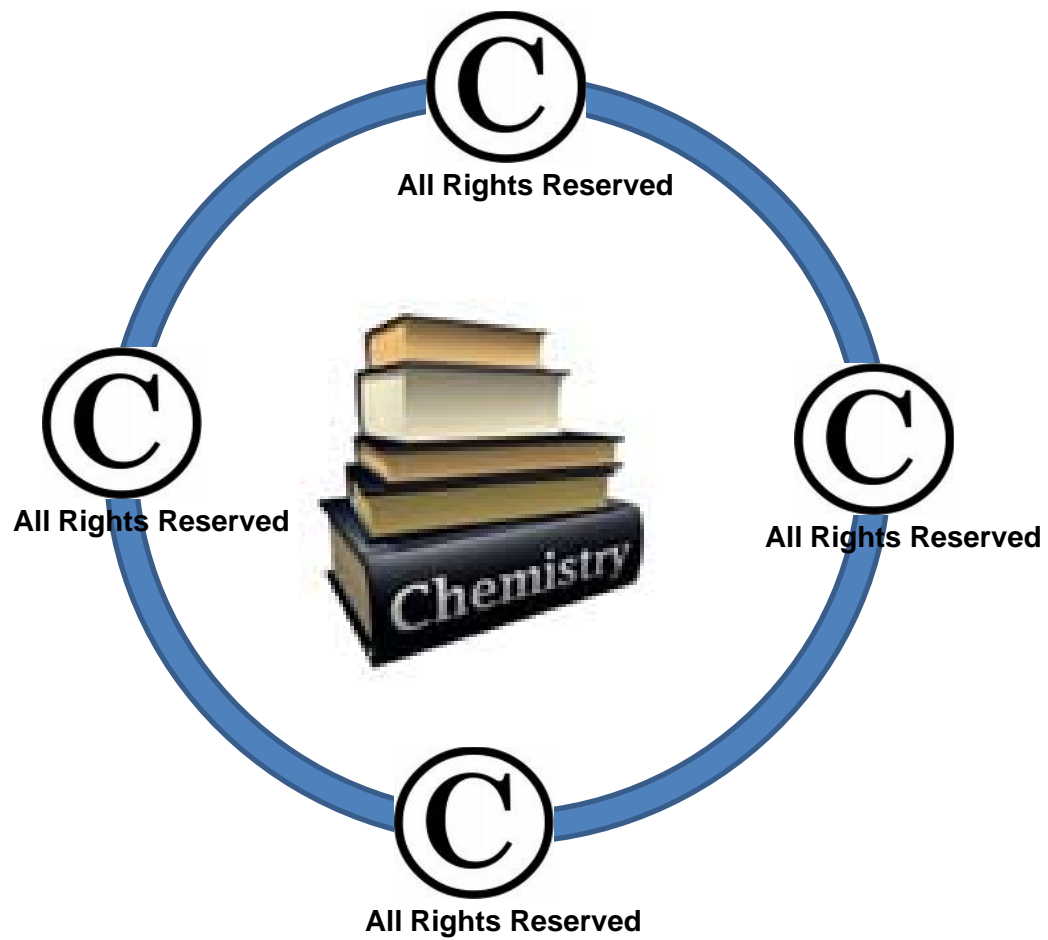




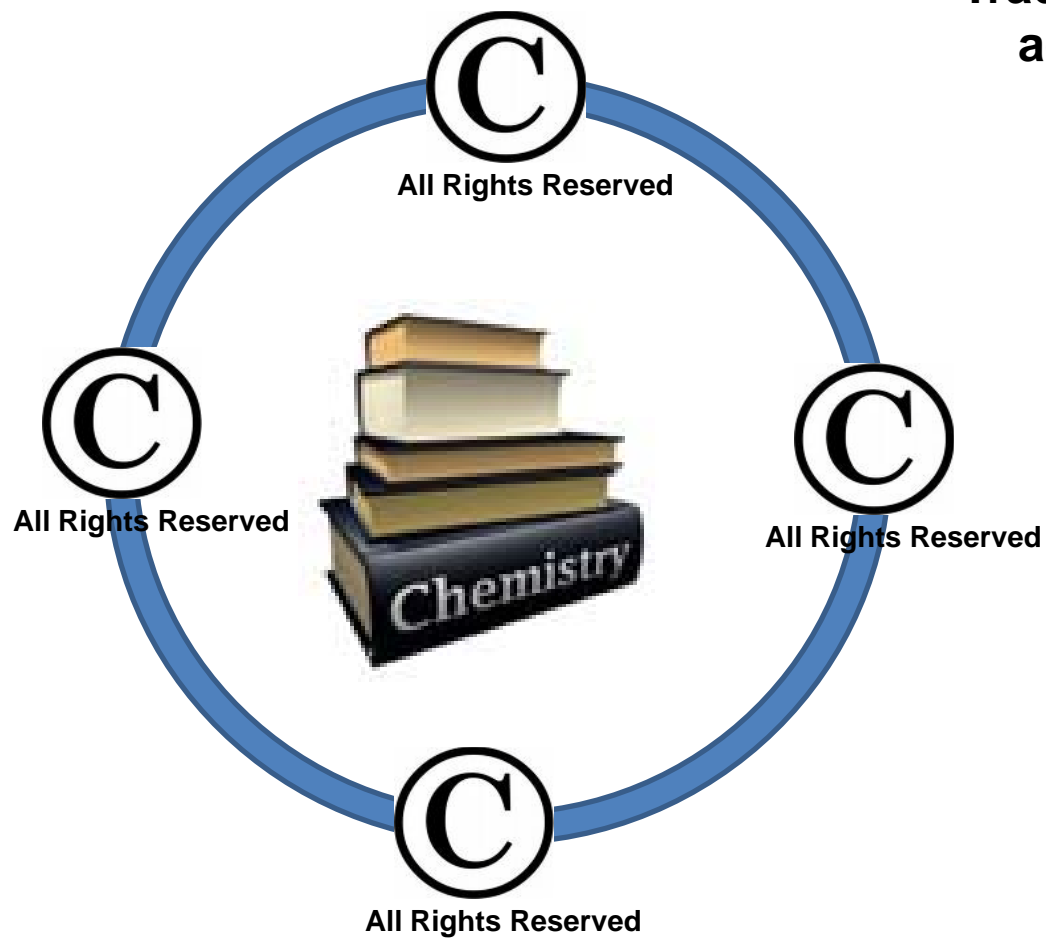


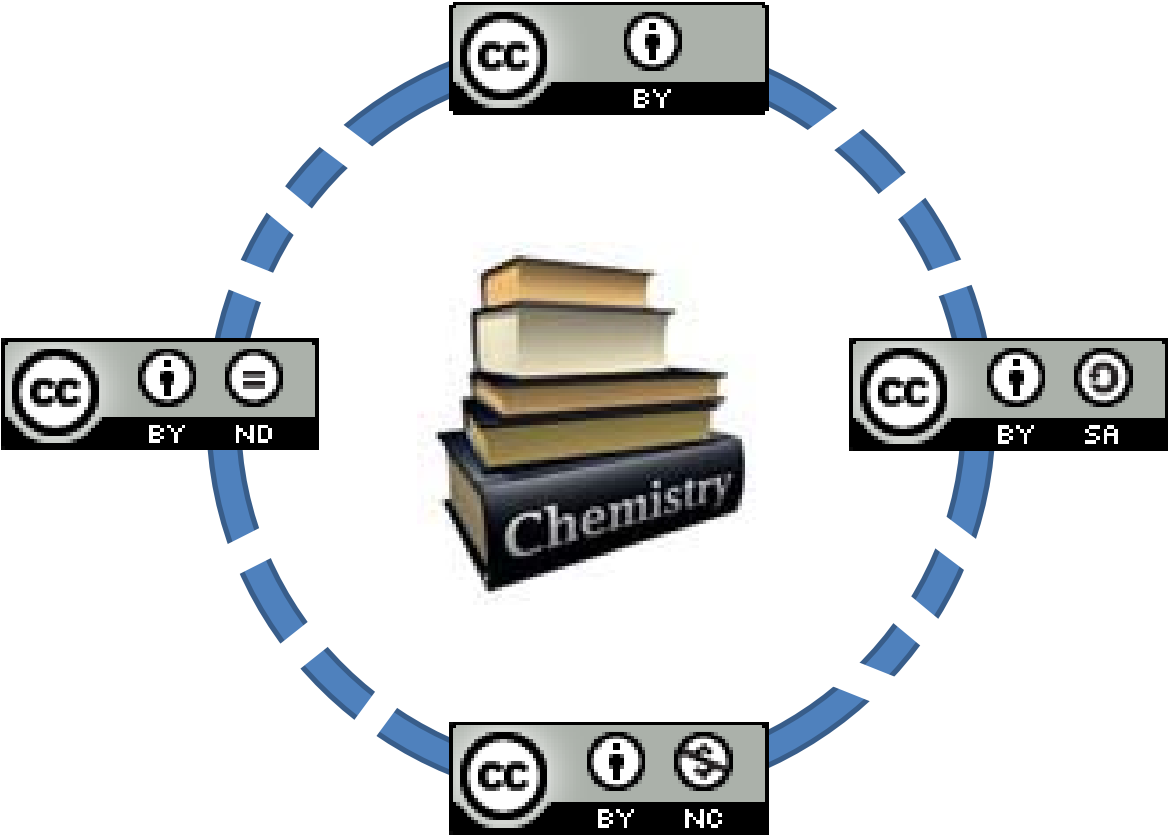


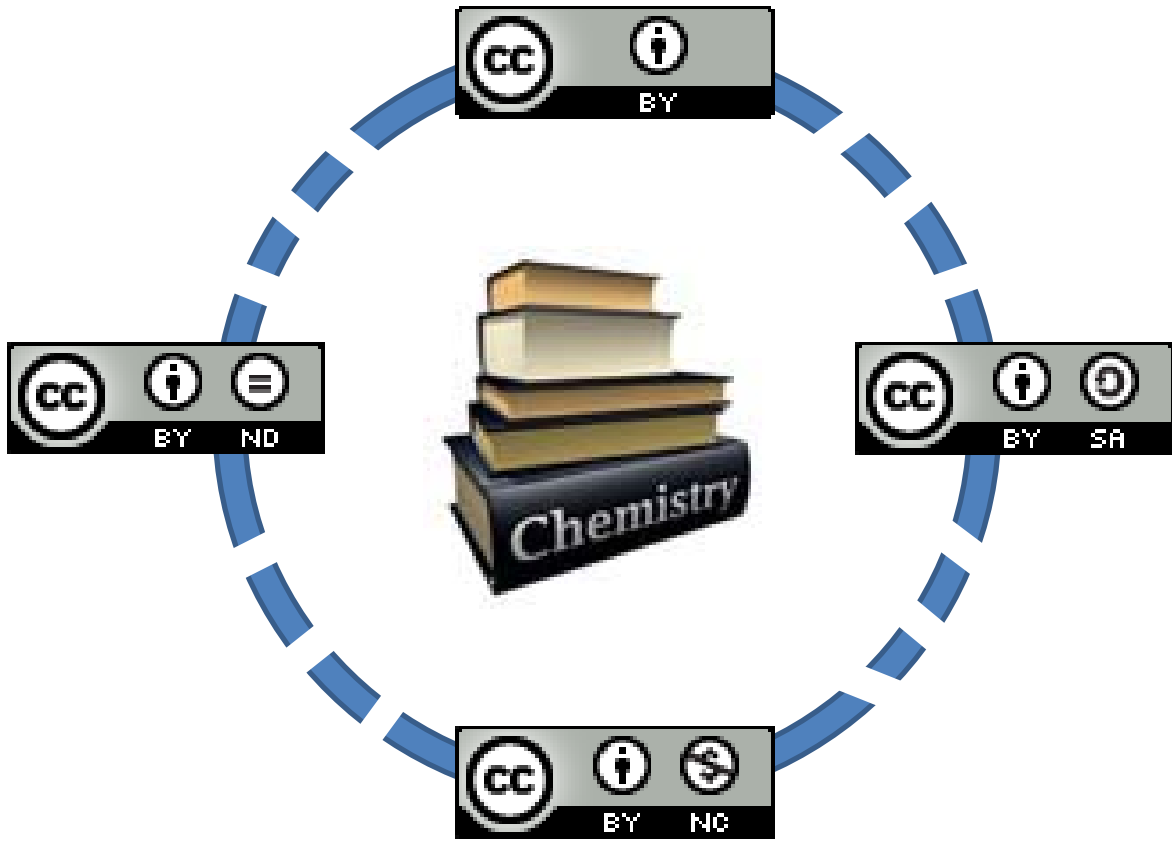


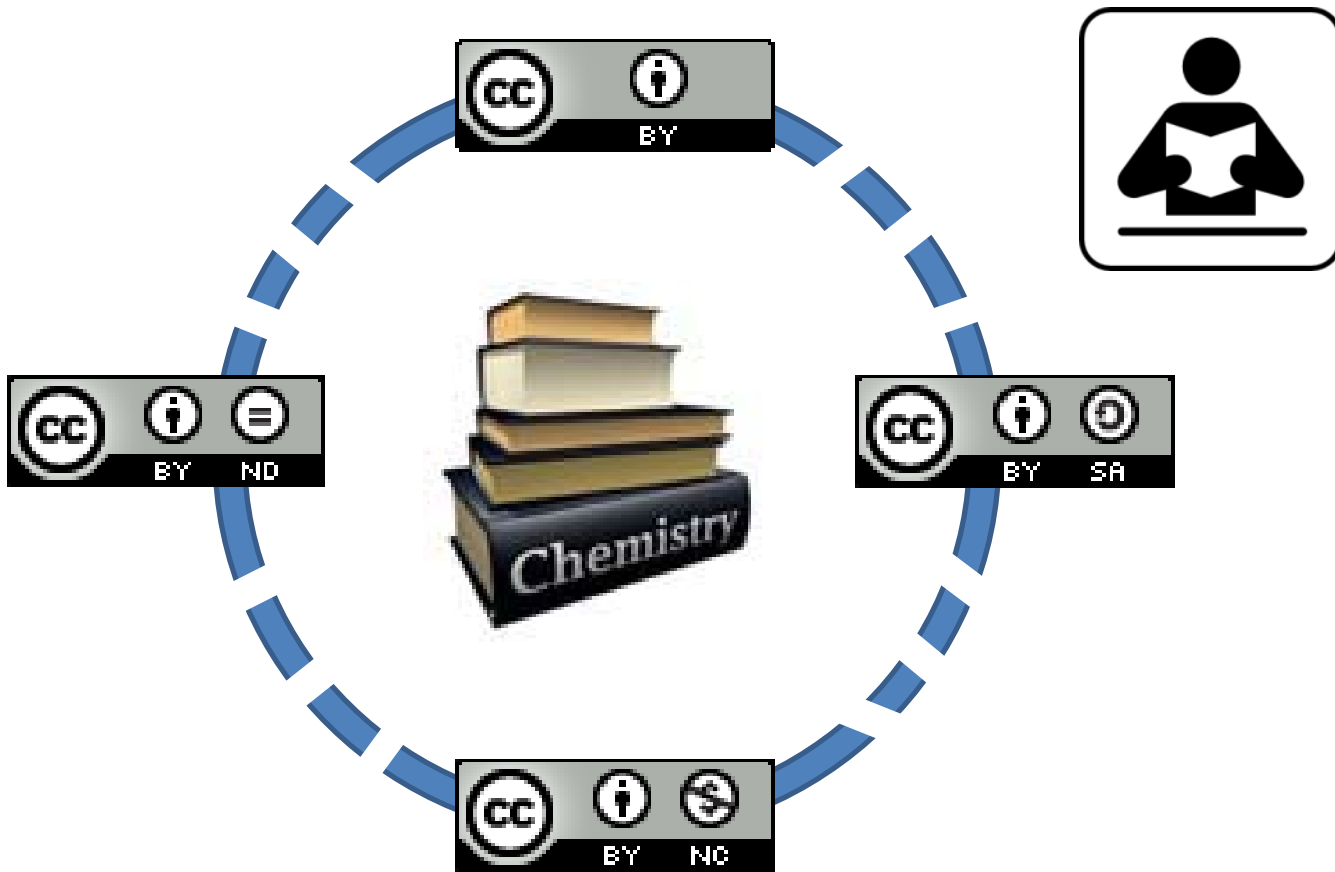


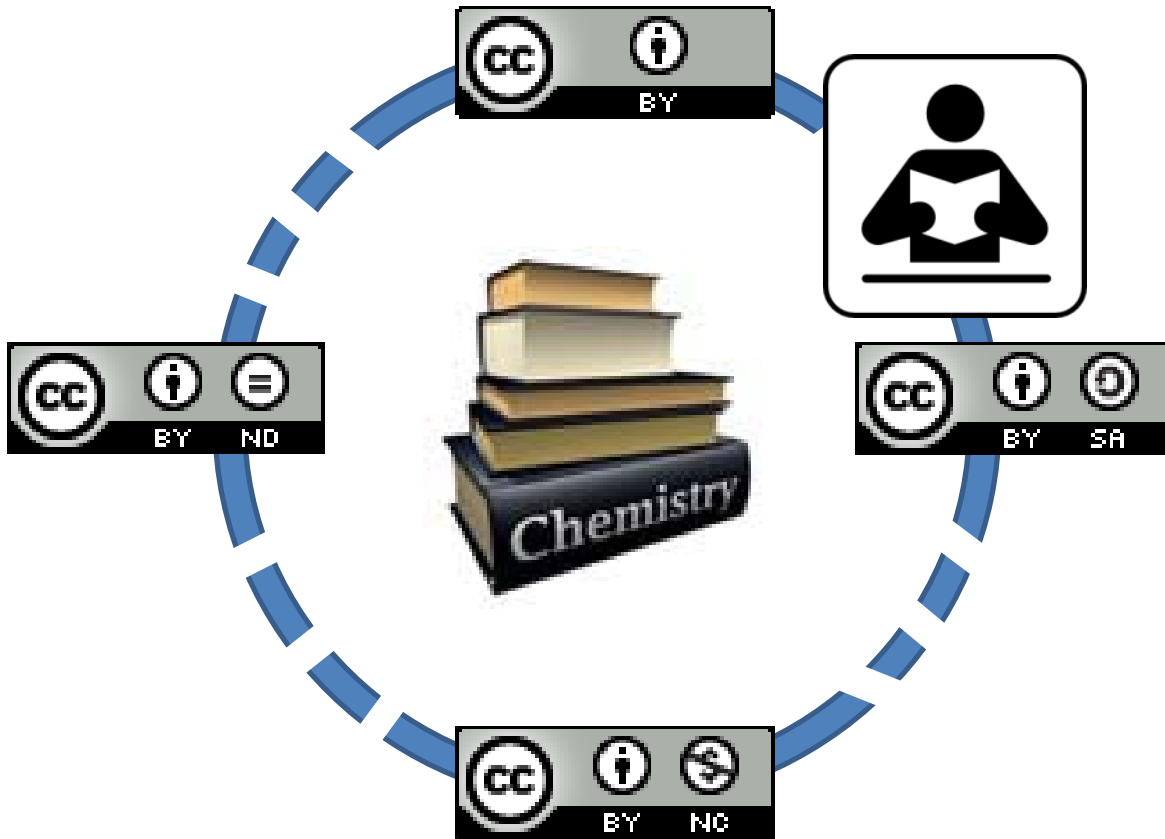
**Traditional textbooks limit
access to knowledge**

