International OPEN ACCESS WEEK 2017

OPEN IN ORDER TO:
Enable Global Participation in Research
Raise Research Visibility
Enable Public Health
**Collaborate**

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OUWB School of MEDICINE

openaccessweek.org

DITCH YOUR TEXTBOOKS
Save your students' $ and support student success
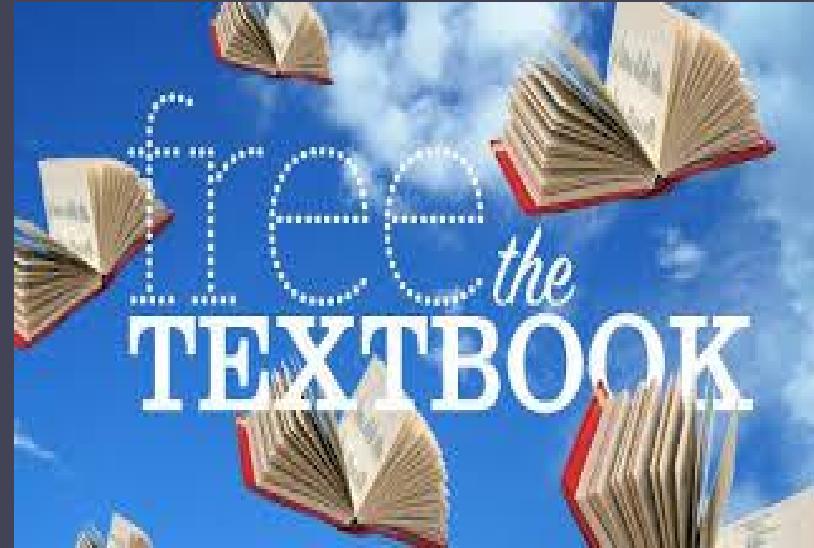
Julia E. Rodriguez
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Libraries

OER's and Open Textbooks

Open textbooks and (supplemental resources) are:

❖ Free to use
❖ Adaptable
❖ Openly licensed content
❖ Made available online to be used by students, teachers and members of the public

Distributed in either print, e-book, or audio formats that may be downloaded or purchased at little or no cost.

*Learn About Open Textbooks, from the Student PIRGs

OER's and Open Textbooks

Open Educational Resources (OER) movement

"materials offered freely and openly to use and adapt for teaching, learning, development and research." ([Commonwealth of Learning](#))

- MOOCS - Massively online open course [MIT OpenCourseWare](#) credited for having sparked a global Open Educational Resources Movement after announcing in 2001 free online courses

*The **UNESCO 2012 Paris OER Declaration**, otherwise known as the **Paris declaration on Open Educational Resources**, urged governments to promote the use of open educational resources (OERs) and called for publicly funded educational materials to be released in a freely reusable form.*

Origin of open textbooks

In 2012, OpenStax (Rice University) was created from the basis of the Connexions project (an open repository of educational materials).
*Supported by eight major funders include Bill & Melinda Gates Foundation and William and Flora Hewlett Foundation.*

OpenStax hires subject matter experts to create college-level textbooks that are **peer-reviewed, openly licensed, and available online for free**. Available under Creative Commons CC BY licenses that allow users to reuse, remix, and redistribute content as long as they provide attribution.

Stated mission is "*to create professional grade textbooks for the highest-enrollment undergraduate college courses that are the same quality as traditional textbooks, but are adaptable and available free to students.*"

Textbook data

Percent Change From 1978 to 2013 for Educational Books, Medical Care, New Home Prices, and the CPI

Sources: BLS, Census Bureau

- CPI: Educational Books (College textbooks)
- CPI: Medical Care
- New Home Prices
- Consumer Price Index (CPI)

