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Mar 13th, 10:00 AM - 10:50 AM

Keynote Address – Open Inspirations: Passionate Educators Succeeding with Open

Mary Lou Forward

Open Education Consortium

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Open Inspirations

Passionate Educators Succeeding with Open

Mary Lou Forward
Executive Director
Open Education Consortium

twitter 
#openeducationwk





The basics

Education Is Sharing

Teachers Share With Students

knowledge and skills

feedback

motivation

Students Share With Teachers

questions
assignments & assessments
discussions

If There Is No Sharing

there is no education

Education is a renewable resource

It can enrich both those who receive it and those who give it

It can be shared multiple times without being depleted

New generations can build on it and increase its value

The times, they are a-changing

- Globalization
- Economic and career opportunities
- Maker culture
- Ubiquitous personal technology
- Digital information age

When these
people were
teaching,
information
was scarce



By Luther College Photos CC-BY-NC-ND

<http://www.flickr.com/photos/luthercollegearchives/1485877774/>



Now information is at your fingertips

Role of teachers
changing from
someone who
provides information
to someone who
helps make
sense of information



By [Matt from London](#) (CCBY)



**THE TIME IS RIGHT FOR NEW
APPROACHES**

What is Open Education?

Open Education encompasses resources, tools and practices that employ a framework of open sharing to improve educational access and effectiveness worldwide.

Open Education combines the traditions of knowledge sharing and creation with 21st century technology to create a vast pool of openly shared educational resources while harnessing today's collaborative spirit to develop educational approaches that are more responsive to learner's needs.

The 5Rs

Retain

- Make and own a copy

Reuse

- Use in a wide range of ways

Revise

- Adapt, modify, and improve

Remix

- Combine two or more

Redistribute

- Share with others

Open Education Allows Higher Education to reconsider approaches to teaching and learning



FACULTY PERSPECTIVES

OER and Access

A major motivation for me was certainly the desire to save students money. However I also want to make the material easy to access, for example, by sending students PDF documents, or by copying and pasting sections of the text into emails and so on. So it is not just that the books are free but they are also easy to access.

Associate Professor Economics, San Jose State University

source slides 17-20: OER Research Hub, Faculty perspectives on OER, 2013

OER and Adaption

"As a team, we took on the challenge of adapting the open source Statistics textbook to meet our preferred order of topics, rearranged some groupings of topics, and added the technology support that we felt students needed for an exceptional experience."

Associate Professor Statistics, University of Minnesota

OER and Pedagogy

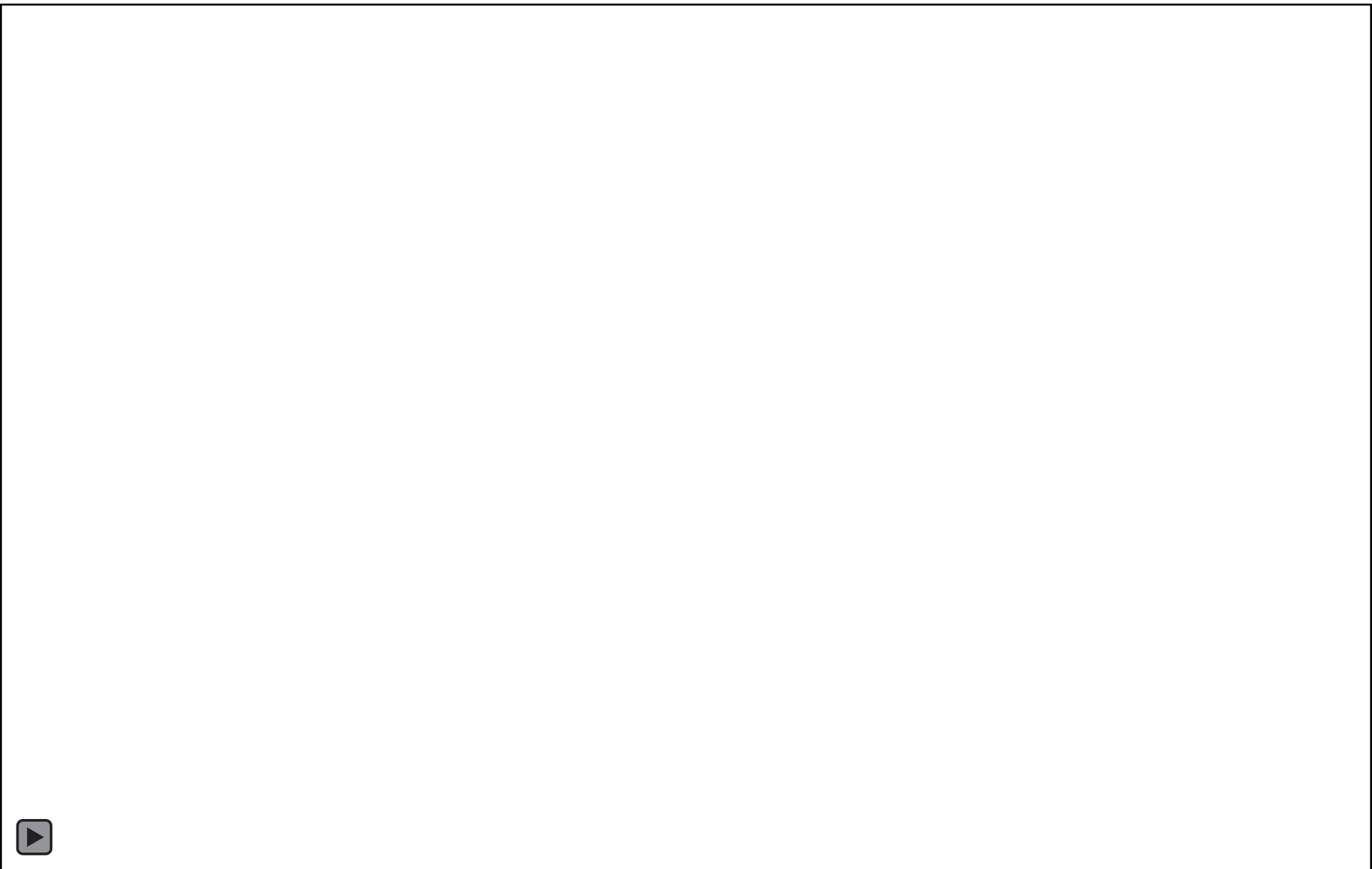
"I became involved with ChemWiki about three and half years ago during its first year of development. My interest in OER is for the pedagogical improvements that it makes possible. Students in my chemistry classes are very well-prepared to go on to the next level."

