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Open Educational Resources

Home

Open Education Week

OER Repositories

- Academic Earth**

Free online courses from a number of institutions.
- The Global Text Project**

Freely available electronic textbooks
- Jorum**

Open Educational Resources UK
- Khan Academy**

Exercises, videos and learning materials for a variety of disciplines.
- MERLOT**

A repository of over 40,000 multimedia teaching and learning materials.
- MIT Open Courseware**

Open course content from MIT courses
- OER Commons**

A multidisciplinary collection of OER
- The Open Education Consortium**

Courses, webinars and course materials from around the world
- Open Yale Courses**

Introductory-level courses in a variety of subject areas. Including access to recorded lectures and course materials.
- Saylor Academy**

Self-paced courses in variety of subjects
- Wikibooks**

Open textbooks in a many different languages
- The World Lecture Project**

Find academic videos from around the world

A University Open Education Collaboration

Op Ed is an open University of Alberta group dedicated to the exploration and promotion of open educational resources (OER).

Click here to join our listserv to find out about our next meeting or to stay updated on open educational resources initiatives at the University of Alberta and beyond.

Project Librarian

Michelle Brailey

Learn About OER

The OERs - Open Educational Resources

high quality education

available for each motivated pe

(The OERs - Open Educational Resources. Licensed CC-BY; created by intheacademia)

OERs are teaching, learning and research materials that are available in the public domain. These resources have an open license to allow for free use, adaption and redistribution.

Still unsure about OER? Watch the video above to learn more!

Contact:

brailey@ualberta.ca
Digital Initiatives
2-10 Cameron Library
780-492-6745

Read About OER

- [A Basic Guide to OER](#)
UNESCO
- [Open Educational Resources Guide](#)
JISC
- [Open Educational Resources: A Catalyst for Innovation](#)
OECD

University of Alberta Resources

- [OER - Copyright Considerations An Introduction](#)
The first of two tutorials on OER and copyright created by the University of Alberta's Copyright and Licensing Office.
- [OER - Copyright Considerations in Practice](#)
The second of two tutorials on OER and copyright created by the University of Alberta's Copyright and Licensing Office.

Last Updated: Apr 1, 2016 10:48 AM

URL: <http://guides.library.ualberta.ca/open-educational-resources>

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[UCLA Library](#) » [Research Guides](#) » [Affordable Course Materials Initiative](#) » Home

Affordable Course Materials Initiative

A collection of resources and information for ACMI - useful for anyone looking to replace costly educational materials with freely-available alternatives

[Home](#)
[The OER Movement](#)
[Open/Free Materials](#)
[The Library Can Help](#)
[Success Stories](#)

Application Form

- [Fillable PDF Application](#)
- [MS Word Application](#)

Click on either link below to receive the same form in different formats.

Acknowledgements

This page is based on the [excellent libguide](#) at UMass Amherst, adapted with their permission. This content will evolve and expand as the initiative uncovers additional sources of free material.

About the Initiative

This new UCLA Library initiative incentivizes instructors to use low-cost or free alternatives to expensive course materials; these can include open-access scholarly resources, Library-licensed and owned resources, and learning objects and texts that faculty create themselves. A total of \$10,000 will be offered for the 2013-14 academic year:

- five awards of \$1,000 each for instructors teaching courses with enrollments of fewer than two hundred students
- two awards of \$2,500 each for instructors teaching courses with enrollment of more than two hundred students.

These modest yet significant sums are meant to offer an incentive for the time it will take instructors to identify new resources, adjust syllabi, and modify assignments and can also be used to cover any actual expenses incurred by the instructor.

The initiative has been endorsed by the Office of the UCLA Executive Vice Chancellor and Provost and the UCLA Academic Senate.

Background

The high price of course materials, including but not limited to textbooks, is a major concern to students and parents; a web page on UCLA's undergraduate admissions site estimates it will total \$1,521 per student for the upcoming academic year, an effective twelve percent addition to basic tuition and fees. Legislative actions to address these costs have been taken by the U.S. Congress and the California Legislature, the UCLA Store has taken steps to lower textbook prices, and USAC has created a textbook lending library, but the problem resists easy, unilateral solutions.

Some three years ago, the UCLA Library launched a collaborative project with USAC and the UCLA Store that continues to lower the cost of printed course readers by leveraging Library-licensed/owned materials. Expanding upon this high-outcome/low-cost effort, the Library has identified a larger role it can play in lowering the cost of course materials, adapted from similar programs created over the past two years by Temple University and the University of Massachusetts, Amherst. Successful implementation of this proposal will also further Library efforts to identify journals for which the licensing terms need revision to make them more usable in instruction and to work with UCLA faculty to more effectively make their scholarly articles, books, and instructional resources available to students and colleagues via open access.

Instructors: Learn More about Copyright

To explain the basics of copyright and lay out some best practices, one of our librarians has created a CCLE course called "Copyright Basics for Instructors." Anyone with a CCLE account can self enroll anytime by clicking on the link below, and if prompted for an enrollment key, entering the word **copyright**.

- [Copyright Basics for Instructors](#)

Eligibility to Submit an Application

Each applicant must be the instructor of record. Courses must be for enrolled students (i.e., not UCLA Extension courses) and can be at the undergraduate or graduate level.

Application Process and Deadlines

Applicants should fill out the form on the following pages and submit it as follows:

Mail print applications to:

UCLA Library Affordable Course Materials Initiative
11334 Charles E. Young Research Library
Mailcode 157511

Email electronic applications to: collections@library.ucla.edu

Applicants will receive confirmation notices when their application forms are received.

All applicants are also required to attend a one-hour workshop at which Library staff members will introduce search strategies and possible sources for open-access or low-cost instructional resources. Following that workshop, each awardee will be assigned an individual librarian, who will work personally with him or her to assist with locating materials.


For Spring Quarter 2015: Applications are due by Friday, October 24.

Applications will be reviewed by a small committee of UCLA Library staff members involved in teaching and learning services and UCLA faculty honored for their teaching accomplishments.

Contact Information

For further information, contact:

Dawn Setzer
Director of UCLA Library Communications
Phone: 310.206.4109
Email: dsetzer@library.ucla.edu



UCLA Library

The mission of the UCLA Library is to provide access to and delivery of information resources to UCLA students, faculty, and staff in support of the research and instructional mission of the university. Relying on its highly skilled staff, the Library encourages innovation, capitalizes on appropriate technologies, forges effective partnerships and aggressively promotes excellence.

[About UCLA Library](#)
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[Giving to UCLA Library](#)

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DUKE CIT CENTER FOR INSTRUCTIONAL TECHNOLOGY

Open Educational Resources to support your course

by AMY KENYON on OCTOBER 20, 2010 · [LEAVE A COMMENT](#) · in [BLOG](#), [TEACHING STRATEGIES](#)

We've blogged a couple of times recently about open educational resources (OER) and [open course materials](#), with the intent of spurring interest on the part of Duke faculty in exploring the use of these types of materials in their courses, to supplement or replace textbooks. Now, during [Open Access Week](#), seems a good time to remind faculty about the purpose and promise of OER, and encourage faculty to talk with CIT if they need help getting started.

OER are teaching and learning materials made freely available online, and can consist of textbooks, course readings, simulations, games, syllabi, quizzes, and basically any other material that can be used for education. Educause recently published one of their popular and practical "[7 Things](#)" guides about [OER](#), outlining the growing importance of OER and open courses in higher education:

Educational resources developed in an open environment can be vetted and improved by a broad community of educators, resulting in materials that represent what the educational community sees as most valuable. By providing educators with new access to educational material, open resources have the potential to spur pedagogical innovation, introducing new alternatives for effective teaching. Moreover, learning resources that can be modified and reused promote collaboration and participation—two key elements of a Web 2.0 approach to teaching and learning.

The resources required to develop high-quality learning materials and activities for a full complement of courses can be prohibitive for many institutions and instructors. By distributing the costs over a larger number of users, OER brings a greater range of tools within reach of more users. OER can also lower the costs for students to obtain educational content. OER...take[s] advantage of—and prompt[s]—developments in educational technology that facilitate new media, new formats, and new means of distribution.

Giving faculty the ability to pick and choose the individual resources they want to use—and to modify those resources and “assemble” them in unique ways—promises greater diversity of learning environments.

What could OER mean for you? Some possibilities....

- If you are dissatisfied with the textbooks available for your course, instead you could find materials relevant to your course learning objectives by searching any of the numerous repositories of OER that exist on the web (the [Open Educational Resources Center for California](#) links to several of these). You end up with materials customized for your course at no cost, and your students don't pay for a textbook(s) you don't feel is valuable.
- You may want to move some of the content coverage in your course outside of class time, in order to use class time more effectively for active and engaging learning activities to help your students synthesize and think critically about the materials. You could record lectures and post them online for students to view before class, but if instead you can locate high-quality OER on your course topics, you save yourself time and can devote that time to other tasks.
- If some of your students need some review of prior concepts in order to be successful in your


LATEST STORIES

- [Conference on Teaching Large Classes \(July 21, 2016\)](#)
- [Could A Student Have Guessed Their Way To Success On Your Last Exam?](#)
- [Accessibility 101: Making Your Instructional Videos More Accessible](#)
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- [New Research on MOOCs](#)
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DUKE UNIVERSITY LIBRARIES

Open Educational Resources to support your course

<https://cit.duke.edu/blog/2010/10/oer-for-courses>

course, OER materials and assessments may allow you to provide learning materials for them without a lot of development time for you.

If you are interested in learning more about OER or strategizing about how to incorporate them into your course, [contact CIT](#).




Amy Kenyon

Amy plans, implements and assesses faculty development programs for the improvement of teaching and learning, provides programs and resources designed to increase understanding of the teaching-learning process and manages personnel and other resources for the Center for Instructional Technology. Her interests are in course and program design, curriculum mapping, assessment, engaging teaching strategies for student learning, and e-textbooks, e-readers and open learning materials.


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- OER for Learners
- Open Education Initiative
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UNIV 190-L : Demystifying Library Research
Video tutorials
Instruction feedback form

Open Educational Resources



Open Educational Resources


What are Open Educational Resources (OER)?

Open Educational Resources are educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute. They include:


- Learning content: full courses, course material, content modules, learning objects, collections, and journals.
- Tools: software to support the creation, delivery, use and improvement of open learning content including searching and organization of content, content and learning management systems, content development tools, and online learning communities.
- Implementation resources: intellectual property licenses to promote open publishing of materials, design-principles, and localization of content.

Why OER?

OER is a relatively new movement in education; educators and learners as well as learning institutions are driving its development. OER provides an alternative to the rising costs of education. For example, in some countries like South Africa, many educators and learners are tapping into OER as the only source for textbooks. OER provides an opportunity to try new ways of teaching and learning, many of which are more collaborative and participatory.



Why Open Educational Resources Matter
from Brendan Walsh



02:09
HD
vimeo

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SPEC Kit 351: Affordable Course Content and Open Educational Resources

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Open Education Resources (OER)

OER for Educators

- Open Books & Textbooks
- OER Repositories
- OER Advocacy
- Open Audiovisual Resources

OER for Learners

- Open Education Initiative
- Open Education Events

OER for Educators

Below are several resources that might be useful to the instructor who would like to know more about the open education movement and how to teach with open education resources.

Contact North | Contact Nord
Ontario's Distance Education & Training Network

WHAT ARE OPEN EDUCATIONAL RESOURCES (OER)?



Video Presenter
Dr. Rory McGreal
UNESCO/Commonwealth of Learning
Chair in Open Educational Resources
A Research Associate of
Contact North & Contact Nord

03:33

▶

OPEN EDUCATIONAL RESOURCES (OER):
A VIDEO SERIES

www.contactnorth.com/oer

EMERGING TECHNOLOGIES SERIES

Dr. Rory McGreal, the UNESCO/Commonwealth of Learning Chair in Open Educational Resources shares his expertise in a series of 10 short, informative videos that address the what, why, where, and how of OER. Please note that this is Canada-based and therefore one of the chapters is "Where to find quality French-language Open Educational Resources".

An Open Education Reader

This is a collection of readings on open education with commentary created for a graduate course at Brigham Young University and edited by David Wiley. It includes chapters on intellectual property, free software, open source, open content, open textbooks, and research in open education.

The Open Education Handbook

This handbook is a deliverable of the LinkedUp Project, and is a primer on the open education ecosystem, information about useful tools and software, references, a glossary of commonly used terms, case studies and examples, and answers to frequently asked questions.

An Examination of the Lived Experience of Eleven Educators Who Have Implemented Open Textbooks in Their Teaching


A masters thesis by Danielle Paradis out of Royal Roads University, Victoria, BC. Of particular interest is Chapter 4, Results. It includes quotes from teachers on how they found out about OERs, their experience teaching with them, and motivations behind use.

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ELEARNING AT THE
UNIVERSITY LIBRARIES

eLearning at the Libraries

Partnership for Affordable Content

Save money with the Libraries!

The University Libraries are committed to supporting the digitally enhanced learning environment by providing innovative solutions to integrate library content and services into existing and future course environments. We currently offer a variety of services that can be customized to meet the needs of a particular class or an assignment. In addition, we are implementing several pilot projects focused on providing new and reformatted content that best meets the pedagogical needs of these emerging online course environments.

Contact us to consult about available eLearning services - learnlib@umn.edu.

Unizin Engage Pilot

The University Libraries along with partners in the Office of Information Technology, the Center for Educational Innovation, and the University Bookstores is providing access to the Unizin Engage platform in Spring 2016 and Fall 2016. Engage is a digital content platform that allows faculty to organize, deliver, and measure the uses of open and licensed content for a course. Engage student-course pricing is designed to provide significant savings due to the "All Student Acquire" model. Unizin publisher agreements provide aggressive discounts for students - often 50% off new textbook pricing.

Benefits include:

- Lower costs of publisher materials to students
- Access to publisher content on the first day of class
- All students have the same content, rather than an older version of text
- Direct integration with Moodle or Canvas, providing students with single sign on access to course material
- Additional tools for engagement with teachers and students - content based Q&A, content analytics on reading time, notes taken, and questions posed

Contact learnlib@umn.edu to discuss publisher availability, use of openly licensed or non-textbook content in the Engage environment, or any questions you might have for us!

Digital Coursepack

Work with the University Libraries eLearning team to create your own digital coursepack containing library licensed materials, copyrighted materials, and freely available materials all in one place. The University Libraries' digital coursepack project streamlines the course content creation process to make it easier for faculty and students to get the materials they need for success. Digital Course Packs also help save students money by utilizing materials already owned by the libraries.

Content Discovery We can help instructors find customized course content and materials already purchased through the University Libraries. The Libraries have access to thousands of full-text databases, journals, and e-books that can easily be integrated into your course environment. Utilizing library content saves students money. We can help you find it.

UNIVERSITY OF MINNESOTA LIBRARIES

Elearning at the University Libraries

<http://lib.umn.edu/elearning>

Content Acquisition

The University Libraries will investigate strategic purchases for new materials for direct course support. Work with the University Libraries eLearning and collections/liaison teams to identify content for purchase for your course. We are willing to explore a variety of format, copyright, and delivery issues to help make your experience as painless as possible.

Copyright/Intellectual property advising

Consult with Nancy Sims, Copyright Program Librarian, to learn more about copyright issues in the online course environment. The [Copyright Information and Resources](#) site as well as a variety of workshops are also available.

Course Content Creation/Digital Publishing

The Libraries currently offer a variety of services that support course content creation and publishing. We are also exploring more streamlined and integrated solutions for future course support.

Library Course Pages

We can customize a [web page of library resources](#) to support an assignment, course or program. Some faculty also add librarians as instructors in their course website (e.g. Moodle) to support student research. We can also give advice on readings, images, video and other media to enrich your online course website.

Find out more about [instructional support services](#) at the University Libraries.

Contact Us

Kristi Jensen

Program Development Lead, eLearning Support Initiative

Shane Nackerud

Technology Lead, eLearning Support Initiative

Copyright Questions?

Nancy Sims

Copyright Program Librarian



University of Minnesota Libraries

499 Wilson Library
309 19th Avenue South
Minneapolis, MN 55455

Phone

(612) 624-3321

Email

[Contact Us](#)

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UNIVERSITY OF MISSOURI LIBRARIES


OER: Open Educational Resources: Resources on Campus

<http://libraryguides.missouri.edu/c.php?g=420086&p=2865293>

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Library Guides

OER: Open Educational Resources

Resources on Campus

OER: Open Educational Resources: Resources on Campus

Designed for educators at the University of Missouri, this guide covers ways to find, create, and use Open Textbooks & Open Educational Resources

Welcome

OER Discovery Tools & Organizations

Resources on Campus

MU Student Government Support

OER Week 2016

Reducing Costs and Making Education More Affordable

There are many resources on campus that can help you

- find OERs • user OERs • create OERs • make your own work openly accessible • learn more about Open Education & OERs • reduce course material costs for your students •

MU Libraries

"The open education movement is a sharing movement, and it speaks to libraries because, at its core, the basic concept is that the more materials are shared, the more the world is bettered."

