

As we're waiting, introduce yourself and discuss this question with your neighbor:

“Why should your library be involved in OER?”



The 'E' is for equity

Building an O.E.R.
and affordable
textbooks
movement on a
community college
campus

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Berkeley City College

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Berkeley City College

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Berkeley City College & Merritt College

California Academic & Research
Libraries Conference

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#CARLconf2018 #OER

Getting Educated

**Why should your library
be involved in OER?**



Building a movement



Get educated



Find allies



Go for low hanging fruit



Develop an infrastructure

Getting Educated



Finding Allies: Leverage your campus

ALLY	TACTIC
Disabled Student Services/Alternative Media	accessibility issues and OER: they are experts
Department Chairs	Present OER for their divisions at chairs' meetings
Academic Senate	Pass a senate resolution supporting OER
Students/student government	Organize a #textbookbroke campaign
Administration	Show impact on matriculation/retention
P/T and F/T Faculty	Curate OER resources for them
Counselors	Provide them a list of OER sections

Finding Allies: Leverage your campus

ALLY

Disabled Student

Department Chair

Academic Senate

Students/student

Administration

P/T and F/T Faculty

Counselors



Experts

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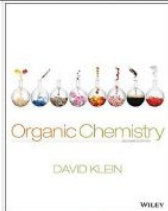
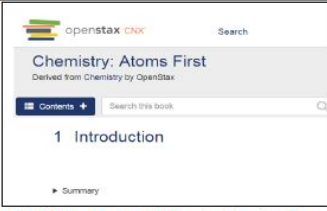
Provide them a list of OER sections

Go For Low-Hanging Fruit: The matrix

Identify high-impact Opportunities

Work - Demand side & Supply side

OER Candidates vs Current Commercial textbook

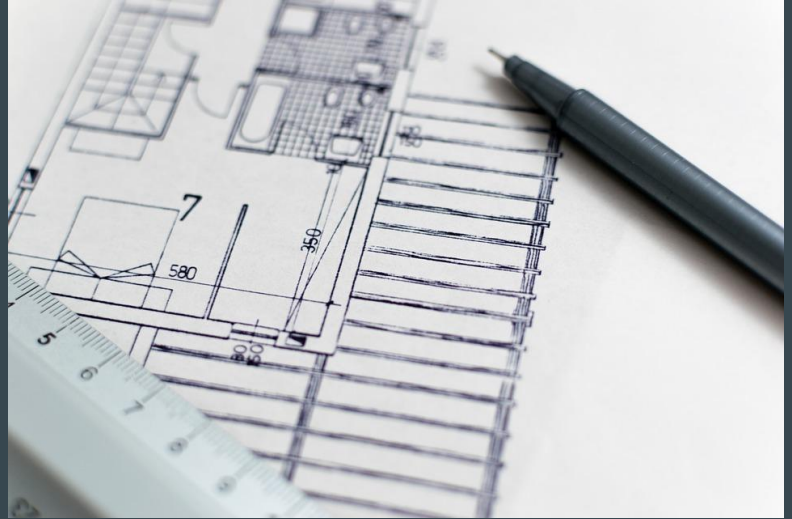
Color Highlighting Key: Green = correspondence, Yellow = partial correspondence, Blue = extra coverage in OER, Red = coverage in OER missing			
<p>Texts</p>  <p>Current textbook "Organic Chemistry" by David Klein, 2nd Edition 12/2013</p>	 <p>OER Title#3 , Chapter 20 "Organic Chemistry" from complete title "Chemistry: Atoms First" CH 302 Organic Chemistry module taught at the University of Texas at Austin.</p> <p>https://openstax.org/details/books/chemistry-atoms-first Print copy can be ordered or PDF downloaded.</p>	<p>Chemistry</p> <p>This course provides an opportunity for students to learn the core concepts of chemistry and understand how those concepts apply to their lives and the world around them, meeting the scope and sequence of most general chemistry courses.</p> <p>This course was developed from generally available open educational resources (OER) in use at multiple institutions, drawing mostly from a primary work published by OpenStax College Chemistry, with substantial contributions from Dr. Jessica Garber at Tidewater Community College and Dr. Shawn Shields at Germanna Community College, and also including additional open works from various sources as noted in attributions on each page of materials.</p>	
<p>Librarian quick comments</p>	<p>The OpenStax offering consists of chapters on Organic Chemistry from an introductory textbook on Chemistry. Online version has only linear navigation that works (click through to get to next section). Internal navigation is difficult as the first "page" of a chapter has no title other than introduction. Insufficient to support an entire course.</p>	<p>[Go to https://courses.lumenlearning.com/chemistryformajors/]</p>	
<p>Author Credentials</p>	<p>Ph.D. from UCLA</p>	<p>?</p>	
<p>Author Expertise</p>	<p>David Klein is a Senior Lecturer in the Department of Chemistry at The Johns Hopkins University where he has taught organic chemistry since 1999. Having worked with thousands of students, he has intense first-hand knowledge of how they learn and the difficulties they encounter. He received his bachelor's degree in chemistry from The Johns Hopkins University and his PhD from the University of California at Los Angeles under the supervision of Professor Orville Chapman. Motivated by his experiences teaching organic chemistry as a graduate student at UCLA, David wrote Organic Chemistry as a Second Language (John Wiley & Sons, 2004, updated 2nd edition published in 2008), which has become a highly valued student study resource. David has received numerous teaching awards at both UCLA and Johns Hopkins for his unique, skill-building approach to organic chemistry instruction. David is married, with five children, and enjoys skiing, scuba-diving, and Tae Kwon Do.</p>	<p>Senior Contributing Authors: Edward J. Neth, University of Connecticut, Paul Flowers, University of North Carolina at Pembroke, Klaus Theopold, University of Delaware, Richard Langley, Stephen F. Austin State University</p>	<p>"OpenStax College is an initiative of Rice University and is made possible through the generous support of several philanthropic foundations. Since our launch in 2012 our texts have been used by millions of learners online and over 1,100 institutions worldwide.</p> <p>Chemistry can be easily customized using our online platform (http://cnx.org/content/col11760/). Simply select the content most relevant to your current semester and create a textbook that speaks directly to the needs of your class. Chemistry is organized as a collection of sections that can be rearranged, modified, and enhanced through localized examples or to incorporate a specific theme of your course. This customization feature will ensure that your textbook truly reflects the goals of your course."</p>
<p>Publisher Reputation</p>	<p>"Founded in 1807, John Wiley & Sons Inc., has been a valued source of knowledge and understanding for more than 200 years, helping people around the world meet their needs and fulfill their aspirations...."</p> <p>"Wiley Global Education serves undergraduate, graduate,</p>	<p>OpenStax is a nonprofit based at Rice University, and it's our mission to improve student access to education. Our first openly licensed college textbook was published in 2012, and our library since scaled to more than 20 books for college and AP courses used by hundreds of thousands of students. Our adaptive learning technology, designed to</p>	