Associate Professor Chemistry, Diablo Valley College

OER and Efficacy

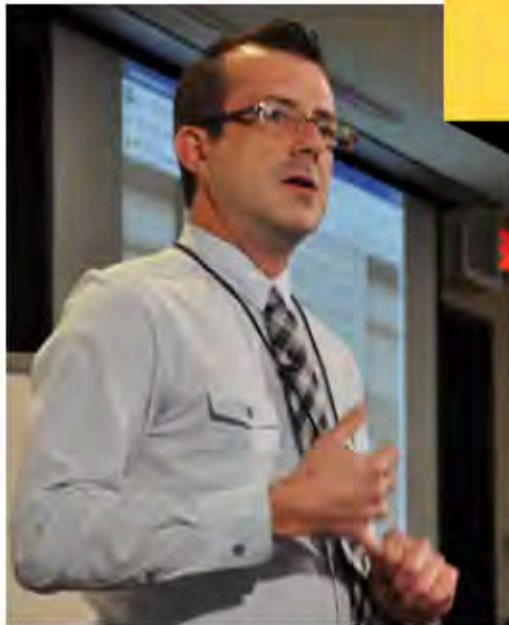
"It's absolutely imperative to understand that ... you get to see immediately if those open resources are helpful or not to your students. And if they're not helpful ..., you have the power to edit them, to change them, and that is absolutely head and shoulders above any other reason why I use OER."

Washington State Community College Instructor





PROACTIVE



Georges Detiveaux

French professor and OER Advocate, Lone Star College-CyFair.

“Exploring the wealth of online educational resources has been a great source of professional development for me. I started small, gradually incorporating OER into courses. I would assign OER as additional work, use web exercises in the labs, or use OER for in-class supplements when a section of a publisher-sponsored text didn't help impart the concept at hand. Eventually, after a couple of semesters of finding OER for everything my learners needed, I took the plunge and eliminated the publisher-sponsored text altogether. Thanks to my exploration of OER, I have been able to grow as an educator and create my own universe of teaching that is truly customized to my learners' needs. I have cultivated an entrepreneurial “can-do” spirit.

A woman with dark hair tied back, wearing glasses and a green and black patterned top, is standing in front of a chalkboard. She is holding a piece of chalk and appears to be writing. The chalkboard has some faint writing on it, including the letter 'A' and some numbers.

INNOVATIVE

Fehintola Mosadomi

Assistant professor at UT Austin and creator of Yorùbá Yé Mi, the first open access Yoruba textbook.

“My goal is to bring Yoruba to the level of French, German, and Spanish. We are really not that far because of programs like *Yorùbá Yé Mi* that incorporate technology, such as QR codes and multimedia, to enhance learning. Other programs out there are much more expensive. And there are no other OER in the Yoruba language. Open textbooks will help to promote the language and the culture. Making Yoruba language and culture available at little or no cost to the wider world, not just to my own students, gives learning a higher meaning.



EMPOWERING

Robin DeRosa

Professor of English and Interdisciplinary Studies
Plymouth State University

“

Open educational practices empower students to see their educational materials as something with which they can actively engage - they critique, challenge, enhance, and change them. The key ideas here are: **student-centered, critical thinking and open.**

When we engage in open educational practice, we stop thinking of knowledge as information to be downloaded into the student brain, but instead think of it as knowledge to be uploaded to the world. In this way, the knowledge becomes a step in a scholarly cycle, and the student becomes a contributor, rather than a consumer, of education.

Required Texts

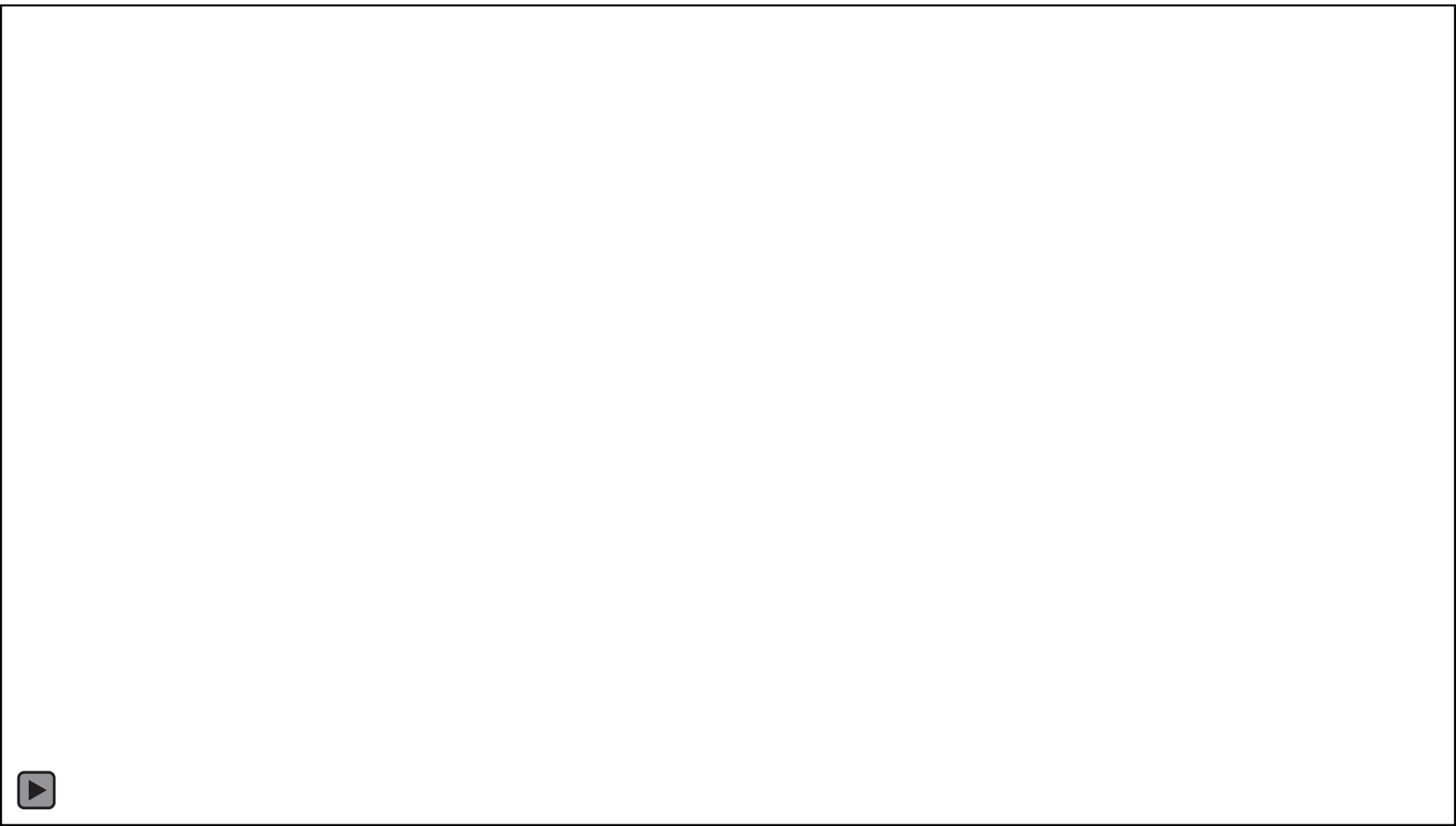
None to purchase. This class is working towards **open-access**, which means that most of your materials will be freely accessible in digital form. Please consult the schedule of readings for complete information on each required text, including how to access it and whether or not it is an OER (Open Educational Resource).