864%

588%

375%

257%

Carpe Diem Blog
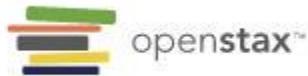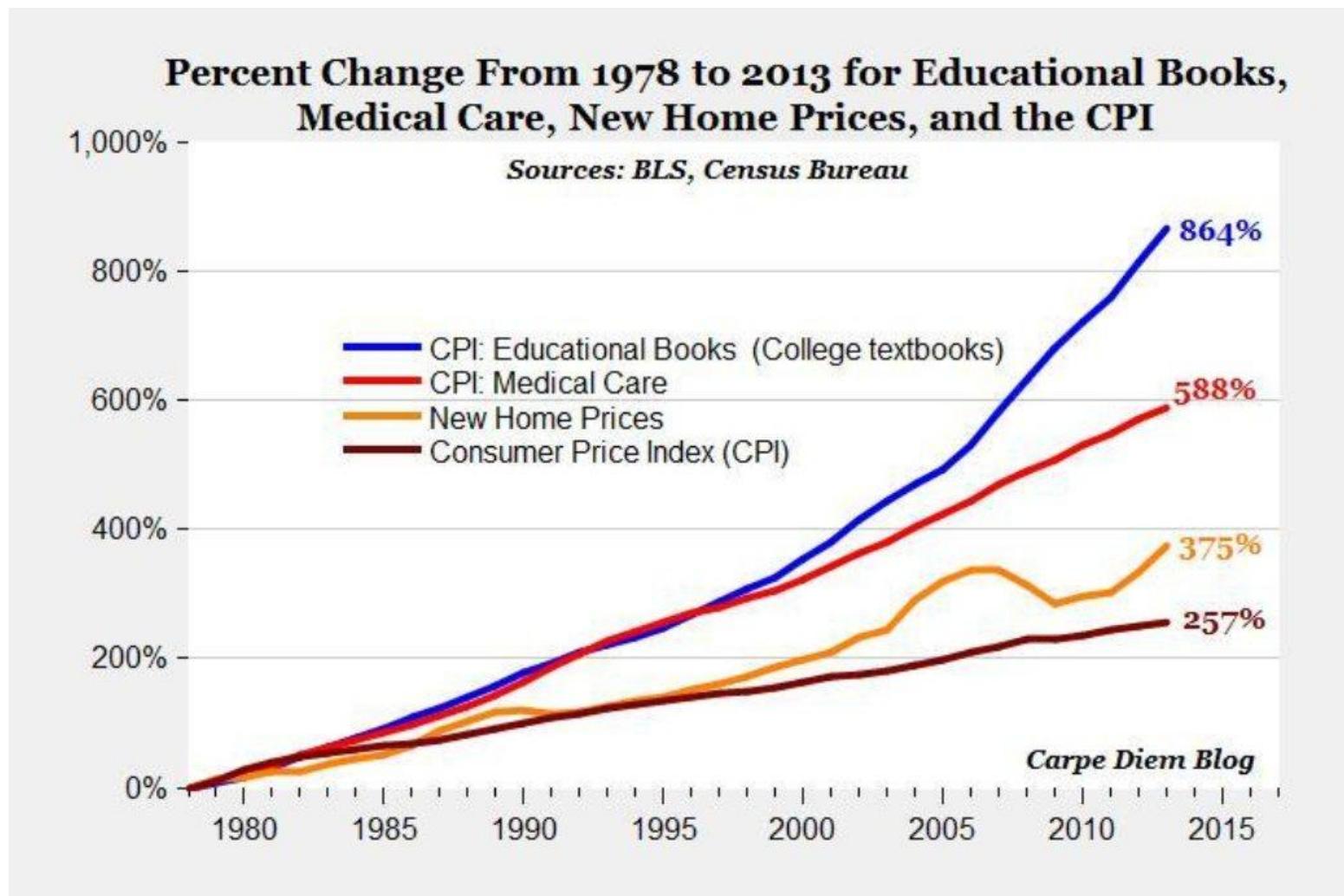
Consumer price indexes for tuition and school-related items, not seasonally adjusted, January 2006–July 2016

January 2006=100
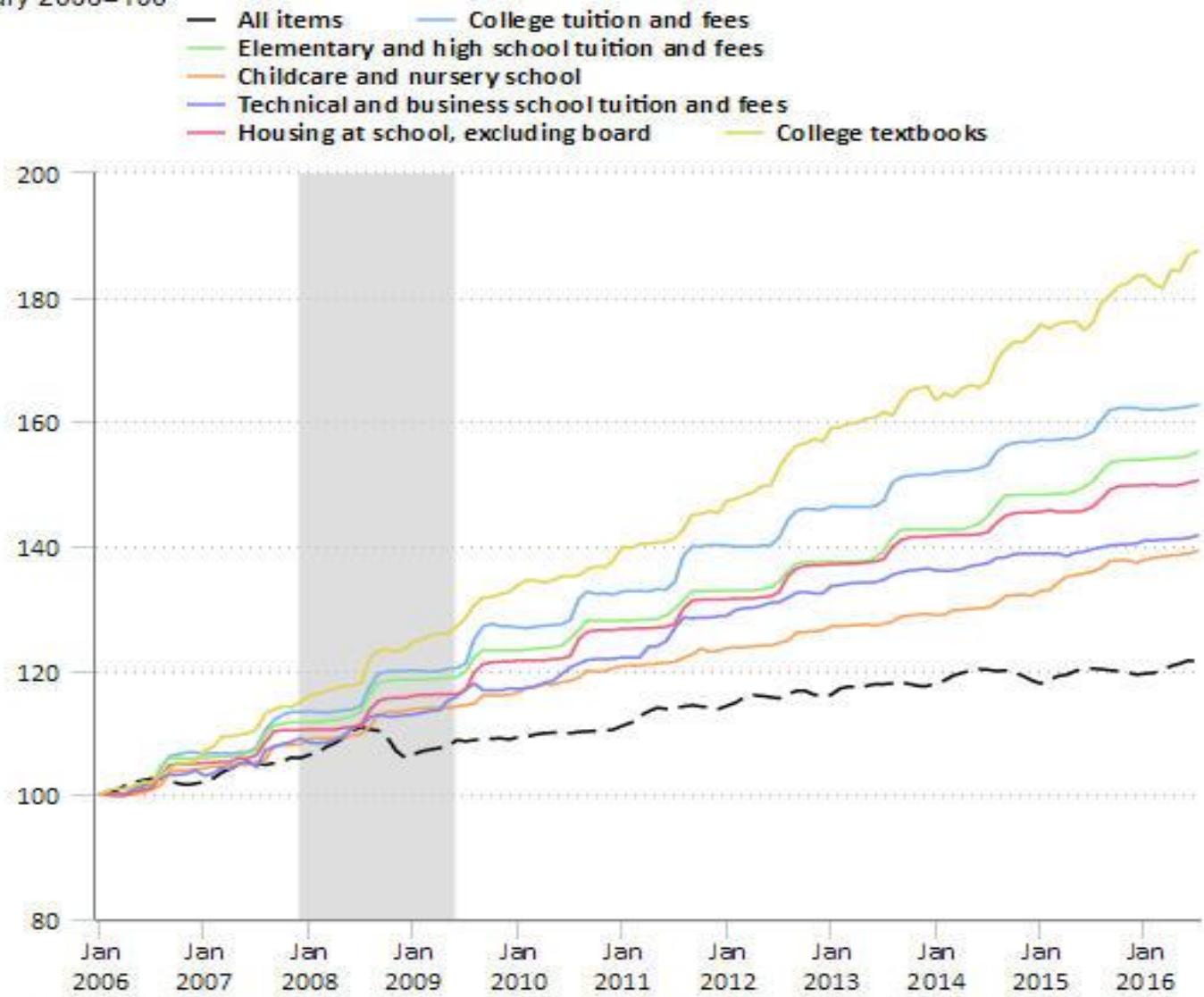
- **All items**
- **College tuition and fees**
- **Elementary and high school tuition and fees**
- **Childcare and nursery school**
- **Technical and business school tuition and fees**
- **Housing at school, excluding board**
- **College textbooks**