— Jensen & West

MU Libraries has information and systems in place that faculty can use to make course materials freely shareable for students:

Course Reserves

Faculty can place electronic and print material on reserve in order to ensure that all students in the class have access to it. Please submit request forms as soon as you can, especially if it includes items not already in our collection.

Finding Textbooks in the Merlin Catalog

MU Libraries does not automatically purchase textbooks used in classes, however, some textbooks may be available for checkout through the library.

Copyright Guide

MU Libraries can provide you with information, guidelines, and best practices on copyright and fair use. Whether you are managing the copyright on your own material or determining how to use the creations of others, this guide may have the answers to your questions.

Contact [Grace Atkins](#), user engagement librarian and OER expert, for more information.

ET @ MO

ET @ MO works with the university community to improve teaching and learning within a framework of educational technology. Their services include

- Instructional Media Studio
- Syllabus Review
- Teaching Assessment with MoCAT
- Survey of Campus Technology
- In-office software training
- Quality Course Review
- Curricular Planning Consultations

ET @ MO can help you think about and implement Open Educational Resources in your class.

Contact for etHELP@missouri.edu more information.

MOspace: MU Institutional Repository

The **MOspace Institutional Repository** is an online repository for creative and scholarly works and other resources created by faculty, students, and staff at the University of Missouri—Columbia and the University of Missouri—Kansas City. MOspace makes these resources freely available on the web and assures their preservation for the future.

For projects with video and audio components, the **MU Digital Library** platform provides the University of Missouri community with a secure space to store, preserve, and share various forms of digital content.

Interested in submitting your own work?

Faculty, students, staff, and other individuals or entities associated with the University of Missouri—Columbia, the University of Missouri—Kansas City, and the University of Missouri System are encouraged to submit works to MOspace and/or the MU Digital Library. Co-authors need not be affiliated with the University of Missouri.

[Learn more about how to Submit Works to MOspace](#)

The Mizzou Store

The Mizzou Store partners with faculty to identify course content that increases student engagement, provides access to digital course materials the first day of class, and reduces overall costs.

Mizzou Publishing

Mizzou Publishing was created in response to the needs of MU educators. Instructors needed a cost efficient, copyright compliant alternative to supplement traditional classroom materials. See the Mizzou Publishing [How-To Guide](#), which shows how the bookstore's printing and binding machinery can be used to create materials.

The AutoAccess Program

AutoAccess offers digital content to students at lower costs than traditional printed course materials. As the cost of course materials rises and digital material gains popularity, this new initiative offers a flexible and cost effective solution for both students and faculty. AutoAccess provides required course materials automatically when a student enrolls in the course through the LMS.

OER @ MU Interest Group

Want to stay up-to-date on what's going on in Mizzou's OER community?

Email [Grace Atkins](#) to join the MU OER Interest Group's email list!

Last Updated: May 17, 2016 11:31 PM | URL: <http://libraryguides.missouri.edu/OpenEducationalResources> | [Print Page](#)

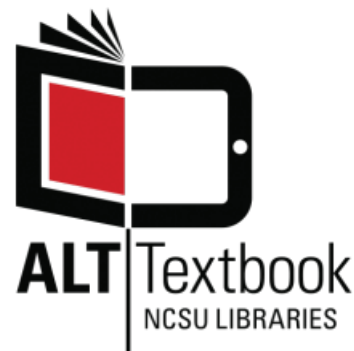
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Alt-Textbook Project

In the Fall 2014 term, the NCSU Libraries awarded a first round of grants to faculty to adopt, adapt, or create free or low-cost alternatives to expensive textbooks. The first round is in progress and is expected to save NC State students more than \$200,000 in the first year.

How to Apply

Complete the [Call for Proposals](#) form with information about your course and a brief narrative describing your proposed alternative to a commercial textbook. All current faculty members of NC State University teaching courses in Spring or Fall 2016 are eligible to apply. To learn more contact [Will Cross](#), Director of the NCSU Libraries Copyright & Digital Scholarship Center.



Information Sessions

Information sessions will be held in partnership with the Office of Faculty Development on Monday, October 5th from 10:15-11:30am and in the Libraries at the following times:

Thursday 9/17/15 - Hunt Library
Conference Room 5703
1-2pm

Wednesday 10/7/15 - DH Hill Library
Assembly Room
1-2pm

Open Textbooks and NCSU Libraries

The NCSU Libraries is committed to fostering change in the current textbook publishing environment. The Libraries' [Copyright and Digital Scholarship Center](#) is available to partner with faculty members on licensing resources, using digital repositories, and creating and publishing their own open educational resources. The Alt-Textbook Project will empower faculty to innovate pedagogically, enhance access for NC State students to high-quality, tailored educational materials, and reduce the financial burden of expensive

textbooks.

The Problem with Textbooks

- › Runaway textbook costs on college campuses have become a major impediment to student success.
- › Textbook costs have outpaced inflation by 300% over the last 30 years.
- › Students spend an average of \$1,200 per year on textbooks.
- › 7 out of 10 students have forgone purchasing college textbooks because of cost, according to a recent PIRG survey on 13 college campuses.

Open Educational Resources: A Solution

Many alternatives to the current textbook publishing landscape have emerged in the last decade, allowing faculty to easily find and use current, high-quality free online Open Educational Resources for their courses. Projects such as [Open Textbook Library](#) and [OpenStax College](#) provide access to free, peer-reviewed textbooks covering a wide variety of subjects, while other initiatives such as [OpenStax CNX](#) and [Merlot II](#) provide repositories of peer-reviewed open educational materials that can be remixed and customized by faculty who wish to build their own textbook or course materials.

Projects at NCSU

The 2014-15 Alt-Textbook OERs are out and being used in courses this semester!

Projects from the first round span nine schools and departments, represent innovative strategies for pedagogical change such as Maria Gallardo-Williams' nationally-recognized [S.M.A.R.T. lab videos](#) and Sabrina Robertson and Carlos Goller's [BIT OER project](#), and have collectively saved NCSU students more than **\$200,000** in 2015.

Alt-Textbook projects from the first round include:

- › Dr. Andrew Cooper's (Mathematics) MA225: *Foundations of Advanced Mathematics*
- › Dr. Michael Evans' (Curriculum, Instruction, and Counselor Education) ECI 515: *Online Collaborations in Education*
- › Maria Gallardo-Williams' (Chemistry) CH226: *Organic Chemistry I Lab*
- › Juliana Kocsis' (Foreign Languages) FLE 201: *Oral Communication in English for International Students*
- › Janell Moretz's (Parks, Recreation and Sport Management) PRT 238: *Diversity and Inclusion in Parks, Recreation and Sport Management*

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

Alt-Textbook Project

<https://www.lib.ncsu.edu/alttextbook>

- › Jennifer Landin's (Biology) BIO105: *Biology in the Modern World*
- › Sabrina Robertson and Carlos Goller's (Biotechnology) BIT 410/510: *Core Technologies in Molecular Biology*
- › Adria E. Shipp's (Education) ECD 561: *Strategies for Clinical Assessment in Counseling*
- › Alyson Wilson's (Statistics) ST/CSC 495: *Introduction to Data Science*

Contact

Will Cross, NCSU Libraries Copyright & Digital Scholarship Center

UNIVERSITY OF OKLAHOMA LIBRARIES

Open Educational Resources: Discipline Specific OER

http://guides.ou.edu/OER/oer/discipline_specific_oers

OU Libraries / LibGuides / Open Educational Resources / Discipline Specific OER

Open Educational Resources: Discipline Specific OER

This site is designed to introduce OER initiatives, explain creative commons licensing and OER, and to help you get started searching for Open Educational Resources for teaching and learning.

Enter Search Words

Home Open Textbook Collections Finding OERs Discipline Specific OER Students OU OpenEd Blog

Alternative Textbook Program Creative Commons Licensing

Subjects

- Biology
- Chemistry
- Computer Science
- Economics
- Engineering
- English / Literature
- Geology
- History
- Journalism
- Languages
- Mathematics
- Physics
- Sociology
- Statistics

Open Content

About

Below you will find the largest, most popular repositories of open educational resources. At the left you will find links to subject-dedicated pages featuring textbooks, supplemental materials, and video lectures. Each resource is introduced by a short paragraph that lists what one can expect to find in that particular resource, its developers and their university affiliations in addition to the usage terms associated with the content. All of the content featured within these pages is free to use, but usage rights vary. Most content found within these pages is released under a Creative Commons license. Some content is in the public domain and fewer still are under full copyright but can be linked to or used free of charge. More information about Creative Commons licensing can be found at the [OU Creative Commons LibGuide](#).

Use

This collection is intended to showcase the potential of open educational resources to curb high textbook prices. It is our hope that its users feel free to adopt these resources or leave constructive comments about the resources found on these pages. Comments from students and faculty alike will be thoughtfully considered and used to guide the future development of this collection. If you need additional content, or are not finding what you need in the provided links, please contact Stacy Zemke (szemke@ou.edu) for additional help with open resources.

General Open Educational Resource Repositories:

[OER Commons](#)

OER Commons was developed to serve educators in discovering, creating, and collaborating around the use, evaluation, and improvement of open educational resources. Not only can OER Commons help during the hunt for OERs, but it can also serve as a place to create resources. The OER Commons *open author* tool allows users to combine text, images, audio, and video files into their own customized resource as well as create brand new resources from scratch. **Recommended by OU Librarians for the Business, Education, History, Life Sciences, Psychology and Sociology subject areas.** [Read more about our reviews of OER Commons](#)

OpenStax CNX (formerly Connexions)

Connexions is an educational content repository and a content management system that can be used to search for and remix learning modules. The modular nature of Connexions makes remixing or downloading specific pieces of content a seamless task. Because content can be submitted by anyone, Connexions features what it calls *lenses* which provide a mechanism for viewing vetted and endorsed contents. Lenses act as a preliminary quality control measure. This site is not recommended by OU Librarians for any specific subject areas. Though it is recommended for the [OpenStax Textbooks](#).

[Read more about our reviews of OpenStaxCNX](#)



Merlot

Merlot is a web-based repository of educational material that is free, open, and peer reviewed. Merlot makes searching for resources easy, as it provides a link to the original content, a description of it, and all associated information such as its intended audience as well as its usage permissions. Merlot also features tools for combining content found within its repository. **Recommended by OU Librarians for the Business, Education, Music, Political Science and Sociology subject areas.** [Read more about our reviews of MERLOT](#)



Saylor

Saylor is a modular repository of open educational resources. Faculty at Saylor compile open educational material from across the web into courses that are modeled after those taught in universities. Saylor's search feature is a quick way to highlight resources that contain a specific topic. **Recommended by OU Librarians for the Art History, Business, Engineering, History, Political Science and Psychology subject areas.** [Read more about our reviews of Saylor.org](#).



Updates and Content Submission

This LibGuide is continuously being updated. Please subscribe to the [RSS feed](#) to be updated when new content is added. Again, the quality of resources collected here is a function of feedback submitted by students and faculty. Found an OER that is not listed in these pages? We would love to hear about it. Link to it in a comment or send it to codyalantaylor@ou.edu.

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Subjects: [General](#) Tags: [oer](#)




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The Alternate Textbook Project at Temple Libraries: Home

this guide describes Temple Libraries Alternate Textbook Project, a program that supports faculty to stop using expensive commercial textbooks and to instead create their own set of learning content that can be offered to students at no cost.

[Home](#) [About the Project](#) [How to Get Involved](#) [Submitting a Proposal](#) [Sample Alt-Textbook Projects](#) [Project Evaluation](#)

This Is The Alternate Textbook Project

This page introduces you to the Temple Libraries Alternate Textbook Project

Did You Know?

- The Alt-Textbook Project has saved Temple students over \$300,000 since the Project started in 2011.
- According to research conducted by the U.S. Public Interest Research Group, 7 out of 10 college students have reported not buying a required textbook at least once.
- The average cost of a new print textbook is \$128.
- A college student will spend \$1,300 on average for textbooks.
- Since 1978 the cost of textbooks has increased 812% or 3.2 times the rate of inflation. Since it began in 2011, 35 faculty have participated in the Alternate Textbook Project
- If every U.S. college student was using just one open textbook, the total savings to students would be approximately \$1,000,000,000 (that's a billion!)
- Temple Libraries Alternate Textbook Project was featured in a Chronicle of Higher Education article in 2012
- [Temple U. Project Ditches Textbooks for Homemade Digital Alternatives](#)

What is The Alternate Textbook Project

College students are concerned about the cost of textbooks.

Faculty are concerned about their students spending so much money on textbooks.

The Alternate Textbook Project is designed to find better and less costly ways for faculty to deliver the instructional content their students need to learn. Good for students. Good for faculty.

Discover the Alternate Textbook Project. Learn how to get involved.

Join the textbook revolution.

PROPOSAL SUBMISSION FOR THE SIXTH ROUND OF PROJECTS WILL OPEN MARCH, 2016.


The deadline to submit a proposal is Friday, April 29, 2016.

NEED MORE INFORMATION? WANT TO GET FEEDBACK ON A PROJECT IDEA? CONTACT STEVEN BELL, ASSOCIATE UNIVERSITY LIBRARIAN.

Read more about the Alternate Textbook Project in "Ditch Your Textbook: Moving to OER and Alt-Textbooks" published in the April 2014 issue of the Temple University Faculty Herald. (link below)

- [Ditch Your Textbook: Moving to OER and Alt-Textbooks](#) article from the temple faculty herald about the alternate textbook project [more...](#)

Who is Steven Bell



Steven Bell

[Email Me](#)

Contact:
Paley Library
Room 134

Learn About Open Educational Resources (OER)


- [Open Educational Resources Guide](#)
Learn more about OER by visiting our guide dedicated to that topic. There are links to resources, video about projects and additional information for faculty, students and librarians who want to learn more.

Last Updated: May 24, 2016 4:06 PM | URL: <http://guides.temple.edu/alttextbook> | [Print Page](#)

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SPEC Kit 351: Affordable Course Content and Open Educational Resources

71



Jean and Alexander Heard
LIBRARY

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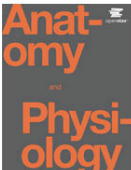
[Vanderbilt University Library](#) / [Research Guides](#) / [Open Educational Resources](#) / [Home](#)

Open Educational Resources


This project seeks to evaluate the quality of open educational textbooks by soliciting reviews from Vanderbilt faculty members.

[Home](#)
[Team](#)
[VUSG Resolution](#)

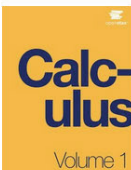
Open Textbooks Available for Review



Anatomy and Physiology by James A. Wise, et. al. ⓘ
ISBN: 1938168135
Publication Date: 2013




Biology by OpenStax College ⓘ
ISBN: 1938168097
Publication Date: 2013-03-01



Calculus Volume 1 by

OER Logo



OPEN EDUCATIONAL RESOURCES

Exploring Open Educational Textbooks

Open Textbooks Initiative at Vanderbilt University

The primary goal of this program is to increase awareness of open textbooks among Vanderbilt University faculty members. Open textbooks are a subcategory of open educational resources, which are resources licensed (typically with a Creative Commons license) for use without fee by faculty, students, and staff. The open textbook initiative seeks to alleviate the high and growing costs of textbooks to students by producing openly licensed alternatives. In addition, the open textbook initiative encourages faculty to remix textbooks by combining multiple sources, adding original chapters, and altering textbook content to fit particular needs.

Write a Review

Write a Review of an OER Textbook

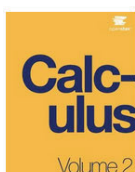
We invite members of the Vanderbilt faculty to review the growing list of open educational textbooks. Please consult this site for a list of open education textbooks in your field.

To review a textbook, please use this [survey instrument](#). Reviews will be posted to the [Open Textbook Library](#) for use by educators and students who visit the site.

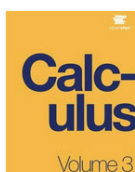
Payment of \$200 will be made for every review of an open educational textbook satisfactorily completed by members of the Vanderbilt University faculty. Please contact [David Weintraub](#) before starting to review textbooks.

Please note: Any review you contribute will be made publicly available and redistributed under a [CC-BY license](#).

Calculus Volume 1 by
OpenStax
ISBN: 9781938168024
Publication Date: 2016-03-07



Calculus Volume 2 by
OpenStax
ISBN: 9781938168062
Publication Date: 2016-03-07



Calculus Volume 3 by
OpenStax
ISBN: 9781938168079
Publication Date: 2016-03-07




Chemistry by OpenStax College
ISBN: 1938168399
Publication Date: 2015

Reviewer's Rubric

Open Textbooks Review Criteria:

1. **Comprehensiveness** - The text covers all areas and ideas of the subject appropriately and provides an effective index and/or glossary.
2. **Content Accuracy** - Content is accurate, error-free and unbiased.
3. **Relevance/Longevity** - Content is up-to-date, but not in a way that will quickly make the text obsolete within a short period of time. The text is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement.
4. **Clarity** - The text is written in lucid, accessible prose, and provides adequate context for any jargon/technical terminology used.
5. **Consistency** - The text is internally consistent in terms of terminology and framework.
6. **Modularity** - The text is easily and readily divisible into smaller reading sections that can be assigned at different points within the course (i.e., enormous blocks of text without subheadings should be avoided). The text should not be overly self-referential, and should be easily reorganized and realigned with various subunits of a course without presenting much disruption to the reader.
7. **Organization/Structure/Flow** - The topics in the text are presented in a logical, clear fashion.
8. **Interface** - The text is free of significant interface issues, including navigation problems, distortion of images/charts, and any other display features that may distract or confuse the reader.
9. **Grammatical Errors** - The text contains no grammatical errors.
10. **Cultural Relevance** - The text is not culturally insensitive or offensive in any way. It should make use of examples that are inclusive of a variety of races, ethnicities, and backgrounds.

