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3-4-2019

## OER Authoring and Publishing

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### Citation Details

Bjork, Karen and Stanforth, Amy, "OER Authoring and Publishing" (2019). *Library Faculty Publications and Presentations*. 288.

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# OER Authoring and Publishing

Karen Bjork & Amy Stanforth

Conversation and resources:

<http://tinyurl.com/openedconversation>



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# What are Open Educational Resources

“Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open material means that anyone can legally and freely copy, use, adapt, and re-share them.”

# What are Open Textbooks

A textbook licensed under an open copyright license, and made available to be freely used by students, teachers, and members of the public.

They are available for free as online and electronic versions. Or as low-cost printed versions.

# The 5 R's of Open

**Retain** - Make and own copies





**Reuse** - Use in wide range of ways

**Revise** - Adapt, modify, and improve

**Remix** - Combine two or more

**Redistribute** - Share with others



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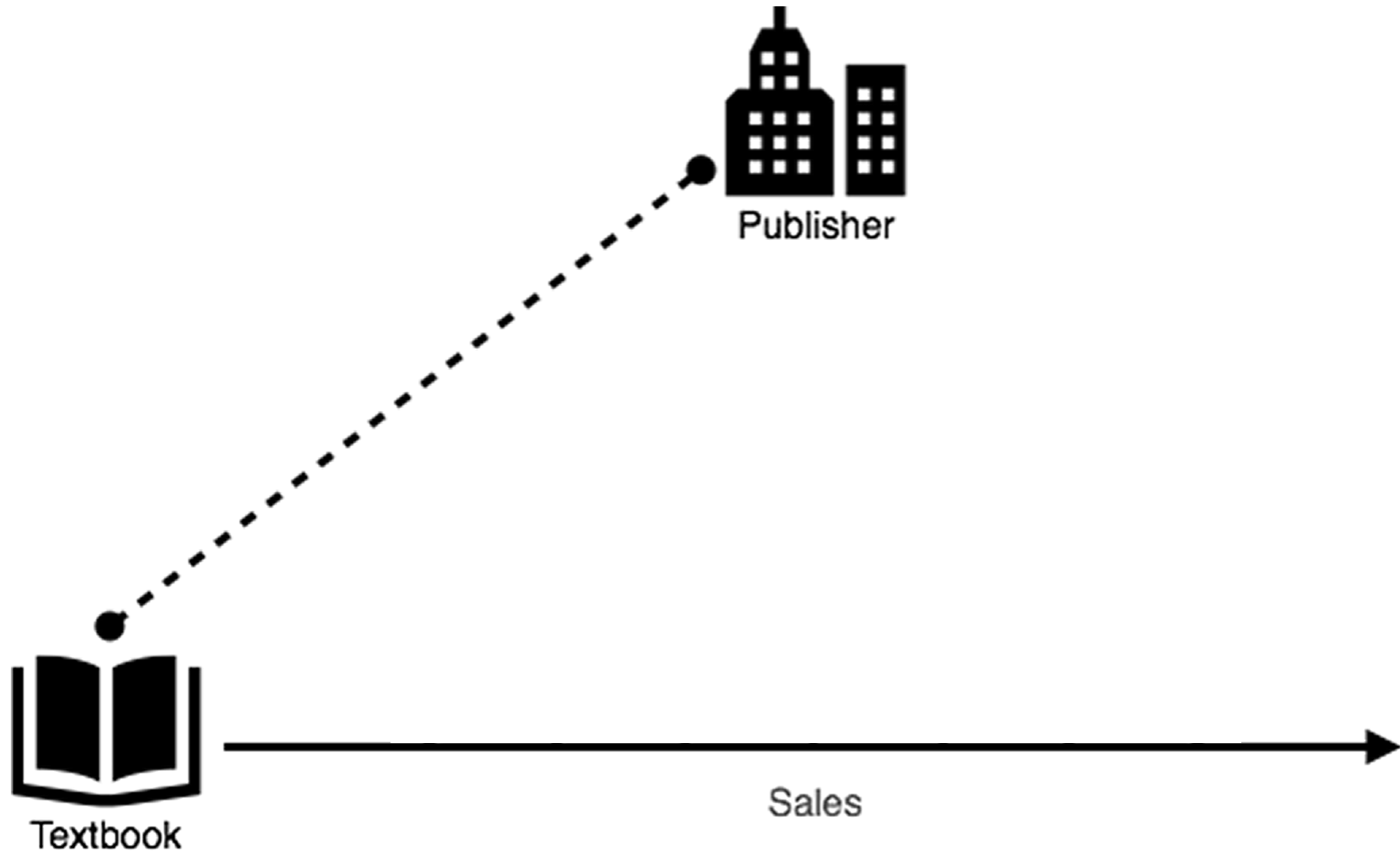
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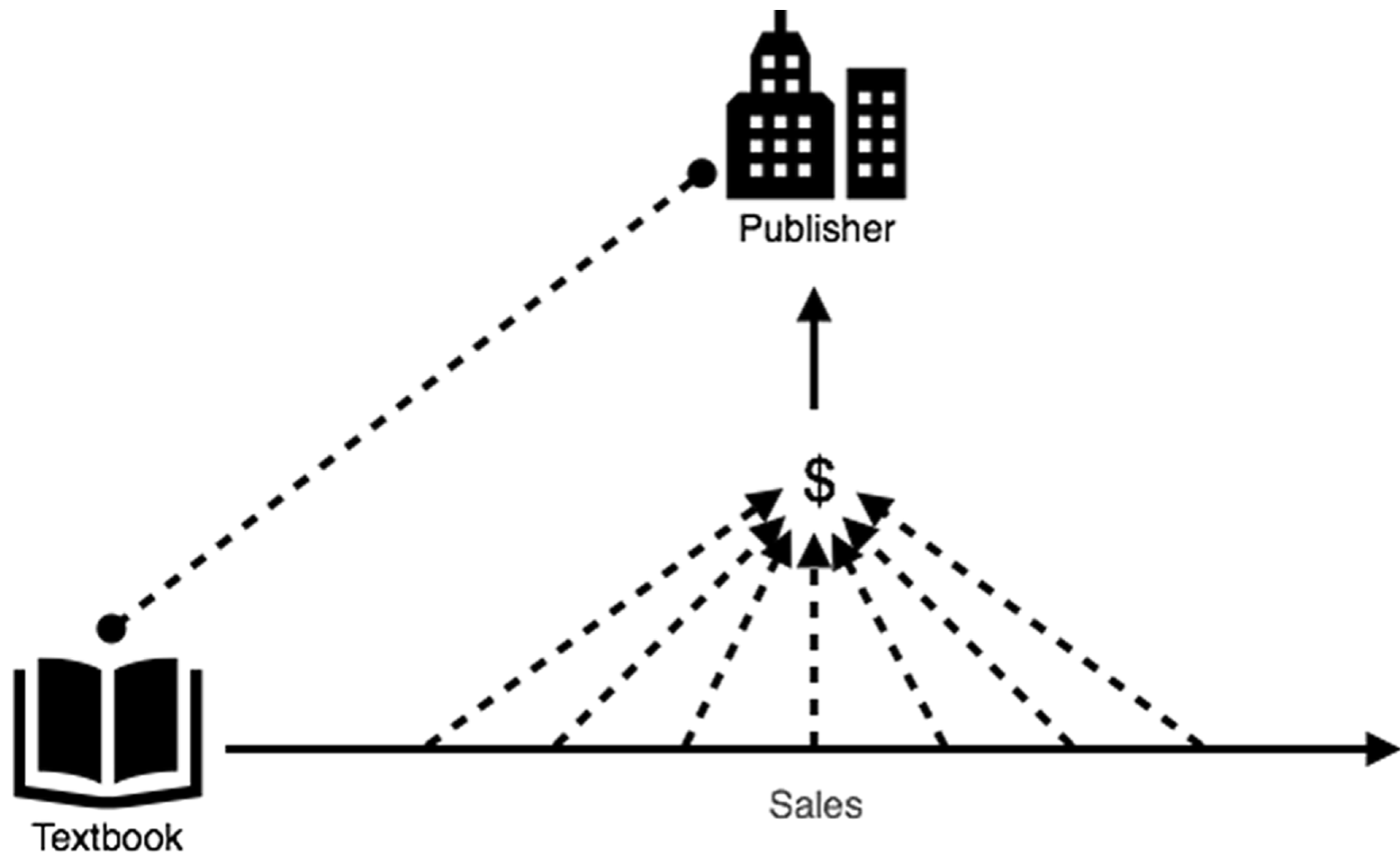
# Benefit of CC