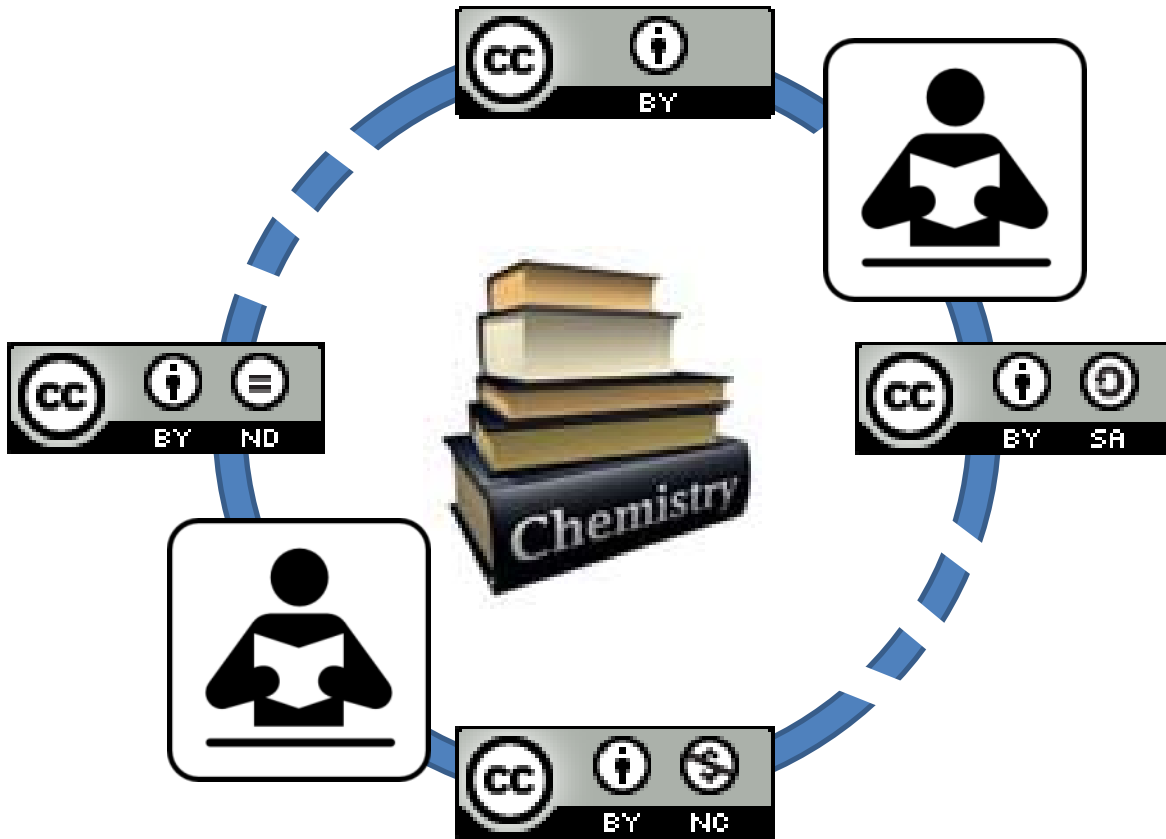


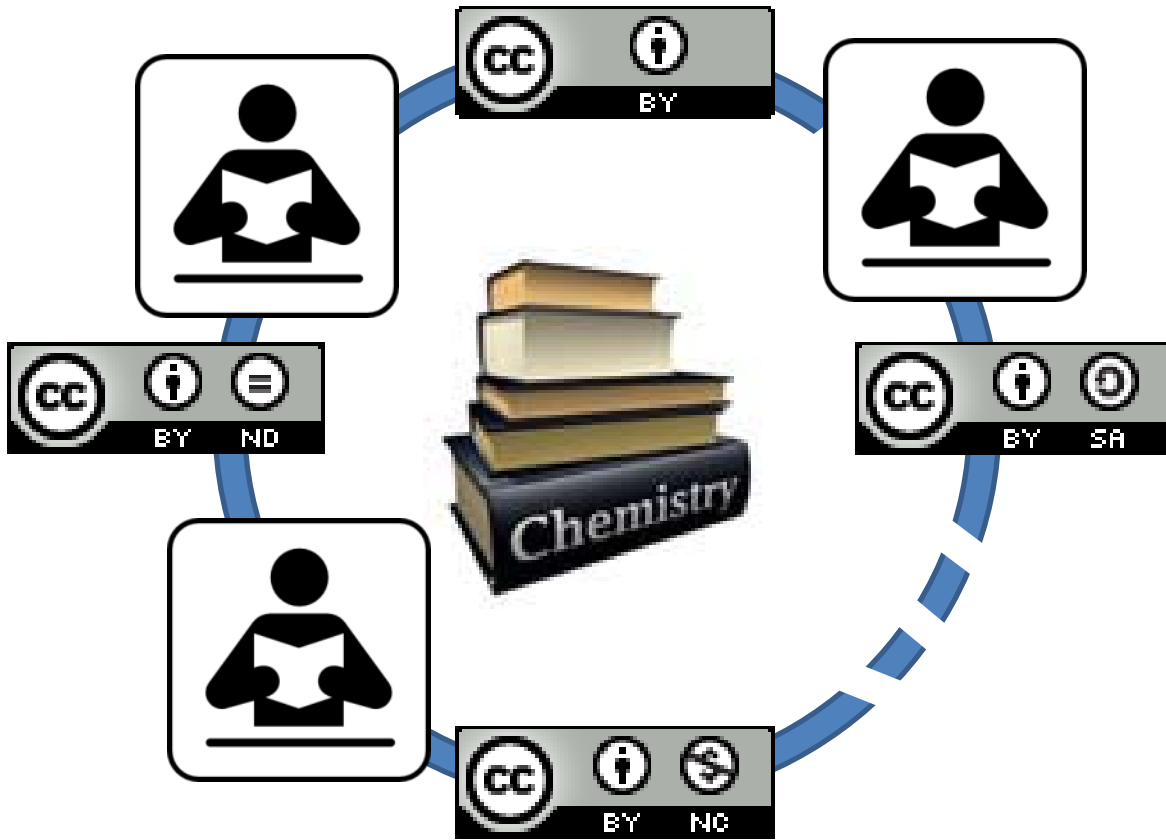


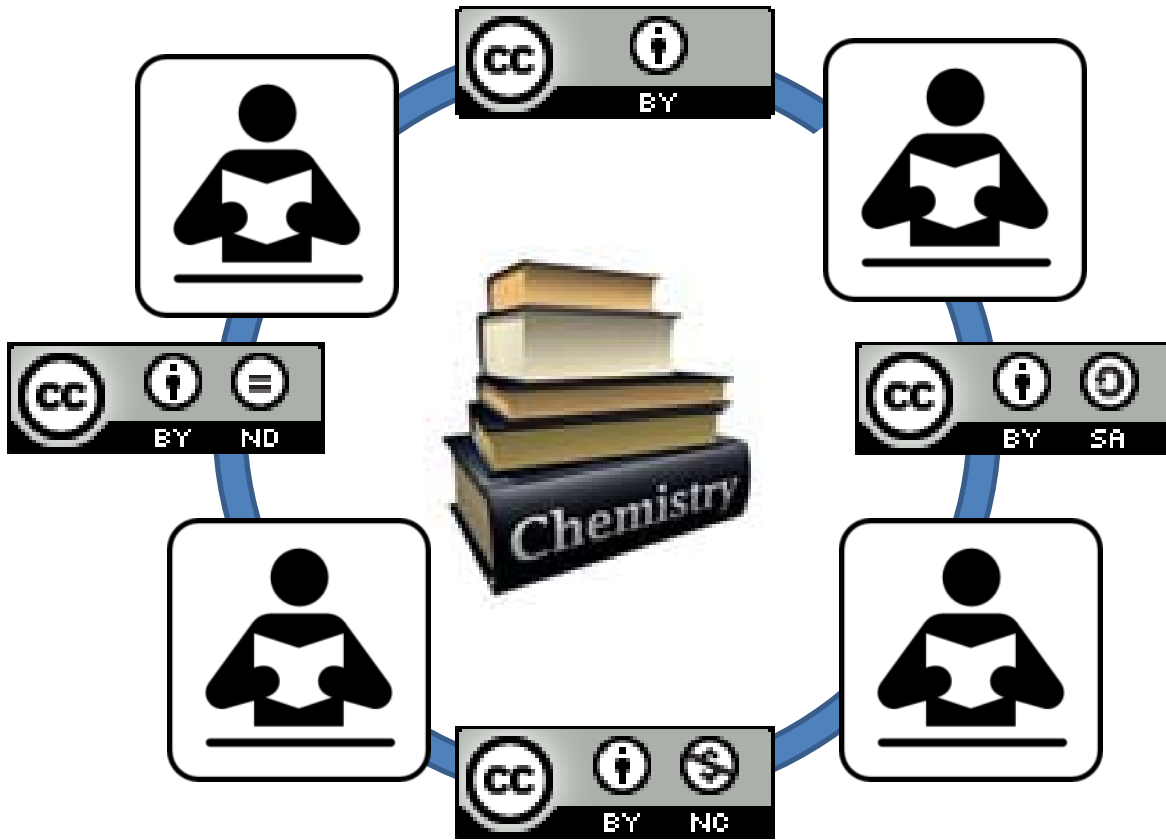




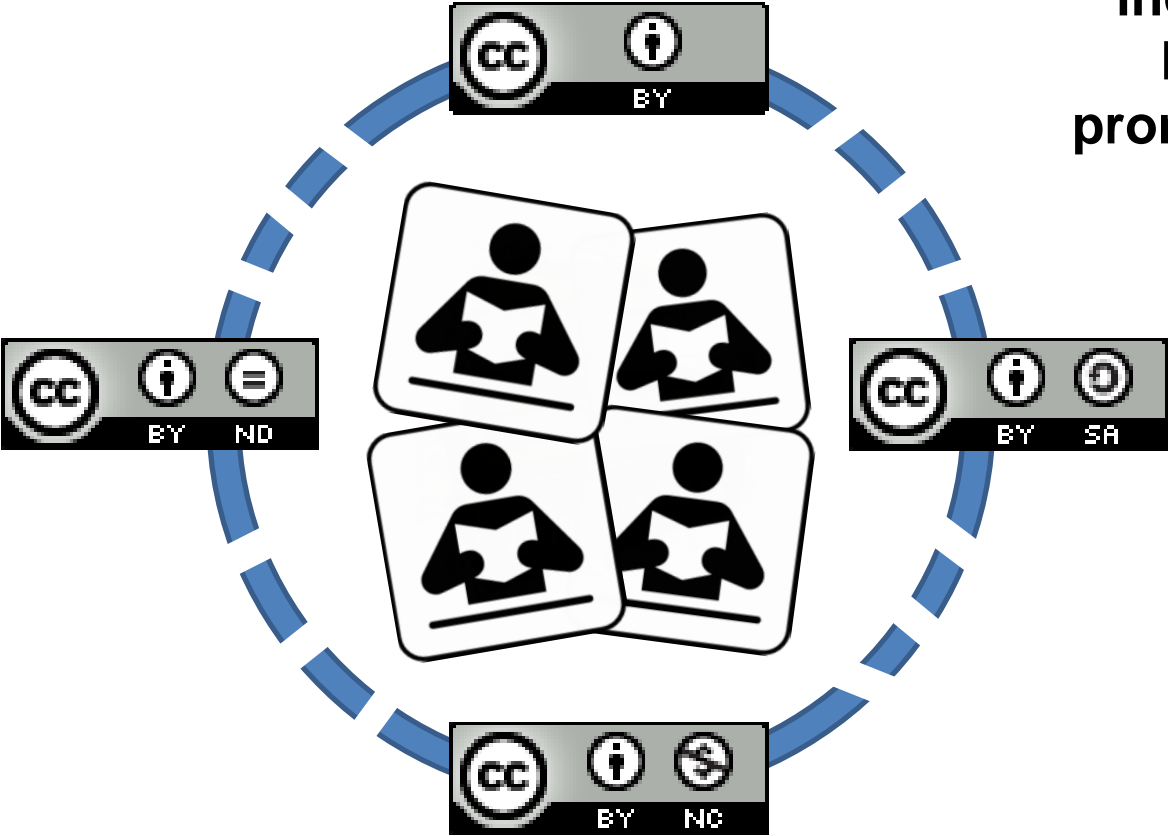








**Open textbooks can
increase access to
knowledge and
promote collaboration**



Public Domain

- Book, song, movie, or artwork in the public domain not protected by intellectual property laws (copyright, trademark, or patent laws)— free to use without permission or attribution
- Most works enter the public domain because of old age.
 - Includes any work published in the United States before 1923 or works published before 1964 for which copyrights were not renewed
- Works published without a copyright notice if published in the United States before March 1989
- http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter8/



Creative Commons licensing




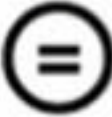
- Works with existing copyright law
- Promotes sharing
- Internationally recognized
- Author/creator can specify re-uses



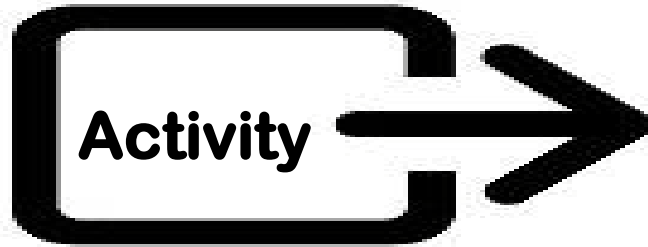
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With a Creative Commons license, **you keep your copyright** but allow people to copy and distribute your work provided they give you credit — and only on the conditions you specify.



- Think about a lesson, video, audio, slideshow, photo or image that you created
- Go to <http://creativecommons.org/choose>
 - Answer the two questions and additional information
 - Click on  if you need clarification
 - Click on the Select a License button to generate your own CC License logo
- Use the Chat area to report on which license you chose

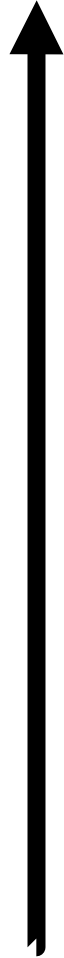


- Which Creative Commons open license did you most select for an item that you created?
 - CC-BY
 - CC-BY-SA
 - CC-BY-NC
 - CC-BY-ND
 - Other
 - None



Image cc-by-nc-sa Neil Wykes/flickr

most free



least free

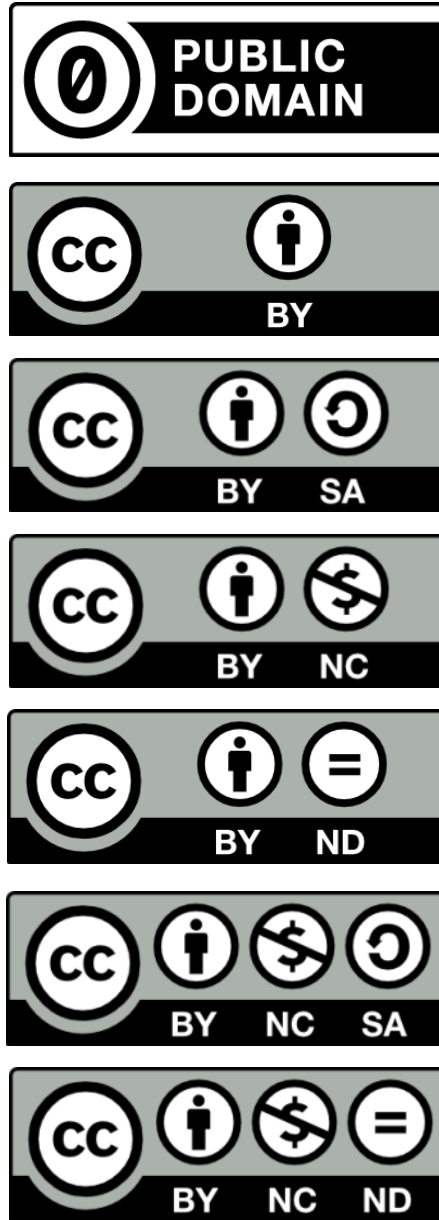
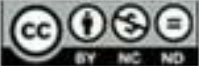
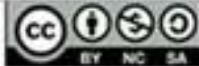
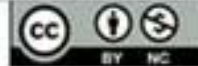



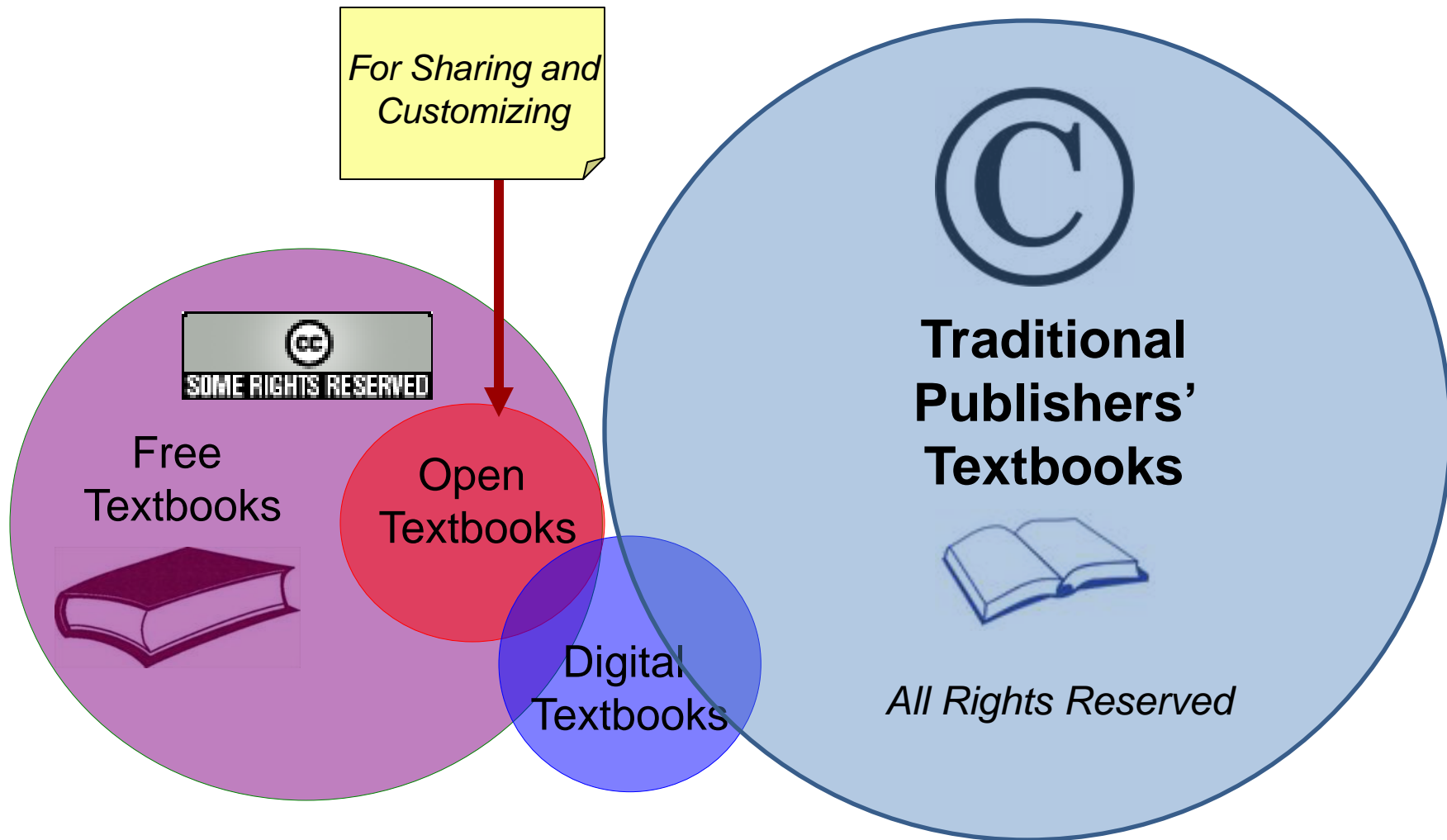


Image CC-BY Tom Caswell

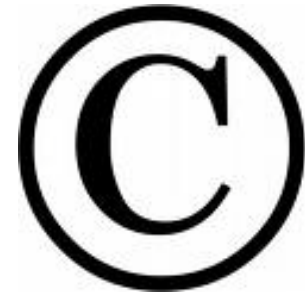
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Suitable file formats	PDF, password protected document file					Wiki, xml, ODF, html	
← Most restrictive				Most accommodating →			
