

OER Faculty Panel - Recording Transcript

Alan Daniel Wiggins: All right.

Alan Daniel Wiggins: so i'd like to thank everyone for coming this morning, and especially to our panelists on this discussion of open educational resources.

Alan Daniel Wiggins: an adoption by faculty members at young Dearborn. so i'm Alan Wiggins, I'm, the moderator, I'm. In math and statistics.

Alan Daniel Wiggins: I'm, a member of the open Education committee was formerly a member of the open Educational Resources task forces, and I've used a lot of oer in my classes.

Alan Daniel Wiggins: and i'd like to thank Belen for sending out the publicity for all this and getting this together. So since Belen was so successful at getting people to talk at this event, we don't have the time for everybody to answer every question.

Alan Daniel Wiggins: So we've tried to

Alan Daniel Wiggins: distribute the questions accordingly beforehand. Hopefully, everybody has chosen their questions.

Alan Daniel Wiggins: but if there's time at the end feel free to to make points on anything that you did not get a chance to make points on before. And then at the end of the meeting. We're going to have a little bit of time for. Q. A.

Alan Daniel Wiggins: So

Alan Daniel Wiggins: let's get to it. Then I will turn it over to our panelists to introduce themselves. So i'll call on you one at a time, and Sophia to you first. So take it away. Tell us where you're from, in terms of what department? And then how you've used! O, we are in your classes.

Alan Daniel Wiggins: What? Your?

Sofia Calzada-Orihuela: Oh, hello! Good morning, everyone. I'm Sofia and i'm a lecturing hispanic studies slash Spanish. and in our discipline we have been planning since, probably probably 2016, to reduce the student expenses by not requiring a textbook in our beginning level. That is the Spanish one on one and 102. That's the first year.

Sofia Calzada-Orihuela: and by January, 2,018. My colleague, Francia Martin and Valencia, who unfortunately was not able to attend today, Francis and I,

Sofia Calzada-Orihuela: with the help of our then language lab director At Phon we we started working on our course blueprints and collected materials from other instructors in order to make them accessible as canvas quizzes.

Sofia Calzada-Orihuela: The hub was instrumental in the first steps of the processes that provided resources, advice, and solutions. Professor Franston I. Requested 2 grants from from the hop for the summer of that year that is, 2,018, and with that money

Sofia Calzada-Orihuela: we were able to hire at least 2 student assistants who help us create files. Some of the canvas quiz. They created quizlets. They did test runs, and most importantly, they made sure that all external sources, either videos or images taking from the internet were appropriately credited

Sofia Calzada-Orihuela: in December, 2,018, her master course, 101 was ready to go, and Winter, 2,019 was her first semester without requiring a textbook in Spanish 102.

Sofia Calzada-Orihuela: Thank you. Spanish. One or 2 follow suit. In the fall of that year.

Sofia Calzada-Orihuela: I'm hoping that later today I can show you the booklet. Also note the vocabulary list, and that is what replaces our textbook. Basically

Sofia Calzada-Orihuela: And students can consult this file at any time through canvas, and they can print it distributed. Do what they

Sofia Calzada-Orihuela: we can do best with it, and this is an ongoing project. It's, it's not finished. This is an ongoing project. We're still improving it, and we're in his enhancing our materials. But so far, so good.

Alan Daniel Wiggins: great. Thank you, Sophia. Then I see you next. So take it away.

Benjamin Wielechowski: Hi, everyone! My name is Ben Wilkowski. I am a lecturer in the journalism and media productions. Discipline have been

Benjamin Wielechowski: Mit

Benjamin Wielechowski: at least 3 of those years. And then, as I wanted, or as I was planning, and being asked to

Benjamin Wielechowski: move away from the dry textbooks.

Benjamin Wielechowski: saw the oer Grant opportunity and work with autumn and and Rya to develop an oer text and have been since, I guess. What was it? Fall? 20,

Benjamin Wielechowski: 21, maybe, have really transitioned all my classes to our text one that I wrote, and then I've been relying on other. O, we are text for other classes outside of that.

Benjamin Wielechowski: and I guess I think that's my introduction.

Alan Daniel Wiggins: Thank you, Ben.

Alan Daniel Wiggins: How do I see you next? So go ahead.

Patty Graybeal: I am a lecture in accounting in the College of business, and my our

Patty Graybeal: journey started around 2016 when an email came across, and my

Patty Graybeal: I read it, and a company was looking for people to do. O, we are writing, and I've always wanted to write a textbook, but

Patty Graybeal: I never wanted to do it from a standpoint of making money, and I hated the of textbooks for students.