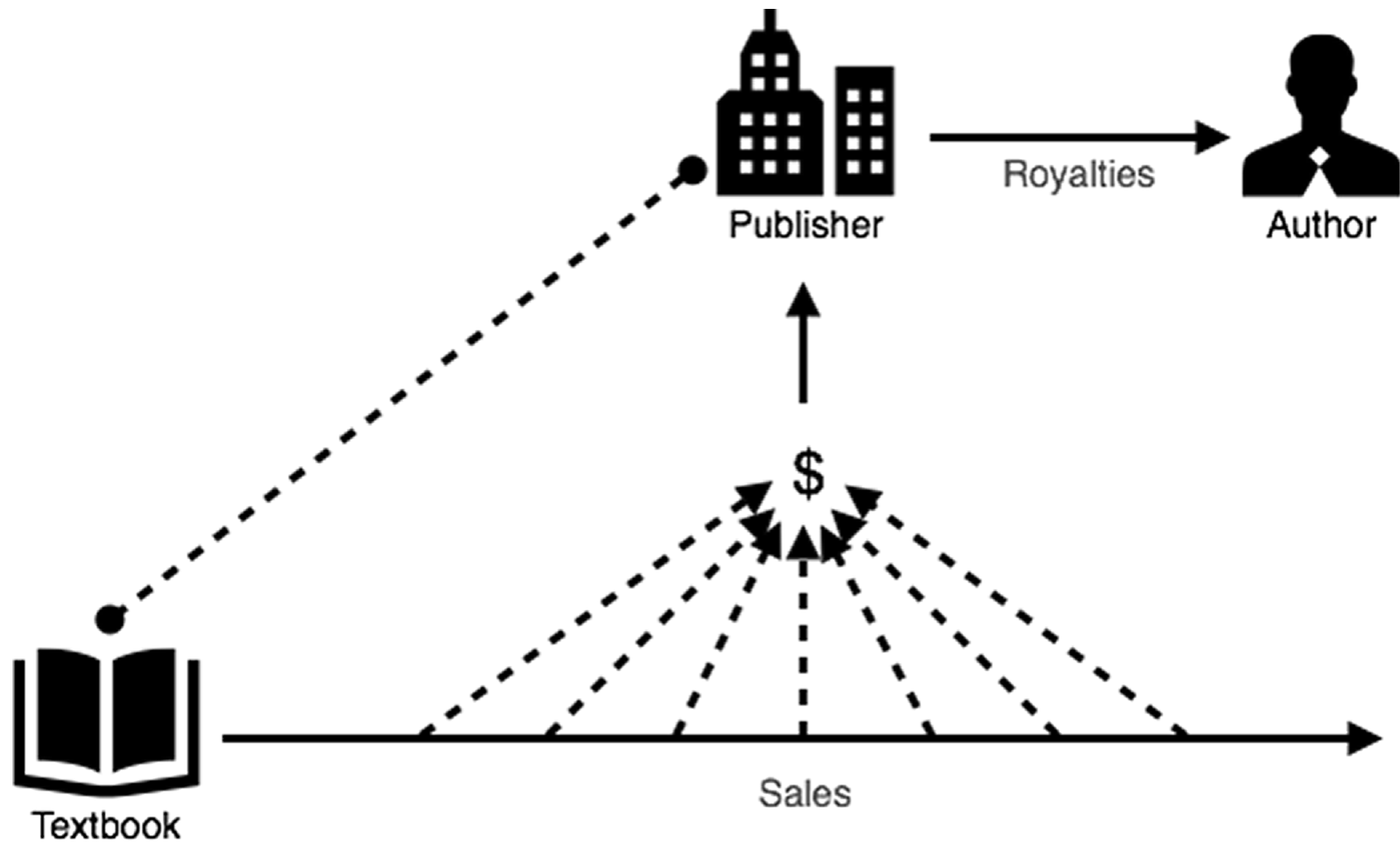
Faculty have **full legal right** to customize & contextualize open textbooks to fit their pedagogical needs.