Costs for college

| | Tuition and Fees | Room and Board | Books and Supplies | Transportation | Other Expenses |

Public Two-Year In-District Commuter: $3,520 — $8,060 — $1,390 — $1,760 — $2,270 — $17,000

Public Four-Year In-State On-Campus: $9,650 — $10,440 — $1,250 — $1,160 — $2,110 — $24,610

Public Four-Year Out-of-State On-Campus: $24,930 — $10,440 — $1,250 — $1,160 — $2,110 — $39,890

Private Nonprofit Four-Year On-Campus: $33,480 — $11,890 — $1,230 — $1,070 — $1,650 — $49,320

Undergraduate Budget

Books and supplies range from $1,230- 1,390 per year

Student textbook spending

Florida Survey 2016 -
The cost of textbooks is **negatively** impacting student access to required materials and their learning and extending time to graduation.

66.6% did not purchase the required textbook
37.6% earn a poor grade
19.8% fail a course

47.6% occasionally or frequently take fewer courses
45.5% do not register for a course
26.1% drop a course
20.7% withdraw from courses

OVERALL

During the spring 2016 term, 53.2% of students spent more than $301 on textbooks, and 17.9% spent more than $500. The most frequently selected response regarding textbook cost was "$201-300" (21.7%), followed closely by "$301-400" (20.7%). Approximately 75% of the respondents reported spending more than $200 on textbooks during the spring 2016 term.

Table 2: Textbook Costs

Q: How much did your textbooks cost for the spring 2016 term?

Answer Options	Responses	Percentage
$0 – 100	1,688	8.2%
$101 – 200	3,174	15.4%
$201 – 300	4,465	21.7%
$301 – 400	4,258	20.7%
$401 – 500	2,993	14.6%
$501 – 600	1,844	9.0%
$601 or more	1,830	8.9%
Other (please specify)	305	1.5%

Note: n = 20,557

Chart 3: Impact of Textbook Costs (by Degree Level)

Legend:
- Associate
- Bachelor's (0–60 credit hours)
- Bachelor's (61–120+ credit hours)
- Master's
- Doctorate

Categories (x-axis):
- Take fewer courses
- Don't register for a specific course
- Drop a course
- Withdraw from a course
- Earn a poor grade because I could not afford to buy the textbook
- Fail a course because I could not afford to buy the textbook
- Don't purchase the required textbook

Note: Associate n = 4,904; Bachelor's (0–60 credit hours) n = 4,213; Bachelor's (61–120+ credit hours) n = 8,463; Master's n = 1,781; Doctorate n = 784.

2016 Student textbook and course materials survey. Florida Virtual Campus.

https://dlss.flvc.org/documents/210036/361552/2016+Student+Textbook+Survey.pdf

Support for change

**Federal**

S.1714 - Open College Textbook Act of 2009

H.R.4575 - Open College Textbook Act of 2010

The Affordable College Textbook Act seeks to reduce the cost of textbooks at U.S. colleges and universities by expanding the use of open textbooks (and other Open Educational Resources) that everyone can use, adapt and share freely. The bill was introduced in the 114th Congress as S.2176/H.R. 3721 and did not advance.The bill was originally introduced in the 113rd Congress in 2013 and again in 2015 but did not advance.
**Reintroduced in Congress Sept. 26, 2017!**

American Institute of Mathematics (AIM) encourage the adoption of open source and open access mathematics textbooks. Developed evaluation criteria to identify the books suitable for use in traditional university courses.