<i>BY = Attribution</i>		<i>NC = Non-commercial</i>		<i>ND = No derivatives</i>		<i>SA = Share Alike</i>	

Open vs. Digital vs. Free Textbooks Similar but Different



Example of Benefit of OER

- Scenario:
 - Presenter wants to customize a graphic to use in a slideshow for presentation to an audience that prefers Spanish
- All Rights Reserved Copyright for the graphic does not allow graphic to be translated into Spanish
- Openly licensed graphics allow for translation and customization



“Any reproduction must be **unaltered** from its original downloaded form. This includes, but is not limited to, colorization, cropping, or editing.”



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You are free:

- **Remix** — to adapt the work.
- **Commercial** — to use this work for commercial purposes.
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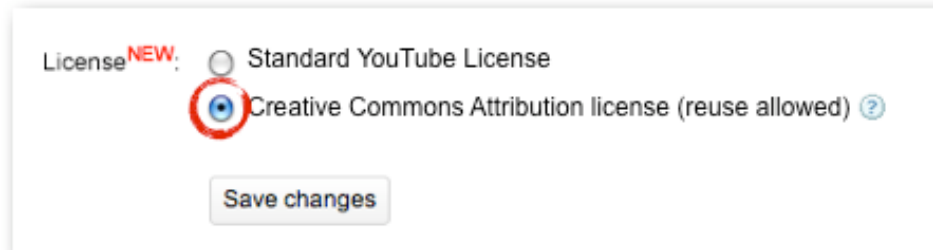
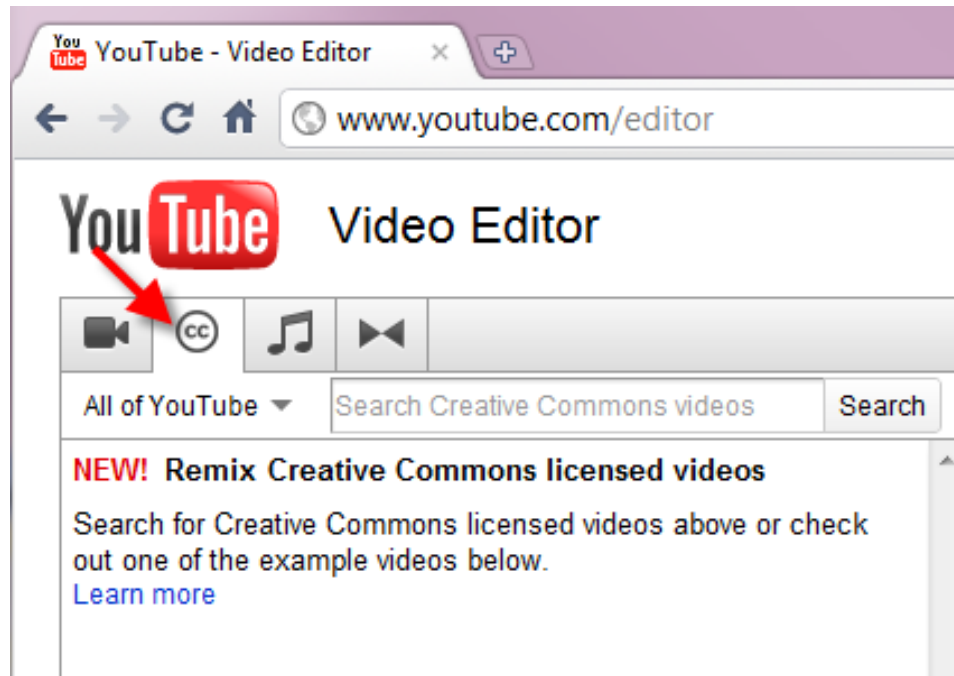
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“You are allowed to copy, distribute, transmit the work and to adapt the work.
Attribution is not required.”





<http://youtube-global.blogspot.com/2011/06/youtube-and-creative-commons-raising.html>

YouTube and Creative Commons

- YouTube allows users to mark their videos with a Creative Commons CC BY license (attribution - reuse allowed)
- These videos accessible to YouTube users for use in their own videos via the YouTube Video Editor.
- Creator retains copyright and other users get to reuse the work subject to the terms of the license
- How to mark your video as Creative Commons
 - Click the radio button next to "Creative Commons Attribution license (reuse allowed)" while uploading
 - http://www.youtube.com/t/creative_commons





- Should open licensing favor commercial use?
 - Yes
 - No
 - Not sure

Image cc-by-nc-sa Neil Wykes/flickr

Reasons to Avoid Non-Commercial Open Licenses

- Commercial entities bring resources and sustainability to open content
 - Commercial enterprises can market, package, and support open educational resources
- Impractical to find and negotiate with the creators of most content that is available under the non-commercial restriction
- Definition of commercial versus non-commercial is undefined

Noncommercial
means:

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



How Does a Non-Commercial Open License Apply?