Patty Graybeal: So, after a very rigorous process, I ended up being the primary author on one textbook and the secondary author on a second, because there was no our material for these intro accounting forces. And this is a, you know, a required force at all colleges of business.

Patty Graybeal: So I'll talk more later on about this whole process. But the book was finally ready and for use in 2019, both books and currently, each semester. They're being used by over 50,000 students. So that's kind of a a great thing to realize, and and that number is growing. So it's it's a really wonderful thing to realize you're saving those

Patty Graybeal: students money, because accounting texts run in the couple of \$100, usually at least. So that's sort of my o our journey, and more of it will come out later. But I'm I'm. Still writing material and tweaking things and adding stuff, and hoping to make it available to more people.

Alan Daniel Wiggins: Thank you, Patty Jill. I see you next.

Jill Darling (she/her): Thanks. Hello! Good morning. Nice to see you all. I'm: Jill, darling. I teach writing classes in the

Jill Darling (she/her): I'm. In rhetoric program. I'm. A lecturer, and I I teach a variety of classes, so the intro composition classes. I also teach Intro to creative writing and upper level essay writing class that I teach as a usually teach, generally as a creative nonfiction, as opposed to more academic

Jill Darling (she/her): kinds of essay ready.

Jill Darling (she/her): And so last year I was a hub affiliate, and I wanted to focus on oer.

Jill Darling (she/her): and I have in the past looked for and used. O, we are resources for some of my composition classes first year writing classes, and I Haven't looked at those specifically in a while, and I know there's lots of those coming out all of the time. There's a lot of resources for composition.

Jill Darling (she/her): and if

Jill Darling (she/her): you know, sometimes we'll kind of add something here there. But I wanted to focus on particularly upper level essay writing to find out what was available as resources. And

Jill Darling (she/her): originally my idea was that I wanted to eventually work on creating a textbook, but I wanted to start with a collection of sample essays primarily from students from our own students. We have so many students

Jill Darling (she/her): who are such great writers. We hear them at their writing awards. I see. Pf. This year we hear them at the writing awards every year the really great things that students right, and that my classes every semester. But then in the semester they just have really great stuff. So I wanted to make a collection of student writing.

Jill Darling (she/her): working with students to kind of develop it. I haven't gotten to that yet. But that sort of my longer term goal, and in the meantime I've worked on collect going through and researching and collecting some resources that seem particularly useful for intro creative writing, and also upper level essay writing.

Jill Darling (she/her): And I wrote a landscape review which I can show you a little later on that hub log where I talked about the some of the different resources I found. I've only a little bit. This semester started integrating some of that into my classes, and I have to spend a little more time on that

Jill Darling (she/her): in the summer, so i'll just leave it there, and we can talk more. Thanks.

Alan Daniel Wiggins: Thank you, Jill. Maggie. I see you next.

Yi Maggie Guo: Hello, Good morning, and my experience with the free, open source material actually is quite simple. There is

Yi Maggie Guo: 2,020. I was ready to, I i'm teaching programming languages in college of business, and then we we use to teach javascript, and then Python was very hot nowadays, and then, so i'm trying to switch from Javascript to Python, and then I think that's a good opportunity to look for material, and then I find actually

Yi Maggie Guo: a couple of free textbooks. So I use those. And then, however, if those textbooks are free, Sometimes the supporting documents, like some assignments, and then

Yi Maggie Guo: quizzes were not fully developed, although the one I I choose actually pretty good. And then so I asked to the grant for supplemental material.

Yi Maggie Guo: and then I I was able to create some assignments along the way. And then over the years I changed the assignment a little bit. So i'm thinking maybe there is one time I can have a collection of those assignments, and I can share with other people. Yeah. So that's all what I've done.

Alan Daniel Wiggins: Thank you. Maggie and Antonio. I think you will round it out for us.

Antonios Marios Koumpias: I I'm Antonio. I'm an assistant Professor of Economics at the Social Science Department. I am

Antonios Marios Koumpias: teaching micro economics, and I was drawn to a open educational resources when I really first arrived to this country, and I realized that

Antonios Marios Koumpias: textbooks are so expensive

Antonios Marios Koumpias: and they're limiting the the ability of a cycle to assign multiple textbooks.

Antonios Marios Koumpias: So I want to change the way that the

Antonios Marios Koumpias: remove those barriers and access to education. And that's why I adopted the all your resources.

Alan Daniel Wiggins: Thanks, Antonio. So before we get to the questions. I would like to give a big thanks to Rya Simet and Autumn Keynes, who are the Co-chairs

Alan Daniel Wiggins: of the Oe committee.