This rubric was developed by BCcampus and can be found at <http://open.bccampus.ca/>. It is a derivative of the Peer Review criteria used by Saylor.org, available at <http://www.saylor.org/open-textbook-challenge-peer-review-criteria/>, which is a derivative of the review rubric used by College Open Textbooks, available at <http://collegeopentextbooks.org/page/review-2> which was adapted from the American Library Association Choice Selection Policy found at <http://www.ala.org/acrl/choice/selectionpolicy>. This work is licensed under a Creative Commons Attribution 3.0 Unported license.



University Libraries


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QUICKLINKS


[Ask a Librarian](#)
[Background info](#)
[Creative Commons licenses](#)
[Open textbook collections](#)
[Open Education Week](#)
[Open educational resources](#)

Open education week 2016

The University Libraries and campus partners will celebrate Open Education Week March 14-18, 2016 with events and workshops, and a keynote speech on March 17. Visit lib.vt.edu/oer or watch the OpenVT and OpenVA listservs for event details and announcements.



Contact us



» Anita R Walz

» Open Education, Copyright & Scholarly Communications Librarian


» 540-231-2204

» arwalz@vt.edu

» 207B Newman Library (0434)

560 Drillfield Drive

Blacksburg, VA 24061



» Ginny Pannabecker

» Life Science and Scholarly Communication Librarian

» 540-231-7980

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» 410 Newman Library (0434)

560 Drillfield Drive

Blacksburg, VA 24061

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Open educational resource announcements

Open textbooks on display in Newman Library

Open education

Open educational resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. They include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge." - Hewlett Foundation

OER initiative

The libraries' Open Educational Resources (OER) initiative aims to address the following question:


What can we do to improve student learning and faculty teaching materials to make them increasingly

1. Affordable - ensuring that no student is excluded from access because of financial reasons
2. Accessible - available in multiple formats, compatible with multiple devices, as well as ADA compliant
3. Quality - peer-reviewed, current, usable/readable by the intended audience
4. Flexible/Adaptable - supportive of various faculty teaching and student learning pedagogies, across disciplines, and teaching approaches
5. Engaging - encouraging efficacious and active student engagement with learning materials
6. Innovative - adopting, where relevant, and teaching technical literacies

The Open Education movement is built around the 5Rs of Open. These represent the gold standard in openness:

1. Retain – the right to make, own, and control copies of the content
2. Reuse – the right to use the content in a wide range of ways (e.g., in class, in study group, on a public website, in a video)
3. Revise – the right to adapt, modify, or alter the content itself (e.g., translate the content into another language)
4. Remix – the right to combine the original or revised content with other open content to create something new (e.g., mashup)
5. Redistribute – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

74 Representative Documents: Library ACC/OER Webpages



[Library web](#)
[Summon](#)

[A to Z Index](#)
[Library staff](#)

[Library](#) / [LibGuides](#) / [Open Educational Resources](#) / [OER Overview](#)

Open Educational Resources: OER Overview

A "getting started" guide overviewing open, editable, and lower-cost textbooks and open teaching & learning resources for faculty, students, and librarians.

[OER Overview](#)
[Creative Commons Licenses](#)
[Open Textbooks Collections](#)
[Discipline Specific OER](#)
[Images & Illustrations](#)

[Librarian Tool Box](#)
[Open Education Week](#)

What are Open Educational Resources?

Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. They include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge." - Hewlett Foundation

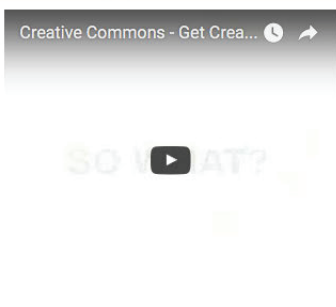
Get Involved!

Through a partnership with the [Open Textbook Library](#), the University Libraries at Virginia Tech are pleased to offer the opportunity for VT faculty to attend an **Open Textbook Adoption Workshop** and receive \$200 for a written review of an open textbook. The 1-hour workshop is offered periodically throughout the semester and covers:

- Open - what it is and what it isn't
- Open educational resources and open textbooks as a solution to student affordability issues
- OER as a tool for learning resource customization and pedagogical innovation
- Supporting faculty adoptions of open educational resources


Open textbooks may be selected from among those in the [Open Textbook Library](#). Please apply [here](#) or contact [Anita Walz](#) for additional information.

Essential Foundations of OER: Open Licensing. "Get Creative: On the origin and adventures of the Creative Commons licensing project"



Currently featured Open Educational Resources

- [OpenStax College open textbooks](#)
- [Open Source Laboratory Notebooks](#)
- [Mouse Party \[interactive\] Genetics and the Brain](#)



Psychology by OpenStax College


ISBN: 9781938168352

Publication Date: 2014-12-08

About Authoring Open Educational Resources

- [AAUP Article on Open Textbook Publishing](#)

Open Education Librarian



Anita Walz

[Email Me](#)

Contact:

NEED HELP? Contact me!

Newman Library 207B

Economics, Mathematics & Law Liaison

~ Open Education, Copyright, and Scholarly Communications Librarian~

540-231-2204

How do I figure out whether something is "openly-licensed"?

- [Determining the copyright and licensing status of a work](#)

Why Open licensing? Why OER?

VIDEO: [Why Open Education Matters](#) (2:27)

Definition: "[Open Educational Resources] are teaching, learning, and research resources that reside in the **public domain** or have been released under an **intellectual property license** [such as certain kinds of Creative Commons licenses] that permits their free use and re-purposing by others."

Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

Source: The William and Flora Hewlett Foundation (2010)

OER Adoption Impact Calculator

What Are the Impacts of Adopting OER?

The OER Adoption Impact Calculator helps you understand some of the impacts of adopting OER instead of commercial textbooks. Change the values below to match your institution to see how OER adoption can benefit your students and institution. Click, graphs, and language will update in real time as you make changes.

Institutional Settings

Average Textbook Cost: \$100

Number of Student Enrollments Using OER: 1000

Total Textbook Cost to Students

Current: \$100,000

OER: \$0.00

Savings: \$100,000

OER Initiative at the University Libraries, Virginia Tech

The University Libraries' Open Educational Resources (OER) initiative aims to address the following question:

What can we do to improve student learning and faculty teaching materials to make them increasingly:

1. Accessible - available in multiple formats, compatible with multiple devices, as well as ADA compliant;

Why is the Open Source model compelling for learning and research?

VIDEO: [Get Inspired](#) [making education more affordable] (OpenStax)

VIDEO: [Supporting Students to Succeed with Open Education](#) (Lumen Foundation)

VIDEO: [Open Source Cancer Research](#) - TED Talk by Jay Bradner

Short Readings about Open Educational Resources

• **Empirical Research on OER Adoption**

An annotated bibliography of all known empirical research on the impacts of OER adoption. (U.S. focus)

• **Open Textbooks Could Help Students Financially and Academically**

from the Chronicle of Higher Education

• **On Quality and OER**

Dr. David Wiley's Blogpost from Iterating toward openness.

• **7 Things You Should Know about Open Educational Resources**

This document comes from EDUCAUSE.

• **The Cost and Quality of Open Textbooks *more...***

• **Complete Guide to Open Educational Resources**

from Campus Technology (2014)

• **Lumina "Quick Hit" report on OER**

April 2015 Issue Brief from the American Council on Education

2. Affordable - ensuring that no student is excluded from access because of financial reasons;

3. Quality - peer-reviewed, current, authoritative, usable/readable by the intended audience;

4. Flexible/Adaptable - supportive of various faculty teaching and student learning pedagogies, across disciplines, and teaching approaches;

5. Engaging - encouraging efficacious and active student engagement with learning materials; and/or

6. Innovative - adopting, where relevant, and teaching technical literacies.

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3. Revise – the right to adapt, modify, or alter the content itself (e.g., translate the content into another language)
4. Remix – the right to combine the original or revised content with other open content to create something new (e.g., mashup)
5. Redistribute – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

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Social:



Life Science and Scholarly Communication Librarian



Ginny Pannabecker

[Email Me](#)

Contact:

vpannabe@vt.edu
Newman Library, Room 4010
540-231-7980

Office Hours are Flexible:

Contact me to arrange an appointment at: vpannabe@vt.edu

Subjects: Biology, Biochemistry, Bioinformatics, Biomedical Engineering, Human Nutrition Food & Exercise, Medicine, Neuroscience, Population Health Sciences (Public Health), Psychology, Systems Biology



Social:



Lengthier Background Reading

• **Introduction: The Need for Open Educational Resources**

(from Open Educational Resources: Innovation, Research and Practice)

• **A Basic Guide to Open Educational Resources (OER)**

• **Fixing the Broken Textbook Market**

Institution ACC/OER Webpages

UCI Open

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Rap On Trial

Professor Charis Kubrin and Ph.D. candidate Adam Dunbar prepared a ZOTalk, "Rap on Trial: Is It a Crime to Rhyme?" [See the explanation of the associated crowdfunding appeal.](#)

Spotlight on TED/TEDx Talks by UCI Faculty

UCI Open – formerly UCI OpenCourseWare – strives to bring UC Irvine to the world by making course materials, lectures, conferences, and other academic content available for free online. We are now pleased to expand this mission with new collections, such as the TED/TEDx talks given by UCI faculty members and researchers in one convenient location on our website.

Warren Wiechmann, Associate Dean for Instructional Technologies at the UCI School of Medicine

Why it's important: Receiving an invitation to give a TED talk is reserved for [read more](#)

Other Free and Public Resources at UCI

UCI@Coursera

UCI offers nearly 50 massive open, online courses at Coursera in a variety of formats: on-demand (anytime) or cohort-based. UCI was an early adopter of MOOCs and a number of these offerings are based on open educational resources also available on this site.

ZotTalks

In the first of a series of [ZotTalks](#), we feature a short video by Prof. Charis Kubrin and Ph.D. candidate Adam Dunbar's discussion of the use of rap lyrics as evidence in criminal trials. [ZotTalks](#) are educational talks focused on securing crowd-funding for low-cost, high impact research and publication projects. Future subjects will display the breadth of research and curricular interests at UCI.

The UCI Open Blog

- Research against injustice**
5/25/2016 2:59:17 PM
Professor Charis Kubrin (Criminology, Law and Society), together with graduate student, Adam Dunbar, have designed a set of ...
- UCI Open to Present at Open Education Global in Krakow**
4/5/2016 8:14:11 PM
UCI Open's Larry Cooperman and Stefano Stefan will be presenting a talk entitled "Open Education Tool Development ...
- How do you choose your OERs?**
3/24/2016 7:44:33 PM
I recently came across a research paper published in the Royal Society of Chemistry's journal Chemistry Education Research and ...

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University of California, Irvine

Since 1965, the University of California, Irvine has combined the strengths of a major research university with the bounty of an incomparable Southern California location. UCI's unyielding commitment to rigorous academics, cutting-edge research, and leadership and character development makes the campus a driving force for innovation and discovery that serves our local, national and global communities in many ways.

Emergent Phenomena in Science and Everyday Life
Available now

Project Management Capstone
Next session May 30, 2016

The Arduino Platform and C Programming
Available now

Advanced Writing
Next session May 30, 2016

Intercultural Communication and Conflict Resolution
Available now

Effective Problem-Solving and Decision-Making
Available now

Conflict Resolution Skills
Available now

Tricky English Grammar
Starting July 2016

Grammar and Punctuation
Next session May 30, 2016

The Power of Microeconomics: Economic Principles in the Real World
Available now


Intermediate Grammar Capstone
Starting August 2016



Networking and Security in iOS Applications
Available now


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About

<http://affordablelearninggeorgia.org>



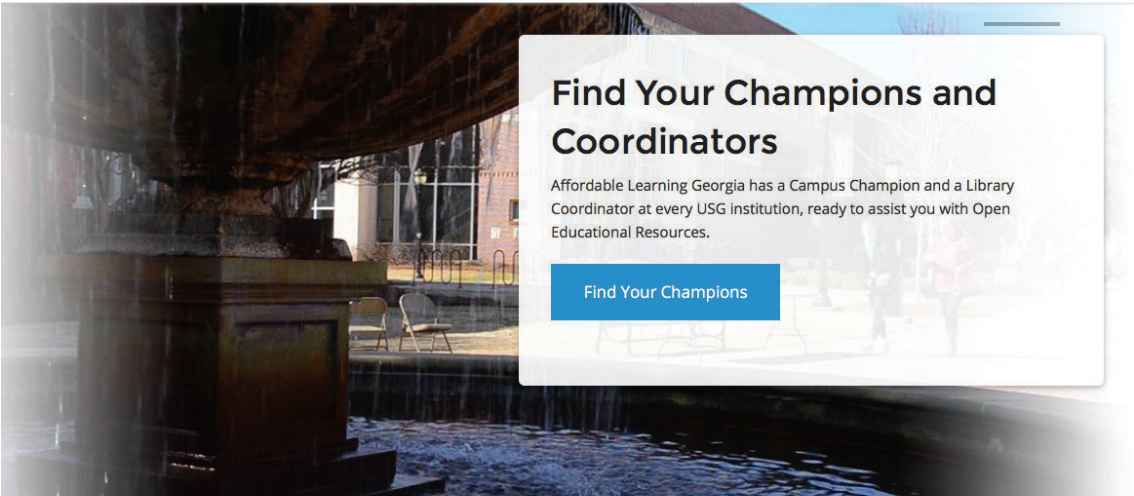
 [NEWSLETTER](#) | [CONTACT US](#)



Georgia's Virtual Library
GALILEO
An Initiative of the University System of Georgia

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Find Your Champions and Coordinators

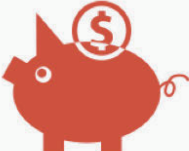
Affordable Learning Georgia has a Campus Champion and a Library Coordinator at every USG institution, ready to assist you with Open Educational Resources.

[Find Your Champions](#)




Discover, Search and Find

[Learn More...](#)



How We're Helping Students

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GEORGETOWN UNIVERSITY

INITIATIVE ON TECHNOLOGY-ENHANCED LEARNING

AboutOpen TrackFaculty CohortsGeorgetownX

HOME / FACULTY COHORTS / OER

Flipping the Classroom with Open Educational Resources (OERs)

This cohort integrates open educational resources (such as MOOCs, online simulations, and other open/free course content, or materials freshly created and openly licensed as an OER) for use in current on-campus courses as a tool to help rethink or flip the classroom experience.

Cohort Facilitators

Janet Russell, Yong Lee, Beth Marhanka

Cohort Members

Anne Rosenwald, Biology I Spring 2014
"Using Online Resources to Enhance Learning in Biochemistry"

Jan Blancato, Oncology I Spring 2014
"Student Analysis of Biotechnology Videos"

Jennifer Swift, Chemistry I Spring 2014
"Using Online Modules in Molecular Gastronomy"

Lamar Reinsch, McDonough School of Business I Spring 2014
"Encouraging Critical Listening and Thinking in New Graduate Students"

Monica Arruda de Almeida, Center for Latin American Studies I Spring 2014
"Illicit Global Economy"

Rollie Flynn, McCourt School of Public Policy I Spring 2014
"Intelligence & Public Policy"

Shareen Joshi, Global Human Development I Spring 2014



Watch a short video (1:57) about Shareen Joshi's ITEL project and her experience with the cohort.



OER Resources

Links to videos that take you through creating OER and to copyright and Creative Commons licensing guidance, and attribution builders.

[Getting Started](#) and [Copyright for OER](#)

OER Libguides provide a platform for curated collections of OER and other educational materials that are free to UH students. Any UH faculty who would like to use this platform to collect OER for a class is welcome. Just email oer@hawaii.edu for an account.

[OER Libguides](#) (in the search box enter OER)

Open Courses provide a structure (syllabus), a timeline, and lecture content. Often they require

the students to purchase the accompanying texts.

Open Courses

Sources for textbooks were selected with [Creative Commons CC By](#) licensing, allowing you to download, reuse, revise, and redistribute the content.

Sources for Textbooks

Learning Objects sources include wikis, lesson plans, short videos, software, and other tools. Each source offers different search capabilities and conditions of use vary.

Learning Object Sources

Open Access journals enable your students to access peer reviewed literature without licensing barriers.

Open Access to Journal Article Sources


Museums and libraries provide digitized primary sources and historical context to your OER.

Digital Museum and Library Sources

Open access video sources provide university content and learning support for your students.

