Open Educational Resources in Texas Academic Libraries

Texas Conference on Digital Libraries
May 23, 2019

Panel: Open Educational Resources in Texas Academic Libraries

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Panelists

Ariana Santiago
OER Coordinator, University of Houston
@aripants

Camille Thomas
Scholarly Publishing Librarian, Texas Tech University
@afrofuturistlib

Amanda Zerangue
Manager of Digital Services, Texas Woman's University
@azerangue3

Open educational resources

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"Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions."

- UNESCO

Open Educational Resources definition:
"Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions."
Source: UNESCO

Open Education definition:
"Open Education encompasses resources, tools and practices that are free of legal, financial and technical barriers and can be fully used, shared and adapted in the digital environment. Open Education maximizes the power of the Internet to make education more affordable, accessible and effective."
Source: SPARC

How did your OER program get started? How did you gain buy-in from key stakeholders?

Camille:
Our program started with awareness and outreach. A big kickoff was OTN workshop for faculty and stakeholders. We had some existing relationships with eLearning, SGA and through liaisons. The Libraries' administration also did a lot of work introducing OER to our university admin. We also had a pilot adaptation project that got buy-in because the partners were engaged in the process.

Ariana:
Our program was very student driven. Two years ago, our SGA was very concerned with textbook affordability. They researched and learned about OER, which they brought forward to the Provost. Our Provost got on board with the importance of OER and brought it to the Libraries Dean to implement. A task force was then formed, made up of librarians and faculty, to do further research and pilot an OER program. This took the form of an incentive program. My position (OER Coordinator) was also created. Our students played a really significant role in getting buy-in from the Provost. Now I think about buy-in as an ongoing process which requires keeping various stakeholders involved in the conversation (faculty, students, instructional designers, bookstore, etc.)

Amanda:
AT TWU-
2018- exclusively librarian-led
- "Campus with a Heart" - HEART Initiative, celebrated Open Ed Week
2019- SPARC Open Education Leadership Program- able to gain more traction

- Campus partners-- invited them to partner (CFE, TLT, OoT, PCSE)
- Faculty panel- Textbook Pioneers
- Developed Departmental Award for Textbook Savings @ TWU
- Chancellor's support- testimony before

Describe the structure of your institution's OER program: does it include grants, training, a community of practice, etc.?

Camille:
We do not have grant funding, but have been working to start with awards as incentives. Also, outreach and matching faculty with open resources. The Libraries and the Provost's Office formed a campus-wide committee with the goal of bringing stakeholders together and growing the pilots into a larger program.

Ariana:
A big part of our OER program is the [Alternative Textbook Incentive Program](). The incentive program has been the driver for a lot of our outreach and training opportunities, such as campus-wide presentations, presenting at department meetings, and collaborating with Faculty Engagement and Development. We're starting to have training specifically around the use of Pressbooks, which is a publishing platform that's widely used for OER. There is no formal community of practice at the moment, but we're starting to see an informal community around OER.

Amanda:
Collaboration with partners, spearheaded by the TWU Libraries
Departmental Award for Textbook Savings- Library and Partner funded
TLT- instructional designer
Developing: Librarian Train-the-trainer and faculty workshop for award winners
Future: Chancellor would like to tie the initiative to our strategic plan through retention, proposal to provide incentive to instructors teaching equired gen-ed courses

What are the high-priority needs at your institution? What areas require the most support?

Camille:
1) Incentives are the highest priority. I'm not sure our faculty are catching the windows for state and federal grants, especially those who are new to OER concepts. So, incentives at the institutional level are needed -- even if they are not monetary. 2) Open Pedagogy and Adaption. Many faculty have expressed interest in open ped. Our physics department has express issues with the content as is, so we want to get a sustainable program going for adaptation. 3) Continue Education on legislation and options avialable, especially those that look like OER equivalents but are not.

Ariana:
In general, there is a need for training around best practices for OER adoption. Faculty are interested in OER but run into specific questions around how to implement it: how to make it available to students, what are their options for printing, what permissions do they have with OER, etc.

A lot of people are also engaging in adaptation and creation, which I think speaks to the lack of existing OER that meet their specific needs. Supporting OER creation was a high enough priority that we licensed with Pressbooks. Having access to Pressbooks provides a solution for a few aspects of OER creation - it's a tool for authoring/creating content, and also provides a place to host your OER (answers many of the "how do I do this" questions for OER creation). However, it also raises more questions and areas for support - for example, training on using the platform, and education around copyright and Creative Commons licensing. We're still figuring out how to support these needs.