*Spreadsheet of legislation   *List of OER projects

Open Educational Resource use by state

States with OER legislation/funding

Open Educational Resource use by state

States with OER legislation/funding

Current OER adoption program

Starting or exploring OER's
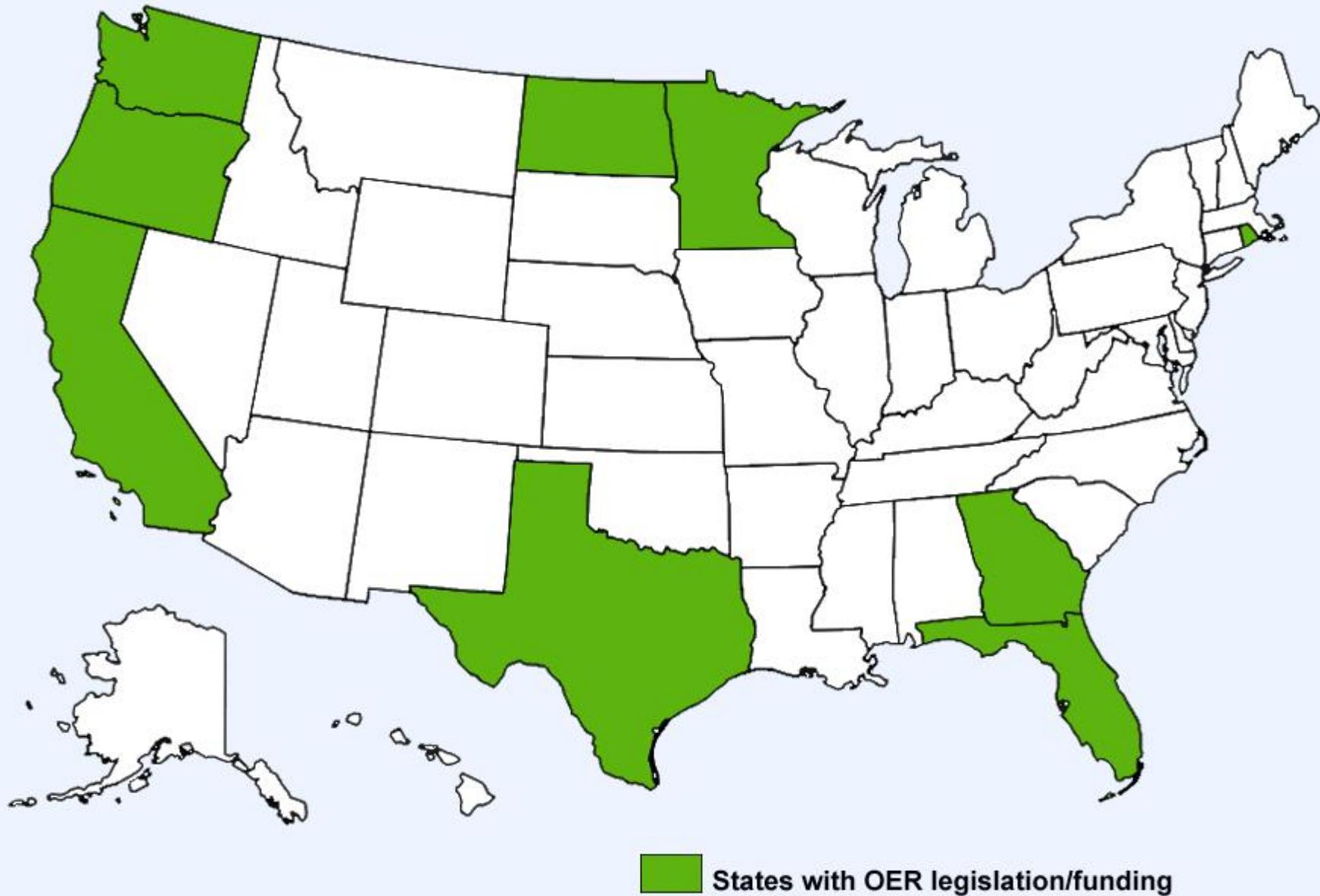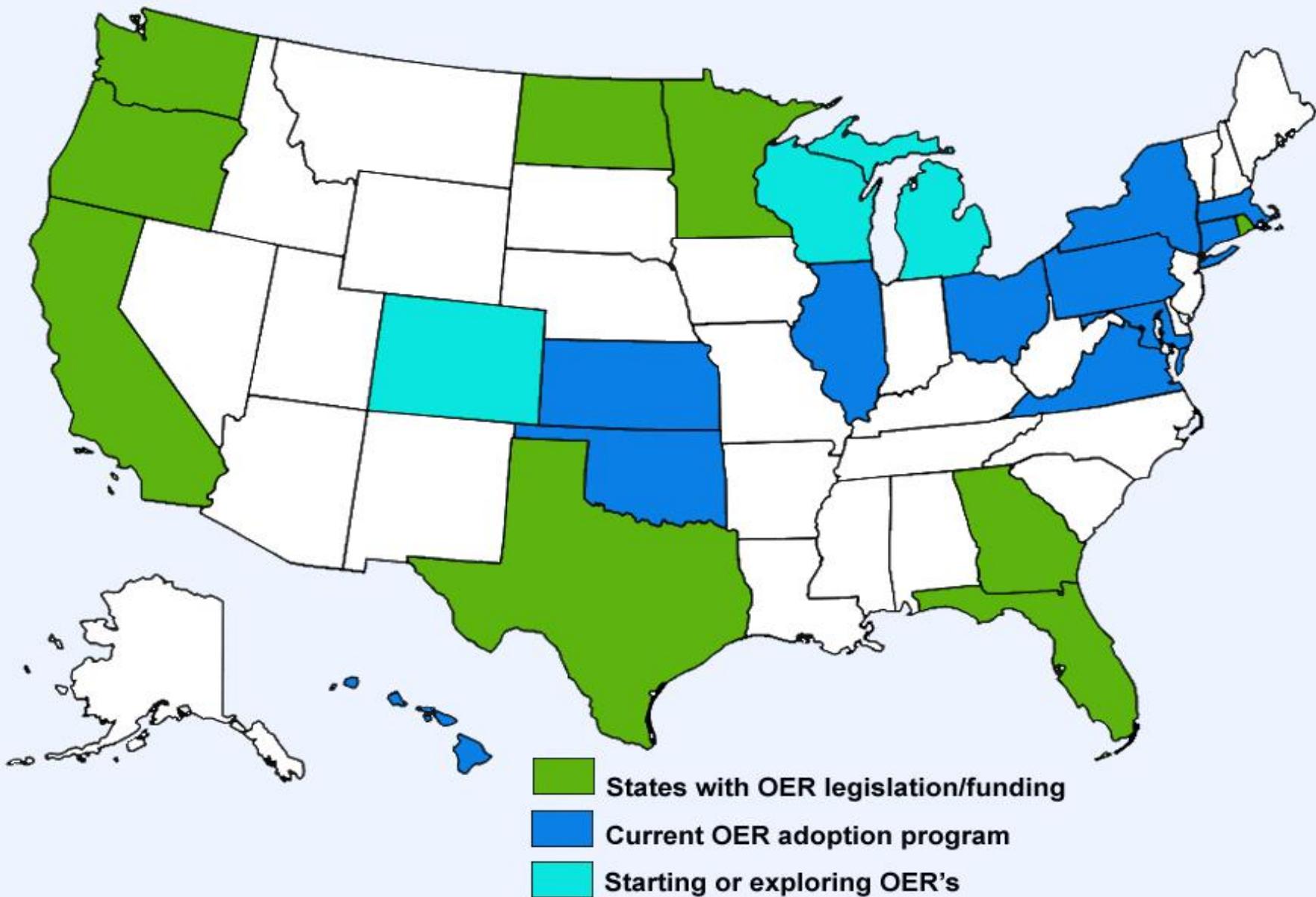
OER Textbook Initiatives - National