Situations posited by Evan Podromou

- An individual downloads a by-nc book on her computer, prints it on her printer and ...
 - lets the friend use her printer and computer to print it himself
 - sells the printed copy to a friend for the cost of materials (paper, toner, electricity)
 - sells the printed copy to a friend for the cost of materials, plus her time in finding and printing the book
 - sells the printed copy to a friend for the cost of materials, plus her time in finding and printing the book, plus a 10% profit
 - trades the copy with a friend for another printed book
 - trades the copy with a friend for a blender
- An individual downloads a by-nc book on her computer and shares it with the world on her Web site
 - Payments aren't required, but she has banner ads on every page.
 - She shares it with the world on her Web site. Payments aren't mandatory, but she has a "Support this site!" Paypal donation link on the every page



Part 3: Summary

- Public domain
- Creative Common licenses
- Open licensing for commercial use



Discussion Questions

- What type of licensing for the learning content created by faculty best serves the greatest number of stakeholders at college or university?



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Karen Eliot/flickr

Open Content for Open Minds

Part 4: Find, Select and Use



Vaguely Artistic/flickr



How do you usually find OER?

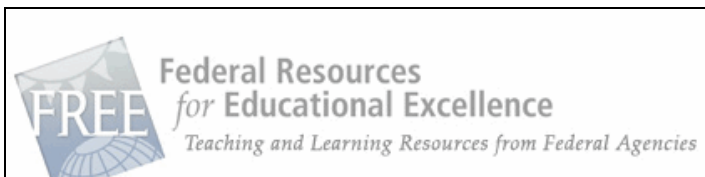
- Google advanced search
- OER Commons
- MERLOT advanced search
- Connexions
- None of these

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Tools for Locating and Organizing OER and Open Textbooks



THE GLOBAL TEXT PROJECT



OER Repositories and Directories

- Connexions: <http://cnx.org/>
- Internet Archive: <http://www.archive.org/details/education>
- Commonwealth of learning: <http://www.col.org/resources/crsMaterials/Pages/default.aspx>
- Orange Grove Text Plus: <http://www.theorangegrove.org/OGTtest.htm>
- CK12: <http://about.ck12.org/>
- Curriki: <http://www.curriki.org/xwiki/bin/view/Main/WebHome>
- Hippocampus: <http://www.hippocampus.org/>
- Wikibooks: <http://en.wikibooks.org/>
- The Assayer: <http://theassayer.org/>
- College Open Textbooks: <http://www.collegeopentextbooks.org/home.html>
- Advanced Technical Education: <http://atecentral.net/>
- Applied Math and Science Education Repository: <http://amser.org/index.php?P=Home>
- FREE: Federal Resources for Educational Excellence: <http://www.free.ed.gov/>
- Creative Commons: <http://search.creativecommons.org/>
- OER Commons: http://www.oercommons.org/courses/material_types/textbooks
- Student PIRGS: <http://www.studentpirgs.org/open-textbooks/catalog>
- CSU Affordable Learning Solutions: <http://als.csuprojects.org>
- MERLOT: <http://www.merlot.org/>
- Digital Textbook Initiative: <http://www.clnr.org/fdti/>
- Open Course Library: <http://www.opencourselibrary.org/phase-1-courses>



- Go to video about OER Collections and Repositories (4:51 length)
http://www.youtube.com/watch?v=1sScAagbEXo&feature=player_videoeditor
 - Free Online Course Materials | MIT OpenCourseWare
<http://ocw.mit.edu/index.htm>
 - Find U-M Open Educational Resources | Open.Michigan
<http://open.umich.edu/>
 - OER Commons
<http://www.oercommons.org/>
 - MERLOT - Multimedia Educational Resource for Learning and Online Teaching
<http://www.merlot.org/merlot/index.htm>
 - Open Training Platform
<http://opentraining.unesco-ci.org/cgi-bin/page.cgi?d=1>
 - Khan Academy
<http://www.khanacademy.org/>
 - Content Without Borders
<http://oer.equella.com/access/home.do>
 - Swinburne Commons
<http://commons.swinburne.edu.au/>

- How to connect different existing repositories around specific types of content ?
- OER Glue is now a Google Chrome (Google's Web browser) extension
- <http://www.oerglue.com/see-how-oerglue-work>



OER Glue by <http://www.oer glue.com> is licensed under a [Creative Commons Attribution-ShareAlike 3.0 Unported License](https://creativecommons.org/licenses/by-sa/3.0/).



- Watch OER Glue Quick Start at <http://www.youtube.com/user/oerglue#p/a/u/1/vxEFm-ET0Us>
- Length = 1 min 9 sec

Key to Finding OER: Metatagging

- How institutions should consider issues like formats, channels (i.e. mobile vs. desktop) and proper tagging for the purposes of search and IP?
- **Learning Resource Metadata Initiative**
 - Project co-led by the Association of Educational Publishers and Creative Commons
 - Launched in June 2011
 - To build a common metadata vocabulary for educational resources
 - Provide a vocabulary for the educational content found online
 - Content creators will tag their content with
 - Check out Creative Commons' LRMI wiki
 - groups.google.com/group/lrmi

**WHAT IS CREATIVE COMMONS?**

Creative Commons is a nonprofit organization that works to increase the amount of creativity (cultural, educational, and scientific content) available in “the commons”—the body of work that is available to the public for free and legal sharing, use, repurposing, and remixing.

If you’re an artist, student, educator, scientist, or other creator looking for content that you can freely and legally use, there is a giant pool of CC-licensed creativity available to you. There are many millions of works—from songs and videos to scientific and academic content—that you can use under the terms of their copyright licenses.

<http://taste.merlot.org/creativecommonsbrochure.pdf>

www.merlot.org

Material Advanced Search

[Become a Member](#) | [Log In](#)

Find material by attributes:

Keywords:

Title:

URL:

Description:

Community: Any

Subject Category: Select a category...

Language: Any

Material type: Any

Technical format: Any

Audience: Any

Learning Management System: Any

- [cost involved](#)
- [copyrighted](#)
- [section 508 compliant](#)
- [source code available](#)
- [Creative Commons](#)



Material Advanced Search

[Become a Member](#) | [Log In](#)

Find material by attributes:

Keywords:

Title:

URL:

Description:

Community: Any

Subject Category: Select a category...

Language: Any

Material type: Open Textbook

Technical format: Any

Audience: Animation

Learning Management System: Tutorial

Drill and Practice

Quiz/Test

Lecture/Presentation

Case Study

Collection

Reference Material

Learning Object Repository

Online Course

Workshop and Training Material

Open Textbook

Find material by author:

Name

Email

Organization



Learning Materials

[Become a Member](#) | [Log In](#)

Browse Path: [All](#)

[Contribute A Material](#)

Browse Material Hitlist by Category

[Arts \(860\)](#)

[Business \(3110\)](#)

[Education \(4310\)](#)

[Humanities \(3264\)](#)

[Mathematics and Statistics \(1686\)](#)

[Science and Technology \(7776\)](#)

[Social Sciences \(1791\)](#)

Contribute a Material

* Title:

* URL:

[Next](#)

New Search: All categories **GO** [Advanced Search](#)

Items 1-10 shown of 78 results

Sort by: **Go**

[A First Course in Linear Algebra](#)

Author: Robert Beezer

A First Course in Linear Algebra is an introductory textbook aimed at college-level sophomores and...

Type: Open Textbook

Date Added: Mar 13, 2008

Date Modified: Sep 02, 2008

Peer Reviews (not reviewed)

Comments (none)

[Personal Collections](#) (6)

Assignments (none)

[A Problem Course in Mathematical Logic](#)

Author: Stefan Bilaniuk

A Problem Course in Mathematical Logic is intended to serve as the text for an introduction to...

Type: Open Textbook

Date Added: Apr 12, 2008

Date Modified: May 06, 2008

Peer Reviews (not reviewed)

Comments (none)

[Personal Collections](#) (1)

Assignments (none)

[A ProblemText in Advanced Calculus](#)

Author: John Erdman

Advanced Calculus open textbook. Download LaTeX source or PDF. Creative Commons BY-NC-SA.

Type: Open Textbook

Date Added: Jun 05, 2008

Date Modified: Aug 24, 2008

Peer Reviews (not reviewed)

Comments (none)

[Personal Collections](#) (2)

Assignments (none)

[A Radically Modern Approach to Freshman Physics](#)

Author: David J. Raymond

Many physics teachers have recognized that the standard, calculus-based freshman physics course has...

Peer Reviews (not reviewed)

Comments (none)

[Personal Collections](#) (2)

Assignments (none)

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Video about OER commons

http://www.iskme.org/what-we-do/projects/why-oer/WhyOER_en.htm

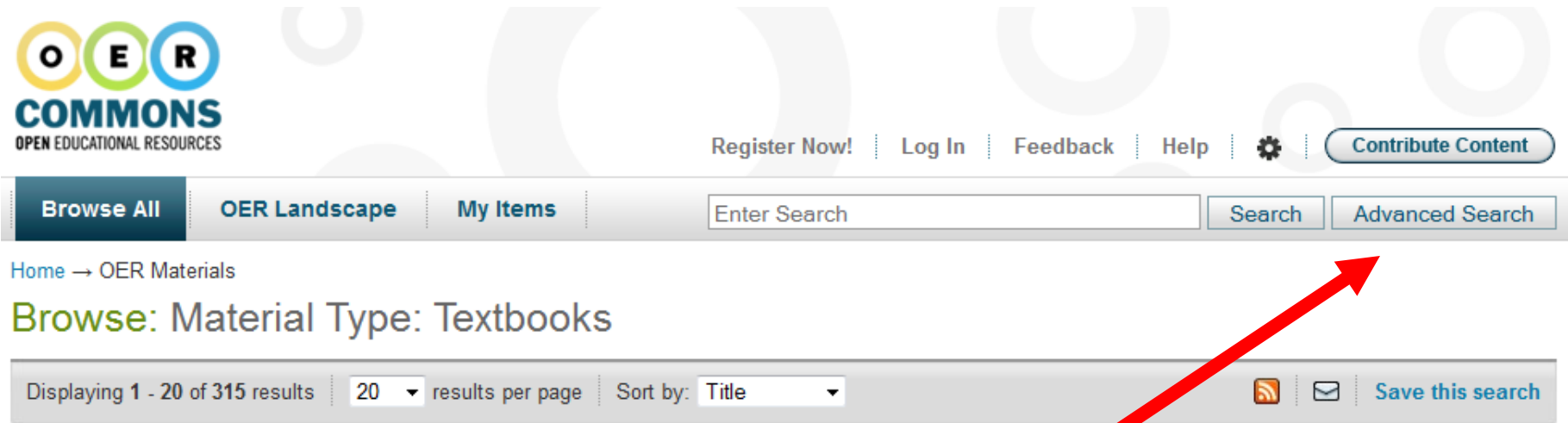
How to Find Open Textbooks in OER Commons

Step 1: Go to <http://oercommons.org>

The screenshot displays the OER Commons website interface. At the top left is the OER Commons logo, which consists of three colored circles (yellow, green, blue) containing the letters 'O', 'E', and 'R' respectively, followed by the text 'COMMONS' and 'OPEN EDUCATIONAL RESOURCES' below it. To the right of the logo are navigation links: 'Register Now!', 'Log In', 'Feedback', 'Help', a gear icon, and a 'Contribute Content' button. Below these links is a search bar with the placeholder text 'Enter Search' and two buttons: 'Search' and 'Advanced Search'. The main navigation bar includes 'Browse All' (highlighted in dark blue), 'OER Landscape', and 'My Items'. Below the navigation bar, the breadcrumb trail reads 'Home → OER Materials'. The main heading is 'Browse: Material Type: Textbooks'. At the bottom of the screenshot, there is a control bar showing 'Displaying 1 - 20 of 315 results', a dropdown menu set to '20' results per page, a 'Sort by: Title' dropdown, an RSS icon, an email icon, and a 'Save this search' link.

How to Find Open Textbooks in OER Commons

Step 1: Go to <http://oercommons.org>



Step 2: Click on Advanced Search

How to Find Open Textbooks in OER Commons

Step 3: Type in Keywords for the course you teach

Advanced Search

Enter one or more Keywords then click the Search button.

You may also refine your search further by choosing additional criteria from the list below before clicking on Search

The screenshot displays the OER Commons search interface. At the top, there is a dark blue header with the text "Search Resources". Below this header is a white search input field, followed by three dropdown menus labeled "All Subject Areas", "All Grade Levels", and "All Conditions of Use". To the right of these elements is a green "Search" button. Below the header is another dark blue header with the text "Search By Keyword". Underneath, there are four rows of search criteria, each with a corresponding input field: "Match all of the words", "Match the exact phrase", "Match at least one of the words", and "Exclude the words". A blue "Search" button is located at the bottom right of this section.