Go For Low-Hanging Fruit: The matrix - context & rationale

- Faculty extremely time constrained
- Extensive searching of discrete and overlapping OER repositories impacts Costs vs Benefits for adoption
- A demonstrable way to illustrate “How librarians can **help** with OER”
- Just offering help finding OER insufficient to gain a “convert”
 - Chemistry matrix induced demand for other matrices
- Sets stage for objective vs purely subjective discussion of OER
 - e.g., “Candidate textbook contains review questions” vs “I’ll know what I like in OER when I see it,” Requirements = Not a black box
- Matrix provides for asynchronous, communications that can be leveraged to large numbers & reused

Develop an infrastructure

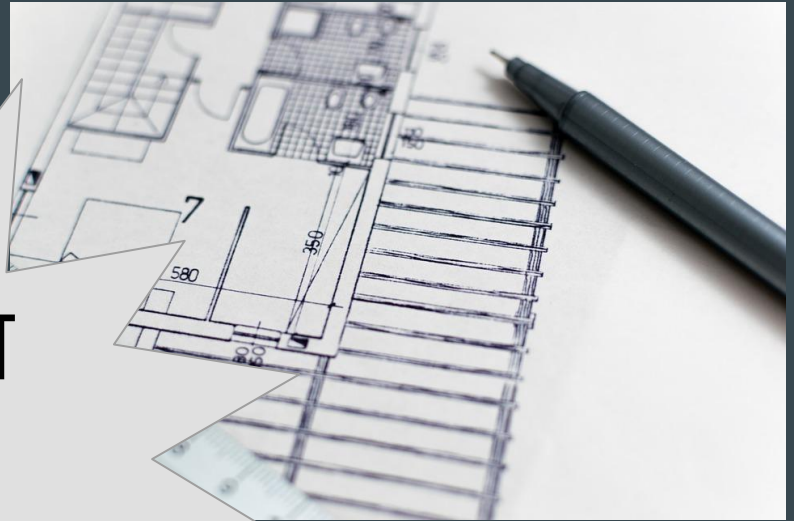
- Create:
 - [LibGuide](#) or website
 - Modes for tracking progress + student savings
 - OER relationships between faculty
- Host:
 - Workshops and librarian trainings
 - Taskforce or advisory groups
- Fund:
 - Faculty stipends for participation
 - Leaders for sharing/developing materials



Develop an infrastructure

- Create:
 - [LibGuide](#) or website
 - Modes for tracking progress and savings
 - OER relationships
- Host:
 - Workshops and informal
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- Fund:
 - Faculty stipends for participation
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**ASSESS AT
EVERY
STAGE!!!!!!**



Predicting Pitfalls

What are some foreseeable pitfalls in starting an OER movement on your campus?



Predicting Pitfalls



I have nothing

GIFSec.com



FAVE
FACULTY AGAINST
VIRTUALLY EVERYTHING

Scaling up

- Cultivate faculty leaders and encourage them to share their adoptions
- Focus on high impact/multiple section and “gateway courses”
- Partner with other colleges or join statewide movements
- Post-adoption support
- Pursue funding from professional development, equity funds, Guided Pathways and external grants (ZTC degrees, ALS CSUs, or AB-798)



Our Impact: Fall 2016 - Spring 2018

5 Faculty OER Adopters → 22

2,100
Number of students impacted

50

Number of course sections where OER has been adopted

Cost savings so far

★ \$250,000 ★



Why Should Librarians be Involved in OER?

- Systematic search & discovery (matrices)
- Development of tools (operationally focused LibGuide, matrix)
- Systematic Information & Referral (table of OER adoptions, faculty contacts & impact statistics, \$\$)
- Documentation & Knowledge Management (surveys)
- Integrate OER into daily librarian duties, knowledgebase, and job descriptions



Discuss and Act

1. What is one action you can easily implement on your campus?
2. Who are two allies you can recruit?
3. What are three long-term goals you have for OER on your campus?



Questions?



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