Okay, how has this changed the publishing landscape?

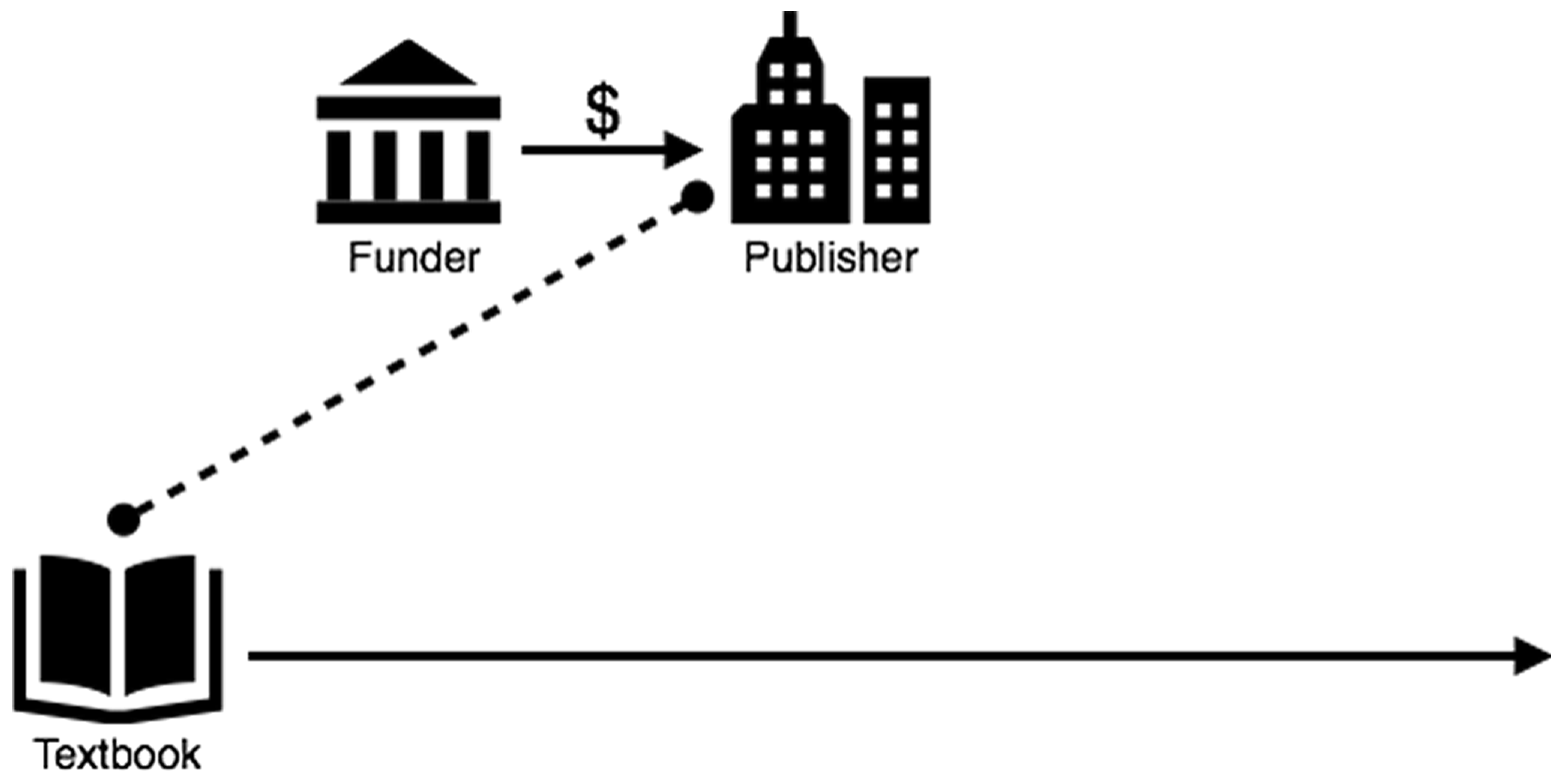


