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Publishing on a Dime: Opportunities and Challenges in Creating an OER Publishing Program

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Why Create an Open Textbook Publishing Program?

Recasts the academic library's longstanding mission to facilitate research and remove barriers to information.

Dovetails nicely with emerging field of library publishing and emphasis on Open Access

PDXOpen

o Pilot Project - funded by the Provost's Challenge reTHINK PSU project, resulted in the publication of five open access textbooks.

o 2nd Round – funded by library donor, the Library and the Intensive English Language Program (IELP), resulted publication of five open access textbooks

oProcess of starting a 3rd round of publishing

Impact

o Heightened the visibility of PSU's unique strengths by providing access to high quality open educational content created by PSU faculty

o Provided the library an opportunity to build a scholarly publishing infrastructure

o Gained a fuller understanding of faculty author needs related to open access textbook publishing

o Strengthened the Library's impact on teaching and learning at PSU

o Saved Students money

Lessons Learned

o Students were excited to use the books

o Opportunity for Graduate Students

o Authors wished for greater level of support

o Workflow management and timing

o Offer workshops on publishing and copyright

o Difficulty balancing this project with other publishing responsibilities

o Expand Partnerships outside of the Library

Faculty Reactions

"The funding and expert advice provided by PSU Library's Open Textbook Initiative allowed me to develop a peer-edited textbook that reflects the latest curricular developments in my discipline without the excesses of traditional textbook publishing: excessive scope, size, and cost. Of particular value were the funding for peer editors and layout, as well as the meetings with publishing and editing experts"

Robert Sanders
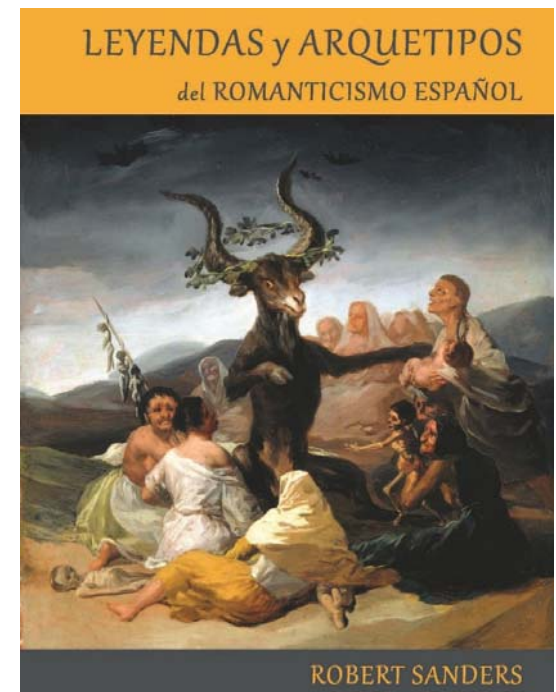
Faculty Reaction

"The open access textbook publishing project has been a challenge. I completely underestimated the amount of time and energy required to produce a textbook of substance. Just the background work alone (looking for articles, interviewing students, getting feedback) takes an enormous amount of time. For every hour I spend writing, I probably spend 2-3 hours preparing to write. However, the experience has been incredibly rewarding as well. The support from the Open Access team at the library has been beneficial and made me aware of resources that I did not know about previously."

Beginning Japanese for Professionals

Emiko Konomi

Emiko Konomi

Sustainability and Future

New RFP

Viable Business Model

Expand partnerships

Tracking adoption

Tenure and promotion

Involvement of post doctoral and graduate students

Open Textbook Network / Library

UMass Amherst's Open Education Initiative

Seeking Solutions

The OEI is a faculty incentive program that encourages:

1. the creation of new teaching materials and models

2. the use of existing open (free) information resources to support student learning

3. the use of library subscription materials

UMass Amherst at Work
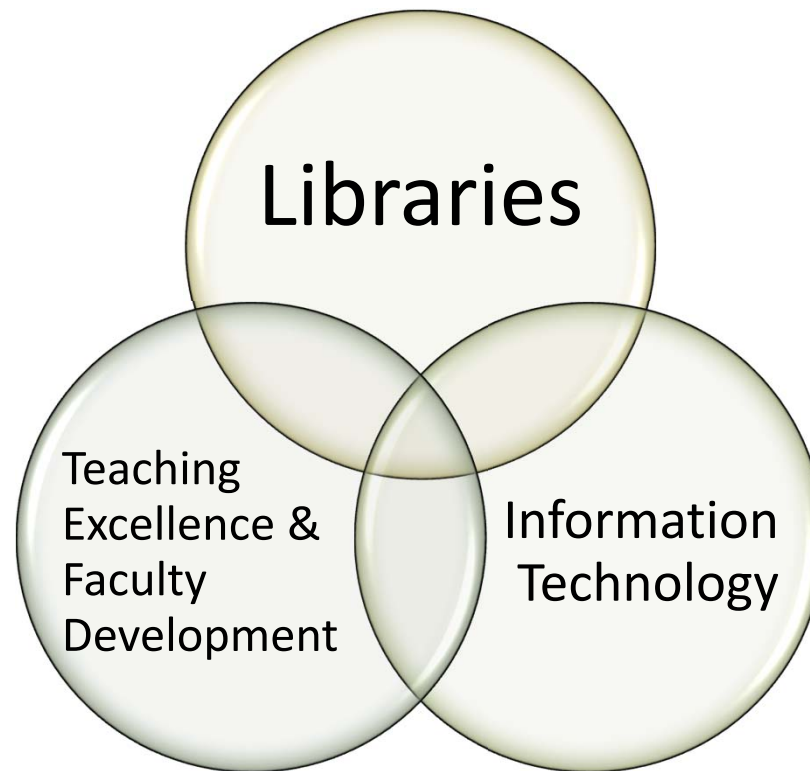
OEI Faculty Grant Proposals