To learn more about OER,, you can watch this video:



You can also read more about open-access education at my blog:

INSTITUTIONAL INITIATIVES



How to Save up to 70% on College Textbooks

Published August 20, 2014

While the cost of class materials is going up, students are spending less on average. Here's how they're cutting their costs—and how you can, too.

Ask Sandra Kerley how important it is that she's able to get textbooks for free, and she'll [tell] you that this seemingly minor benefit is "life changing."

"It helps us pay the electricity bill; it helps us put food on the table for the kids; it helps us buy other supplies for class," says the 35-year-old Kerley, a third-year business administration student at Tidewater Community College in Virginia. Her school's "Z Degree" program relies solely on free, open-source textbooks to eliminate a substantial part of what's driving up the cost of college: the often prohibitive expense of class materials.

The price of new printed textbooks continues to rise—up more than 7% last year alone, according to the Bureau of Labor Statistics, and 82% between 2002 and 2012, as calculated by the Government Accountability Office.

TIME



2. Policy

Tidewater Community College (TCC) shall make use of OER materials in accordance with the provisions of [Section 12](#) (Intellectual Property) of the Virginia Community College System Policy Manual; the Creative Commons licensing standards; the Digital Millennium Copyright Act of 1998; applicable state and federal copyright laws; accepted best practices of the OER community; and college policies and academic standards.

Faculty who incorporate OER materials into their courses shall assume all responsibility for maintaining the integrity of the course content as related to copyright and scholarly merit.

In order for a course to carry a 'Z' designation within TCC's Student Information System, faculty must follow the procedures contained in this policy. Faculty who adopt OER content are strongly encouraged but not required to meet 'Z' standards.

3. Responsibilities

The Vice President for Academic Affairs and Chief Academic Officer shall be responsible for developing and maintaining procedures that are consistent with this policy and that comply with applicable regulations, policies, and procedures of the Virginia Community College System, and the laws and regulations of the Commonwealth of Virginia.



THE Z-DEGREE MODEL

The six components of TCC's Z-Degree

UMUC



Over 42,000 students in the US, 33,000 more overseas
261,000 online enrollments, 970 courses in 2013



University of Maryland University College



eResources at UMUC



Goal

Every course will use electronic resources that are of no cost to the student.

Milestones

- By fall 2014, 50% of all undergrad courses will have been through the eResources revision process.
- By fall 2015, 100% of all undergrad courses will have been through the process.
- By fall 2016, 100% of all graduate courses will have been through the process.

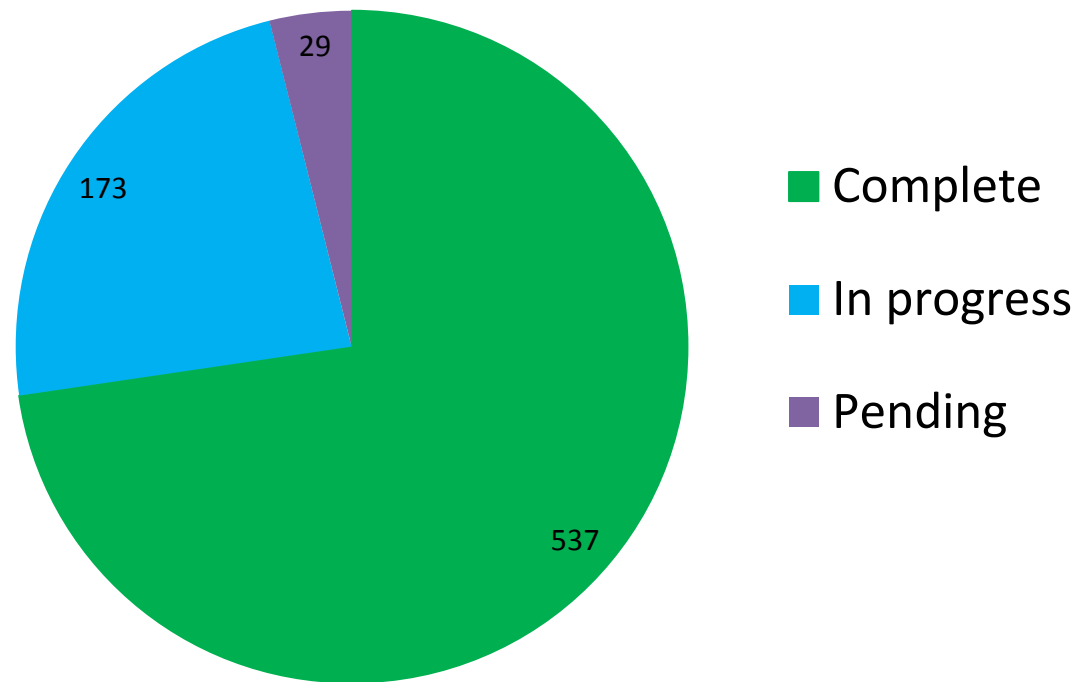


Success



- 60% of TUS courses **running** in fall 2014 have no-cost electronic resources.
- By spring 2015, 84% of TUS courses will have no-cost electronic resources.