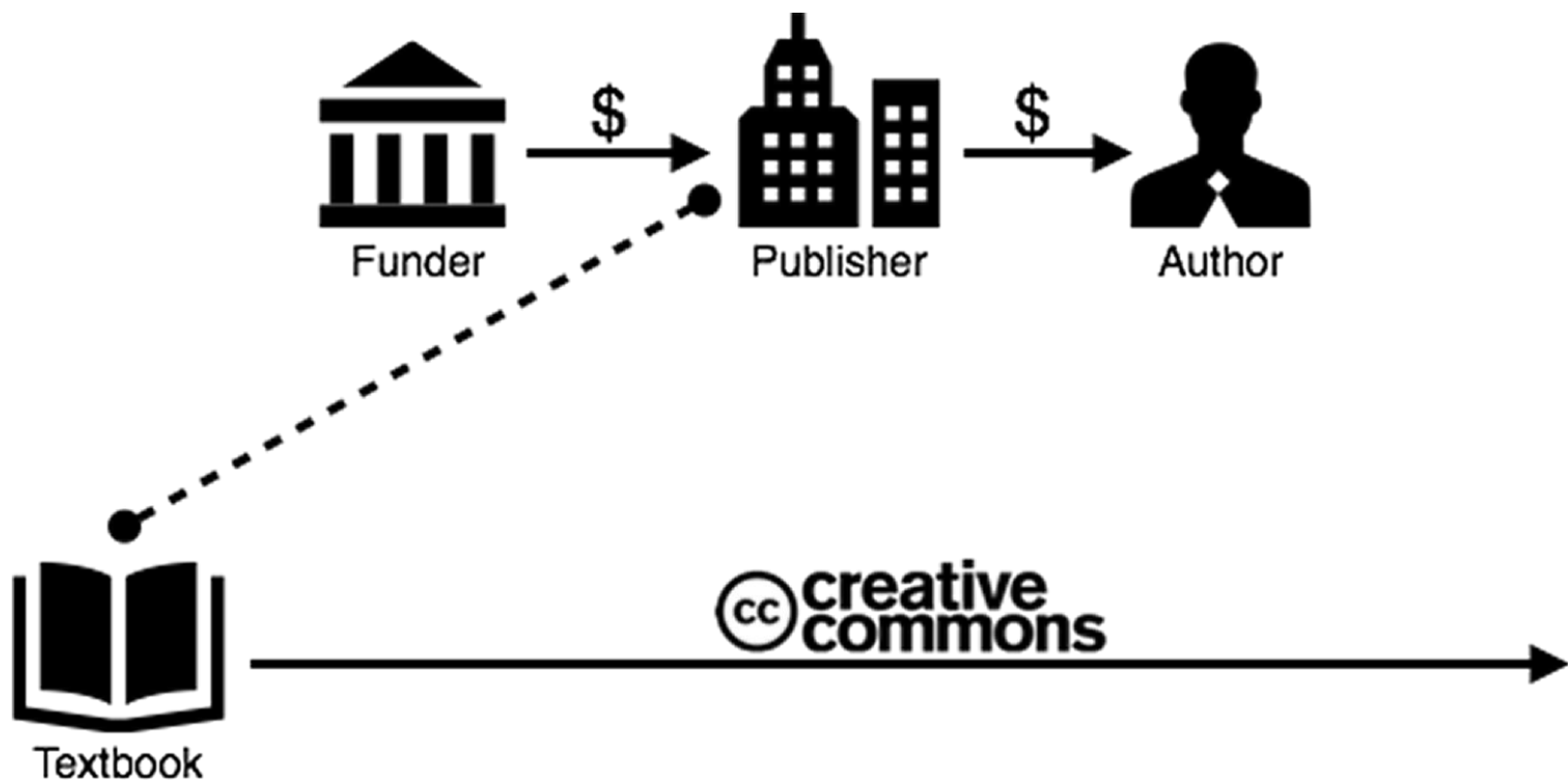




Another model...