OpenStaxCollege – Nonprofit organization based at Rice University – leaders in open textbook movement.
- Provides free, high quality, openly licensed **peer-reviewed** textbooks to nearly 1.5 million college students per year.
- Meet the W3C-WAI Web Content Accessibility Guidelines (WCAG) 2.0 at Level AA and Section 508 of the Rehabilitation Act.
- Partnering with Open University's UK Open Textbooks initiative to bring OpenStax's textbooks to the United Kingdom.

Open Textbook Network - University of Minnesota premiere resource for **peer-reviewed** academic textbooks, member organization with textbook library.

Global Textbook project - initially funded by the Jacobs and Saylor Foundations. U-Georgia global effort to offer access to textbooks for students in the developing world.

*List of universities already adopting OpenStax is long
*Community College Consortium for Open Educational Resources (CCCOER)

OER Textbook Initiatives - Michigan

- **Bay College** - entire AA degree using OER - saved students over $300,000 on textbooks since fall 2015 semester, 28 courses that use OER.

- **Delta College** - entire Liberal Arts degree using OER will be available by Fall of 2018.

- **Ferris State University** - Faculty Learning Community with funding to develop or adopted open textbook

- **Grand Rapids Community College (2016)** has replaced almost $590,000 in textbooks with free or substantially less expensive versions resulting in 2.5 million in saving since fall 2016.

- **Kellogg Community College** - grants for adopting or adapting OER

- **Lansing Community College** - (2016) 2,950 students enrolled in 93 sections of 11 courses saved an estimated $295,000 in textbook costs in a single semester.

- **Mid-Michigan Community College** - Grant from Michigan Colleges Online converted to OER and worked cross-disciplines

- **Saint Clair Community College** - Since Fall 2016, SC4 Faculty using OER, free, and library resources in 48 sections have managed to save students a potential of over $395,000. spreadsheet

- **Northwestern Michigan College** - NMC students saved an estimated $657,700 since Fall 2015 due to instructors using free and low-cost textbooks.