How to Find Open Textbooks in OER Commons

Step 4:

Additional Search Criteria

Search by Language Any Language ▾

<input checked="" type="checkbox"/> Subject <ul style="list-style-type: none"><input type="checkbox"/> Arts<input type="checkbox"/> Business<input type="checkbox"/> Humanities<input type="checkbox"/> Mathematics and Statistics<input type="checkbox"/> Science and Technology<input checked="" type="checkbox"/> Social Sciences	<input checked="" type="checkbox"/> Grade Levels <ul style="list-style-type: none"><input type="checkbox"/> Primary<input type="checkbox"/> Secondary<input checked="" type="checkbox"/> Post-secondary
<input checked="" type="checkbox"/> Material Types <ul style="list-style-type: none"><input type="checkbox"/> Activities and Labs<input type="checkbox"/> Assessments<input type="checkbox"/> Audio Lectures<input type="checkbox"/> Curriculum Standards<input type="checkbox"/> Discussion Forums<input type="checkbox"/> Games<input type="checkbox"/> Homework and Assignments<input type="checkbox"/> Lecture Notes<input type="checkbox"/> Lesson Plans<input type="checkbox"/> Readings<input type="checkbox"/> Simulations<input type="checkbox"/> Syllabi<input type="checkbox"/> Teaching and Learning Strategies<input checked="" type="checkbox"/> Textbooks<input type="checkbox"/> Training Materials<input type="checkbox"/> Video Lectures<input type="checkbox"/> Other	<input checked="" type="checkbox"/> Media Formats <ul style="list-style-type: none"><input type="checkbox"/> Audio<input type="checkbox"/> Graphics/Photos<input type="checkbox"/> Mobile<input type="checkbox"/> Other<input type="checkbox"/> Text/HTML<input type="checkbox"/> Downloadable docs<input type="checkbox"/> Video
	<input checked="" type="checkbox"/> Libraries & Collections <ul style="list-style-type: none"><input type="checkbox"/> Primary Source<input type="checkbox"/> Teaching and Learning Strategies<input type="checkbox"/> Other
	<input checked="" type="checkbox"/> Conditions of Use <ul style="list-style-type: none"><input type="checkbox"/> No Strings Attached<input type="checkbox"/> Remix and Share<input type="checkbox"/> Share Only<input type="checkbox"/> Read the Fine Print

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 - Read the Fine Print

How to Find Open Textbooks in OER Commons

Results:

You searched for:

psychology

[Search Again](#)

Refine Your Search:

Subject Areas

- Arts (0)
- Business (0)
- Humanities (1)
- Mathematics & Sta... (0)
- Science & Technol... (0)
- Social Sciences (4)

Grade Levels

- Primary (0)
- Secondary (0)
- Post-secondary (4)

Material Types

- Activities & Labs (0)
- Assessments (0)
- Audio Lectures (0)
- Curriculum Standa... (0)
- Discussion Forums (0)
- Games (0)
- Homework & Assign... (0)
- Lecture Notes (0)
- Lesson Plans (0)
- Readings (1)
- Simulations (0)
- Syllabi (0)
- Teaching & Learni... (1)
- Textbooks (4)

[Expand All](#) | [Collapse All](#)

Educational Psychology

[\(Complete Item Description\)](#)

Subject: Humanities, Social Sciences

Grade Level: Post-secondary

Collection: [Global Text Project](#)



No Strings Attached

[Actions](#) ▾

The Psychology Of Emotions, Feelings and Thoughts

[\(Complete Item Description\)](#)

Subject: Social Sciences

Grade Level: Post-secondary

Collection: [Connexions](#)



No Strings Attached

[Actions](#) ▾

Emotions: Psychological Writings of Mark Pettinelli

[\(Complete Item Description\)](#)

Subject: Social Sciences

Grade Level: Post-secondary

Collection: [Connexions](#)



No Strings Attached

[Actions](#) ▾

The Psychology of Emotions, Feelings and Thoughts

[\(Complete Item Description\)](#)

Subject: Social Sciences

Grade Level: Post-secondary

Collection: [Connexions](#)



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Search for OER and Open



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Popularity

Title, author, etc.

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2. REFINE

Subject

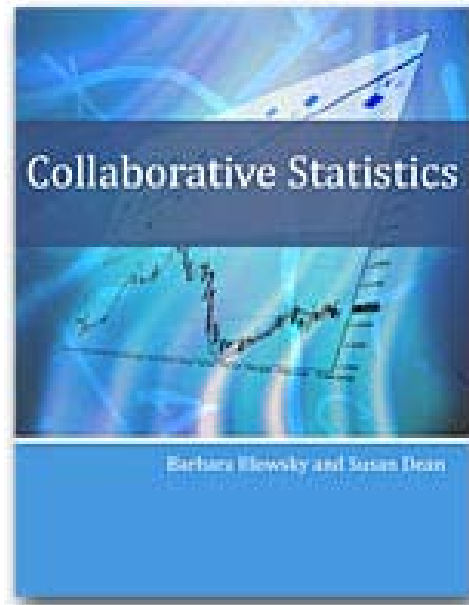
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Modules: 1289, Collections: 78
- [Business](#)
Modules: 575, Collections: 52
- [Humanities](#)
Modules: 1966, Collections: 174
- [Mathematics and Statistics](#)
Modules: 4262, Collections: 151
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Modules: 6680, Collections: 439
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Search for OER and Open Textbooks



<http://cnx.org/content/col10522/latest/>



Collaborative Statistics
by Barbara Illowsky and Susan Dean

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You are here: [Home](#) » [Content](#) » Collaborative Statistics

Collaborative Statistics

Collection type: Textbook
Textbook by: [Dr. Barbara Illowsky](#), [Susan Dean](#)

[Start »](#) [Order printed copy](#)

Summary: Collaborative Statistics was written by Barbara Illowsky and Susan Dean, faculty members at De Anza College in Cupertino, California. The textbook was developed over several years and has been used in regular and honors-level classroom settings and in distance learning classes. This textbook is intended for introductory statistics courses being taken by students at two- and four-year colleges who are majoring in fields other than math or engineering. Intermediate algebra is the only prerequisite. The book focuses on applications of statistical knowledge rather than the theory behind it.

This collection contains:
Modules by: [Dr. Barbara Illowsky](#), [Susan Dean](#)

Comments, questions, feedback, criticisms?
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- Add to ...
- E-mail the authors
- Print this Web page

TABLE OF CONTENTS

- Preface
- Additional Resources
- Author Acknowledgements
- Student Welcome Letter
- ▶ 1. Sampling and Data
- ▶ 2. Descriptive Statistics
- ▶ 3. Probability Topics
- ▶ 4. Discrete Random Variables
- ▶ 5. Continuous Random Variables
- ▶ 6. The Normal Distribution
- ▶ 7. The Central Limit Theorem
- ▶ 8. Confidence Intervals
- ▶ 9. Hypothesis Testing: Single Mean and Single Proportion
- ▶ 10. Hypothesis Testing: Two Means, Paired Data, Two Proportions
- ▶ 11. The Chi-Square Distribution
- ▶ 12. Linear Regression and Correlation
- ▶ 13. F Distribution and ANOVA
- ▶ 14. Appendix
- 15. Tables



Sample Chapter

Click here to print out

Navigate table of contents

Key term links to definition

CONTENT ACTIONS

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 - Module PDF
 - Collection PDF
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TABLE OF CONTENTS \triangle

- Preface
- Additional Resources
- Author Acknowledgements
- Student Welcome Letter
- 1. Sampling and Data**
 - Sampling and Data
 - Statistics \checkmark
 - Probability \checkmark
 - Key Terms
 - Data
 - Sampling
 - Variation
 - Answers and Rounding Off
 - Frequency**
 - Summary
 - Practice: Sampling and Data
 - Homework
 - Lab 1: Data Collection
 - Lab 2: Sampling Experiment
- 2. Descriptive Statistics**
- 3. Probability Topics**
- 4. Discrete Random Variables**
- 5. Continuous Random Variables**

INSIDE COLLECTION (TEXTBOOK):

Collaborative Statistics

[« PREVIOUS](#) | [NEXT »](#)

Textbook by: [Dr. Barbara Illowsky](#), [Susan Dean](#)

Frequency

Module by: [Susan Dean](#), [Dr. Barbara Illowsky](#)

Summary: This module introduces the concepts of frequency, relative frequency, and cumulative relative frequency, and the relationship between these measures. Students will have the opportunity to interpret data through the sample problems provided.

Twenty students were asked how many hours they worked per day. Their responses, in hours, are listed below:

- 5; • 6; • 3; • 3; • 2; • 4; • 7; • 5; • 2; • 3; • 5; • 6; • 5; • 4; • 4; • 3; • 5; • 2; • 5; • 3

Below is a frequency table listing the different data values in ascending order and their frequencies.

DATA VALUE	FREQUENCY
2	3
3	5
4	3
5	6
6	2
7	1

TABLE 1: Frequency Table of Student Work Hours

A **frequency** is the number of times a given datum occurs in a data set. According to the table above, there are three students who work 2 hours, five students who work 3 hours, etc. The total of the frequency column,

Purchasing an open textbook copy from print-on-demand publisher QOOP

The screenshot shows the QOOP website interface. At the top, the logo "QOOP" is displayed with the tagline "Make money with Social Commerce™". Navigation links include "Home", "Galleria", "Create", "Partners", and "myQOOP". Utility links for "cart", "login", and "help" are also present. A breadcrumb trail shows "Categories > Galleria > Connexions > Collaborative Statistics". A search bar is located on the right side of the page.

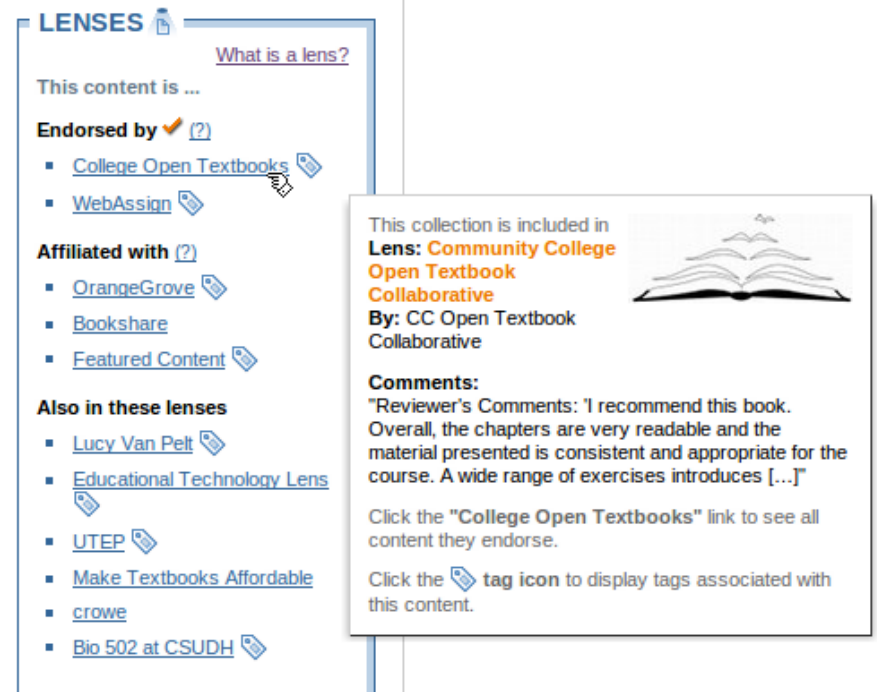
The main content area features a book cover for "Collaborative Statistics" by Barbara Illowsky and Susan Dean. The cover is blue and white with a line graph. Above the book cover are social sharing options: "Share", "Links", "Sell", and "Mash". A "Kodak" logo is visible in the top right corner of the book cover area.


To the right of the book cover is a "Buy Options" section. It displays the text "Perfect Bound starting at \$31.98". Below this is a table with two columns: "Printing" and "Price". The table contains one row: "Black & White" with a price of "\$31.98". A green "Add to cart" button with a shopping cart icon is located below the table and is circled in red.

Below the "Buy Options" section is a "Store: Connexions" section. It includes links for "Store", "Profile", and "Share by Email". Below these links is a carousel of book covers. At the bottom right of the page, there is a "Report Offensive Content" link.


Connexions Lens



- Lenses enable both organizations and individuals to give their stamps of approval to content in the repository, allowing for user-driven quality control of modules and collections
- Through these lenses, users can provide their own tags and comments for items in the repository





LENSES  [What is a lens?](#)

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Lens: Community College Open Textbook Collaborative 
By: CC Open Textbook Collaborative

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"Reviewer's Comments: 'I recommend this book. Overall, the chapters are very readable and the material presented is consistent and appropriate for the course. A wide range of exercises introduces [...]"

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Click the  tag icon to display tags associated with this content.

Orange Grove Text Plus

Florida State Initiative

- Open License Repository
- Searchable
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- Link from Learning Management System





Open Textbooks

This collection offers open books and textbooks from many sources. An open textbook is one that can be freely viewed, downloaded, and self-printed. They may also have non-restrictive licenses that allow for customization and derivative works.

Browse or use the Filter function to narrow your search using keywords.

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This subtopic includes open textbooks from OGT+, CK-12 FlexBooks, and a variety of other sources.

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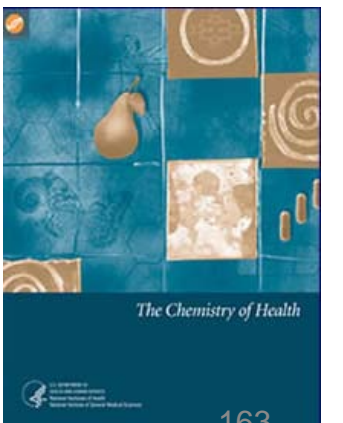
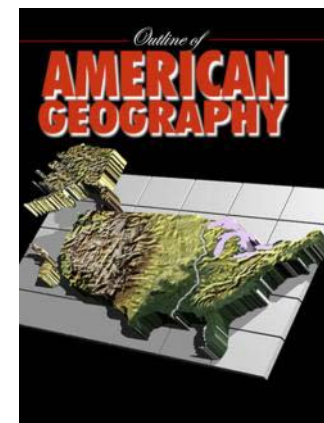
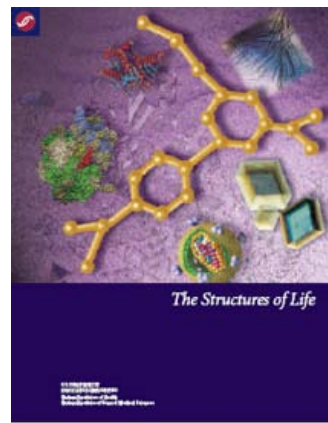
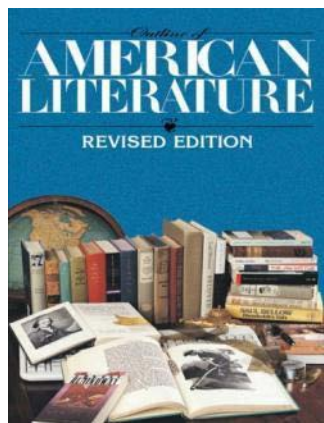
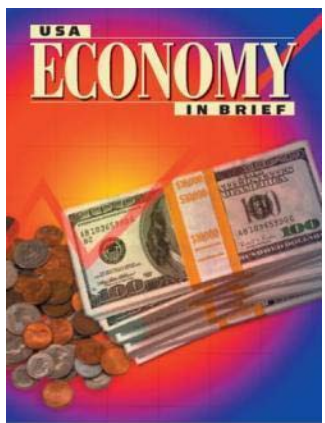
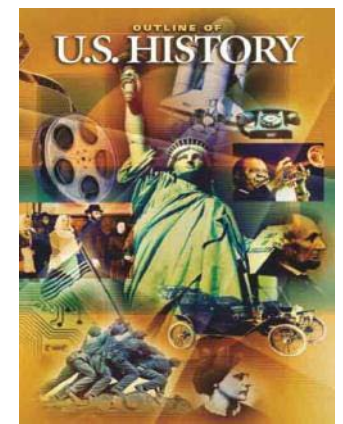
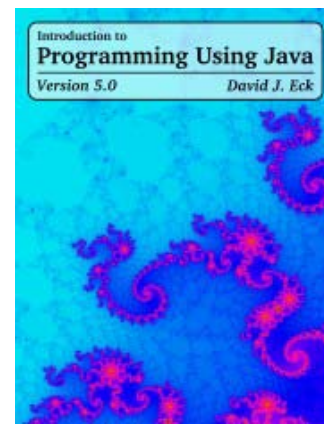
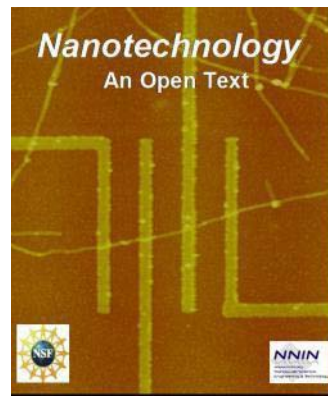
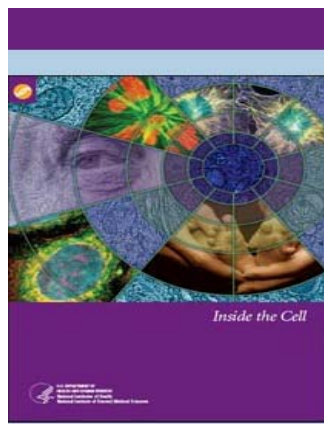
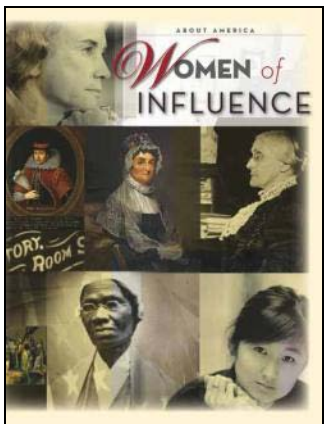
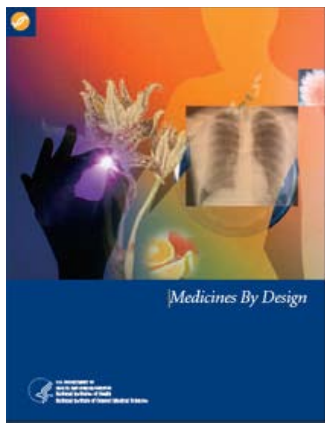
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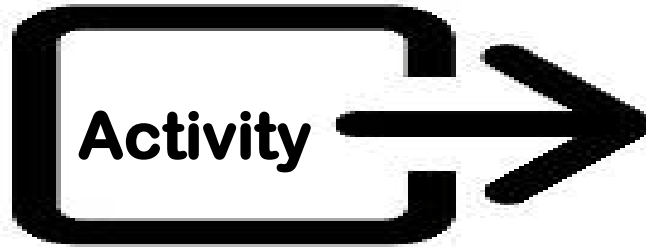
Open Textbooks