Video Sources


OER AT UH

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UNIVERSITY OF MARYLAND

UNIVERSITY OF MARYLAND



Textbook Affordability at UMD

Open Educational Resources

Home

Faculty Successes

How To

Resources

For Students

Top 5 Myths

Open Educational Resources

Overview of Issues

The University of Maryland estimates students spend an average of \$1,130 on books and supplies per year. Textbook prices have risen a whopping 186% since 1998, and these increasing prices have affected our student's ability to learn. Forty-eight percent of students reported that textbook prices affected which/how many classes they took, and 65% of students said they've skipped a book. Of those students, 94% said they were concerned it would hurt their grade. The Student Government Association is working to ease the burden on students with textbook affordability initiatives.

Selecting Textbooks/Costs

Selecting textbooks and other resources for classes is a key responsibility of faculty, and picking the ones that match the instructor's goals and help students learn is a challenging task. But price is rarely considered in this decision making process. The goal of this site is to help students and faculty alike understand the importance of and process for considering price as one factor in selecting textbooks. Reducing price, sometimes all the way to \$0, can improve quality, equity and student learning, as supported by the research of [Robinson, Fischer, Wiley, and Hilton \(2014\)](#). So read on, and learn how to make this happen!

MOST Initiative

During the fall semester of 2013, the University System of Maryland Student Council (USMSC) piloted a program, the Maryland Open Source Textbook Initiative (MOST) to allow interested faculty members in high-enrollment, entry-level classes to use open-source textbooks. The program, published under a publicly accessible copyright license, allows professors to customize textbook material from a pool of online resources, videos and graphics. Professors who taught large introductory courses at this university and other university system institutions learned about the features of open-source textbooks in guided workshops. In the spring of 2014, the council analyzed the effectiveness of the program by examining student satisfaction, academic achievement and faculty willingness to use the resources. MOST was established to address the root of the textbook affordability problems, and explore affordable options. Members of the University System of Maryland and the USMSC are still evaluating the program, and exploring how to improve it for the upcoming years.

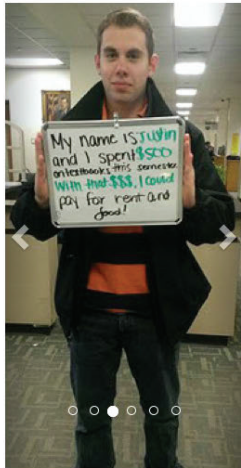
Last update: Feb 27, 2015


Brought to you by the University Libraries, Teaching and Learning Transformation Center, and Student Government Association.

Did You Know?

- An open source textbook is just like any textbook, except it has a nonrestricted copyright license

Students Spend




MICHIGAN STATE UNIVERSITY

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Teaching and Learning Resources

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- › [8. Documenting and Evaluating Teaching](#)
- › [9. Scholarship of Teaching and Learning](#)

Open Educational Resources

Introduction

Open Educational Resources (OER) are courses and learning materials at all educational levels that are freely available online for use by educators and learners worldwide. These resources offer access for those not affiliated with formal educational programs plus opportunities for sharing and collaboration among educators. The sites on this page focus on OER materials and issues in higher education.

A slideshow presentation by Sunnie Kim, Michigan State University, introducing the key elements of OER can be found at <http://www.slideshare.net/MSUglobal/intro-to-oer>. Another useful overview is available at <https://wiki.creativecommons.org/wiki/OER>.

The special issue described under [Journals](#) below of The International Review of Research in Open and Distance Learning provides an overview of current issues surrounding OER.

[Back to top](#)

How Tos

OER Handbook (WikiEducator).
Provides a guide to those just getting started in creating open educational resources: tutorials, examples, resources, a toolkit, and much more.
http://wikieducator.org/OER_Handbook

[Back to top](#)

Examples of Open Educational Resources

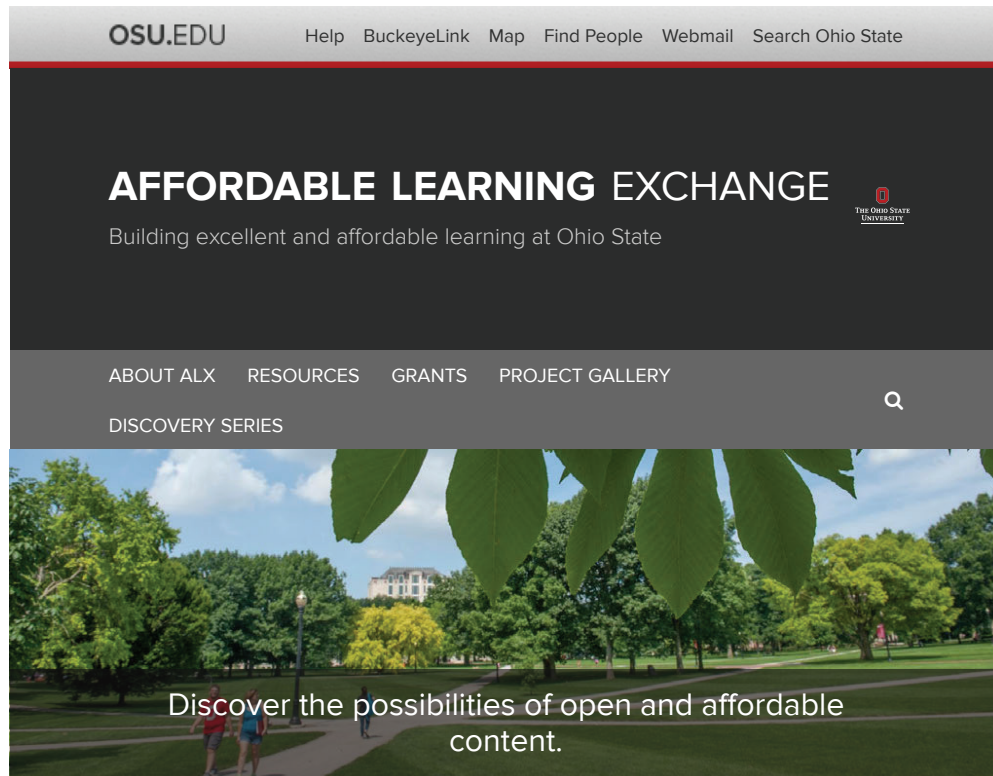
MIT OpenCourseWare, "OCW" (Massachusetts Instituted of Technology).
In April 2001, MIT announced its decision to put the materials used in its campus courses openly online: syllabi, assignments, assessments, and other materials designed by the instructor. At present, several hundred courses from all of MIT's departments are online and in use by educators and learners around the world. MIT's visionary initiative presented a model for other universities and educational institutions.
<http://ocw.mit.edu/index.htm>

OpenCourseWare at John Hopkins Bloomberg School of Public Health.
Courses and materials in all areas of public health are presented here, organized by topic. Links to the OCW Image Library containing hundreds of images from OCW courses.
<http://ocw.jhsph.edu>

Open.Michigan at the University of Michigan.
Offers educational modules, courses, and course materials in a variety of disciplines at the University of Michigan. Also provides opportunities for UM faculty to share their own content and connect with others in related areas.
<http://open.umich.edu>

MERLOT: Multimedia Educational Resources for Learning and Online Teaching. (A California State University Program).
A large site in place since 1997 offering peer reviewed open online teaching and learning materials and discipline communities across the higher education curriculum.
<https://www.merlot.org/merlot/index.htm>

OpenLearn.
This United Kingdom website gives open access to their Open University course materials. Study independently using a



The challenge? Linking affordability, access and excellence in teaching and learning at Ohio State.

Projects funded through the Affordable Learning Exchange will meet this challenge by replacing textbooks and other course materials with alternative, homegrown resources; by sharing publications made available through University Libraries; and by adopting and adapting existing Open Educational Resources (OER) from around the world. [Learn more about OER from Creative Commons.](#)

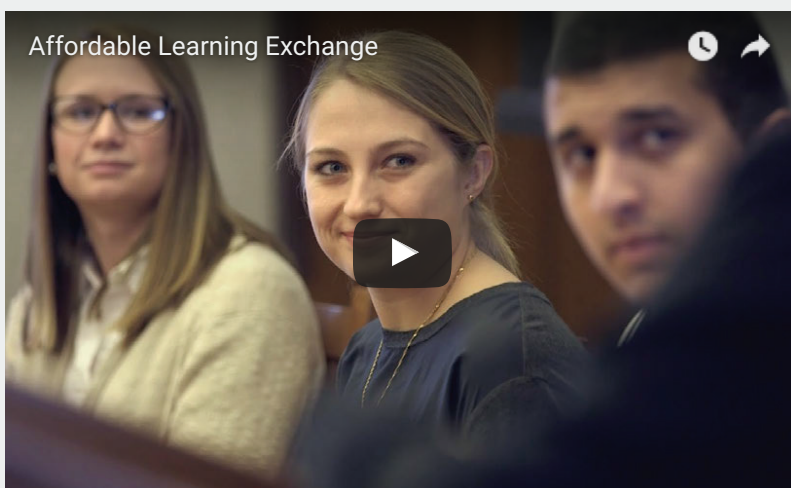
President Drake identified access, affordability and excellence as key elements of his [2020 Vision](#).

Education transforms lives, but only if we can deliver on our promise of access to an excellent and affordable education.



— **Michael Drake**, President, The Ohio State University

WHAT IS ALX?



RESOURCES

If you're interested in making education affordable for your students you're in the right place. Get started by learning about ALX. Dig deeper into the resources that are available to you. **Take a look at our current cohort to get inspired.** Whether your idea is big, small, ready to go, or needing guidance, there's an opportunity for you to get involved.

LEARN ABOUT ALX



#ALXOSU

#alxosu <https://t.co/VdRWlxbbTb>

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RT @ashleyamill: HBD
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Don't know where to

RESOURCES TO TRANSFORM YOUR MATERIALS

EXAMPLE PROJECTS

FUNDING OPPORTUNITIES

DISCOVER THE POSSIBILITIES OF OER


start? Let #alxosu help you navigate:
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Curriculum

OER Collections

Projects

Courses

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OER Collections



Open Education Resources (OERs) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. We have many digital collections that are developed here at the University of Toronto.


Be sure to have a look at our [Curriculum](#) page as well for our Ontario Online learning modules

- [Agnes Chamberlin Digital Collection](#)
- [The Amaranth: Bulletin of Greek Studies Historical Collection](#)
- [Anatomia 1522-1867: Anatomical Plates from the Thomas Fisher Rare Book Library](#)
- [The Barren Lands: J.B. Tyrrell's Expeditions for the Geological Survey of Canada, 1892-1894](#)
- [U of T Books Online \(200,000 titles!\)](#)
- [Canadian Pamphlets and Broadides](#)
- [Canadian Poetry and Poets:](#)
- [Canadian Printer and Publisher](#)
- [The Champlain Society](#)
- [CITD Bioline International Collection](#)
- [CITD eBOOKS](#)
- [Discovery and Early Development of Insulin, 1920-1925](#)
- [Discovery Commons Historical Medical Video Library](#)
- [Dobe I/Kung \(Ju/'hoansi \) Collection – Richard B. Lee](#)
- [FADIS \(Fine Art Digital Imaging System\)](#)
- [G8 Information Centre](#)
- [Godin Tepe Archaeological Collection \(Kangavar Valley, Zagros Mountains, Iran\)](#)
- [P. E. Hallett Farmed Solitary Bees & Wasps Data Set](#)
- [Issues That Matter in Education \(OISE\)](#)
- [Italian Studies Historical Texts & Criticisms](#)
- [Jackson Bibliography of Romantic Poetry](#)
- [Knowledge Media Design Institute Technical Reports](#)
- [Komos, Crete Archaeological Collection](#)
- [Labrador Inuit Through Moravian Eyes](#)
- [Lexicons of Early Modern English](#)
- [Manuscript Fragments](#)
- [The Mayors and Sheriffs of London 1190–1558](#)
- [Medici Archive Project: Documentary Sources for the Arts and Humanities in the Medici Granducal Archive: 1537-1743](#)
- [Mexican Political Pamphlets, 1808-1832](#)
- [Henri J.M. Nouwen Archives and Research Collection](#)
- [Office of International Surgery Collections](#)
- [Polyclave](#)
- [REED Patrons and Performances](#)
- [Representative Poetry Online](#)
- [Soviet Samizdat Periodicals: Uncensored Texts of the Late Soviet Era](#)
- [Supernova Legacy Survey Collection](#)
- [Thermo-Hygrograph Charts \(University of Toronto Mississauga Meteorological Station\)](#)
- [Toronto Korean Language Newspapers](#)
- [University Professors Collection](#)
- [Wenceslaus Hollar Digital Collection](#)

ACC/OER Educational Events



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Georgia's Virtual Library
An Initiative of the University System of Georgia

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Events

Training and Development



Training and Development Series

ALG provides a variety of events that give USG faculty and staff opportunities to acquaint themselves with affordable and open resources and their implementation in the classroom.

Upcoming Events

Event Name	Date	Location	Links
Making Accessible and Inclusive OER	June 1, 2016	Online	Register Now





AFFORDABLE LEARNING GEORGIA

Events | Training and Development

<http://www.affordablelearninggeorgia.org/events/training#>


Archived Events

Event Name	Date	Location	Links
MERLOT and CSU Affordable Learning Solutions: What's New?	May 18, 2016	Online	Blackboard Archive View All Slides
Copyright and Open Licensing in OER Courses	May 4, 2016	Online	Blackboard Archive View All Slides Closed Captioning Transcript
eCore: Approaching Open Textbooks for All Courses	April 26, 2016	Online	Blackboard Archive View All Slides
We Can Be Textbook Heroes (Preconference Symposium, USG Teaching and Learning Conference)	April 12, 2016	UGA Ctr. for Cont. Ed.	View Presentation Slides
You Are Not Alone: Faculty Support and Outreach in Textbook Transformations	April 6, 2016	Online	YouTube Video Links Document
Design Matters: Course Design Using OER and No-Cost Resources	March 23, 2016	Online	Blackboard Archive
Celebrate Open USG 2016	March 8, 2016	Online	Blackboard Archive View Slides
Reimagining the Textbook: Creating and Using New E- and Open Formats	February 19, 2016	MGA	View All Slides
GALILEO and Library Resources in Affordable Courses	February 10, 2016	Online	Blackboard Archive Slides: Fancher/Gallant
Using Homework Systems in Affordable Courses	January 27, 2016	Online	Blackboard Archive Slides: Nicole Finkbeiner Slides: German Vargas Slides: Stone/Hastings
Open Educational Resources: What Do Students Think?	November 11, 2015	Online	Blackboard Archive Slides: Ethan Senack
Teaching at No-Cost: Perspectives from Textbook Transformation Grantees	October 28, 2015	Online	Blackboard Archive Slides: Vega/Vargas Slides: Sartin/Kimsey Slides: Smith/Selby Slides: Zhou/Brown

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Events

We Can Be Textbook Heroes

Courageous New Learning Models and Materials

Affordable Learning Georgia Preconference Symposium and Reception for the USG Teaching and Learning Conference
Tuesday, April 12, 1-5 and 5-9
University of Georgia Center for Continuing Education

Description: *We Can Be Textbook Heroes: Courageous New Learning Models and Materials* is a free half-day symposium on the day before the [USG Teaching and Learning Conference](#), intended to inspire faculty, librarians, instructional designers, administrators, and teaching and learning staff through a showcase of workshops, bold projects, and success stories featuring Open Educational Resources (OER). Topics include success stories and new research plans from USG faculty, managing open copyright for faculty, campus OER transformation, and using OER in new learning models such as competency-based education (CBE).

An evening reception will feature a special presentation on competency-based education and OER by Mark Jenkins, Director of eLearning and Open Education for the Washington State Board for Community and Technical Colleges.

Agenda: [Click here to view agenda.](#)

Price: There is no cost to register and attend; however, cancellations of less than 48 hours and no-shows may result in a \$35.00 charge to the registrant.

Location: University of Georgia Center for Continuing Education, Room K

[View All Presentation Slides](#)


UNIVERSITY OF KANSAS LIBRARIES

KU Libraries sponsors Open Textbook Workshop for Faculty

<https://openaccess.ku.edu/open-textbook-faculty-workshop>

The University of Kansas

myKU Email Blackboard Enroll & Pay KU Directory



Open Access
KU Libraries

[Getting Started](#) [OA Initiatives](#) [OA Policy Resources](#) [OER @ KU](#) [Shulenburg Award](#) [News](#) [Contact](#)

KU Libraries sponsors Open Textbook Workshop for Faculty

Wednesday, February 24, 2016

Sarah Cohen and David Ernst of the University of Minnesota's [Open Textbook Network \(OTN\)](#) will be at KU Libraries to lead a workshop for faculty regarding open textbooks and open educational resources on Friday, April 29, from 1:30-3:30 p.m., room 455 in Watson Library.


In this two-hour session, faculty will learn the pedagogical benefits of open textbooks and discover open textbooks in their field. Faculty who attend and write a short review of an open textbook will receive a stipend of up to \$500 (final amount distributed based on the number of faculty who complete reviews). These reviews will benefit other faculty considering open textbooks.

Faculty may apply for a slot at the workshop by Friday, April 15, at 5 p.m. Space is limited.