Michigan Colleges Online - 28 Michigan Community Colleges member participating to reduce costs for students, increase student success and completion, and allow for inter-institutional collaboration with faculty. Creating, sharing, and collaborating on high-quality OER for use in today's classrooms.

Studies - Cost savings

Reduced students' annual textbook bill from **$900 to $184**
Study of 10 college campus (2010) The Student Public Interest Research Group survey, "*A Cover to Cover Solution*."

Student saves approximately $128 per course, per semester
Pilot programs five different campus (2015) replace the traditional textbook with openly licensed educational resources (OER) and open textbooks.
The Student Public Interest Research Group survey, "Open Textbooks the Billion Dollar Solution."

If every college student in the USA was enrolled in just one course using an open textbook the projected savings is $1 billion annually. The Student Public Interest Research Group survey, "Open Textbooks the Billion Dollar Solution."

If every undergrad in the US...

were assigned just one open-source textbook each year...

It would save students a BILLION DOLLARS !

TO FIND OUT MORE, GO TO:

WWW.STUDENTPIRGS.ORG/TEXTBOOKS
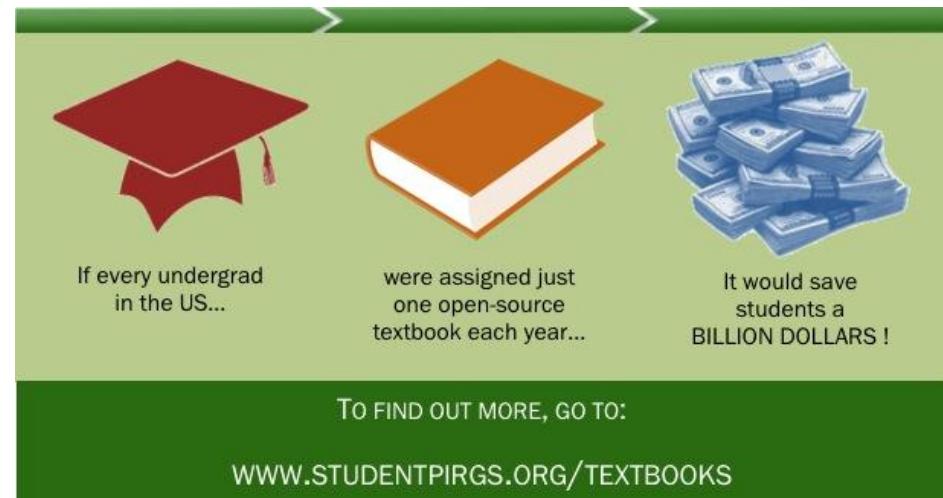
OER Textbook Initiatives - Savings

Open Stax - Rice U Nearly 1.5 million U.S. college students are expected to save an estimated **$145 million in the 2017-18 academic year** by using free textbooks from OpenStax.

Tidewater Community College (TCC) (2013) Norfolk, Va., first in nation to offer a "Z-Degree," a degree path in business administration where all textbooks and learning materials were available to students at no cost using OERs. Four years after introducing the Z-Degree, the program has served 10,200 students, with total textbook **cost savings of over $1 million**.

Affordable Learning Georgia #1 system in the nation for saving money by using free textbooks.

Since Fiscal Year 2014-2015, ALG programs have saved students a total projected $31.8 million dollars in textbook costs, affecting 259,509 students. In Summer Semester 2017, ALG programs have already **saved students $5,671,829 in textbook costs**, affecting 37,190 students.

University of Minnesota - Open Textbook Network reports **student savings of $1.5 million** from open textbooks (2015)

British Columbia first Canadian jurisdiction with an open textbook program.*(calculating savings)*
- 2012-2017 Student savings **between $470,400 and $706,221**
- Number of B.C. students using open textbooks - 45696
- Number of B.C. institutions currently adopting - 38
   - Now includes Alberta and Saskatchewan - tri-province MOU collaboration

Student Studies - Grades

Robinson (2015) Brigham Young University- Project Kaleidoscope found that students using open textbooks in the business and psychology courses earned lower average grades and were less likely to pass the course with a C- or better. Students in five other courses showed no significant difference in average grades or successful pass rates.

NEGATIVE EFFECT
NEUTRAL
POSITIVE

Allen et. al (2015) Researchers found no significant differences in individual learning gains between students in an open textbook course and traditional course.

Croteau (2017) Affordable Learning Georgia found no significant differences in student pass-rate before and after implementing OER.

Hendricks, Reinsberg and Rieger (2017) University of British Columbia found that in one year of OER adoption students student final exam scores and grade distributions remained the same after OER adoption as they had been previously.

Ozdemir and Hendricks (2017) Found 55% of 51 faculty using California Open Online Library reported that student learning outcomes remained the same or improved after adopting an open textbook. None reported that student learning declined.