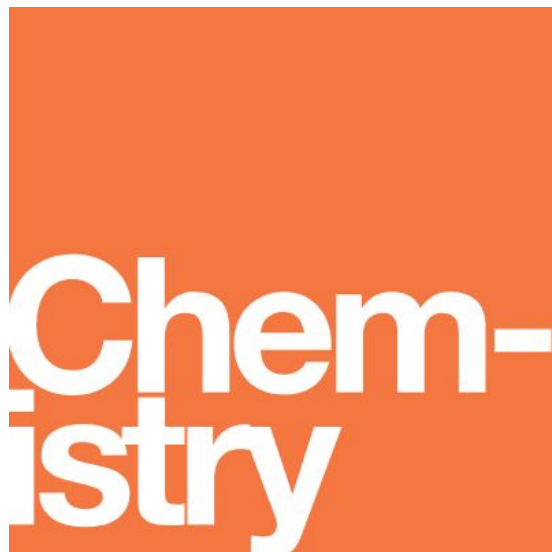




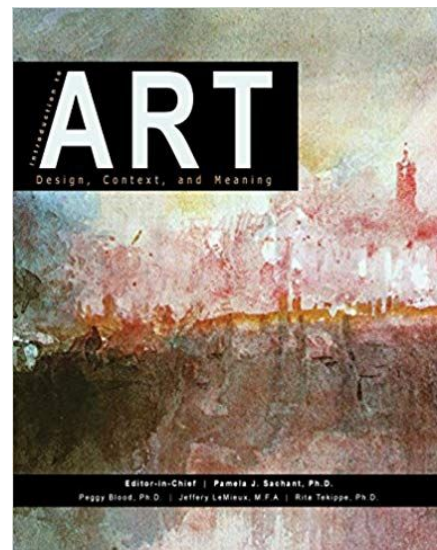
# Examples of OER Text



NOBA. This textbook presents core concepts common to introductory social psychology courses.



OpenStax. Chemistry is designed to meet the scope and sequence requirements of the two-semester general chemistry course.



University System of Georgia. Design, Context, and Meaning offers a comprehensive introduction to the world of Art.

# Benefits of OER

- Lower costs of educational material for students
- Foster pedagogical innovation and relevance that minimizes “teaching from the textbook”
- Gives faculty tools to gain control over learning content and delivery
- Fast feedback loop on quality and relevance of learning materials = continual improvement and rapid development

# PSU Student Voices on OER Impact

“Not only did it save my family and me a ton of money for a textbook that would’ve otherwise been as much as \$200, but it saved me the stress of having to hunt it down before the start of class. I think the best part of open textbooks is that since you print it out yourself and can access it for free, you are more inclined to make markings in it that make it easier to study later.”

# PSU Student Voices

“The availability and accessibility that the open textbook provided was incredibly helpful in my studies. The rising cost of tuition, along with the cost of textbooks have both been an enormous challenge throughout my time in college. I am grateful for the ease of accessibility and not having to pay for the textbook.”

# PSU Student Voices

“I’ve found that with these materials I find myself asking more questions about the topics, because it’s so easy to use these resources either to answer those questions or as a starting point to finding out the answers. My studies have become more and more active exploration than static memorization.”

# Opportunities for Teachers

- Tailored content
- Communicate with peers around content
- Students and teachers as co-creators of knowledge
- Enhanced engagement and interaction with materials
- Increased student-student, teacher-teacher, and teacher-student communication around curriculum

# Faculty Perspective on OER Impact

“Not only did I see individual students’ performance improve upon the adoption of the textbook, but I also observed a significant financial barrier reduced.”

Shane Abrams, Adjunct Professor

# Faculty Voices

“The PSU Library’s Open Access Textbook initiative provided an alternative outlet for the work: it solved the problem that had stymied me—that is, how to get these materials into students’ hands and into classrooms beyond Portland State.”