The Open Textbook Network (OTN) is a consortium of higher education institutions committed to improving access, affordability, and academic success by helping faculty overcome barriers to open textbook adoption; increasing institutional capacity to support adoption and use of open textbooks, and collaboratively developing new understandings of open textbook adoption and use. KU Libraries joined the OTN in Summer 2015.

David Ernst (@dernst) is director of the Center for Open Education and executive director of OTN. He created and manages the [Open Textbook Library](#), a single source for faculty to find quality openly licensed textbooks.

Sarah Cohen (@thesheck) is managing director of OTN. Formerly the associate university librarian at Cal Poly, San Luis Obispo, Cohen joined OTN to foster libraries' strategic role in advancing access, discovery and engagement with open textbooks.



Ernst and Cohen

Please see KU Libraries' [OER libguide](#) for more information and resources. Additional information that provides some background reading about OER and Open Textbooks:

Senack, Ethan. Feb 2015. *Open Textbooks: The Billion-Dollar Solution*. The Student PIRGs. <http://www.studentpirgs.org/reports/sp/open-textbooks-billion-dollar-solution> - This report reviews five university programs promoting the use of OER to replace traditional textbooks.

Allen, Elaine and Jeff Seaman. Oct 2014. *Opening the Curriculum: Open Educational Resources in U.S. Higher Education, 2014*. Babson Survey Research Group. <http://www.onlinelearningsurvey.com/oer.html> - The report analyzes a survey on faculty awareness and perception of OER. Of higher education faculty surveyed, at least two-thirds are not aware of OER as an option for required course materials.

Contact

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785-864-8913

Related Links

- [KU ScholarWorks](#)
- [KU Libraries](#)
- [Scholarly Communication & Copyright Services at KU Libraries](#)
- [Copyright Resources guide](#)
- [KU One University Open Access Author Fund](#)
- [Coalition of Open Access Policy Institutions \(COAPI\)](#)
- [The Scholarly Publishing and Academic Resources Coalition \(SPARC\)](#)

Why KU

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26 prestigious Rhodes Scholars — more than all other Kansas colleges combined

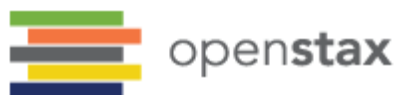
SPEC Kit 351: Affordable Course Content and Open Educational Resources

95



MU Libraries OER Week Events

March 7-11, 2016



OpenStax Presentation

Nicole Finkbeiner, OpenStax, Institutional Relations
Monday, March 7 @ 4pm
Ellis Library room 114-A

Students have requested that MU faculty utilize Open Educational Resources (see Resolution-1415-08). Come learn more about how OpenStax Textbooks can be used in your classroom at no cost to your students. OpenStax representative Nicole Finkbeiner will be able to answer all of your questions about how to adopt open source, peer-reviewed, high-quality textbooks.

Fridays @ the Library

OER Workshop

Grace Atkins, User Engagement Librarian, MU Libraries
Friday, March 11 @ 1pm
Ellis Library room 213 & live online

Are your students struggling with high textbook costs? Consider using free and openly licensed educational materials. Open Educational Resources are an accessible and equitable alternative to traditional instructional materials. Learn more about where and how you can find high-quality OERs to use in your courses. Part of our semester long "Fridays @ the Library" workshop series. Register online.



PennState

PENN STAT



OPEN EDUCATIONAL RESOURCES

Penn State Summit 2016

March 23, 2016

Foster Auditorium, 102 Paterno Library
and via **MediaSite Live**, live.libraries.psu.edu

8:45–9:00 a.m.

Welcome: Barbara Dewey, Dean of University Libraries and Scholarly Communications

9:00–10:00 a.m.

Keynote: Nicole Allen, Director of Open Education for SPARC, the Scholarly Publishing and Academic Resources Coalition

10:15–11:45 a.m.

Showcase of OER Champions: Five early adopters describe efforts to reduce costs and make course materials more available.

11:45 a.m.–noon

Provost's Task Force Update and Futurecasting

optional lunch and facilitated conversation in Mann Assembly Room, first floor Paterno Library (with prior registration)

Knowledge Commons, first floor Pattee Library

1:00–2:00 p.m.

Hands-On Workshop: Julie Lang, Instructional Designer with Educational Technology Services, will conduct a hands-on workshop to illustrate a variety of resources, tools and techniques available to help get you started.

drop-in consultations:

- Penn State copyright officer
- University Libraries' Publishing and Curation Services

Co-sponsored by Penn State Outreach and Online Education and the University Libraries

INFO: tinyurl.com/OERsummit16



PennState

The agenda for Penn State's first Open Educational Resources (OER) Summit, held at Foster Auditorium and online via MediaSite Live on March 23, includes opening remarks at 8:45 a.m. by Dean Barbara I. Dewey, dean of University Libraries and Scholarly Publishing and chair of the Penn State OER Task Force. Additional information about the event, including a registration link for all participants, regardless of location, is available at <http://tinyurl.com/OERsummit16>.

Image: Penn State University Libraries

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University Libraries

Free Textbooks!

Open Educational Resources

Are you concerned about the impact of rising textbook costs on your students?

This workshop is designed to help USC faculty and graduate students discover and evaluate free and low cost materials for use in their instruction.



January 29, 1 - 2 PM,
March 10, 11 - 12 PM,
April 25, 2 - 3 PM,
TCL 4th, Classroom 412



UNIVERSITY OF
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University Libraries

The University of South Carolina is an equal opportunity institution.

University Libraries

Free Textbooks and Resources, Access on Day One for You and Your Students



"Free Textbooks and Resources, Access on Day One for You and Your Students," webinar with Nicole Finkbeiner, Associate Director, Institutional Relations at OpenStax College, Rice University.

The University of South Carolina is partnering with Rice University's free textbook initiative, OpenStax College, for a webinar on their free textbooks. Come see why USC faculty, as well as thousands of other faculty across the country are using the books. This session will cover how using free textbooks contribute to student success, the positive impact of Open Educational Resources on academic freedom, the OpenStax College development model, how you and your students access and use the free books, and more. They have free textbooks available in Physics, Sociology, Biology, Anatomy & Physiology, Statistics, Math, Economics, Chemistry, US History, and Psychology. They are developing additional books in Math, Sciences, and Government.

TUESDAY

November
3

2 p.m. – 3 p.m.

Thomas Cooper Library, Room 412



UNIVERSITY OF
SOUTH CAROLINA
University Libraries

The University of South Carolina is an equal opportunity institution.

Programs & Events

Presentations, Discussions, Guest Speakers, Exhibitions, and more — A Temple Libraries' Blog

Open Education Week 2016: Access and Affordability in Learning

Posted on **March 7, 2016** by **rdashiell**

The week of March 7th is **Open Education Week**, a global event coordinated by the Open Education Consortium to raise awareness around free and open sharing in education. This movement advocates for free and open access for learners and teachers to a variety of resources, including platforms, course and learning materials, and textbooks.

Temple University Libraries is joining the conversation around textbook access and affordability by hosting an Open Education Week event titled **"Ditch the Textbook: Exploring Options for Textbook Affordability"** on **Wednesday, March 9 from 12:00 – 1:30 PM in the Paley Library Lecture Hall**. The panel will feature students and faculty advocates (listed below) for open educational resources and will be moderated by Annie Johnson, Library Publishing and Scholarly Communications Specialist at Temple Libraries. The event will also provide information about Temple Libraries' **Alternate Textbook Project**, which will soon be open to proposals.



Panelists for the **Libraries' March 9th event** include:

Eitan Laurence is a Temple University student who is an advocate for Open Educational Resources (OER). He is currently a member of the Provost's Task Force on Textbook Affordability.

Gerard Brown, Associate Professor, Tyler School of Art, is the Chair of the school's Foundations Department. His senior Visual Studies seminar students are currently engaged in a project looking at the way textbooks affect learning.

TEMPLE UNIVERSITY LIBRARIES

Open Education Week 2016: Access and Affordability in Learning

<http://sites.temple.edu/libraryprograms/2016/03/07/open-education-week-2016-access-and-affordability-in-learning>

Wesley Roehl is a Professor in the School of Tourism and Hospitality Management. He is a recent participant in Temple Libraries' Alternate Textbook Project.

Kristine Weatherston is an Assistant Professor in the Department of Media Studies and Production. She is a two-time recipient of the Alternate Textbook Project award. Kristine utilizes web-based and open source textbooks, software, and videos in her scriptwriting, documentary production, and media courses.

We invite you to join us! Please contact Annie Johnson (annie.johnson@temple.edu) with questions.

Share and Enjoy:



This entry was posted in **Programs & Events, Top News, Uncategorized** and tagged **Top News** by **rdashiell**. Bookmark the **permalink** [<http://sites.temple.edu/libraryprograms/2016/03/07/open-education-week-2016-access-and-affordability-in-learning/>].

Library Workshop

Exploring Innovative & Open Educational Resources: *Three Current Projects*



OPEN EDUCATIONAL RESOURCES

Join several Virginia Tech and Radford University faculty members as they discuss their current work of developing innovative or open educational resources for use in their teaching. Panel themes will be further explored in the after-panel hands-on workshop. Events begin with a pre-panel multimedia tour of innovative and open educational resources from Virginia Tech, Radford, and beyond.

9:30 am - 10:00 am — Refreshments and
Multimedia tour
10:00 am - 11:00 am — Panel Discussion
11:00 am - 12:00 pm — Hands on Collaboration

Panelists:



Dr. Clifford A. Shaffer
Professor of Computer Science
Virginia Tech



Dr. Benjamin Jantzen
Assistant Professor of Philosophy
Virginia Tech




Dr. Bruce Mahin
Professor of Composition and Music Theory
Radford University

Friday, March 28 ● 9:30 am - 12 noon ● 1st Floor Multipurpose Room

RSVP: Anita Walz arwalz@vt.edu by March 25th

UNIVERSITY LIBRARIES

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QUICKLINKS

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Ask a Librarian
Background info
Creative Commons licenses
Open textbook collections
Open Education Week
Open Education Week 2016
Open Education Week 2015
Open educational resources

MARCH 14-18, 2016 | NEWMAN LIBRARY | #openeducationwk



Open Education Week

Open Education Week 2016 at Virginia Tech is March 14-19. All events are free and open to the public (Public RSVP) and will be held at the Newman Library on Virginia Tech's Blacksburg campus. Visitors may obtain parking passes and campus maps at the [Virginia Tech Visitor Center](#) (525 Price Fork Road, Blacksburg, VA).

Selected sessions may be available live via WebEx. Please contact Anita Walz to request streaming details.

Keynote Presentation

Robert Biswas-Diener - NOBA Senior Editor
Date & Time: Thursday, March 17, 12:30 - 1:45 p.m.
Location: Newman Library Multipurpose Room

Robert Biswas-Diener, Ph.D. presents on the NOBA Project, which brings together 90+ expert-authored and openly licensed learning modules in the field of Psychology.

Join us in hearing about this faculty-initiated project, the underlying motivations, lessons learned, considerations for adoption, and research on NOBA materials. This session will be of interest to faculty, students and staff interested in innovative resources for education, those exploring alternative textbooks, and individuals interested in outreach and education for all.

Light refreshments to follow.

Live Streaming: <https://virginiatech.webex.com/meet/arwalz>
NLI registration for faculty, staff, and students: VT NLI
General public registration: <http://goo.gl/forms/1C22Dj0BSZ>

Open Education Week Schedule of Events


Tuesday 3/15

Location: Newman Library 207A

11:00 - 11:10 a.m.
Introduction to Open Education Week

11:10 - 12:15 p.m.
Research Presentation: Are textbooks too expensive for students? A first look at a survey of 300+ Virginia Tech students in national context
Description: National surveys suggest that rising textbook costs have a negative impact on student learning. How are VT students responding to rising costs in their course selections, perception of academic performance, number of hours worked for pay, and methods of acquiring learning resources? How closely do textbook cost-related impacts at Virginia Tech match available national data?
This presentation gives a first look at a recent survey of 300+ Virginia Tech students (IRB 15-138) in national context, their reported methods of acquiring required learning resources, use of unassigned resources, and levels of concern regarding academic performance. The presenter, Anita Walz will also discuss assumptions of the Open Education movement (the movement for open textbooks and Open Educational Resources) as part of the presentation.

Contact us



Anita R Walz
Open Education,
Copyright & Scholarly
Communications
Librarian

540-231-2204
arwalz@vt.edu
207B Newman Library (0434)
560 Drillfield Drive
Blacksburg, VA 24061





Ginny Pannabecker
Life Science and
Scholarly Communication
Librarian

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	<div> <div>Thursday 3/17 9:30am-4pm</div> <div> Location: Newman Library (1st floor) Multipurpose Room </div> <div> 9:30 a.m. Opening Reception (light refreshments) </div> <div> <p>What we mean (and don't mean) when we say "Open Education"</p> <p>Description: This session will introduce the concepts of open education and open educational resources within the overall context of openness. The term Open Education broadly means resources and practices which reduce barriers to learning.</p> <p>Two of the most popular applications include: teaching openly or open pedagogy – the idea of letting the public into your classroom – and the use/adaptation/creation of open educational resources which allow for greater academic freedom and pedagogical flexibility.</p> <p>By the end of this interactive session participants should be able to articulate explain several ways one can engage in open education, list benefits and potential drawbacks to open educational activities, and explain whether one might engage in open educational activities in the future.</p> <p>Live Streaming: https://virginiatech.webex.com/meet/arwalz NLI registration for faculty, staff, and students: VT NLI General registration: http://goo.gl/forms/1C22Dj0BSZ</p> </div> <div> 11:00 - 11:30 a.m. Open Education practitioners "Speed Networking" </div> <div> 11:30 - 12:30 p.m. Lunch on your own (a list of walking-distance lunch options will be provided) </div> <div> 12:30 - 1:45 p.m. <p>Keynote Presentation: Expert authored, free, and reproducible educational resources: Meet the inventors of NOBA</p> <p>Speaker: Dr. Robert Biswas-Diener is senior editor of NOBA, an open education resource providing free materials to students and instructors of psychology. Each year, Noba saves students more than 1 million dollars in textbook fees. When not working on NOBA, Robert researches positive psychological topics and has more than 50 academic publications. He is author of The Courage Quotient and The Upside of Your Dark Side. He lives in Portland, Oregon.</p> <p>Live Streaming: https://virginiatech.webex.com/meet/arwalz NLI registration for faculty, staff, and students: VT NLI General public registration: http://goo.gl/forms/1C22Dj0BSZ</p> </div> <div> 2:15 - 3:15 p.m. Project Showcases <p>Description: 10-minute Lightning round presentations on various Open Education projects</p> <p>Live Streaming: https://virginiatech.webex.com/meet/arwalz NLI registration for faculty, staff, and students: VT NLI General public registration: http://goo.gl/forms/1C22Dj0BSZ</p> </div> <div> 3:15 - 4:00 p.m. Discussion & Wrap Up </div> </div>	<div> <div>Thursday 3/17 9:00 am - 3:00 pm</div> <div> Location: Newman Library 2nd floor </div> <div> SGA Open Education Awareness Campaign <p>Description: Join the Student Government Association to learn more about Open Educational Resources, how you can cut your textbook costs in half, and how you can make a difference. Food and prizes available!</p> </div> </div>
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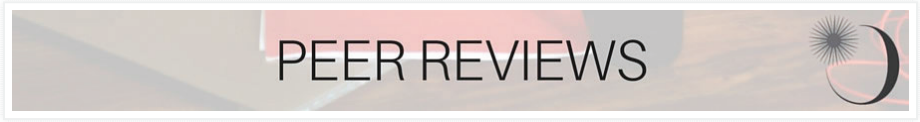
Incentive Programs



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Opportunities




PEER REVIEWS

Opportunity: Peer Reviews

Alberta faculty may be awarded \$500.00 to review an OER that replaces an existing student paid resource.

Processed monthly until September 30, 2016

This opportunity has been re-opened with an expanded scope. Applications are no longer limited to the top 50 enrolled courses.



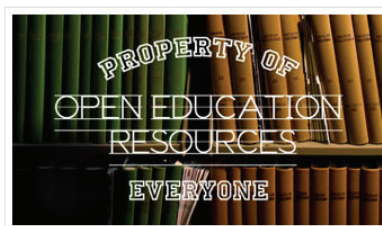
PAST OPPORTUNITIES



About EOEI

Moving into the second cohort, the Emory Open Education Initiative (EOEI) encourages faculty and instructors to create and use open educational resources (OERs) and library materials to support student learning in their courses by offering mini-grants of \$1,000 each. The grants may be used

to create or compile open educational resources (OERs), library materials, or faculty-generated content to be used in courses taught in lieu of a textbook. Grant recipients are required to participate in an OER immersion training. The goal is to find better and less costly ways for faculty to deliver the instructional content their students need to learn and to support assessment of whether learning objectives were met with the use of this content.



The mini-grants are open to all full-time faculty (both tenure and lecture track) and are available for both individual faculty members and faculty working as teams. Only one application per faculty member or team will be considered for each application period.