Feldstein et al. (2012) Virginia State University Researchers found that students in courses that used OER more frequently had better grades and lower failure and withdrawal rates than their counterparts in courses that did not use OER.

Grewe and Davis (2017) North Virginia Community College found positive relationship between the use of OER and student academic achievement in an online history course.

Hilton and Laman (2012) Houston Community College use of OER textbook correlated with an increase in class grade point average, an increase of the average score on the departmental final examination, and a lower course withdrawal rate.

Pawlyshyn et al. (2013) Mercy College, NY found that the pass rates of a basic math course increased to 68.9% when all courses were taught with OER. Similarly, students who were enrolled in OER versions of a reading course performed better than their peers who enrolled in the same course using non-OER materials.

Open Education Group Research reviews http://openedgroup.org/review

Student Studies - Enrollment

Chiorescu (2017) Georgia College students were either as likely or **more likely to pass the class** when OER was used; moreover, significantly fewer students withdrew when OER were implemented.

Fischer et al (2015) found there was a significant difference between the students enrolled in classes using OERs and those that used traditional textbooks, with **OER subjects enrolling in approximately 1.5 credits more than controls**.

Wiley et al. (2016) Tidewater Community College found a statistically significant difference in students' **dropping courses** with traditional courses 3.57% versus **2.79% with zero textbook** costs.

Student Studies - Student Success

Fischer, L., Hilton, J., Robinson, T. J., & Wiley, D. A. (2015)

Largest study to date, over 5000 students using OER across 10 institutions enrolled in 15 different courses.

Three key measures - students whose faculty chose OER generally performed as well or better
- course completion
- final grade of C- or higher
- course grade

Progress toward graduation:
Students in courses using OER enrolled in a significantly higher number of credits in the next semester

Research Conclusions
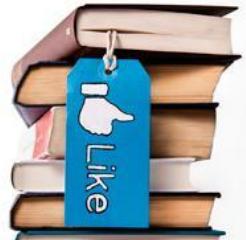
- The use of OER sometimes correlated with higher test scores, lower failure, or withdrawal rates - causality was not claimed. More than 25,000 students have utilized OER materials across the (reviewed) studies compared with approximately 100,000 students using traditional textbooks.

- Even if the use doesn't significantly increase student learning outcomes, important findings:

  - **(1) students and teachers generally find OER to be as good or better than traditional textbooks,**
  - **(2) students do not perform worse when utilizing OER**
  - **(3) students, parents and taxpayers stand to save literally billions of dollars without any negative impact on learning through the adoption of OER.**

Faculty Profile

Caterina Pieri

Special Lecturer - Italian

OU bookstore price w/online access code $213.95

CARLA LARESE RIGA
IRENE BUBULA-PHILLIPS | Contributing Author

CIAO!
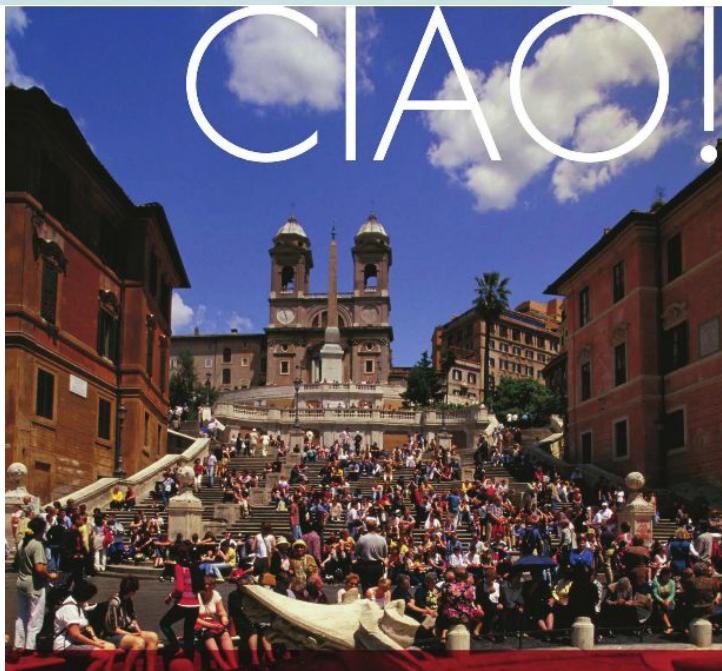
Eighth Edition

Punti grammaticali

1.1 Essere; C'è, ci sono e Ecco!

Essere *(To be)* is an irregular verb **(verbo)**. It is conjugated in the present tense **(presente)** as follows:

Person	Singular	Plural
1st	io **sono** *(I am)*	noi **siamo** *(we are)*
2nd	tu **sei** *(you are, familiar)*	voi **siete** *(you are, familiar)*
3rd	lui **è** *(he is)*	loro **sono** *(they are)*
	lei **è** *(she is)*	
	Lei **è** *(you are, formal)*	Loro **sono** *(you are, formal)*

Luigi è italiano.	Luigi is Italian.
Marco e io **siamo** studenti.	Marco and I are students.
Lisa e Gino **sono** di Roma.	Lisa and Gino are from Rome.
Tu e Piero **siete** in banca.	You and Piero are at the bank.