Over 200 open textbooks identified, catalogued, and listed in MERLOT Collection





- Links to college over 400 open textbooks
 - 24 disciplines
- Reviews of 76 open textbooks
- <http://collegeopentextbooks.org>



OER Scavenger Hunt:

Use one of these sources to find an open textbook for a course that you teach

- **College Open Textbooks**

<http://collegeopentextbooks.org/open-textbook-content-/open-textbooks-by-subject.html>

- **MERLOT**

<http://merlot.org>

- **OER Commons**

<http://www.oercommons.org>

- **Connexions**

<http://cnx.org>

- **The Orange Grove**

http://www.theorangegroove.org/open_textbooks.asp





- Over 600 free online courses from The Open University
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- Complete activities to assess your progress and compare your thoughts with sample answers
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- <http://openlearn.open.ac.uk/>



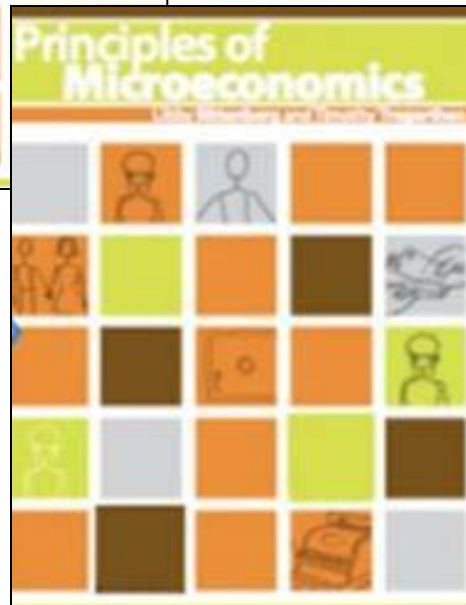
Open Course Library

- Open Course Library
 - Collection of shareable course materials, including syllabi, course activities, readings, assessments
 - <http://opencourselibrary.org>
- OER Matrix of Open Textbooks
 - 81 high-enrollment college courses aligned with open textbooks
 - Openly editable spreadsheet of college-level OER suggestions and ideas, organized by course

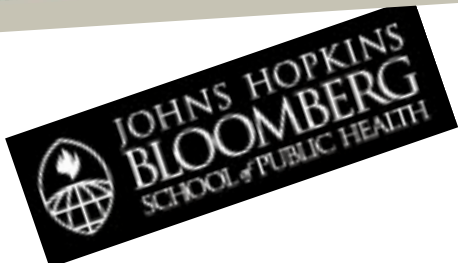
Open Course Library

- Art Appreciation
- Calculus I
- Calculus II
- Calculus III
- Cultural Anthropology
- Elementary Algebra
- Engineering Physics I
- English Composition I
- English Composition II
- General Biology with Lab
- General Chemistry with Lab I
- General Chemistry with Lab II
- General Chemistry with Lab III
- General Psychology
- Human Anatomy and Physiology 1
- Human Anatomy and Physiology 2
- Intermediate Algebra
- Introduction To Business
- Introduction to Chemistry (Inorganic)
- Introduction To Literature I
- Introduction To Logic
- Introduction To Oceanography
- Introduction To Philosophy
- Introduction to Physical Geology
- Introduction to Statistics
- Lifespan Psychology
- Macroeconomics
- Microeconomics
- Music Appreciation
- Physical Anthropology
- Pre-College English
- Precalculus I
- Precalculus II
- Principles of Accounting I
- Principles of Accounting II
- Public Speaking
- Research for the 21st Century
- Technical Writing
- Try College / College Success Course
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- US History II
- US History III

<http://www.opencourselibrary.org/phase-1-courses>



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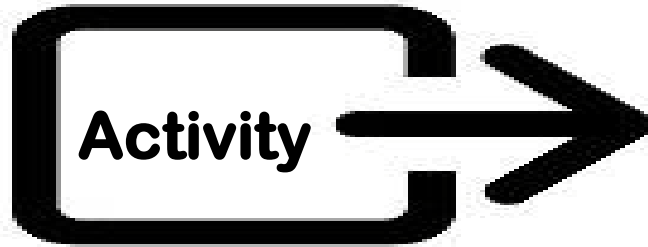


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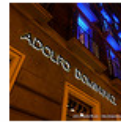
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- > [Allergies](#)
- > [Alzheimer's disease](#)
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- > [SARS](#)
- > [Sexually transmitted diseases](#)
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FREE

Part 4: Summary

- Tools for locating and organizing OER and open textbooks
- Repositories
- Referratories or portals





Discussion Questions

- How does the use of OER pose challenges for curriculum guidelines and articulation agreements requiring courses to have a textbook as part of the course?
- What are potential accreditation-related issues regarding the use of OER?
- How does open licensing of learning materials and textbooks impact how you teach and learn?



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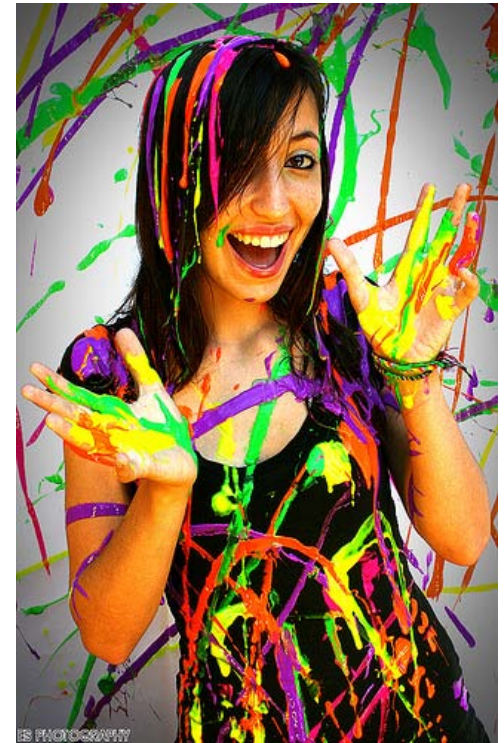


Open Content for Open Minds

Part 5: Create, Customize, Remix,
Collaborate, and Share

How to Make Best Use of OER

- Enhance an existing course or offering by adding OER
- Improve existing materials by replacing it with OER
- Create new part of materials by using or re-purposing OER
- Create new courses by using, re-using and repurposing OER
- Invite students to generate OER



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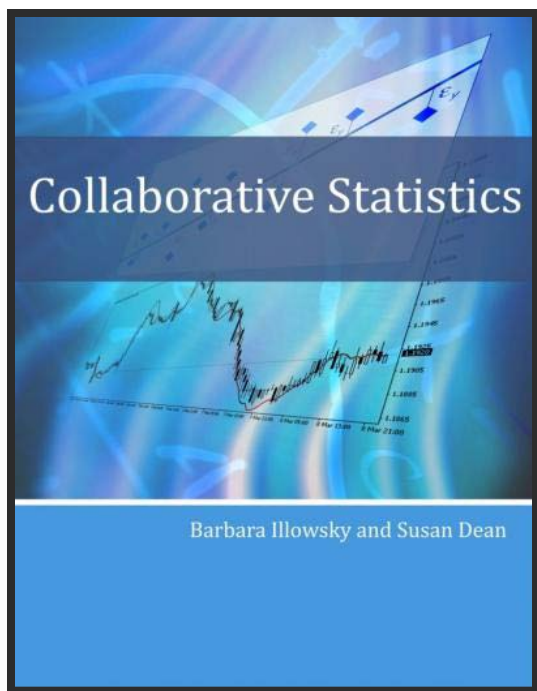
Customize, Remix, and Organize

- Interoperability
- Accessibility
- License type
- Cultural relevance
- Translations



Why Customize and Remix?

- Save yourself time and work by mixing in OERs with your own material to make something richer
- Adapt the material to make it more accessible for people with different disabilities
- Insert some cultural specific references to make a concept easier to understand
- Translate it into another language
- Correct any errors or inaccuracies
- Keep the OER up to date by adding the latest discoveries or theories
- Insert more media or links to other resources
- Chop the OER up into smaller chunks that might be easier to learn from, or could be reused elsewhere
- Adapt it for a different audience
- Change the target educational level
- Add input and participation from the people who are going to be using your remixed OER
- Use the OER for a wider purpose by adding in other information
- Change the format of the OER to make it work in different computer based learning environments
- Insert a different point of view to that originally given in the material
- <http://olnet.org/node/68>



Open Textbook
by Barbara Illowsky & Susan Dean

302,860 views since posted in July 2008
236 views per day
5 derived versions
Adopted by over 60 instructors



Adapted to replace the use of TI-83/84 calculators in labs and exercises with Minitab

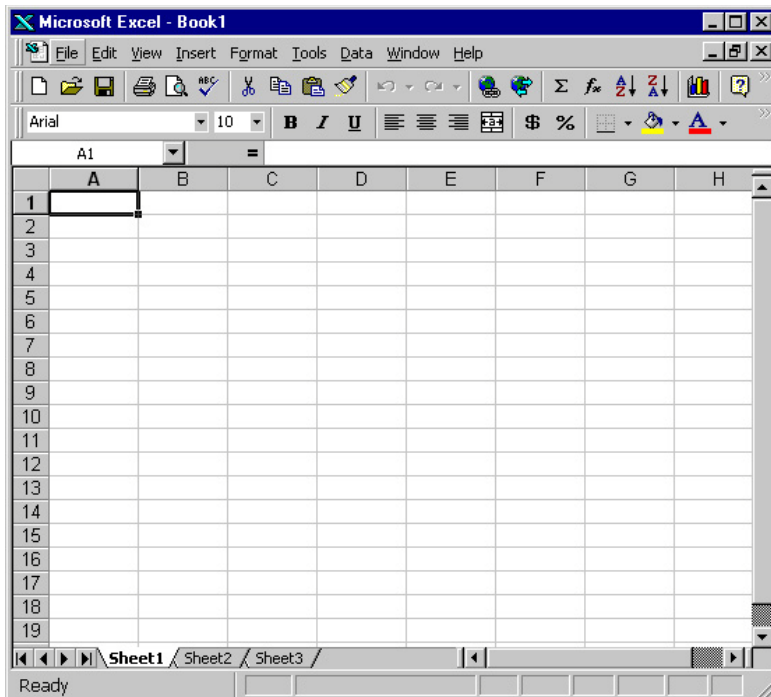
Adapted with a separate collection for homework modules

Adapted to contain fewer Modules

Adapted for use in classes at Eastern Michigan University

Adapted for use in classes at Syracuse University

Customized Open Textbook



- Tutorial on how to re-use, remix, and create using OpenLearn
 - <http://openlearn.open.ac.uk/course/view.php?id=3416>
- Re-use
 - Using materials in the classroom
 - Directing students towards OpenLearn
 - Encouraging use of the tools and content for interaction
 - Drawing on the content in your own writing, study or research
- Remixing
 - Reworking, rewriting, translating OpenLearn units
 - Remixing knowledge maps using the Compendium tool

Tools for Educators

Key to successful and sustained use of open textbooks by educators are viable tools for faculty to customize, and share learning content for use in the classroom

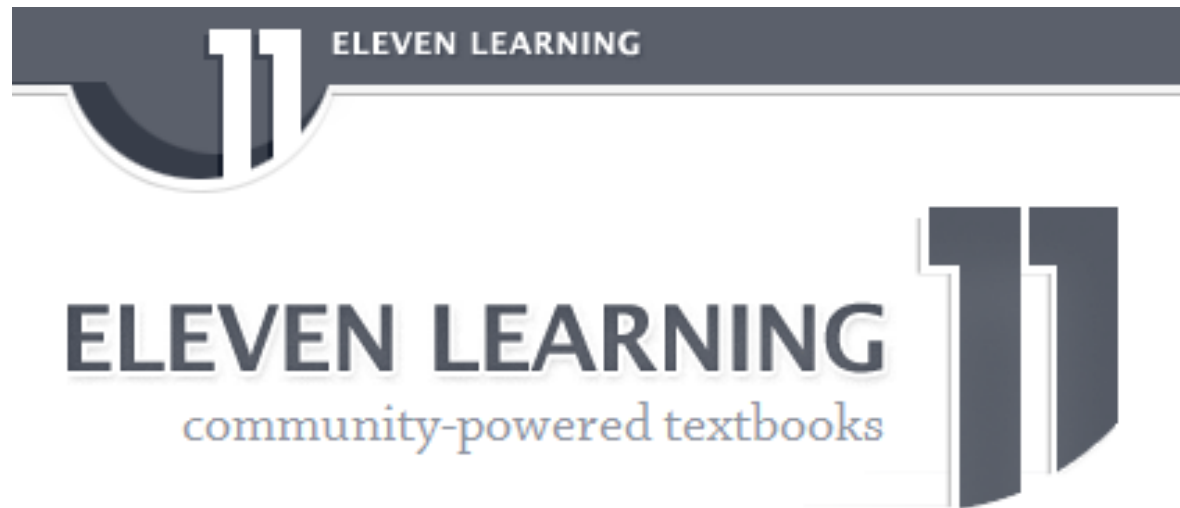


JanneM/flickr

What is Eleven Learning?