The mini-grants include support from multiple areas of LITS, including the [Scholarly Communications Office](#), [Emory Center for Digital Scholarship](#), and the Libraries. Support includes assistance from librarians, educational technologists and digital learning specialists to identify, remix and create open educational resources, utilize library materials, and to generate an OER evaluation rubric. In addition, assessment methods are the cornerstone of the initiative including the ability for students to be producers of OER content or other applications to support learning.

Six mini-grants have been awarded for fall 2014 classes and five for the 2015-2016 academic years. Please visit the above pages to review the see 2014 Immersion Training and 2015 Immersion training agendas as well as the faculty who are participating.

AFFORDABLE LEARNING GEORGIA


Textbook Transformation Grants

http://www.affordablelearninggeorgia.org/about/textbook_transformation_grants

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About

Textbook Transformation Grants

Overview

The State of Georgia's FY 2015 and FY 2016 budgets include funding to support a new USG initiative, [Affordable Learning Georgia \(ALG\)](#), which focuses on reducing the costs of textbooks and the enhancement of [GALILEO](#), Georgia's Virtual Library and ALG's parent initiative. A key strategy is to provide grant-supported opportunities for USG faculty, libraries, and institutions to transform their use of textbooks and other learning materials into lower cost options. The Affordable Learning Georgia Textbook Transformation Grants are intended to:

1. Pilot different approaches in USG courses for textbook transformation including adoption, adaptation, and creation of Open Educational Resources (OER) and/or identification and adoption of materials already available in [GALILEO](#) and USG libraries.
2. Provide support to faculty, libraries, and their institutions to implement these approaches.
3. Lower the cost of college for students and contribute to their retention, progression, and graduation.

Round One: Spring 2015

- [Round One Projects Gallery](#)
- [Round One Final Report Summary \(PDF\)](#)
- [Round One Proposals, Materials, and Final Reports](#)
- [Information for Round One Grantees](#)

Round Two: Summer 2015, Fall 2015, Spring 2016

- [Round Two Projects Gallery](#)
- [Round Two Proposals, Materials, and Final Reports](#)
- [Information for Round Two Grantees](#)

Round Three: Summer 2015 - Spring 2017

- [Round Three Proposals, Materials, and Final Reports](#)
- [Information for Round Three Grantees](#)

Round Four: Fall 2015 - Spring 2017

- [Round Four Proposals, Materials, and Final Reports](#)
- [Information for Round Four Grantees](#)

Round Five: Spring 2016 - Spring 2017

- [Round Five Proposals, Materials, and Final Reports](#)
- [Information for Round Five Grantees](#)

Open Mathematics in Action: Summer 2016-Summer 2017

- [Proposal, Materials, and Final Reports](#)
- [Information for Participants](#)

Additional Requests for Proposals (RFPs) will be posted when available.

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Open Education Resources (OER)

OER for Educators

OER for Learners

Open Education Initiative

Open Education Events

Open Education Initiative

The high cost of commercial print textbooks is a major concern for both students and their parents. To address these concerns, the Provost's Office and the University Libraries launched the Open Education Initiative in the Spring of 2011. The Open Education Initiative is a faculty incentive program that encourages the use of existing low-cost or free information resources to support our students' learning. Information Literacy will also be emphasized, creating opportunities for students to develop and practice the skills of critical thinking, reasoning, communication, and integration of knowledge and perspectives.

Now in its seventh cycle, the Open Education Initiative has generated a total savings of over **\$1.3 million** for students in classes that utilize open educational resources and library material. The Library partners with the [Institute for Teaching Excellence and Faculty Development \(TEFD\)](#), Information Technology, and Provost's Office to support our efforts. For more information please contact [Jeremy Smith](#) at jlsmith@library.umass.edu

[Read the ARL Report](#) on our program.

Presentations

[Open Education Initiative Information Session, Spring 2016 \[pdf\]](#)
[Open Education Initiative Information Session, Spring 2016 \[ppt\]](#)

Presentation for the information session for the OEI grant applicants in the Spring of 2016. Includes an overview of OER, copyright and Creative Commons, and the OEI grant parameters. Useful for those running a workshop or for people teaching with open education resources.

[Presentation to UMass Faculty Senate, Spring 2014](#)


This is a presentation made to the Faculty Senate Meeting at the University of Massachusetts Amherst regarding the Open Education Initiative. It includes an overview of the why and how of the OEI grant, some examples, and its successes/challenges. Useful for those talking to administrators about the open education movement.

Spring 2016 Open Education Initiative

Winners of the Spring 2016 grants are below

Faculty Name	Department/Class	Proposed Project
Ysaaca Axelrod	Education/Human Development	Find readings/video on the web that cover material in current textbook.
John Brigham	Political Science/Intro. to Constitutional law	Replace textbook with free Government material from Supreme Court website, Wikipedia, Oyez, Library of Congress and National Constitution Center
Thomas St. Laurent	Kinesiology/Introduction to Kinesiology	Utilize chapters, articles, and studies that give overviews of basic contents in lieu of textbook.
Shubha Tewari	Physics: Electricity and Magnetism, Optics, Modern Physics	Edit and organize existing video content, film and edit new video content, and organize test questions for video content.
Brokk Toggerson	Physics: Intro. Physics I	Organize existing free resources in a central location to improve navigation for students and use Perusall, a new reading enhancement tool.

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ELEARNING AT THE
UNIVERSITY LIBRARIES

eLearning at the Libraries

Partnership for Affordable Content

Call for Proposals

Background Information

Open Textbooks and OER

Partnership Proposal Examples

Partnership Showcase

Save money with the Libraries!

PARTNERSHIP FOR AFFORDABLE CONTENT

Textbook and course materials costs are increasingly problematic for students. Nationally, the average undergraduate student spends over \$1,200 a year on textbooks and other course materials. The University Libraries can help faculty and instructors find and use alternative, high quality, low cost materials in their courses, and ultimately help save students money.

The University of Minnesota Libraries invites faculty and instructors to **apply for a competitive grant** to work with library staff to implement affordable high quality content options into their courses as an alternative to high cost commercial textbooks and other expensive course materials.

How to Apply

All current faculty and instructors teaching courses at the University of Minnesota - Twin Cities are eligible to apply for a Partnership for Affordable Content grant. Please see the [Call for Proposals](#) for application instructions. Applications for the 2016 call for proposals are due by February 26, 2016.

Information Sessions

Interested faculty and instructors are highly encouraged to attend an upcoming information session to learn more about the Partnership for Affordable Content:

February 10, 2016, 10:00 - 11:00 AM, Walter Library Room 310 [Register](#)
February 11, 2016, 1:30-2:30 PM, Walter Library Room 310 [Register](#)
February 11, 2016, 3:30-4:30 PM, Magrath Library Room 2 [Register](#)

What are more affordable options?

Working with librarians, participating faculty and instructors will select and implement new high quality and cost effective content for their courses. These new materials can include:

- Freely available open textbooks
- Library licensed resources such as ejournals and ebooks
- Lawful determinations of fair use
- Open education resources
- Faculty created, openly licensed materials

Librarians will also help participating faculty and instructors deliver these new materials to students through various online tools such as library developed services and Moodle.

Application Selection Criteria

Proposals will be reviewed within the Libraries by eLearning Support Initiative Librarians, subject liaison Librarians, and Libraries Administration. Grants will be awarded based on criteria such as potential student savings, innovativeness of course materials, the use of open textbooks or open education resources, and sustainability of the new course materials in subsequent semesters.

For more information, including application instructions and a complete list of selection criteria, please see the [Call for Proposals](#).

Questions?

For any questions or comments about the Partnership for Affordable Content please contact Kristi Jensen and Shane Nackerud at learnlib@umn.edu.

Important Dates

February 10, 2016 - [Info session](#) February 11, 2016 - [Info session](#) February 26, 2016 - Applications due March 11, 2016 - Grants announced

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eLearning at the Libraries

Partnership for Affordable Content

Call for Proposals

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Partnership Proposal Examples

Partnership Showcase

Save money with the Libraries!

These faculty and instructors were awarded a 2015 Partnership for Affordable Content grant to move away from traditional textbooks to using low-cost and no-cost resources in their courses. Read on to find out more about their projects and learn how they successfully lowered the cost of education for their students during the Fall 2015 or Spring 2016 semester.




Irene Duranczyk

Department: CEHD: PSTL

Course: PSTL 1004 Statistics: Understanding and Applying Data

Project: Modified and enhanced an already existing open textbook, [Collaborative Statistics Using Spreadsheets](#)

Total Savings: \$6,120 (36 students x \$170 textbook)




Joe Gaugler

Department: School of Nursing: Adult and Gerontological Health

Course: NURS 1910W: Illness in the U.S. - From Cell to Society

Project: Created a Digital Course Pack using library licensed materials, freely available course readings, and fair use claims at \$0 cost to students.

Total Savings: \$1,558 (19 students x \$82 textbook)



Kathleen Hansen and Nora Paul

Department: CLA: Journalism and Mass Communication

Course: JOUR 3004: Introduction to Mass Communication

Project: Created a freely available, open textbook called [Information Strategies for Communicators](#).

Total Savings: \$6,160 (112 students x \$55 textbook)



Nathaniel Helwig

Department: CLA: Department of Psychology and School of Statistics

Course: STAT 5601: Nonparametric Methods

Project: The Libraries purchased the [course textbook](#) as a multi-user ebook and created a Digital Course Pack using library licensed materials, freely available course readings at \$0 cost to students.

Total Savings: \$14,732 (58 students x \$254 for 2 textbooks)



Sungok Hong

Department: CLA: Asian Languages and Literature

Course: HNUR 1005: Conversational Hindi-Urdu

Project: Faculty created course content plus use of freely available video content. [Google Sites](#) was used to make all materials available to students.

Total Savings: \$300 (10 students x \$30 comparable language textbook - no text available)



Yuhei Inoue

Department: CEHD: School of Kinesiology

Course: SMTG 3601 - Ethics and Values in Sport

Project: Created a Digital Course Pack using library licensed materials, freely available course readings, and fair use claims at \$0 cost to students.

Total Savings: \$840 (24 students X \$35 textbook)



Romas Kaslauskas

Department: CFANS: Biochemistry, Molecular Biology, and Biophysics

Course: BioC 4351/5351 Protein Engineering

Project: Created 30 openly licensed, interactive chemical figures using the [CDF format from Wolfram](#).

Total Savings: Not available.

114 Representative Documents: Incentive Programs



Home | **Grants**

Grants

ALX partners have developed several opportunities to fund faculty in exploring open and affordable classroom resources. Join us to reimagine teaching and learning materials like textbooks, lab manuals, assigned readings and more.

Funding opportunities are designed to fit the needs of varying course levels, class sizes and support needs. **Proposals that include cross-departmental and cross-campus collaborations are especially encouraged to apply.**

The next RFP opens in September. In the meantime, learn about our opportunities below, and **get to know our current ALX cohort** which includes projects from 9 departments, 3 colleges, and 3 campuses across the university.

UNIVERSITY LIBRARIES TEXTBOOK AFFORDABILITY GRANT

Award amount: \$1,000 available as research funds

University Libraries, the Office of Distance Education and eLearning (ODEE), and Undergraduate Student Government (USG) have partnered to sponsor this opportunity for faculty to explore the adoption of low- or no-cost course materials for classes at Ohio State. Winners of the Textbook Affordability Grant receive consultation support from ODEE and University Libraries to create, find, and distribute materials.

Ideally **projects funded through the Textbook Affordability grant will need limited hands-on support** and be close to implementation (work may have already begun). Individuals and teams are encouraged to apply. Successful proposals will include:

- Adoption and/or adaptation of existing OERs
- Authoring of new digital course materials to openly license and share with students at Ohio State and beyond
- Replacing a conventional textbook with library resources (textbooks on reserve, journals, other with help from subject librarian and other experts)
- A combination of these approaches

ODEE AFFORDABLE LEARNING GRANTS

Award amount: Varies (see details below)

The *Open Impact* and *Exploration* grants are managed by the Office of Distance Education and eLearning, and are designed to support transformational projects that result in high impact, sustainable cost savings to students. Proposals that include multiple faculty partners and teams are encouraged. Successful proposals will include:

- Adoption and/or adaptation of existing OERs
- Authoring of new digital course materials to openly license and share with students at Ohio State and beyond
- University Libraries resources, in consultation with a subject librarian
- A combination of these approaches

Exploration Grant

Award amount: \$7,500 (total), comprised of a \$5,000 award from ODEE matched 2:1 (\$2,500) by the grant recipient's department.

Exploration Grant winners teach **courses of any size**. Grant winners benefit from a **dedicated project manager and technical support throughout**.

Open Impact Grant

Award amount: \$12,000 (per project lead, up to 2), comprised of an \$8,000 award from ODEE matched 2:1 (\$4,000) by the grant recipient's department.

Open Impact Grant winners teach **high enrollement, GE courses** that impact 300+ students per semester. Grant winners benefit from a **dedicated project manager and technical support throughout**.

ODEE BOOK LAUNCH PROGRAM

Award amount: \$1,000 available as research funds

Book Launch is a program led by ODEE, designed to create a community of digital book authors at Ohio State using a cohort model. This program is committed to creating digital textbook resources using the **iBooks Author** app that can be made available to students at Ohio State *at no cost*, and to educational institutions across the country.

Two cohorts take place each calendar year, with up to 5 projects accepted into each. Each 5-month cohort cycle is timed to publish finished projects immediately prior to the start of a semester. Summer cohort participants begin in July and produce texts for use in the following Spring semester. Winter participants begin in January and create books ready for use the following Autumn semester.

Individuals and teams are encouraged to apply (we highly recommend teams of 2+). Successful proposals will include:

- Creation of original content and development using iBooks Author
- Use of media or interactive elements
- An emphasis on visual design

Book Launch participants also receive **iBooks Author training, a dedicated project manager and technical support throughout.**

Affordable Learning Exchange grants are supported financially through the **Wide Open West (WOW!) Affinity Program.**

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eLearning

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UCAT

THE OHIO STATE UNIVERSITY

Affordable Learning Exchange

200 St. John Arena | 410 Woody Hayes Drive | Columbus, Ohio 43210

Phone: 614-292-3698

Email: affordablelearning@osu.edu

SUBSCRIBE

Stay up-to-date on the Affordable Learning Exchange by signing up for the mailing list.



OPEN EDUCATIONAL RESOURCES: AFFORDABLE TEXTBOOK & CONTENT SOLUTIONS

Stacy Zemke
OER Coordinator
University Libraries
szemke@ou.edu


The cost of higher education for students increased 42% from 2000 to 2010, and the average cost of materials is now at \$1,200 per year.

A reported 78% of students have indicated that they have not purchased a required textbook because of the cost.

The University of Oklahoma Libraries is now taking applications for the **Alternative Textbook Initiative**. All University of Oklahoma full-time faculty are eligible to apply for one of ten project awards of up to \$2,500 in funding and support.

The purpose of this initiative is to support faculty in the adoption of affordable textbook solutions to reduce the cost of textbooks and materials for students. **Alternative Textbooks give faculty members the power to customize content specifically for their courses as well as provide less expensive textbooks for their students.**

If you are interested in adopting an alternative textbook, or are just in learning more about open textbooks and other open educational resources, **contact Stacy Zemke in the University Libraries – szemke@ou.edu.**



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Faculty Engagement Awards

The TLT Faculty Engagement Awards program offers grants and staff support to enable exploration of innovative applications of technology to improve teaching and learning. Calls for 2016 have closed. In the winter of 2017 we will announce our thematic area for the next round of Engagement Awards.

[Apply Now!](#)

Faculty Engagement Awards

Each year, several grants will be awarded around a specific theme, and faculty are encouraged to apply for these grants, which can cover technology, professional development or other resources that support the engagement. Each grant includes a multi-semester engagement with an instructional designer and technology support staff who will work with you to identify the most appropriate and effective applications of a particular technology in your class(es). TLT researchers will assess the impact of this technology and share what we have learned with the Penn State community.

Request for Proposals

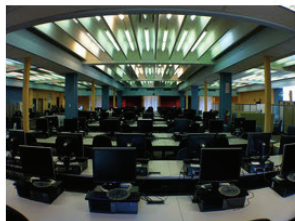
Current Theme: Open Educational Resources (OER)

Access and affordability. Two themes from President Barron that directly deal with making a Penn State degree more attainable for many students. Some students are spending upwards of \$1,200 a year on textbooks! One avenue to help lower this number is through the creation and utilization of Open Educational Resources. We are eager to work with faculty on creating and/or utilizing OER materials as part of redesigning a class. Have an idea for open textbook that you want to write? Interested in replacing your current textbook with a series of open and free readings? We want to work with you to help make this happen!

Relevant Examples: [OpenStax](#), [Center for Open Education](#), [BBookX](#), [MERLOT](#)

Proposal Deadline: Monday, April 11th

See also: [TLT Faculty Fellows](#)





A Library Initiative to Provide Access to Affordable Educational Resources

Background:

A significant factor in college affordability is the price of textbooks and supplies. According to a national survey conducted by SPARC, 95% of students worry that forgoing a textbook will impact their grade, 65% of students report not buying a textbook due to costs, and 48% report that the costs of textbooks determines the amount of classes they will take.