Basic course information
- Number of students
- Current textbook(s) and cost

Expected OER implementation date

Narrative (500 words)
- Outcomes
- Sustainability
- Challenges
- Assessment

Photo credit: Derek Jensenaka FireChickenTA99

Faculty Success Stories

Carlos Gradil

- Animal Sciences 421: Fundamentals of Reproduction
- Cost Savings to date: $7,680
- Uses video to teach 3 different classes, a far superior teaching tool than text/static images

Miliann Kang

- Women's Studies 187: Gender, Sexuality and Culture – moving to OTN
- Cost Savings to date: $8,475
- OERs downloaded over 3,600 times, far over initial class of 300 students

Hossein Pishro-Nik

- Electrical and Computer Engineering 314: Introduction to Probability and Random Processes – plan to move to OTN
- Cost Savings to date: $25,833
- Used his book in 6 courses, representing 6 times projected savings ($87,700); other
- professors are using it as well

Faculty Comments

- The students are much more satisfied with the new materials; they are more engaged and more prepared than I have ever seen them.

- Grades have improved drastically since using [Open Educational Resources] in my course … the support from the Libraries was outstanding.

- My students are reading more, they are much more organized, and they are happy that they no longer need to spend so much money on materials.

- I was highly satisfied with the resources provided by the Libraries, as are my students.

- I received excellent technical support from the Libraries.

Umass Amherst Students

Textbook Decisions
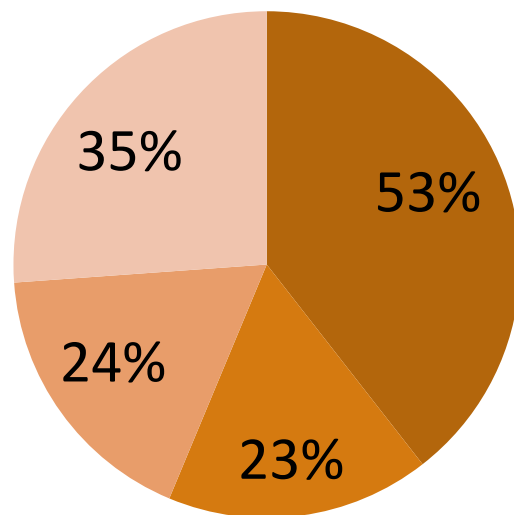
- not purchased - too expensive
- not taken a class- textbook too expensive.
- taken a different class- textbook too expensive.
- made different decisions about my education because of student debt.

2014 survey of 264 students in OEI classes

Assessment with Faculty

METHODS

- Surveys

- Qualitative interviews

- Enrollment numbers

OBJECTIVES

- Was there a cost savings?

- Did students learn effectively?

- Did faculty implement the parameters of the grant?

Faculty Survey Results

- My teaching needs were met by the Open Educational Resources implemented in the course. (4.27)

- Student performance improved compared to past semesters when a traditional textbook was used. (4.36)

- Student engagement increased compared to past semesters when a traditional textbook was used. (4.09)

- On a scale of 1 – 5, 5 being the highest

Outcomes

- Investment of $70K
- 60+ faculty + over 85 classes taught
- Over $1.3 million saved for students
- Course evaluations show same quality of student satisfaction, or better
- Service points on campus are partnering for student success

Unexpected Outcomes

- Instructors using new teaching styles and flipping their classrooms
- Increased awareness of and queries from instructors about OERs
- Professors report students better prepared and more engaged
- Created resources add to available OERs for everyone, led to OTN
- Student involvement and passion are stimulating change

Challenges

- Lack of knowledge by faculty
- Time consuming to find or develop OE content
- Lack of search tool or comprehensive catalog
- May lack prepared quizzes and other content
- Students may prefer print
- Time commitment from partners
- Getting beyond the "pilot" phase

Final Thought

"…. No matter how ugly or inconsistent they appear to be, educational materials are high quality if students who are assigned to use them learn what the instructor intended them learn"

-David Wiley, On Quality and OER, October 2013

http://opencontent.org/blog/archives/2947