1. There are many rules regarding verbs and their usage:
   a. Unlike English verbs, Italian verbs have a different ending for each person.
   b. The negative of a verb is formed by placing **non** before the verb.

Non siamo a teatro.	We are not at the theater.
Filippo **non** è in classe.	Filippo is not in class.

   c. The interrogative of a verb is formed either by placing the subject at the end of the sentence or by leaving it at the beginning of the sentence. In both cases, there is a change in intonation and the pitch rises at the last word:

È studentessa Gabriella?
Gabriella è studentessa? } Is Gabriella a student?

2. The subject pronouns **(pronomi soggetto)** in Italian are:

io	I	noi	we
tu	you (familiar sing.)	voi	you (familiar pl.)
lui, lei	he, she	loro	they
Lei	you (formal sing.)	Loro	you (formal pl.)

   a. The subject pronoun *you* is expressed in Italian in several ways: **tu** *(singular)* and **voi** *(plural)* are the familiar forms. They are used to address relatives, close friends, and children; young people also use them to address each other.

Io sono di Pisa, e **tu?**	I am from Pisa, and you?
Siete a scuola **voi** oggi?	Are you in school today?

Marcello è in classe con Gabriella.

essere o non essere

Punti grammaticali 25

Faculty Profile
-Caterina Pieri

Italian home - La casa

added to IT 1140 | IT 1140, C. Pieri, Fall 2017, AFC | IT 1150, C. Pieri, Fall 2017 and 1 more

STUDY

LEARN	FLASHCARDS	WRITE	SPELL

PLAY
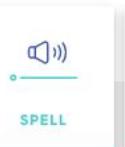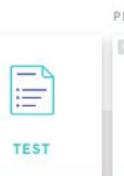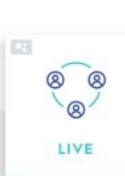
TEST	MATCH	GRAVITY	LIVE

Send feedback

Instructions   Reset Pack   Shuffle Pack

Card 1 of 20

TERM   CARD LEARNED   FLIP

il monolocale

◀)) 00:00:00

View Term First in Unlearned Cards   Jump to Select a Term...

Flashcard from *Ciao*

Created on Quizlet.com

Risorse online

Google Classroom

Class code: iq3968d

Quizlet

Free online class activities based on personalized flashcards.

Italian Grammar OER

Schaum's Outline of Italian Grammar, eBook and PDF.

Collins

Free online dictionary.

Duolingo

Free application and website.

Learning with Duolingo is fun and addictive. Earn points for correct answers, race against the clock, and level up.

Memrise

Free online language learning platform. From local accents to conversation and grammar skills, we got you covered with 20,000 native speaker videos and new chatbots.

Authentic videos

Youtube playlist of videos with interviews from the streets of Italy.

Italian and English subtitles.

Radio Italia

Free live streaming of an Italian radio station that plays only Italian music.

LyricsTraining

Free online games based on authentic Italian music videos.

Italian public tv website

OU & OER

Dikka Berven - Special Instructor of French - adopted open textbook instead of $256.25 traditional text

Kieran Mathieson - Decision & Information Science - wrote his own textbook, used internationally

Dept. of Music in the *School of Music, Theatre and Dance*
- Phyllis White uses two open source texts for her MUS1001.
- Ben Fuhrman uses Open Music Theory textbook

Writing Department - *Grizz Writes: a Guide to First-Year Writing* Written by faculty, students use in all 3 WRT courses. Partnership with Fountainhead Press, cost $32.85 / $10.95.

How to adopt a textbook

- Step 1: **Explore** Open Textbooks in your subject
- Step 2: **Review** and Select an Open Textbook
- Step 3: **Customize** your Selection as desired
- Step 4: **Get** necessary approvals and disseminate the open textbook to students.
- Step 5: **Disseminate** Your Open Textbook to Your Students
- Step 6: **Share** with your colleagues

*Open Textbook Adoption Worksheet

Resources:

- Your [Librarian Liaison](#)
- Kresge Library [Open Education Topic Guide](#)
  Library homepage>Course&Subject guides>Topical guides tab
- [Openstax adopt a textbook guide](#)
- [College opentextbooks.org adoption guide](#)

Image courtesy Legohttp://minifigures.lego.com/en-us/Bios/Librarian.aspx
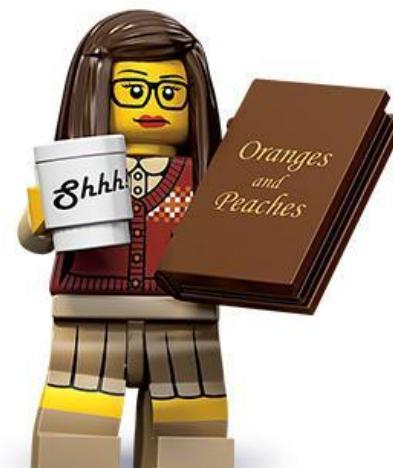
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