Open Educational Resources present a unique solution to the problems surrounding high textbook costs. Open Educational Resources are teaching and learning materials that have been published online under an open license granting everyone permission to freely and legally access, download and redistribute files, produce hard copies of the material, tailor the material, mix multiple OERs to create new works and keep and use copies of the material forever. Students and faculty would have an affordable option to support their learning and research.

According to case studies and research conducted by both the University of Minnesota and Rice University, faculty who have reviewed open educational resources have a 90% adoption rate of the materials. Faculty choosing to adopt these materials can save the students they teach hundreds of dollars.

Program

The University Libraries will budget \$2000 to fund four \$500 grants for faculty to commit to using an OER or library-licensed resource in place of a traditional textbook. This grant would be given to professors based on the following criteria:

- The professor must attend a library workshop on OER
- The professor must submit a syllabus showing their usage of an OER or library-licensed resource for a future course
- The professor must complete two follow up surveys within the year after the award is granted

Long Term Goals

We hope this program increases faculty awareness of open educational resources and leads to the increase of adoptions of these resources at our university to save our student body money, promote student success, and increase faculty openness of research, learning, and teaching resources.



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EI SMALL GRANT PROGRAM

The deadline to submit proposals for the 2015-16 academic year has passed. Thank you to all those who applied and congratulations to all of the **award recipients**.

The EI Small Grant Program supports faculty and instructional staff in their efforts to experiment with new technologies and new ways of learning. This year, the program offered grants of up to \$10,000 each and focused on enhancing active learning strategies and developing Open Educational Resources (OERs). With the support of the **International Division**, the program also sought proposals that would enhance global learning and students' global competencies.

Proposal Themes

(proposals must address at least one)

1. Active learning through blended course implementation
2. Internationalization at Home
3. Open Educational Resources (OERs)

General Proposal Requirements

All proposals should:

- Address how the project will transform student learning
- Align with departmental priorities and include a signature of endorsement from the department chair
- Clearly articulate how the project will be sustained once the funds have been expended

News

EI Small Grant Supports Innovative Course Redesign

New Website Provides Resources for Online Teaching and Learning

Interactive MOOCs: How Well Did They Work?

Events

EI Brown Bag Series – Canvas: The Instructional Experience
Tue, Apr 5, 2016

EI Brown Bag Series – Exploring the Wisconsin Experience
Thu, Mar 3, 2016

EI Brown Bag Series – Enhancing Your Blended Learning Toolkit
Wed, Feb 17, 2016

EI Around Campus

Free online course empowers college STEM instructors to improve their teaching


Gift helps support UW-Madison REACH project

New UW-Madison collaboration in Green Bay inspires young writers

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at least one of the following:

- Developing experiential-based learning programs in Madison or the surrounding region to enhance the development of students' global competencies. Programs should offer students the opportunity to engage, face-to-face, with relevant organizations such as immigrant services, NGOs, globally active firms, government agencies, consulates, etc., via internships, service learning, lab placements and so on.
- Designing and implementing internationally collaborative shared courses that are blended or 100% online (e.g., UW-Madison/McGill or UW-Madison/Sciences Po)

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3. OER – Proposal Requirements & Form

Grants in this category will support faculty and instructional staff in their efforts to experiment, develop and/or incorporate **Open Educational Resources (OERs)** into their courses and degree programs.


OERs are "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." (**William and Flora Hewlett Foundation**). These resources can include anything from images, videos and infographics to video and audio lectures, interactive games and simulations and open texts (e-books).

OERs are developed and/or utilized to enhance student learning outcomes, and reduce the cost of course-related materials for students (e.g., via 'open texts'). At UW-Madison, OERs also have significant potential to help campus further embody and enact the Wisconsin Idea through the sharing of our teaching resources across the state, the nation and the world.


Proposals in this category should specifically address at least one of the following:

- Developing OERs for courses and programs
- Designing '**renewable assignments**' (e.g., an online atlas; an integrated research project and related website; an open text on a key topic; a linked series of podcasts on a relevant theme) for and with students, such that the assignments generate OERs that can then be enhanced year after year by future students
- Identifying, vetting and storing pre-existing OERs for courses and programs

Questions should be directed to **Mo Bischof**, Associate Vice Provost, or **Kris Olds**, EI Senior Fellow and Professor, Department of Geography.



Join the Educational Innovation mailing list and you'll receive updates on upcoming events, EI Small Grants and more!



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Open Chemistry

OpenChem is first and foremost to extend the benefit that we have seen since 2009 from open and free publication of individual chemistry courses to an entire curriculum. What MIT did ten years ago with its OpenCourseWare initiative was to plant the idea of making quality educational resources universally accessible. The MOOCs have laudably extended this approach by providing instructional paths through individual courses at scale. What UCI hopes to do with this initiative is to present a coherent, full curriculum by a top faculty. Today, a learner can sit with us in our lecture halls and follow four years' worth of chemistry core classes and electives. That is the key innovation: making a full undergraduate education's worth of classes available for immediate incorporation in part or in full by institutions of higher education or by individual professors.

SHARE

Preparation Courses

- Chem 1P: Preparation for Chemistry

Year One

- Chem 1A: General Chemistry
- Chem 1B: General Chemistry
- Chem 1C: General Chemistry

Year Two

- Chem 5: Scientific Computing Skills
- Chem 51A: Organic Chemistry
- Chem 51B: Organic Chemistry
- Chem 51C: Organic Chemistry

Years 3 and 4

- Chem 107: Inorganic Chemistry
- Chem 125: Advanced Organic Chemistry
- Chem 128: Introduction to Chemical Biology
- Chem 131A: Quantum Principles
- Chem 131B: Molecular Structure and Elementary Statistical Mechanics
- Chem 131C: Thermodynamics and Chemical Dynamics

Graduate Courses

- Chem 201: Organic Reactions Mechanisms I
- Chem 202: Organic Reaction Mechanisms II
- Chem 203: Organic Spectroscopy

- What is the OpenChem initiative?** OpenChem is first and foremost to extend the benefit that we have seen since 2009 from open and free publication of individual chemistry courses to an entire curriculum. What MIT did ten years ago with its OpenCourseWare initiative was to plant the idea of making quality educational resources universally accessible. The MOOCs have laudably extended this approach by providing instructional paths through individual courses at scale. What UCI hopes to do with this initiative is to present a coherent, full curriculum by a top faculty. Today, a learner can sit with us in our lecture halls and follow four years' worth of chemistry core classes and electives. That is the key innovation: making a full undergraduate education's worth of classes available for immediate incorporation in part or by institutions
- What about labs? Homework? Readings?** Chemistry majors at the University of California, Irvine have access to high-quality, physical laboratories. We are reliant on institutions that adopt part or all of OpenChem to provide these services. The listings of homework and readings that we provide may be from commercial providers, such as publishers. They are provided as a courtesy for those who wish to follow along. We will eventually include no- or low-cost options that include these as course resources for chemistry learners.
- Which courses are included in the UCI's OpenChem initiative?** The selected courses include all required lecture courses that a UCI undergraduate needs for the Chemistry major. Additionally, a number of electives, including some graduate courses, are included. The full list is available [here](#) under the "Schedule of Courses" tab. Each course is listed according to its position in a sample undergraduate path for Chemistry majors.
- Why is UCI offering its Chemistry lectures for free?** There is both a history to this specific project with the filming of the first quarter of Organic Chemistry (Chem 51a) in 2009. That story is told [here](#). The lectures were posted to YouTube and became something of a hit. Because these lectures were so useful for UCI students who miss a class or want to review for the midterm or final, Professor Nowick became interested in publishing more of his classes. With the Internet and YouTube as the vehicle for publication, the additional cost of making available his classes to the entire world was close to zero. He soon realized that he was supporting a global community of learners and his enthusiasm translated to a departmental commitment in 2012 to publish the undergraduate curriculum through UCI's OpenCourseWare project.

5. **Okay, but, really, why is it free?** Because in the openly licensed format (CC-BY-SA 3.0, attribution required, sharealike), UCI contributes to global chemistry education at no marginal cost to itself beyond the already completed filming. Our own students also benefit by being able to review presentations and because it is available on YouTube, we don't have to worry about maintaining it on course pages behind password protection. By making it open, another institution or professor can use some or all of the video presentations without even having to contact us for permission. So we are fulfilling the mission of a land-grant, public university effectively and efficiently.

6. **UCI is a member of Coursera. Why aren't you offering these courses on one or another MOOC platforms?** We think that Coursera is a great platform, but it may not be the optimal platform for transfer of educational resources by other universities or community colleges. By publishing the video lectures with an open, Creative Commons license, another institution may incorporate one, two or all of the video lectures as may fit their needs. Furthermore, they don't have to ask permission. Permission is granted in advance through the license selection. Also, a learner can access these resources regardless of course dates.

7. **Can I get a degree from UCI through OpenChem?** Sorry, but the answer is no. While our goal is to promote learning the subject of Chemistry, we only award degrees to matriculated students at the University of California, Irvine.

8. **Can I get university credit for studying Chemistry through OpenChem?** It is possible that in the near future, these video lectures will be combined with labs and textbooks at other institutions, which may themselves award credit. We are in conversations with several companies and institutions that may want to use our course videos.

9. **Will the video lectures be captioned?** Yes, we are currently looking for partners to accomplish the captioning. A particular difficulty with Chemistry and other fields is that automatic translation only goes so far and the rest has to be reviewed by someone with a thorough knowledge of Chemistry to avoid mis-transcription of similar names or words. Once the video lectures are captioned, we will provide a text index and a text search.

10. **Can we provide feedback?** Yes, there is a page on our website for comments: <http://ocw.uci.edu/info/contact.aspx>.

11. **Are there other subjects that will follow OpenChem?** Isn't Chemistry enough? Seriously, the answer is yes. We are constantly in discussions with UCI schools and departments and are aware of other opportunities from subjects in which one or more courses may already have been filmed. Already, we have a growing collection of Math and Physics courses.

Navigation

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Related Links

- UC Irvine
- UC Irvine Extension

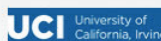
Useful Information

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UCI OpenCourseWare is an open education project supporting the needs of learners and educators everywhere: on our campus, within California, and the rest of the United States and the world. Support global education.



Unless otherwise noted.



Emory Open Education Initiative

A pilot program to promote Open Educational Resources (OERs)



Emory Open Education Initiative

Source: Wikimedia Commons

[Home](#) [About EOEI](#) [Resources](#) [2015 Immersion Training](#) [2014 Immersion Training](#) [Micro-credentials](#)


EOEI Projects

Several projects have come to fruition from this initiative (others are still a work-in-progress and will be posted when they are ready).

- This is a student-generated OER project using Wikipedia from Professor Steven Kraftchick's theology graduate course.
- This is a video created by Karlene Coleman, genetics professor, about a family and their journey with Cystic Fibrosis: Sam's Story – YouTube
- This is an app called PediaBP from Professor Hope Bussenius from the School of Nursing. The goal of the Take2Heart Program is for every child and adolescent to receive an accurate blood pressure reading each year, and in doing so, lower the cardiac risk of pediatric patients.
- This is a German grammar tutorial website, all videos are created by students within the German program.

Biology 1510 Biological Principles

Georgia Tech Biology



[Home](#) [Module 1 Molecules and Metabolism](#) [Module 2 Genes and Genomes](#) [Module 3 Evolution](#) [Module 4 Ecology](#) [Twitter Feed](#)
[Video Upload Instructions](#)

Biology 1510 Summer 2016

Posted on [May 11, 2016](#) by [shanakerr](#)

Welcome to Biology 1510 for Summer 2016!

Select course readings from the menus above by Module:

- Molecules and Metabolism
- Genes and Genomes
- Evolution
- Ecology

Lecture materials can be downloaded from t-square

Instructions for the group video project will be available later in the term.

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Featured Course

Ethics of Human Subject Research

"I assist physicians with study design and data analysis. I also need this knowledge for reviewing protocols in my role as Institutional Review Board Coordinator." Karen, United States

Vaccine trials are governed by research ethics, such as informed consent and privacy.



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"I have been asked to provide an Introductory Epidemiology and Biostatistics course for a Physician Assistant program and of course want to share with them the wonderful experience I had in Quant Methods 10 years ago now!!!!!! Wow!! Thank you for making the courseware available and I am so glad that I have the opportunity to give you the attribution you so richly deserve for enriching my life with Epi and Biostats!! Thank you!!"

– Janice Shirley, United States

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How much does OCV mean to you?

OCV offers open materials and images from more than a hundred courses developed by the faculty of JHSPH, the world's foremost institution of public health education and research. OCV is an expression of our mission to provide learning opportunities and teaching resources to all who pursue improvement of health and prevention of disease around the world.

[Read more...](#)





JOHNS HOPKINS
BLOOMBERG SCHOOL
OF PUBLIC HEALTH


About OCV

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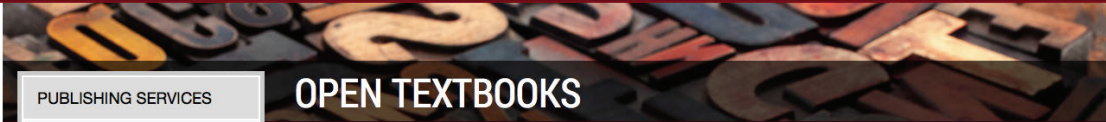


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OPEN TEXTBOOKS

[Business Communication for Success](#)

Business Communication for Success provides a comprehensive, integrated approach to the study and application of written and oral business communication to serve both student and professor.

[College Success](#)

College Success has a student-friendly format arranged to help students develop the essential skills and provide the information they need to succeed in college.

[Criminal Law](#)

Let's face it, legal textbooks can be dry. This is unfortunate because law, especially criminal law, is an intrinsically compelling topic. *Criminal Law* employs a variety of instructional techniques that should engage from start to finish.

[Exploring Business](#)

Introduces students to business roles and concepts in an exciting way. This text will help you decide whether business is right for you and, if so, what areas of business you'd like to study further.

[Financial Accounting](#)

This book is intended for an undergraduate or MBA level Financial Accounting course. It covers the standard topics in a standard sequence, utilizing the Socratic method of asking and answering questions.

[Human Resource Management](#)

Teaches HRM strategies and theories that any manager - not just those in HR - needs to know about recruiting, selecting, training, and compensating people.

[Information Strategies for Communicators](#)

by Kathleen Hansen and Nora Paul
The definitive text for the information search and evaluation process as practiced by news and strategic communication message producers. Currently used at the University of Minnesota School of Journalism and Mass Communication; JOUR 3004W/V, Information for Mass Communication.

[Information Systems: A Manager's Guide to Harness Technology](#)

Information Systems: A Manager's Guide to Harnessing Technology is intended for use in undergraduate and/or graduate courses in Management Information Systems and Information Technology.

Open Scholarship & Publishing Services

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Principles of Social Psychology

Provides students with an introduction to the basic concepts and principles of social psychology from an interactionist perspective. The presentation of classic studies and theories are balanced with insights from cutting-edge, contemporary research. An emphasis on real world examples and applications is intended to guide students to critically analyze their situations and social interactions in order to put their knowledge to effective use.

Research Methods in Psychology

While Research Methods in Psychology is fairly traditional— making it easy for you to use with your existing courses — it also emphasizes a fundamental idea that is often lost on undergraduates: research methods are not a peripheral concern in our discipline; they are central.

Social Problems: Continuity and Change

A realistic but motivating look at the many issues that are facing our society today. As this book's subtitle, Continuity and Change, implies, social problems are persistent, but they have also improved in the past and can be improved in the present and future, provided that our nation has the wisdom and will to address them.

Sociology: Understanding and Changing the Social World

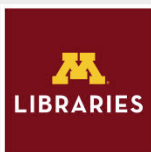
Makes sociology relevant for today's students by balancing traditional coverage with a fresh approach that ironically takes them back to sociology's American roots in the use of sociological knowledge for social reform.

Understanding Media and Culture: An Introduction to Mass Communication

This text will support an engaging and interesting course experience for students that will not only show them the powerful social, political and economic forces will affect the future of media technology, but will challenge students to do their part in shaping that future.

Writing for Success

Writing for Success is a text that provides instruction in steps, builds writing, reading, and critical thinking, and combines comprehensive grammar review with an introduction to paragraph writing and composition.



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Adaptive Map
Digital Textbook Project

Engineering Statics

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[Contributing](#)
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About the Adaptive Map Tool:

The Adaptive Map tool aims to enhance learning by providing advance organizers, in the form of expert generated concept maps, to the user. This is realized through the concept map based navigation system that is central to the design of the Adaptive Map software. By providing an advance organizer (a high level, easy to understand, overview of the information) the tool subtly encourages the user to keep the big picture in mind, helping users connect new information to previously learned topics.

Because concept maps can become overwhelming when they become too large, the interactive navigation system is also designed to adapt the visuals to the user's current focus. This ensures that the user gets a relevant overview of the information they are currently examining, but that they not visually overwhelmed with irrelevant details.