Amanda:
High priority needs:
- faculty incentives- whether that be via a stipend, release for course development, formal recognition in the tenure/promotion process
- OER librarian?
- Library development of a resource or training guide to help faculty search for OER, particularly those in the areas of nursing, the health sciences, and teacher education

What areas require the most support
- Locating OER
- Grant applications
- Licensing and Accessibility

What are the sources of funding for your OER program?

Camille:
None. Federal and State opportunities at the moment. The campus-wide committee is able to make recommendations for incentive programs but we have not secured institutional funding. The only other funding has been dedicated to things like OTN.

Ariana:
We had initial funding from the Provost, who funded the first round of the incentive program and our initial membership fee for the Open Textbook Network. Now it's funded by the library. That includes: the incentive program, OTN membership, Pressbooks, and anything needed for promotion or events.

Amanda:
Departmental Award for Textbook Savings- Library and Partner-funded

How is your institution responding to the requirements of Texas Senate Bill 810?

Texas Senate Bill 810 is legislation related to OER which was passed about a year ago. One of the requirements as a result of this law is that higher education institutions "provide a searchable list of courses and sections of courses that require or recommend only open educational resources." -SB810

Camille:
We are currently in compliance via OER designation in the bookstore. The committee is talking more about making it more visible through registration system in the future. Our SGA feel it is not quite visible to students in the "spirit of the law" yet.

Ariana:
Currently we're meeting this requirement through the bookstore's textbook reporting system: instructors are supposed to report to the bookstore their required textbooks, and this includes an option to say that they don't require a textbook. That's broader than saying they use OER, but OER fits within that designation. When students search for classes in the course schedule system, each section includes a link to that textbook lookup on the bookstore website. We also have a syllabus database for undergraduate courses, which is another way students could find information about textbooks and whether certain courses use OER. Neither of these are perfect and it can definitely be better. A more ideal option would be to have a search filter directly in the class schedule system where students can limit to those courses with no-cost or low-cost textbooks. We've started conversations about how to move this forward with the units on campus that can make those changes.

Amanda:
pending

Who do you collaborate with most closely? Who do you wish you were collaborating with?

Camille:
Partnership with SGA has been huge and uplifting. We advocate for them and they advocate for us as well. I collaborate a lot with our subject liaisons. I've collaborated with our User Experience librarian on collecting/cleaning OER retention/ cost metrics and our Web Librarian for customization on projects using pressbooks. Other librarians have been very involved in Open Ed Week. I'd like to collaborate more with Teaching and Learning for Open Ped and with Instructors on adaptation projects.

Ariana:
Besides faculty, I collaborate most with librarians and instructional designers. In the library, I've collaborated with our Digital Scholarship Coordinator to select a platform for OER creation (Pressbooks), our Assessment and Statistics Coordinator on developing an assessment plan for the incentive program and other projects that involve data analysis, and the Outreach Coordinator on crafting clear and effective communication. And in general I work to keep our subject liaisons informed of the OER program, especially for activity in their subject areas, which can include bringing them into OER consultations.

With instructional designers, we're working towards collaborating closely and it's looking promising so far. We've had informal conversations as well as dedicated meetings to talk about how OER and instructional design fit together. I'd like to collaborate more with the bookstore - we have a good relationship but I wouldn't say it's a close collaboration. I'd also love to work more closely with students, though I'm not sure what that looks like at our institution, where SGA already did the significant

work of getting administration on board.

Amanda:
Collaborate most closely with- 4 other campus partners, Digital Scholarship & Initiatives workgroup, faculty
Wish- librarians, student government

What are your favorite resources for OER professional development?

Camille:
I have been working with SPARC the past year on a project with public interest stakeholders, as well as mentoring in the Leadership Program. I moderate the monthly Lib OER Community Calls. Working with SPARC has really developed how I monitor and communicate policy. I'm also really happy about the Texas OER Summit, listserv, and Coordinating Committee. I have been glad to see OER's presence grow at the library publishing forum as well.

Ariana:
Texas OER Community listserv/Google group; SPARC Open Education Fact Sheet; Introduction to OER course through Library Juice Academy; Rebus Community/OTN Office Hours (and any online chats in general); Texas Toolkit on OER Course Markings. Not sure I will list ALL of these….

Amanda:
OpenEd, mentors

Resources

SPARC, sparcopen.org

- Open Education Leadership Program
- LibOER Community Calls
- Open Education Fact Sheet

Texas OER Community Google Group
Intro to OER course, Library Juice Academy
Rebus Community/OTN Office Hours
Texas Toolkit on OER Course Markings

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Texas Toolkit on OER Course Markings by Michelle Reed
Mentorship

Questions?

Thank you!

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Ariana Santiago, University of Houston
@aripants

Camille Thomas, Texas Tech University
@afrofuturistlib

Amanda Zerangue, Texas Woman's University
@azerangue3