eResources Course Status
937 Courses



Student Savings



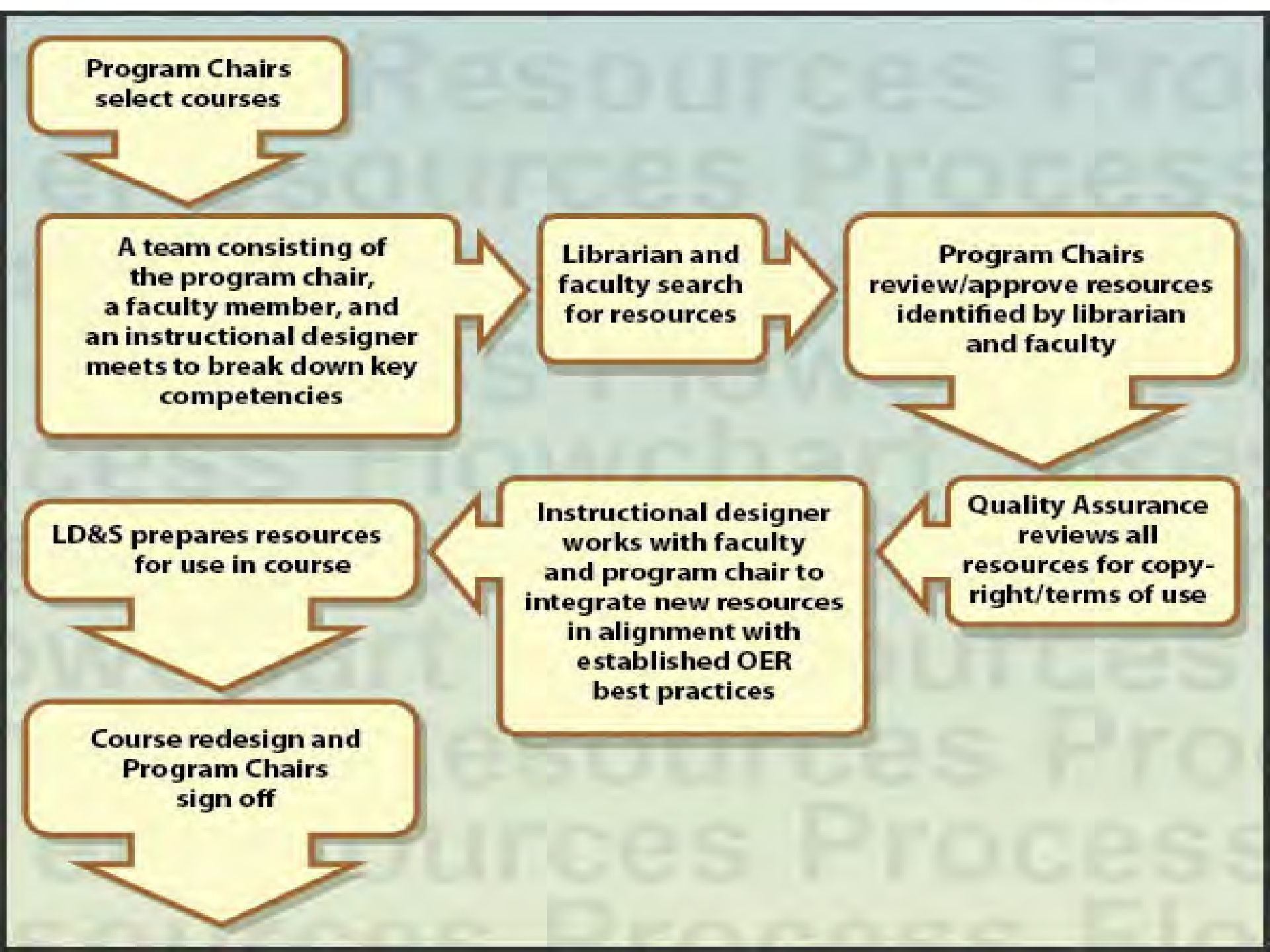
In 2013 UMUC students spent over \$8.5M on course resources.

Spring 2014: 24% of TUS courses ran using no-cost electronic resources, which resulted in a savings of almost \$1.1M (17% total savings) on the cost of course resources.

Summer 2014: 41% of TUS courses ran using no-cost electronic resources, which resulted in a savings of over \$1M (30% total savings) on the cost of course resources.



**Program Chairs
select courses**



```
graph TD; A[Program Chairs select courses] --> B[A team consisting of the program chair, a faculty member, and an instructional designer meets to break down key competencies]; B --> C[Librarian and faculty search for resources]; C --> D[Program Chairs review/approve resources identified by librarian and faculty]; D --> E[Quality Assurance reviews all resources for copyright/terms of use]; E --> F[Instructional designer works with faculty and program chair to integrate new resources in alignment with established OER best practices]; F --> G[LD&S prepares resources for use in course]; G --> H[Course redesign and Program Chairs sign off];
```

**A team consisting of
the program chair,
a faculty member, and
an instructional designer
meets to break down key
competencies**

**Librarian and
faculty search
for resources**

**Program Chairs
review/approve resources
identified by librarian
and faculty**

**LD&S prepares resources
for use in course**

**Instructional designer
works with faculty
and program chair to
integrate new resources
in alignment with
established OER
best practices**

**Quality Assurance
reviews all
resources for copy-
right/terms of use**

**Course redesign and
Program Chairs
sign off**

Evolution of educational resources



OLD

- Adopt
- Link
- Insert Resources
- Treat eResources as a special project

New

- Adapt and Build
- Embed
- Design around electronic resources
- Integrate eResources into ongoing course design and development

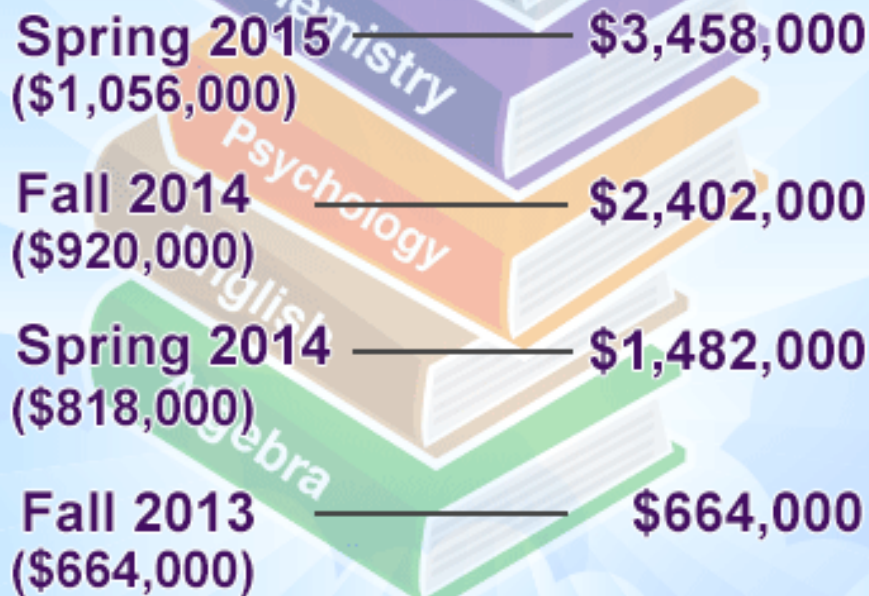




Goal: Save students \$5 Million in 5 Years

<https://www2.maricopa.edu/welcome-to-the-maricopa-millions-oer-project>

OER Savings Progress



Promoting OER with Students

MONEY SAVING TIP!