Dr. Stephen Walton, Assistant Professor, *World Languages and Literatures*



# Faculty Voices

“This project allowed me to help in tailoring a book for the very specific needs of my PSU students of Arabic..... I can now refer my students to the book which allows me to have more facilitating role and gives the students a lead in their learning process without the hurdles of cost or lack of resources availability”

*Lina Gomaa, Senior Instructor of Arabic, World Languages and Literatures*

Where do you see  
yourself in this  
process?



**Adopt** - Find an OER and start using it

**Adapt** - Find an OER and make changes to better suit your needs OR gather a few OER items to put together

**Create** - Start from scratch to write and publish your own textbook

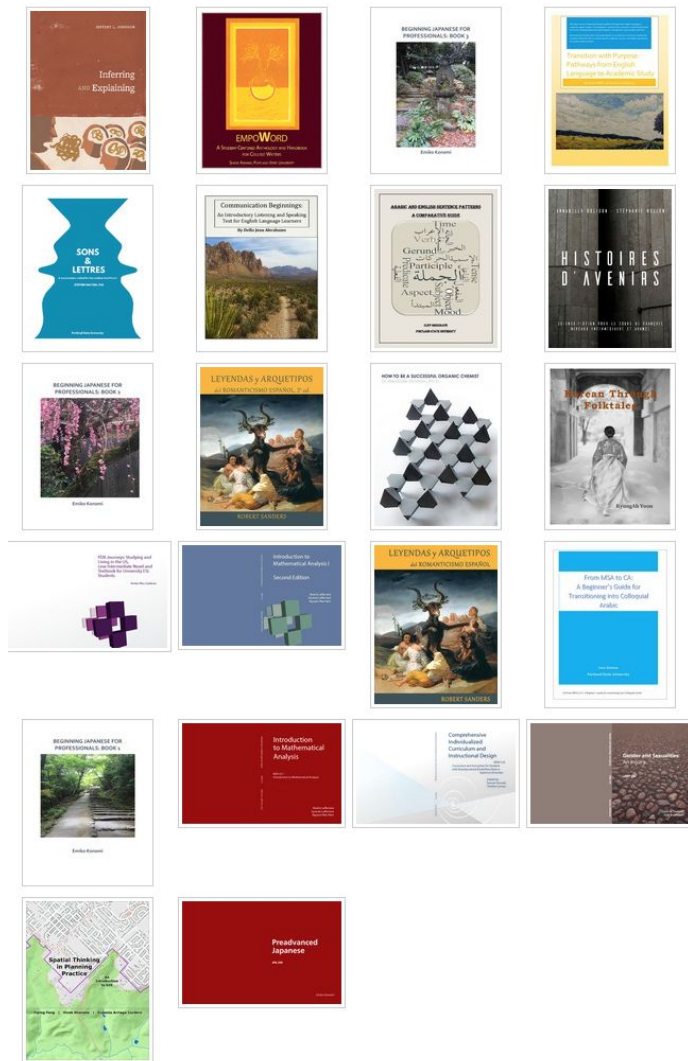
PSU's OER Guide: <http://guides.library.pdx.edu/oers>

- How do you think creating your own textbook (or contributing to an existing OER) could transform your teaching?
- What do you see as the student role in the creation process?
- Based on the information provided so far, what challenges do you anticipate?

<http://tinyurl.com/openedconversation>

# PDXOpen

[pdxscholar.library.pdx.edu/pdxopen/](https://pdxscholar.library.pdx.edu/pdxopen/)



# About PDXOpen

- Begun in 2013 with the support of a Provost-backed initiative
- Faculty create high-quality open textbooks designed specifically for their courses
- So far:
  - 20 textbooks
  - \$240,000 saved by PSU students
  - 129,000 downloads worldwide

# PSU Incentive Program

- Grant types:
  - High-Impact Open Educational Resources (OER) Grant Program
  - Open Access Textbook Creation Grant
- Encourage the use, creation, and adaptation of openly licensed information resources

<https://library.pdx.edu/services/pdxscholar-services/open-access-textbooks/>

# Thank you

## Questions?

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