Publishes open-source, community-powered textbooks and etextbooks.

A resource for authors and educators looking for new solutions to the Textbook Problem.



Students and instructors can share their annotations with each other.

Textbook My Notes **Sharing**

Home » Math In Society » Fair Division

Fair Division

Whether it is two kids sharing a candy bar or a couple splitting assets during a divorce, there are times in life where items of value need to be divided between two or more parties. While some cases can be handled through mutual agreement or mediation, in others the parties are adversarial or cannot reach a decision all feel is fair. In these cases, fair division methods can be utilized.

This is exactly how my five brothers and I shared desert when I was growing up.

Students and instructor can add their own annotations to the textbook at the paragraph level.



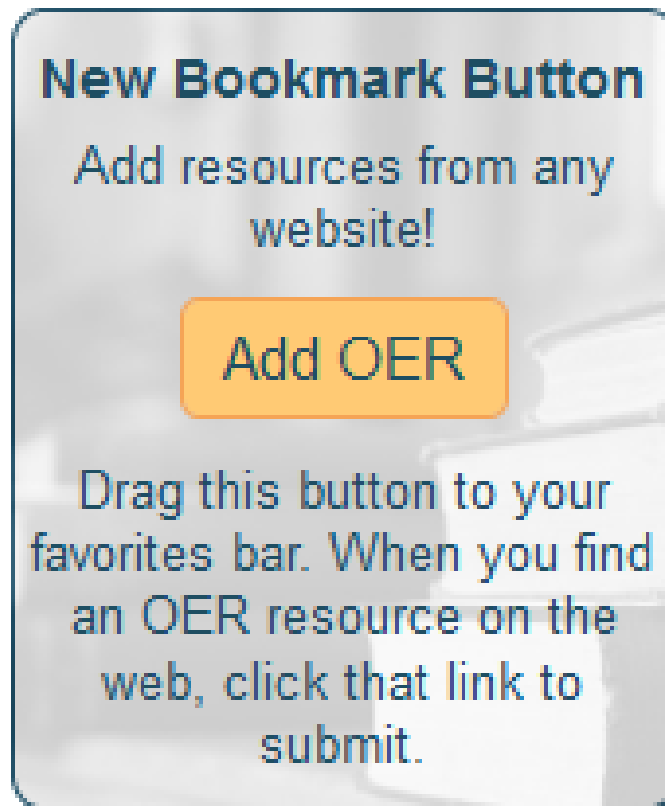
- Free, not-for-profit, multi-media web-book
- Designed as a dynamic enhancement for the traditional art history textbook
- Begun in 2005 by with a blog featuring free audio guides in the form of podcasts for use in The Museum of Modern Art and the Metropolitan Museum of Art
- Audios and videos about works of art found in standard art history survey texts, organized the files stylistically and chronologically
- Text and still images
- Merged with Khan Academy in October 2011

<http://smarthistory.khanacademy.org/>

All Smarthistory content is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 license.

OER Commons Tools for Sharing

32,248 Resources



New Bookmark Button

Add resources from any website!

Add OER

Drag this button to your favorites bar. When you find an OER resource on the web, click that link to submit.

The image shows a grey rounded rectangular box with a dark blue border. Inside the box, the text is centered. At the top is the title 'New Bookmark Button' in bold blue font. Below it is the instruction 'Add resources from any website!' in a smaller blue font. In the center is an orange rounded rectangular button with the text 'Add OER' in black font. At the bottom is the instruction 'Drag this button to your favorites bar. When you find an OER resource on the web, click that link to submit.' in a smaller blue font.

Before You Apply a Creative Commons License to Your Work

- Never apply a CC license to a work unless you have all the permissions you need to do so. Make sure you have the rights
- How to apply a Creative Commons[®] license to your work
 - Go to <http://creativecommons.org/choose/>
 - Apply a Creative Commons license to a work by selecting the license that suits your preferences
 - Automatically generate a license button and a statement that your work is licensed under a Creative Commons license
- Creative Commons licenses do not apply to ideas, factual information or other non-creative elements that are not protected by copyright
- Creative Commons licenses are non-revocable

Explore / Creative Commons

Many Flickr users have chosen to offer their work under a Creative Commons license, and you can browse or search through content under each type of license.

Select a default license

Don't forget to make sure that you have all the necessary rights and you won't be infringing on any third parties with any content that you license on Flickr. As per our [Community Guidelines](#), accounts are intended for members to share content that they themselves have created.

This will apply to everything you upload from now on. You can also change the license on all your existing public content in a [batch](#) if you wish.

- None (All rights reserved)

- Attribution-NonCommercial-ShareAlike Creative Commons
- Attribution-NonCommercial Creative Commons
- Attribution-NonCommercial-NoDerivs Creative Commons
- Attribution Creative Commons
- Attribution-ShareAlike Creative Commons
- Attribution-NoDerivs Creative Commons

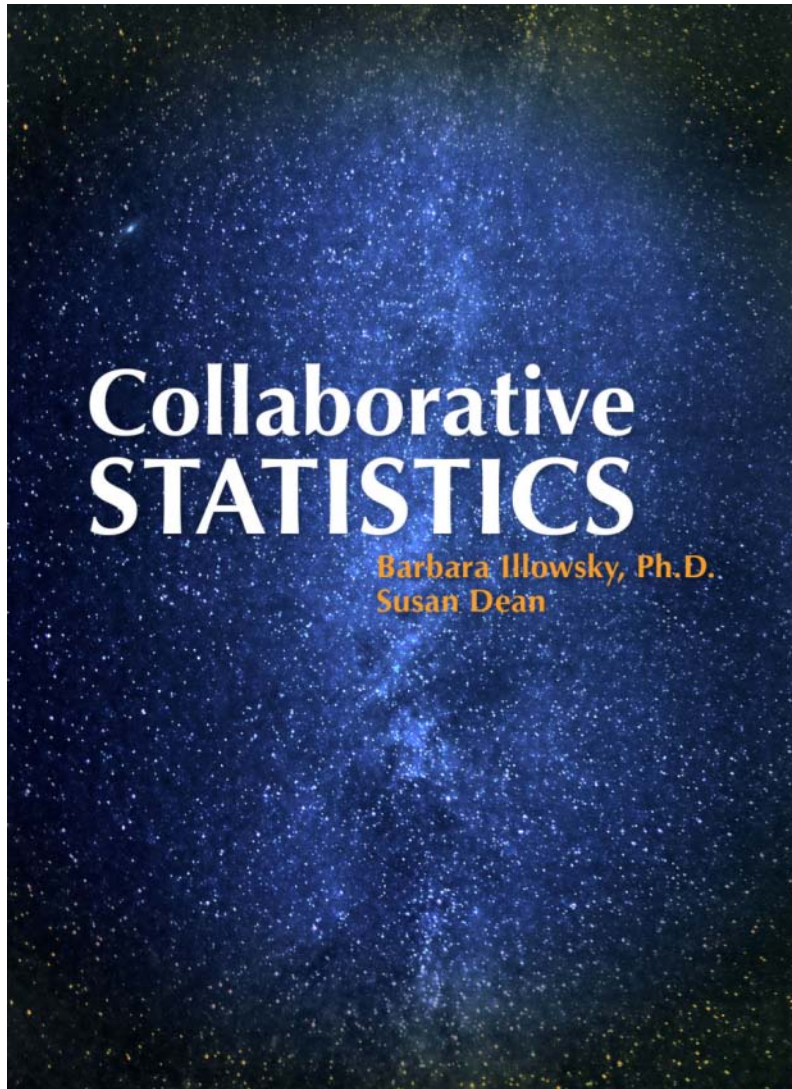
[SET DEFAULT LICENSE](#)


Or, [return to your account page](#).

Quick Start to Open Textbook Adoption

- **Step 1**
 - Select an open textbook from listings of 400+ titles
- **Step 2**
 - Review your open textbook selection for quality
- **Step 3**
 - Customize your selection as desired
- **Step 4**
 - Disseminate your selected or customized open textbook to your students





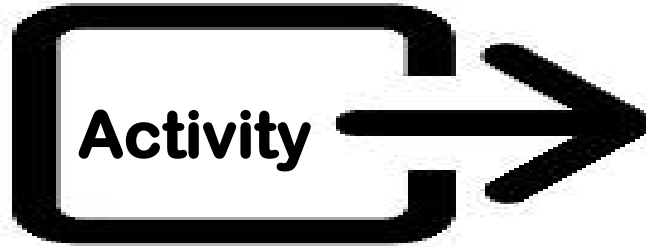
 **\$10.00 Off Purchase***
First time purchase only. Ends 11:59pm PDT 09-24-11

List Price: \$19.99
eTextbook Purchase: \$0.00

[Buy Now](#)

You save \$19.99





- Go to Kno version of *Collaborative Statistics*
- <https://www.kno.com/book/details/productId/txt9780983804905>
- Click on Preview Book

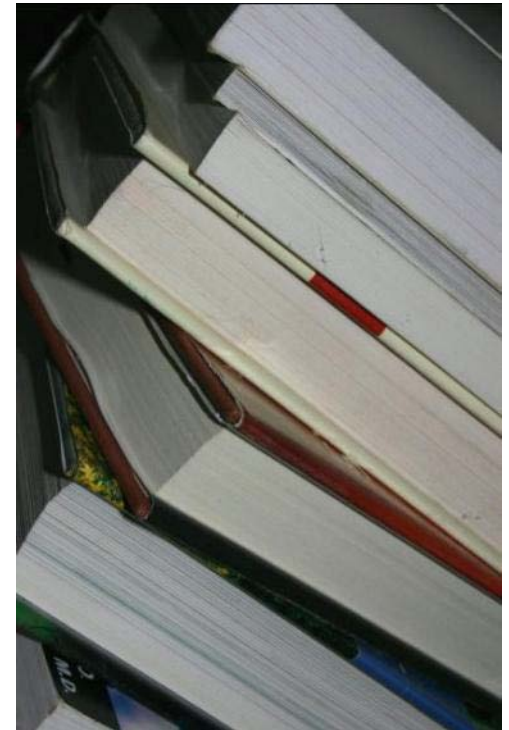
Evaluate Each Textbook



- Quality
- Accessibility
- Cultural relevance
- Currency
- Authority
- Articulation

Dissemination of Open Textbooks

- Digital formats
- Printed format
- Student (DIY)
- Campus bookstore
- Campus printshop services
- Proprietary services



Distribution Formats for Open Textbooks

- **Online**

- Long passages of text online make for very uncomfortable reading
- If you want to give students the option to print, be sure the source pages will translate well to the printed page (no text cut off at the end for example)

- **PDF**

- PDF documents preserve the look of the printed page online better than other formats.
- PDF documents are very printer friendly
- If PDF is the only option for securing the book, make sure the PDF provided is compliant with Accessibility standards

- **Print-on-Demand**

- Allows students to order a bound version of their textbook for the cost of shipping and production, very affordable.
- Satisfies those students who feel more comfortable with a paper book that most closely resembles traditional textbooks.
- Allow the campus bookstore to carry copies of the book as needed. Some students have financial aid packages that restrict them to purchasing textbooks at the campus bookstore.

- **Distribution How To's**

- **Provide links** to the online, PDF, or print ordering pages
- Students can click on links in the online course environment
- Use the links from an e-mail you send,
- Locate the web addresses on a syllabus you pass out,
- Get the book on a CD that you create for them
- You can also provide the print order page to the Campus bookstore

- http://031fa66.netsolhost.com/index.php?option=com_content&view=article&id=104&Itemid=149



- How would you choose to disseminate an open textbook if you adopted one for your class?
 - Digital formats
 - Printed format
 - Student (DIY)
 - Campus bookstore
 - Campus printshop services
 - Proprietary services

Image cc-by-nc-sa Neil Wykes/flickr

Who are stakeholders?

- Curriculum Committee, Department, Dean
- Adaptive Services
- Bookstore
- Library
- Media center
- Print Shop
- Computer/Internet Services
- Colleagues
- Teaching assistants
- Students



Announce to Stakeholders

- How far in advance?
 - Curriculum Committee
 - Bookstore Manager
 - Librarians
 - Students



Image cc-by horia varlan/flickr

- Higher Education Opportunity Act (HEOA)
Affordable Textbooks July 2010

Work with Bookstore Manager

- Rent vs. Buy
- Different media formats
- Print shop onsite?
- Foot traffic in store



Part 5: Summary

- How to make best use of OER
- Licensing
- Quick start to open textbook adoption
- Dissemination and stakeholders
- Distribution formats of open textbooks





Discussion Questions

- How should educators work with for-profit entities to develop, remix, and disseminate openly licensed educational content?
- Should we promote the use of open textbooks that involve advertising or marketing of for-profit companies?

Image by fotografic1980/FreeDigitalPhotos.net



cc-by-sa
Karen Eliot/flickr

Open Content for Open Minds

Part 6: Advocacy and Action Steps

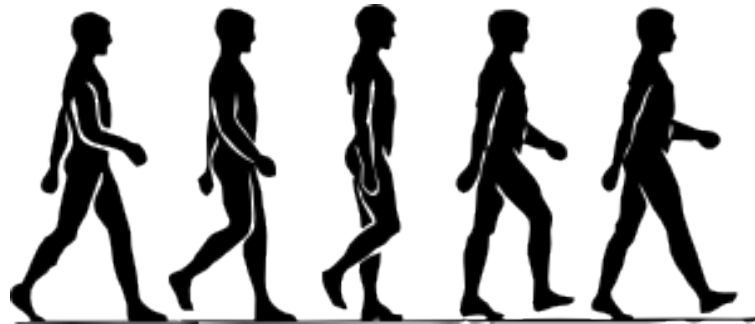


Image from <http://www.edupics.com/coloring-page-1-a-walking-i10049.html>



- To what extent is OER used at your organization?
 - Not yet started
 - Awareness developing; professional development about OER
 - Individuals are informally starting to use or repurpose OER
 - Commitment established and formally recognized; have a policy related to OER
 - Taking a leadership role in promoting OER outside your campus

Image cc-by-nc-sa Neil Wykes/flickr

Get Involved

- Follow OER news
- Become a member of OER efforts
- Use OER
- Openly license your work
- Contribute your OER to repositories and directories
- Mentor others in use of OER
- Promote OER on your campus
- Promote OER at your professional meetings



News about OER

- Follow us on Twitter
 - #OER
 - twitter.com/oer_center
 - twitter.com/oercommons



- OER Blogs
 - <http://oerblogs.org/>

- Google Alerts
 - <http://www.google.com/alerts>



Join Us

- Become a member of one of many OER efforts
 - WikiEducator
 - Community College Consortium for Open Educational Resources
 - College Open Textbooks
 - Connexions
 - Curriki

Join the conversation ...