Many of our classes have **OER** and other no/low cost textbooks & course materials (\$0-\$40). Look in class notes or search for the term "**OER**" in the **FIND A CLASS** "keyword search" when viewing SCC's classes.



SCOTTSDALE COMMUNITY COLLEGE
SPRING 2015 eSCHEDULE

33

Mathematics

Mathematics and Sciences, CM-404, 480.423.6581

www.scottsdalecc.edu/academics/departments/math-sciences/mathematics

MAT082 Basic Arithmetic 3

MAT240 Calculus with Analytic Geometry III [MA]* 5

MAT276 Modern Differential Equations [MA]* 4

LISTING

• Sovereign Indian Nations (AIS141)

3 Credits

Explores the sovereign status of American Indians as it relates to social relationships, traditions, and culture of American Indians. Reviews historic relations with non-Indian societies, the development of federal Indian law, tribal governments and their functions. Examines treaty rights, environmental issues, public policy, economic development, other current issues, and contemporary social problems. Prerequisites: None.

General Education Designations: C, H, SB

Class#	Semester	Location	Delivery	Dates	Days	Times	Instructor	Availability
37181	Fall 2014	Scottsdale Soc/Behavioral Bldg, SB 171	In Person	08/25/2014-12/19/2014	M,W	10:30AM-11:45AM	M. Pino	Class Started Contact Enrollment Services for Registration Assistance

Notes

All textbook and course materials available at no or low cost (<\$40) - may include OER (Open Educational Resources).

PLEASE NOTE: AIS141 is cross-referenced with SOC141.

1 Book



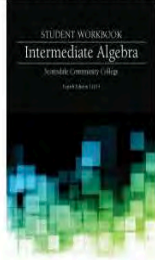
SCOTTSDALE COMMUNITY COLLEGE – MATH BLOG
 A resource for math faculty and students at SCC

[MAT082-Spring 2015](#)
[MAT09x-Spring 2015](#)
[MAT12x-Spring 2015](#)
[MAT150-Spring 2015](#)


MAT12x-Spring 2015

**MAT12x – Intermediate Algebra
Spring 2015**

Open Educational Resource Project



Resources, Assignments, Materials for Spring 2015
 Intermediate Algebra – Workbook – Fourth Edition



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Instructors or institutions interested in adopting these materials please contact Dr. Donna Gaudet (donna.gaudet@scottsdalecc.edu)

Mini Lesson Worksheets	Mini Lesson Videos	Practice Problems/End of Lesson Assessments
Lesson 1 Introduction to Functions	<ul style="list-style-type: none"> Media Example 1 – Do the Data Represent a Function? Media Example 4 – Determine Functional Relationships using Multiple Representations Media Example 7 – Does the Statement Describe a Function? Media Example 9 – Function Evaluation Media Example 11 – Working with Input and Output Media Example 13 – Working with Function Notation Using a Set of Ordered Pairs Media Example 14 – Working with Function Notation Using a Table Media Example 15 – Working with Function Notation Using a Graph Media Example 16 – Using your Graphing Calculator to Create a Table and Graph of a Function 	<ul style="list-style-type: none"> Lesson 1 – Practice Problems Lesson 1 – Assessment

<http://sccmath.wordpress.com/mat12x-fall-2014/>



Donna Gaudet
 Head of Mathematics
 Department

More information:

<http://www.oeconsortium.org/projects/impact-of-openness-on-institutions/scottsdale-community-college/>

Featured Materials



[Gateway to Chinese](#)

Collection of free interactive language learning resources for beginning Mandarin Chinese



[Deutsch im Blick](#)

A multimedia 1st-year German language program.



[Língua da Gente](#)

Audio podcast for learning everyday Portuguese.



[Spanish in Texas](#)

Educational resources for teachers and learners of Spanish in Texas.

[Language Learning Materials](#)

[Arabic](#)
[Czech](#)
[German](#)
[Hindi](#)
[Japanese](#)
[Persian](#)
[Russian](#)
[Turkish](#)
[Chinese](#)
[French](#)
[Hebrew](#)
[Italian](#)
[Malayalam](#)
[Portuguese](#)
[Spanish](#)
[Yoruba](#)

[Language Tools](#)

[Bilingual Language Profile](#)
[eComma: A Space for Social Reading](#)
[LESCANT Photo Database](#)
[eComma: Demo](#)

[Teaching Methods](#)

[Foreign Language Teaching Methods](#)

[Open Education](#)

French

[Arabic](#) [Chinese](#) [Czech](#) [French](#) [German](#) [Hebrew](#) [Hindi](#) [Italian](#) [Japanese](#) [Malayalam](#) [Persian](#)
[Portuguese](#) [Russian](#) [Spanish](#) [Turkish](#) [Yoruba](#)



Français interactif

An open 1st-year French curriculum.

Français interactif is a unique, award-winning 1st-year French curriculum used by learners all over the world. Students explore French language and culture by following the lives of real students who have participated in the UT Summer Program in Lyon, France. The online curriculum includes over 320 videos, vocabulary and phonetics audio, online grammar reference with self-correcting exercises and audio dialogues, verb conjugation and practice tools, internet activities, and a textbook of classroom exercises. Français interactif was awarded the 2009 CALICO Esperanto Access to Language Education Award and the National Endowment for the Humanities EDSITEMent Best of Humanities on the Web award (2005)

Author: Carl Blyth, Karen Kelton, Nancy Guilloteau

Link: <http://www.laits.utexas.edu/fi/>



Le Littéraire dans le quotidien

Open textbook for French reading/writing.