The tool has been tested in the classroom and was shown to be more effective than a traditional paper textbook in two respects. First, as predicted with the design, the tool encourages users to spend more time attending to an overview of the information, helping students build a skeleton they can fit details into later. Second, the tool encouraged users to step back and review topics from previous sections that were relevant to the topics they were learning. This combination of behaviors in the users leads to greater measures of conceptual understanding, with little to no extra effort on the part of the learner.

Adaptive Map Developers:

Project Lead: Dr. Jacob Moore

Dr. Moore is an Assistant Professor of Mechanical Engineering at Penn State Mont Alto. His research interests include engineering education focused on digital textbook design, and additive manufacturing technologies. As the project lead, Dr. Moore oversees all development and evaluation activities and is currently the primary content developer.

Lead Software Developer: Shawn Shroyer

Shawn Shroyer is currently a senior in the Information Sciences and Technology program at Penn State Mont Alto. As the lead software developer, Shawn is the primary software developer for the Adaptive Map Project.

Past Contributors:

We would also like to acknowledge past software developers, Nathanael Bice, Lauren Gibboney, Joseph Luke, James McIntyre, John Nein, Tucker Noia, Michel Pascale, and Joshua Rush, as well as the content experts we have consulted with, Dr. Robert Scott Pierce and Christopher Venters.

Research Publications:


Moore, J. Pascale, M., Williams, C. North, C. (2013) *Translating Educational Theory Into Educational Software: A Case Study of the Adaptive Map Project* Proceedings of the 2013 ASEE Annual Conference Atlanta, GA, ASEE.

Moore, J. Pierce, R. S., Williams, C. (2012) *Towards an "Adaptive Concept Map": Creating an Expert-Generated Concept Map of an Engineering Statics Curriculum* Proceedings of the 2012 ASEE Annual Conference San Antonio, TX, ASEE.

VIRGINIA TECH

VITAL: an interactive guide to the effects of VITamins and minerALS in the body system

<https://vital-test.dev.tlos.vt.edu>

 **VirginiaTech**
Invent the Future

Vital an interactive guide to the effects of
VITamins & minerALS in the body systems

Instructions

System

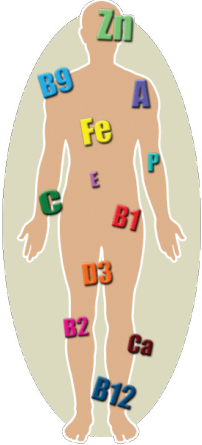
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Micronutrient

Please make a selection

Condition

Please make a selection



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Job Descriptions

Open Educational Resources (OER) Coordinator

Position Overview: Creates, promotes and utilizes open educational resources (OERs) and open access content in support of the University of Oklahoma's goal to develop open access textbooks; serves as primary liaison to teaching faculty in this role.

Position Responsibilities:

- Identify likely subjects for the development of OERs.
- Work collaboratively with diverse subject matter specialists to create OERs in a variety of disciplines.
- Promote the development and use of OERs for teaching and learning at OU.
- Promote the discovery and use of OU-created OERs to the educational community beyond OU.
- Identify, describe and index OERs.
- Research and resolve intellectual property rights of materials utilized in the development and creation of OERs.
- Work with appropriate library personnel to preserve OER content created by OU faculty in the University Libraries' institutional repository.
- Guide the development of peer review/evaluation processes for created OERs.
- Explore/experiment and develop tools and applications for OERs and open courseware.
- Define/develop educational objectives to meet learning outcomes.
- Develop diverse learner-centered online course content and activities to meet varying learning modalities.

Skills:

- Ability to consult and collaborate with diverse individuals and groups.
- Ability to effectively communicate orally and in writing.
- Ability to establish effective cooperative working relationships.
- Ability to make effective presentations and communicate ideas.
- Project management: Define goals, develop budgets and timelines, and coordinate existing staff and technology resources to achieve or exceed desired outcomes.
- Ability to assess and learn new technologies quickly.
- Ability to work creatively in a rapidly changing environment.

Jobs@ Template for Role Changes and New Positions

General Position Information	
Why is this request being submitted?	The Library is building infrastructure for scalable, sustainable platforms for open publishing of Library-hosted content under the umbrella of the Library's Scholarly Repository Services unit.
Is this position to be posted?	Yes
POSITION INFORMATION	
Department (Applicant View)	University of Virginia Library
Location (Applicant View)	Charlottesville
Note for the Posting Summary field below: For STAFF - market your position by describing the advantages of applying for this specific posting. Qualifications and employment conditions are presented separately. Please be advised that Posting Summary field below holds maximum 3800 characters.	Academic Discipline-Specific Technology Professional (ADSTP) Specialists use knowledge of information technology, including programming, applications, databases, web design, and software to support activities such as teaching, research, curriculum design, and publishing within an academic discipline.
Posting Summary Please be advised that this Posting Summary field holds a maximum of 3800 characters.	Academic Discipline-Specific Technology Professional (ADSTP) Specialists use knowledge of information technology, including programming, applications, databases, web design, and software to support activities such as teaching, research, curriculum design, and publishing within an academic discipline.
Required applicant documents:	CV / Resume Cover Letter Contact information for 3 References - name, email, phone
Optional Documents:	
Hiring Official Name	Ellen Ramsey
Hiring Official Phone Number	434-243-7079
Hiring Official E-mail Address	Ecr2c@virginia.edu
How many positions will you need to fill with this posting?	1
Reason for Posting	The Library is building infrastructure for scalable, sustainable platforms for open publishing of Library-hosted content under the umbrella of the Library's Scholarly Repository Services unit.
Area of Interest:	
Posting for UVA Employees Only:	Yes (this is true for the first five days that a position is posted)

UNIVERSITY OF VIRGINIA LIBRARIES

Open Publishing Librarian

Primary Shift	Day
When should position be posted? (If not ASAP, please specify a date)	ASAP
Closing Date	Open Until Filled
Advertisement Copy	<p>The University of Virginia Library seeks applicants for the position of Open Publishing Librarian. The position will focus on advancing infrastructure for scalable, sustainable platforms for open access journal hosting, open educational resources, and emerging open modes of scholarship, under the umbrella of the Library's Scholarly Repository Services unit.</p> <p>The successful candidate will provide innovative, creative leadership for a newly-created position in the Library dedicated to advancing the University's growing engagement with contemporary, open, and scholarly publishing issues.</p> <p>The Open Publishing Librarian engages with University and Library communities to explore and establish best solutions for digital publication and preservation of scholarly work, leveraging evolving technologies for dissemination and discovery of UVA research and scholarship. Initial work will focus on investigating and assessing scalable, sustainable platforms for open access journal hosting and new modes of open scholarship under the umbrella of the Library's Scholarly Repository Services unit. Work will evolve to include presentations about and direct patron support of selected platforms, as well as evaluating capacity and applications for new modes of open publishing within the Library's purview. Close collaboration is expected with the Scholarly Repository Services team and and Digital Preservation Librarian to ensure alignment with repository and preservation standards and recommend changes and/or relevant new services. The ideal candidate will be a skilled presenter and advocate comfortable partnering with diverse groups of stakeholders to promote a comprehensive view of the Library's scholarly repository and open publishing resources.</p>
EO/AA Statement for Your Organization:	The University of Virginia is an affirmative action/equal opportunity employer committed to diversity, equity, and inclusiveness.
Employment Conditions:	Criminal History Sexual Offender Registry
EXEMPTION INFORMATION	
Start Date for Exemption	
End Date for Exemption	
Candidate Information	
First Name:	
Middle Initial:	
Last Name:	

UNIVERSITY OF VIRGINIA LIBRARIES
Open Publishing Librarian

Suffix:	
Reason for Exemption An exemption from the faculty recruitment procedures is requested for the following reason:	No Response
Additional Notes on Exemption	
Organization	207 UVA
School/Unit	University Library
What is the primary purpose of this position?	<p>The Library is building infrastructure for scalable, sustainable platforms for open publishing of Library-hosted content under the umbrella of the Library's Scholarly Repository Services unit.</p> <p>The Open Publishing Librarian engages with University and Library communities to explore and establish best solutions for digital publication and preservation of scholarly work, leveraging evolving technologies for dissemination and discovery of UVA research and scholarship. Initial work will focus on investigating and assessing scalable, sustainable platforms for open access journal hosting and new modes of open scholarship under the umbrella of the Library's Scholarly Repository Services unit. Work will evolve to include presentations about and direct patron support of selected platforms, as well as evaluating capacity and applications for new modes of open publishing within the Library's purview.</p>
Cite specific examples of decisions made with supervisory guidance AND specific examples of decisions made without supervisory guidance.	<p>Without Supervisory Guidance:</p> <ul style="list-style-type: none"> -Direct patron support of selected platforms, including help ticket responses, training for student and faculty editors, technical support for publication deposits. - Researches emerging trends in scholarly publishing, new business models, the marketplace, and new technologies to inform and guide the library's digital publishing strategies. - Engages with faculty to explore issues and solutions for digital publication and preservation of work eligible for Library open publishing initiatives. -Writes and maintains documentation for selected platforms. <p>With Supervisory Guidance:</p> <ul style="list-style-type: none"> -Prepares recommendations based on research of new platforms and systems for support of open publishing initiatives. Supervisor will and stakeholders. -Serves on project team(s) assembled to implement recommended platforms, contributing operational and policy input based on research and expertise. -Supervisor provides high-level decision making and prioritizes projects, reviews and channels appropriate resource requests for recommended models to Library and University leadership.
Working Title:	Open Publishing Librarian
Number of Work Hours Per Week: (format: xx.xxxx)	40.000

UNIVERSITY OF VIRGINIA LIBRARIES

Open Publishing Librarian

Percent of Duty Total: 100			
Percentage of Time	Responsibility Title	Duties	Level of Importance (High, Average, Low)
30	Best Practices Advocacy	<ul style="list-style-type: none"> Researches emerging trends in scholarly publishing, new business models, the marketplace, and new technologies to inform and guide the library's digital publishing strategies. Engages with stakeholders (including faculty, library colleagues, and other publishing/educational content providers inside and outside UVA) to explore issues and solutions for digital publication and preservation of work eligible for Library open publishing initiatives. Collaborates with the Scholarly Repository Services team and Digital Preservation Librarian to ensure alignment with repository and preservation standards and recommend changes and/or relevant new services. Serves on project team(s) assembled to implement recommended platforms, contributing operational and policy input based on research and expertise. 	High
30	Open Publishing Service Coordination	<ul style="list-style-type: none"> Coordinates service configuration, maintenance, and outreach for selected platform(s), including coordinating with LibIT and ITS on technical requirements, supervisor and Library leadership on policy development and review, integration with existing Library and University services, and implementation planning and delivery. Serves as primary open publishing contact within Scholarly Repository Services for faculty, users, disciplinary liaisons, and technology partners (Academic Engagement, LibEx, ITS, and outside vendors). Serves as a member of the Library's Libra Services Team, representing open publishing interests within the Library's scholarly repository structure. 	High
30	Open Publishing Patron Support	<ul style="list-style-type: none"> Provides direct support for open publishing, including journals and educational content published through the Library's chosen platform(s). Delivers training for student and faculty editors and authors Provides technical support for publication deposits. Conducts periodic quality control and review of relevant self-deposited metadata and content in Libra institutional repository and Virgo discovery systems, contacts users to resolve issues. Writes and maintains documentation for selected platform(s). 	High

10	Developmental Activities	<ul style="list-style-type: none"> Engages in regular professional development to maintain an up-to-date knowledge of developments in the field. Engages in research and development in order to provide continuous improvement of services in response to changing user needs. Participates in library committees, communities or groups which maybe self selected or may be assigned. 	Average

Qualifications	
Required and Preferred Qualifications	
Required Education What is the minimum level of formal education required to successfully perform the duties and responsibilities of the position? Choose one.	Bachelor's degree or equivalent experience in Computer science, MIS, Computer Engineering or related discipline.
If any specific degree/training is required , please specify:	
Required Experience	Some - up to 4 years
If any experience is required , please specify kind of experience:	Experience with institutional repository, electronic publishing, or educational content platforms or services.
Required License or Certification:	(Yes or No)
If yes, what is the required License or Certification.	
Required Knowledge, Skills and Abilities:	<ul style="list-style-type: none"> Demonstrated ability to efficiently learn and support users of new computer systems/software Ability to work effectively with students, faculty, and

	staff, both independently and in a team environment <ul style="list-style-type: none"> • Ability to plan, develop, and manage projects • Excellent interpersonal and communication skills • Strong presentation skills
Required Computer Applications:	
Preferred Education	
What level of education is preferred to successfully perform the duties and responsibilities of the position? Choose one.	MLS/MLIS from an ALA-accredited program
If any specific degree/training is preferred , please specify type:	MLS/MLIS from an ALA-accredited program
Preferred Experience	
Preferred Experience	
If any experience is preferred , please specify kind of experience:	<ul style="list-style-type: none"> • Significant relevant professional experience in either an academic library or a publishing company • Knowledge of publishing practices and processes for scholarly journals and/or educational resources (e.g. review, editorial, production processes) • Familiarity with digital repository platform(s)
Preferred License or Certification:	MLS/MLIS from an ALA-accredited program
If yes, what is the preferred License or Certification.	MLS/MLIS from an ALA-accredited program
Preferred Knowledge, Skills and Abilities:	<ul style="list-style-type: none"> • Familiarity with current trends and emerging issues regarding copyright, open access, and scholarly communication, particularly as they relate to publishing and/or institutional repositories.
Preferred Computer Applications:	Web, PDF, text, and imaging software experience preferred.

VIRGINIA TECH LIBRARIES

Three years of Open Education position descriptions

Three years of Open Education position descriptions

JOB DESCRIPTION

YEAR 1: Open Education and Online Learning Environments Librarian

RANK: Instructor

The Open Education (OE) and Online Learning Environments Librarian will promote the findability, use, assessment, and creation of open educational resources with faculty, staff, and students. The position will specialize in maintaining current awareness of trends and issues in open education, developing an in-depth knowledge of open educational resources (OER) and their sources, and communicating these trends, issues, and knowledge to the campus community. Liaise with OER initiatives and communities of practice (e.g. MERLOT, OER Commons, MITE, Creative Commons, AL\$). The Libraries' OE program is in its pilot phase. The position will assess needs in regards to OE approaches and explore what the program can become.

Among the chief activities of the position will be:

35%: Survey the online learning environment at this institution and beyond. Identify service models used by other libraries in support of online and distance learning. . . liaise with the educational technology unit.

25%: Explore and disseminate information regarding Open Educational Resources (OER) (to include digital textbooks and multimedia) to the Library community and interested Faculty at this institution. Identify current practices of this institution's faculty. Survey ARL peer institutions, particularly focusing on 1) Ways that librarians are providing support and services in this space; 2) Ways that instructors are currently using open educational resources; and 3) Uncover any advocacy for OER by ARL members and their impact on teaching/learning. Identify opportunities for the Libraries to lead or partner in initiatives regarding OERs at this institution.

15%: Develop set of guidelines and checklist for faculty regarding using licensing content for educational use (in classroom and online).

25%: Other education and liaison responsibilities.

YEAR 2: Assessment, Open Education, and Online Learning Environments Librarian

RANK : Instructor

DEPARTMENTS (3): **Assessment and Branch Operations**
 Learning Environments
 Scholarly Communication

The chief activities of the position will be:

60% Assessment

15%: Online/distance learning partnerships and exploration

15%: Continue to identify opportunities and potential directions for the Libraries' OER program to lead or partner in initiatives regarding OER at this institution. Engage, disseminate

VIRGINIA TECH LIBRARIES

Three years of Open Education position descriptions

information, and develop champions among Library faculty/staff, interested non-library faculty, and students at this institution regarding Online Educational Resources (OER) (to include digital textbooks and multimedia), Copyright, open licensing, and Creative Commons in conjunction with other members of the Scholarly Communications Team's broad conversation with faculty regarding Open Publishing. Continue to liaise with initiatives outside of this institution's working with open educational resources. Participate in the Information Policy & Rights Working Group with regard to U.S. Copyright Law.

10% - Library liaison to this institution's Economics and Mathematics departments.

YEAR 3:

TITLE: Open Education, Copyright, and Scholarly Communication Librarian

RANK: Assistant Professor

DEPARTMENT: Scholarly Communication

- 60% including: Supports the University Libraries' research and scholarly communication initiatives,
- Contributing to the development of University Libraries' research and informatics programs and engages in research and scholarly communication initiatives and service activities.
 - Providing leadership and expertise for University Libraries and the research and informatics division in areas related to open educational resources (OER), copyright, and open licensing.
 - Explores and disseminates information regarding OER to the library community and interested faculty at this institution.
 - Identifies opportunities and potential directions for campus OER initiatives. Engages, disseminates information, and develops champions among Library faculty/staff, interested non-library faculty, and students regarding OER, copyright, open licensing, and Creative Commons in conjunction with open e-publishing initiatives. Liaises with groups outside of the university working with open educational resources.
- 30% Serves as the library liaison to the assigned departments of economics, mathematics, and legal studies.
- 8% Upholds a breadth of professional responsibilities and initiatives by . . .
- 2% Performs other duties as assigned