Alan Daniel Wiggins: Autumn, unfortunately, had to step down, and so now I am a Co-chair.

Alan Daniel Wiggins: but

Alan Daniel Wiggins: without their work really not much of this would be possible, and i'd also like to thank Maureen and Jean for their support of this committee.

Alan Daniel Wiggins: So our very first question, which will be fielded by Paddy and Ben.

Alan Daniel Wiggins: is, what was your impetus for choosing to use oer. and what do you have chosen to use it sooner? If the students had asked.

Alan Daniel Wiggins: So I should mention that that last question was asked specifically by a student who I am. And are you with us today?

Alan Daniel Wiggins: Yes, hi, I am. Hello!

Patty Graybeal: I'll go first. My impetus for using it I mean. The initial was was simply the cost for textbooks.

Patty Graybeal: 2, kit. I have 2 daughters that were in college at the same time, and it was not uncommon for me to spend, you know.

Patty Graybeal: \$1,200 for each, a semester for books. And so, as they're

Patty Graybeal: classes started using oer materials, I was like, this is great.

Patty Graybeal: But in conjunction with that, one of my daughters still really needs a print copy of things, and most oer materials are online.

Patty Graybeal: And so I wanted. I thought it would be great if students had access to a hard copy, a Pdf. Version one they can get to through their app and access it in when, whatever way, because all students learn differently. But the problem is in a technical subject like accounting.

Patty Graybeal: It's very hard to find oer materials. They they don't exist, and and so the only way to do it was to create my own. And while I've created materials

Patty Graybeal: for classes in the past. it wasn't sufficient because you you need students like the online homework systems. It

Patty Graybeal: gives them variety plus. You can change, you know everybody can get different numbers. So there are a lot of things that needed to happen. So

Patty Graybeal: I got

Patty Graybeal: like I said I. It sort of fell in my lap. The initial idea, and not the idea, but the ability to do this. and so working through this process, what I like the most is that

Patty Graybeal: anybody who uses these texts that through openstacks, or you know it's true with any other oer resource.

Patty Graybeal: Sometimes you don't like a chapter in a given book, or you want to change the order, or you know you. You just would like to do things a little differently, and

Patty Graybeal: you can do that without having to go. Seek the author's permission, you know, and you can use the pieces that you want, and switch the order and it, and it's fine, and the students in the format that we have with this text is that

Patty Graybeal: they can get a hard copy for just the cost of printing. So the textbook hard copy is 40 or \$45,, which to get a hard copy. I mean, I actually have it like one version of it here. So you can see this is the smaller of the 2 volumes. To get that for 45 bucks is is pretty good. And then there's the app and the online. So

Patty Graybeal: the accessibility, the ability to mix it up the

Patty Graybeal: allowing students who learn different ways to have those options, and that was really my impetus for wanting to to do this, plus I just

Patty Graybeal: wanted the opportunity for myself to see if I could do it, and the second, from a writing from the writing standpoint, would I have offered it to students sooner.

Patty Graybeal: I think it was becoming still new. Ish when I we started this process, so I would say the answer to that is, yes. Had there been quality materials. There were things out there, but they even to piece them together, and the level of quality between. Somebody would do

Patty Graybeal: a random chapter here in a random chapter there it it was hard to be consistent with quality. and to have all the resources that you need like. If you want Powerpoint slides, and if you want a homework manager and those sorts of things, so

Patty Graybeal: I guess the long answer to that short question is, had the right resources been available. I would have implemented it sooner, but they didn't exist.

Patty Graybeal: So that's sort of my impetus how I got into it.

Alan Daniel Wiggins: Thanks, Patty. Then.

Benjamin Wielechowski: Yeah, hi! I I I I guess i'll try to, or I'm going to answer the question a little bit in in reverse I I my experience or my impetus. I I think

Benjamin Wielechowski: some I I share some of the those same thoughts and similar experience to paddies. And actually because of my students saying, Are you sure you're

Benjamin Wielechowski: doing the right thing. You're choosing the right text. Don't you think that maybe a Ted Talk here and a. And I was like, yeah, right, you're right. This is, this is better, and I've only

Benjamin Wielechowski: for narrative journalism. That's that's what I I wrote the oer text for, and you know the whole courses is about

Benjamin Wielechowski: storytelling, and so I rely on other, You know, long form narrative journalists, books as examples, and then, like the instructional text, and that you know I didn't want to sacrifice the the the books where they get to, you know, experience these terrific journalists. But the instructional stuff was just a supplement. Anyway, it was to be used as a resource, because the the examples and and class instruction

was supposed to be like the the text.