"The literary in the every day," is a textbook for a transdisciplinary approach to reading/writing at the first and second year levels of college French. The files that make up the textbook serve as foreign language templates in the form of an OER to bridge the well known divide between lower level language courses and upper level literature "content" courses. Language teachers, with the help of these templates, can develop their own reading and writing activities to highlight the metaphorical nature of language. In our continued commitment toward making our resources more open and remixable, the resource is published in a publicly accessible Google Drive. With a Google account, users can even make their own copy and remix the content.

Author: Joanna Gay Luks

Link: <http://goo.gl/VurRFE>

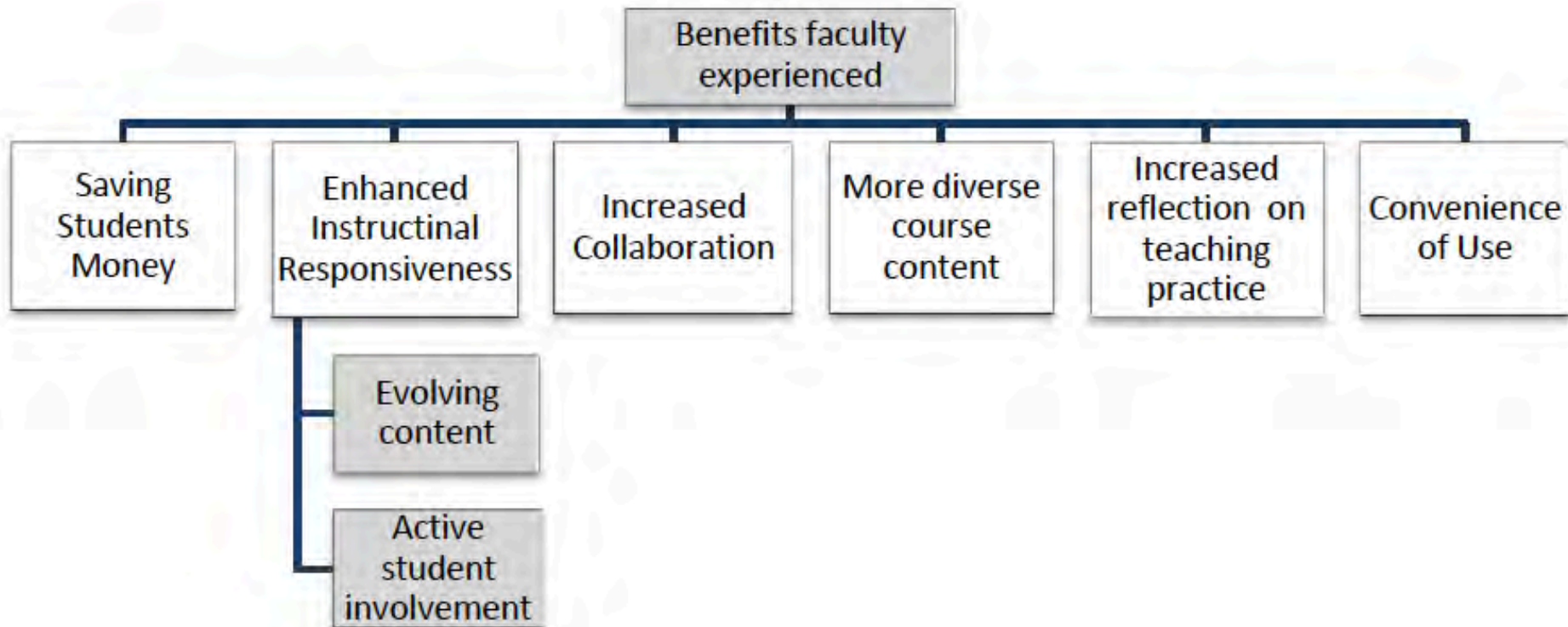
Using OER

FACULTY PERSPECTIVES



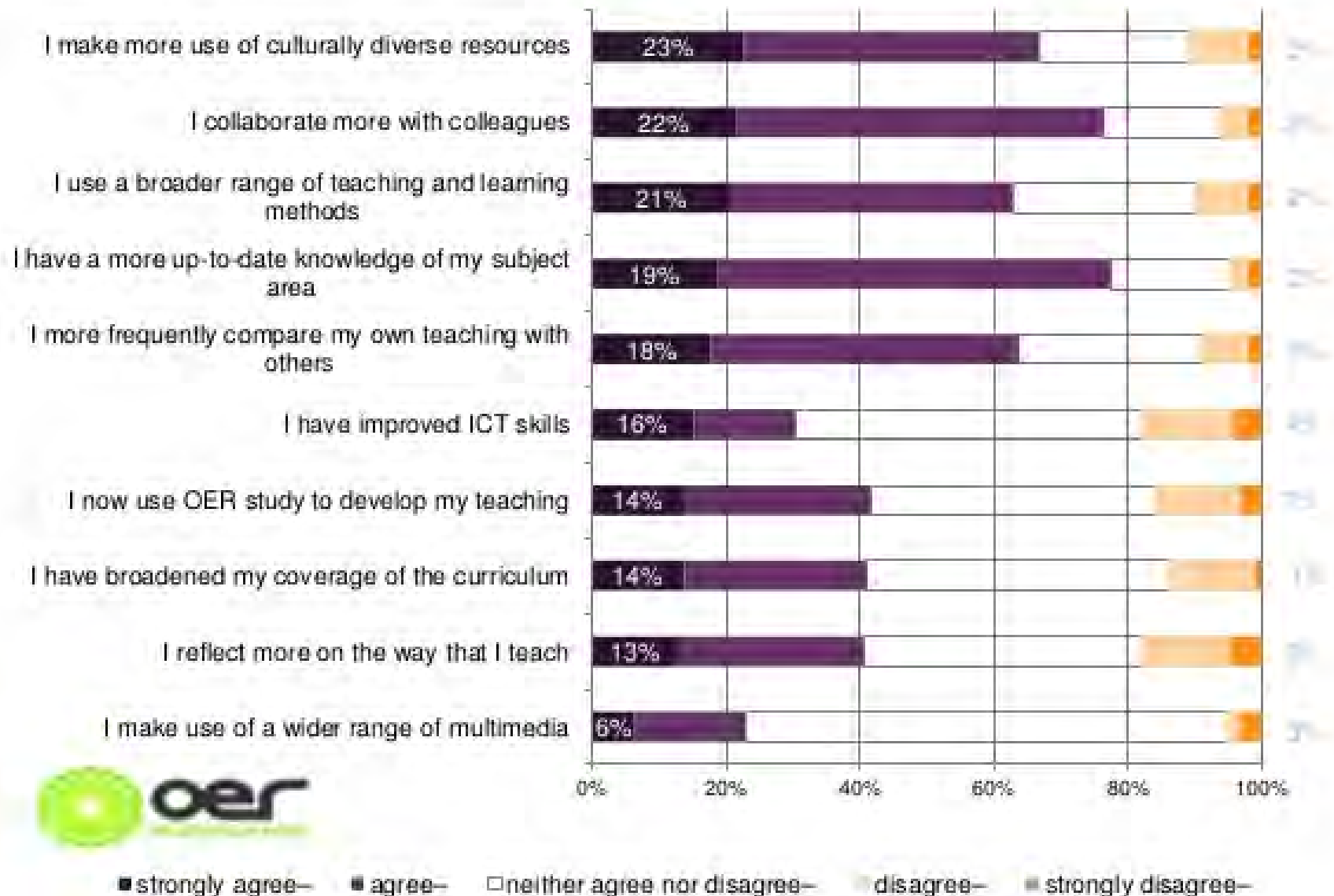
Good things happen when you share





Source: Boyoung Chae and Mark Jenkins, *A Qualitative Investigation of Faculty OER Usage in the Washington Community and Technical College System*, State Board for Community and Technical Colleges, January 2015 <http://goo.gl/dERBtX>

OER Teaching Impact



Using OER

STUDENT PERCEPTIONS

Tacoma Community College Student Satisfaction Survey

Spring 2013		Fall 2013	
Number of Participants:	155	Number of Participants:	204
Normally pay out of pocket:	82.2%	Normally pay out of pocket:	85.37%
Paid for resources for this course:	20.7%	Paid for resources for this course:	25.85%
Accessed materials online or CMS:	94.7%	Accessed materials online or CMS:	89.9%
Favorable on access to resource:	87.5%	Favorable on access to resource:	96.02%
Favorable on ease of use of resource:	82.9%	Favorable on ease of use of resource:	93.03%
Resource used often in class:	64.5%	Resource used often in class:	82.68%
Studied using the source:	70.2%	Studied using the source:	75%
Favorable on understandability of resource:	78.9%	Favorable on understandability of resource:	89.05%
Take another course using OER:	94.6%	Take another course using OER:	94.92%






Z-DEGREE

THE “Z-DEGREE”:

Removing Textbook Costs as a Barrier
to Student Success through an
OER-Based Curriculum






QUESTION: HOW WOULD YOU RATE THE OVERALL QUALITY OF THE OER CONTENT USED IN THIS COURSE?

ANSWER		RESPONSE	%
WORSE than the quality of the text-books used in my other classes		5	4%