College Open Textbooks Community



Driving Awareness and Adoptions

[Main](#) [Invite](#) [My Page](#) [Events](#) [Adopt](#) [Review](#) [Blogs](#) [Photos](#) [Notes](#) [Groups](#) [Ning How-To](#) [Manage](#)

A site for stakeholders and participants of the Community College Open Textbook Collaborative

Photos

[Edit](#)



[+ Add Photos](#)

[View All](#)

Latest Activity

[Edit](#)



[Jacky Hood](#) joined [Micheline's](#) group

[The Advocate Trainers](#)

36 minutes ago

College Open Textbooks News

[Edit](#)

[Crowd-Sourced Peer Reviews](#)

[Sustainable Business Models for Open Textbooks](#)

[More...](#)

Events

[Edit](#)

[January 26](#)

Wednesday



[Find, Author, Share Open Textbooks Course Signup Starts January 12](#)

[January 26, 2011](#) at 6pm to [March 9, 2011](#) at 7pm - [Peer to Peer University Org \(P2PU.org\)](#)

[February 25](#)

Friday



[Discover Open Textbooks at Los Angeles Community College District](#)

[February 25, 2011](#) from 12pm to 3pm - [LATTC Computer Lab TE 423](#)

[February 27](#)

Sunday



[Join us at INNOVATIONS 2011 for CCCOER Networking and Education Meeting](#)

[February 27, 2011](#) from 1pm to 4pm - [Hilton Bayfront Hotel, San Diego](#)

Una Daly

[Sign Out](#)

[Inbox \(11 new\)](#)

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[Friends - Invite](#)

[Settings](#)

[Quick Add...](#)

New to this site

[Edit](#)

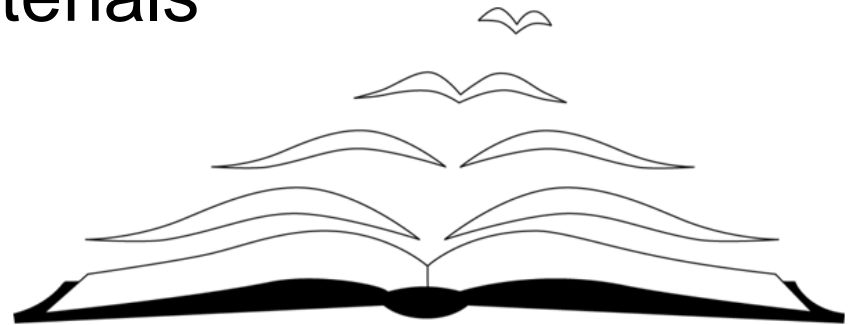


See the [College Open Textbooks](#) box in the middle of the [Main Page](#).

[Ning How-To?](#)

Community College Consortium for Open Educational Resources

- Joint effort to identify, develop, share, and use OER in community college courses
- Provides guidance and support for promoting use of open content or learning materials on a college campus



Build a Community of Practice

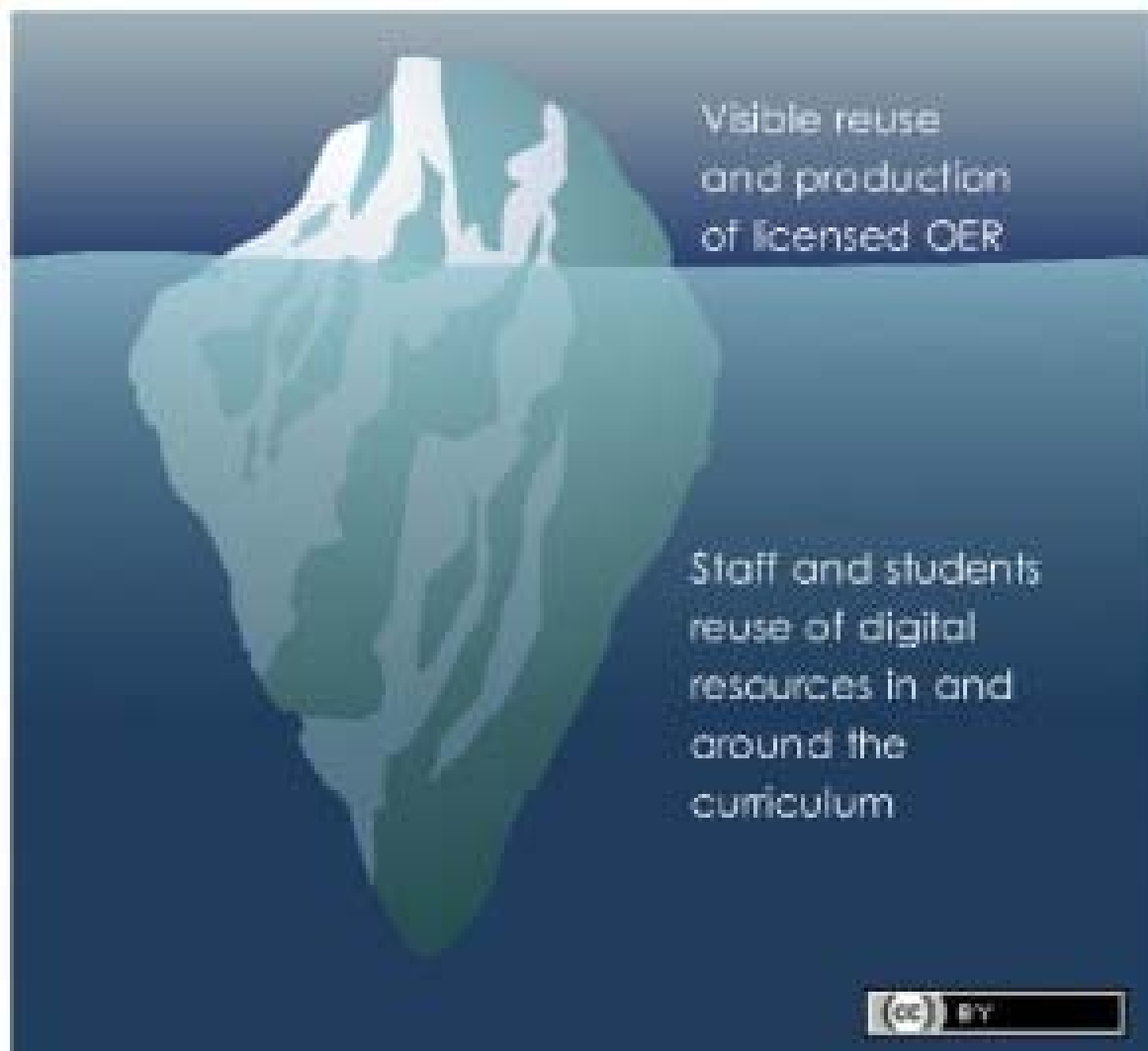
- Building communities of practice improves scalability of OERs
- Promoting communities of practice vital to the health and sustainability of OERs
- Members of communities of practice with common interest are involved in different aspects of OERs
- Common goal to improve the sustainability of OERs
- In an OER community of practice, members have different skills and experiences
- These skills and experiences can blend together to create scalable OERs
- www.oercommons.org/community/advancing-sustainability-of-open-educational-resources/view

WikiEducator

- An evolving community intended for the collaborative: planning of education projects linked with the development of free content
- Develop free content on WikiEducator for e-learning
- Work on how to create OERs
- Networking on funding proposals developed as free content



How visible is use of OER on your campus?



The [Value of Reuse Report](#) by Marion Manton and Dave White of Oxford

Open Textbook Challenge

- Saylor.org seeks open textbooks for use in its free online college-level courses
- Submit your textbook to Saylor.org
- Textbook must be licensed with CC-BY
- \$20,000 award
- Deadline is TODAY!

saylor.org
FREE EDUCATION

Taking OER beyond the OER Community

- *Guidelines for OER in Higher Education*
 - COL-UNESCO initiative: *Taking OER Beyond the OER Community: Policy and Capacity.*
 - Draft guidelines intended to help key stakeholder groups as they assess the implications of OER for their future policies and actions
 - Guidelines developed through a broad consultative process

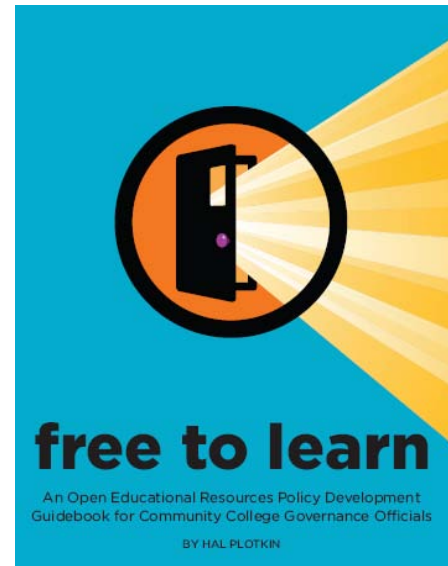
<http://oerworkshop.weebly.com/guidelines-for-oer-in-higher-education.html>

OER Guidelines for Institutional Policy

- Provide incentives to support investment in high quality learning material acquisition, adaptation, and production
- Institutional policies should be reviewed to:
 - Encourage judicious selection and adaptation of existing OER, as well as production of new materials where necessary
 - Promote collaboration both within and beyond the institution in developing materials
 - Provide staff appropriate incentives and rewards for the acquisition, adaptation, and production of learning material
 - Ensure that staff workload models allow for curriculum, course, and materials design and development, as well as research activities
- <http://oerworkshop.weebly.com/guidelines-for-oer-in-higher-education.html>

OER Guidebook for Higher Education Governance Officials

- *Free to Learn: An Open Educational Resources Policy Development Guidebook for Community College Governance Officials*
 - Written by Hal Plotkin, released by Creative Commons
 - Provides an introduction to the basics of OER, an OER resource guide and insights from OER providers and institutions who have implemented supportive OER policies



<http://wiki.creativecommons.org/images/6/67/FreetoLearnGuide.pdf>

Foothill-De Anza Community College Board Policy

Board Policy 6141 enacted December 2005

Goals

- Provide students with learning materials that reside in the public domain to augment and/or replace commercially available educational materials
- Create sustainable academic resources
- Provide opportunities for professional growth

Foothill-De Anza Community College Board Policy

- Ensures administrative and faculty support for the organization, creation and use of materials to reduce education costs and the reliance on commercial textbooks.

Encourages the creation, use, and ongoing maintenance of public domain-based learning materials in accordance with established curriculum standards for educational purposes of the district.



Washington State Board Policy

- State Board for Community and Technical Colleges approved the first state-level open licensing policy in June 2010
 - Requires that all digital works created from competitive grants administered through SBCTC carry a Creative Commons Attribution-only (CC-BY) license
- License allows educational materials created by one college to be used or updated by another college in our system as well as by other education partners globally
- Efficient way to engage in the OER movement while maintaining a focus on the specific needs of Washington's community and technical college students



Proposed Workflow for Campuses

- Foster community of educators who will use and contribute to open content appropriate for use as textbook at community colleges
 - Educate campus community about OER and open textbooks
 - Provide model Board policies about OER
 - Provide model tenure and promotion incentives for faculty to participate in OER
 - Provide guide for development and implementation of campus taskforce to address adoption of open textbooks



OER Guidelines for Faculty

- Update knowledge on, and develop skills to evaluate, existing OER
- Start publishing OER
- Adapt and contextualize existing OER
- Seek institutional support for OER skills development
- Leverage networks and communities of practice.
- Publish about OER
- Update knowledge of IPR, copyright and privacy policies

Faculty Role

- Faculty can create, review, and promote use of OER
 - Support sabbaticals for development and modification of open textbooks
 - Give credit toward tenure for faculty work on open textbook development



Advocacy

- Promote open educational practices
- Help other faculty find resources
- Understand student needs
- Work with other campus stakeholders



OER on Your Campus

- Form Taskforce on campus to address adoption of open textbooks
 - Curriculum approval
 - Pedagogical standards
 - Articulation
 - Tech support
 - Bookstore and print shop services
 - Library
 - Faculty and department participation
 - Faculty training in development of OER
 - Marketing



Content Review Panel

- Determine and define the necessary elements of a good community college open textbook
 - Reading level
 - Depth and scope
 - Quality and accuracy
 - Cultural relevance
 - Currency
 - Authority of source



Action Steps

ACADEMIC
SENATE



- In collaboration with the Academic Senate
 - Engaged your institutional research office to design a study
 - Analyze the results
 - Discuss the findings broadly and widely
 - Identify the early adopters
 - Implement the findings

OER SURVEY

- Conduct a survey on your campus

- Who is interested in using OER in their classes
- Who is already using OER in their classes
- How do faculty view OER in terms of
 - Quality
 - Lowering cost of education for students
 - Fostering a culture of shared knowledge

ACADEMIC
SENATE



- Discuss the findings broadly and widely

NEXT STEPS

- Create sustainable, easily available OER learning opportunities at our colleges
 - Identify champions to introduce OER to the faculty
 - Identify how OER is already being used through studies, seminars & campus communications
 - Provide experienced faculty with venues to share what they are doing with other faculty and the Academic Senate
 - Create workshops that describe the costs/benefits of using OER in the classroom
 - Identify local, state and federal resources to develop and implement OER



More Collaborators Needed

- Sustainable future success of open textbooks depends on collaboration
- Open textbook efforts need input and effort
 - You
 - Campus advocates
 - Students
 - Researchers
 - Publishers
 - College Bookstores
 - Authors
 - Librarians
 - Professional organizations for educators



“The OER Turn”

2009 Foreground

Focus on provision

Focus on educator as provider and user

Open courseware, the course online

Embedding in courses or free searching online

CC BY NC ND for editing by educators

Focus on licensing is key

Institutional workflows

Storage and presentation services

OERs

2011 Foreground

Focus on use

Focus on non-educators as users

Rich media, beyond text

Tutor or peer or social recommendation

CC BY for remixing by anyone

Focus on licensing might be distracting

Institutional support for open practice

Brokerage services

Open content

CC-BY Amber Thomas at OER Digital Infrastructure Update
<http://infteam.jiscinvolve.org/wp/2011/09/16/the-oer-turn/>

Part 6: Summary

- Social network in OER movement
- Faculty advocacy
- Policy
- OER Turn



Discussion Questions

- What is an effective way to integrate use of OER on your campus?
- What role should faculty, students, and higher education institutions take in the OER movement?



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Karen Eliot/flickr