Benjamin Wielechowski: But it was. It was, you know it was dry, and that's and my students told me it was dry, and and I had been creating my canvas

Benjamin Wielechowski: shell as a sort of as a text each semester. I would write more on the pages. I would

Benjamin Wielechowski: include more hyperlinks and videos and and all sorts of interactive stuff, but

Benjamin Wielechowski: and it's like, Well, maybe canvas can be my my textbook. And and then the oer grant I saw that become available, and I was like, Well, maybe I should

Benjamin Wielechowski: ask these folks who are specialists? What what's possible, can I, you know? Is it? Is there another option than using canvas as a text

Benjamin Wielechowski: and Ryan autumn, and and the O. Our committee then said, Yes, there is an option which I thought was phenomenal, especially so I.

Benjamin Wielechowski: The next question that i'll i'll talk about is the process of writing in o our text, so i'll show an example of it.

Benjamin Wielechowski: But press books, which is sort of like the platform of of the oer text did everything I could have dreamed.

Benjamin Wielechowski: And so it's more interactive, more dynamic. I can integrate hyperlinks and videos and all sorts of of really cool stuff. Students can engage with the the digital platform and right notes, and

Benjamin Wielechowski: and all of this stuff, and it just it fit perfectly. It especially. You know, part of what I teach is digital storytelling. So the text is it. It was its own sort of piece of digital storytelling.

Benjamin Wielechowski: and you know.

because of the process I I went through the the few years, I think that

Benjamin Wielechowski: I mean I I I feel like students were asking me immediately about the choice of texts, and similar to what what Paddy, said I, a very different discipline of narrative journalism. But there there also weren't existing oer texts. There were. There were other texts that sort of

Benjamin Wielechowski: dovetailed with what I was teaching, but nothing that that I could Really, you really utilize

Benjamin Wielechowski: in the way that I wanted to do so. So I so trying to build out the canvas shell, was was the part of it. And then just that confluence of of opportunity and and student desire.

Benjamin Wielechowski: and of course the cost is always a useful, useful thing for for students not to have to spend the money, but really to get exactly what I wanted, that

Benjamin Wielechowski: also something that the students could engage with in a different way

Benjamin Wielechowski: that seemed only possible through the oer method, which I guess

Benjamin Wielechowski: it's sort of the

Benjamin Wielechowski: in short, the the impetus that led me to

Benjamin Wielechowski: to utilize the oer for that particular class, and i'd like to, you know.

Benjamin Wielechowski: do a similar

Benjamin Wielechowski: follow that same recipe for other courses and other sections that I I can see that fitting in other ways as well.

Thank you.

Alan Daniel Wiggins: Thanks, Ben. So now i'm moving on to a question for those who did not create their own oer. which is.

Alan Daniel Wiggins: how did you locate your oer? And did you find it easy or difficult to locate? And, Jill, you can

Alan Daniel Wiggins: take it away on this one

Jill Darling (she/her): you were i'm gonna but a document link in the chat. I think I did share it. I hope it does open, and I'm gonna actually share my screen and show you just a couple of things.

Jill Darling (she/her): I think that the if you haven't looked for

Jill Darling (she/her): resources through the different places for oer it can seem a little intimidating. and

Jill Darling (she/her): maybe in some ways it is, but I think it's also not. It's not as intimidating, or it's not as

Jill Darling (she/her): scariest, you know. Some might think there there does seem to be a lot of stuff out there, and places to go. But there is also a lot of repetition of what some of the resources are. So I think that's really that's really helpful to know.

Jill Darling (she/her): Can you see my screen?

Jill Darling (she/her): Okay. So this is just so that that kind of

Jill Darling (she/her): general answers to some of the questions that we had ahead of time that I made some responses to, but I wanted to look at this. I put some links in here to kind of narrating a little bit my journey. I did wrote, write a few posts on the Hub log, and

Jill Darling (she/her): I think you know, when I have looked for resources in the past. It does take a little bit of time to kind of find the places where to start looking in the first place, and then to go through the resources and see what's going to be useful and whatnot. And if you haven't been already the

Jill Darling (she/her): the library website, and I think I might have put some links to some of this in the chat already, too. But there's really great

Jill Darling (she/her): resources, and I think this has been added to, and is, is often added to. So this is really the best place to start to look at the library website for the we are committee Resources page, and there's some basic information. And then

Jill Darling (she/her): there's a lot of resources. So some of the basic places to go. and then a little bit of information about them

Jill Darling (she/her): so super helpful. That's a really good place to start. I also went to the website for the Open Educational Conference

Jill Darling (she/her): Open Education Conference, and you can go into this website, and there are archives of pastures, conferences, and all the videos are free from past year. So there's tons

of videos about all sorts of topics related. Some are shorter, some are longer, so you can, you know, pick and choose, and there's just so much information

Jill Darling (she/her): from really basic stuff to more advanced kind of stuff, and that's really helpful. If you have time to look through some videos and find info there and

Jill Darling (she/her): one in one video I found from the open Head Conference up.