ABOUT THE SAME as the quality of the textbooks used in my other classes		44	32%
BETTER than the quality of the text-books used in my other classes		86	64%
TOTAL		135	100%



QUESTION: HOW WOULD YOU RATE THE OVERALL QUALITY OF THE COURSE?

ANSWER		RESPONSE	%
WORSE than the quality of my other classes		3	2%
ABOUT THE SAME as the quality of my other classes		54	40%
BETTER than the quality than the quality of my other classes		78	58%
TOTAL		135	100%



QUESTION: HOW LIKELY ARE YOU TO RECOMMEND A Z-COURSE TO ANOTHER STUDENT?

ANSWER		RESPONSE	%
Very Unlikely		3	2%
Somewhat Unlikely		2	1%
Somewhat Likely		22	17%
Very Likely		108	80%
TOTAL		135	100%



STUDENT COMMENTS IN SUPPORT OF FINDINGS:

The quality of the class is the same as a traditional class with the exception of being able to use different resources to get information. Watching YouTube videos on a subject is easier than reading 40+ pages on a subject.

The quality of the course is enhanced by the open source materials. When you leave a traditional class with the textbook, you have the knowledge you retain from the course. With the use of open source materials, you are also shown videos and other resources that become searchable topics on the internet to refresh information for a class taken later.

I really love the fact that you aren't put on this set schedule, the 'by the book' schedule of learning. Instead the teaching feels broader. My professor can introduce us to new resources and a wide selection of information, not just what's contained in a book. I would love to take more classes like this.



STUDENT COMMENTS IN SUPPORT OF FINDINGS:

My instructor for the Z-course class I took had the textbook that would have been required for the class. She showed some of the sections in the book that pertained to the current topic discussed, only to reveal that she could explain 5 or so pages in just a few sentences. For students like me that don't always have enough money in the bank to pay for such expensive texts, which may not even be used for half of a semester, Z-courses are a godsend.

Having everything and more available to me in an instant was very convenient. I also found it wonderful to only need to bring my tablet with me to class, in this day and age that is how it should be. The flow of the open resource was amazing. This saved a lot of money and time.

If it's so impactful

WHY ISN'T EVERYONE USING OER?

Opening the Curriculum:

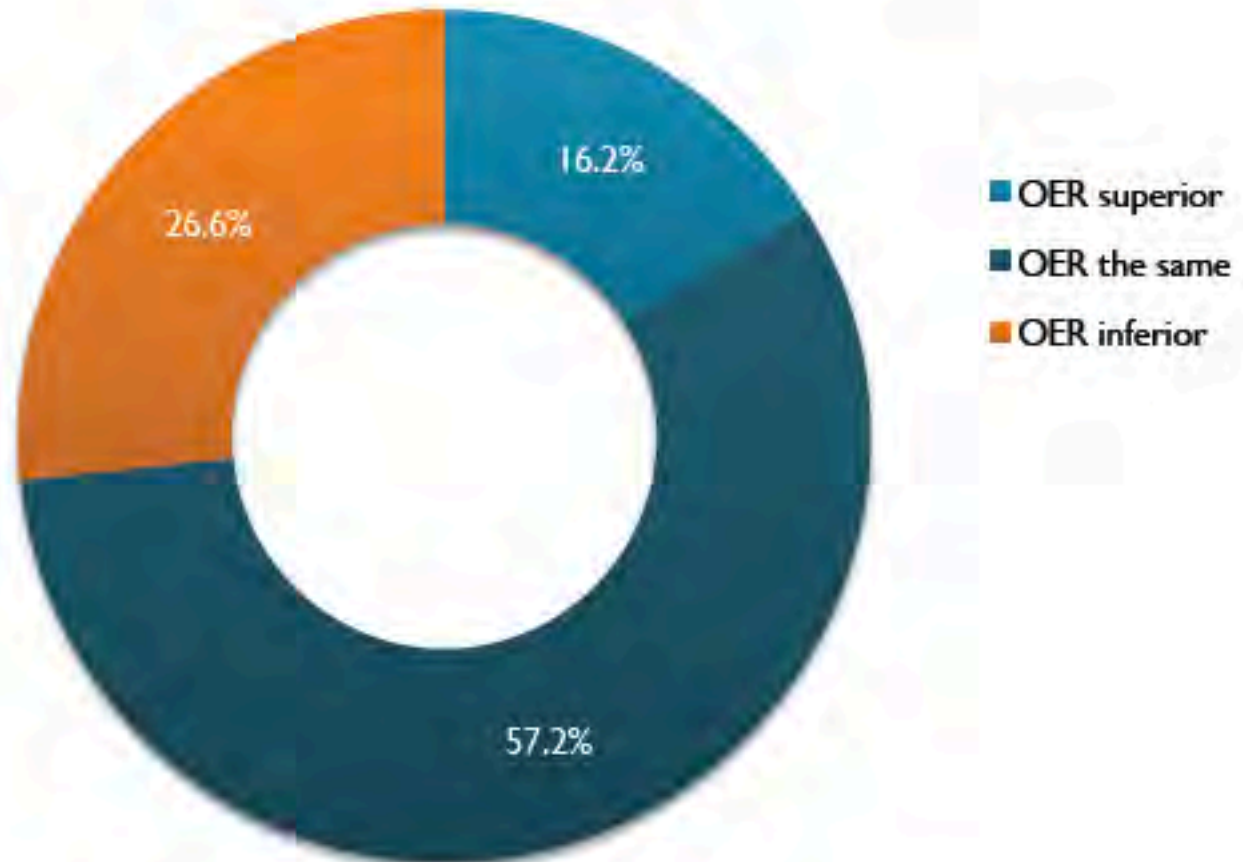
Open Educational Resources in U.S. Higher Education, 2014

I. Elaine Allen and Jeff Seaman



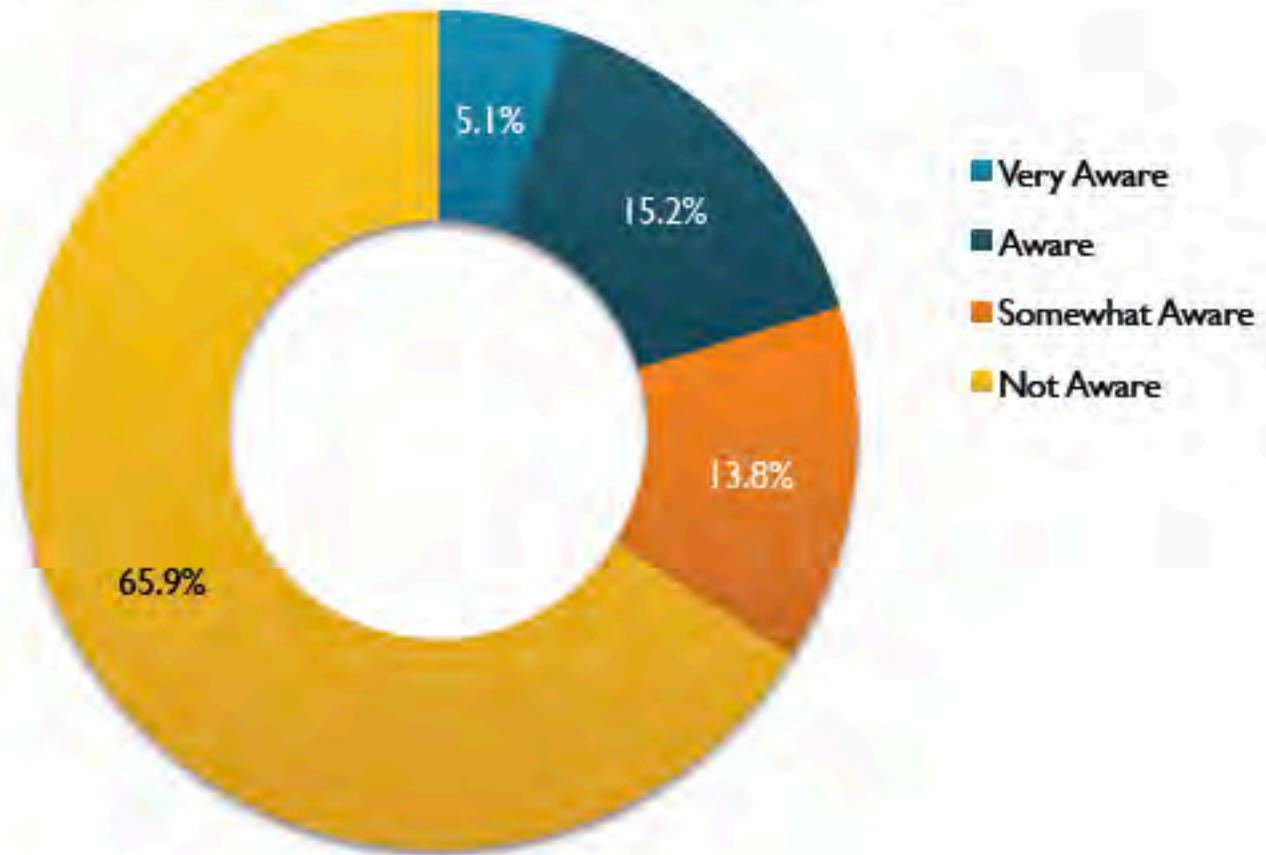
The good news:

RELATIVE QUALITY OF OPEN EDUCATIONAL RESOURCES



The bad news:

AWARENESS OF OPEN EDUCATIONAL RESOURCES





Open
Education
Week 2015





OPEN EDUCATION
CONSORTIUM

The Global Network for Open Education
www.oecconsortium.org



Remote Marathon, Marines, CC-BY-NC 2.0



OPEN EDUCATION
CONSORTIUM

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Berlin Marathon, akiwiz, CC-BY 2.0





Be the Change You Wish to See in the World

Do you:

- Share ideas with your colleagues?
- Openly license your teaching materials?
- Publish your research in open access journals?
- Reuse materials created by others?
- Encourage students to gain digital literacy?



Luis Fernando Reis, CC-BY

<https://www.flickr.com/photos/7477245@5/5112393040>



OPEN EDUCATION
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CC-BY Relay Race by Akademgorodok

Slides 75-84 Adapted from James Glapa-Grossklag, College of the Canyons

Thank You!



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