Jill Darling (she/her): Someone was talking about this. She compiled this toolkit into a

Jill Darling (she/her): freely available

Jill Darling (she/her): Google Doc and Simple. There's some of a lot of the stuff from the our library website, and then you know it's sort of dense with other stuff here. So there's just a lot of information depending on, You know, kinds of things. You might be looking for all compiled into one place. So I think this is a really nice resource. You can save it, download it and save it, and then use it, you know. Add your own notes to whatever, so it's just a good

Jill Darling (she/her): good way to keep things in one place I always feel like me, and you have lots of tabs open on your computer all of the time. It's nice to try to centrally locate things once in a while, and then, as I went through, I was looking specifically for

Jill Darling (she/her): resources about teaching and writing creative nonfiction, and I really did not find anything specifically about that. There are some books that have small sections about teaching creative nonfiction, and

Jill Darling (she/her): I I didn't find any whole textbook. So I made kind of a list of like 10 or 15 resources. I focused it down to 7 or 8, and then I also met with Ottoman ria, and we looked through my list. We looked at the different search resources.

Jill Darling (she/her): and it turned out i'd i'd actually made a pretty good list. It didn't seem like I was missing anything or missing. You know places that I hadn't looked so. That was really nice, because I think

Jill Darling (she/her): you know, because it can seem overwhelming, or because it does seem like there's a lot of resources there's actually like, I said. There is repetition. So you might go to multiple places, but it turns out it's actually quite, quite manageable. And then, at any point during the search, I think it it is really important and really helpful. And, like, Ben said to to to meet with Rya and meet with me with anyone from the committee, and just sort of talk through whatever it is you're you're trying to work on.

Jill Darling (she/her): So there's no reason to ever have to totally work on any of this alone, and that's that's super helpful to. So i'm going to stop there and

Jill Darling (she/her): stop sharing. Thanks.

Belen A Garcia de Hurtado: thanks you.

Alan Daniel Wiggins: So our next question is on Redesign. So this is for Sofia and Maggie. So how did you redesign your course around the oer that you adopted.

Yi Maggie Guo: I can start.

Yi Maggie Guo: I'm teaching programming languages right? So students have to write programs, and then

Yi Maggie Guo: I I treat the textbook as I've been more supplement in a way. And then I like the the book. Actually, I find it's in the difficulty Level students can read ahead of time right? It's not too hard. I have to kind of

Yi Maggie Guo: great

Yi Maggie Guo: reach out to the the concept, and then I also have the narrated version of the Powerpoints ahead of time. So I ask my students to actually do those work ahead of time. So in class we are more hands on.

Yi Maggie Guo: And then over the semester. There is a project so that there is more like a product based. The examples in the class is one

Yi Maggie Guo: one project starting slow, and I. Every week we make it a bigger, bigger, bigger. So at the end it's more complex, and I ask them to do the same for their own project. So I think that's kind of a gets the either the concept of

Yi Maggie Guo: classroom and also project based taste in this class. And then I think the the textbook is in the the free textbook is in the right level for me to do those. And

Yi Maggie Guo: yeah, I think that's pretty much what I did for this class.

Alan Daniel Wiggins: Thanks, Maggie. Sophia.

Sofia Calzada-Orihuela: Oh, it's funny! We are also in languages and different languages, right, but languages nonetheless, and for languages there are a lot of material. So one of I think one of the challenges is to.

Sofia Calzada-Orihuela: so you know, identify and a bad way really, the ones that you really need.

Sofia Calzada-Orihuela: So what Spanish did was that

Sofia Calzada-Orihuela: complete? An entire red sign of the or for courses, because we were not only trying to substitute the textbook

Sofia Calzada-Orihuela: with oer resources, but we were also trying to convert it in hybrid. Now we all teach online. I'm talking pre pandemic. So we were really trying to make our courses available online hybrid

Sofia Calzada-Orihuela: without a textbook, etc. So if I can share my screen.

Sofia Calzada-Orihuela: let's see.

Sofia Calzada-Orihuela: I don't know if you can see my screen.

Sofia Calzada-Orihuela: Okay. And this this might be familiar. Some of you might be familiar with this format. This is the hybrid course print. So when we basically we redesign the entire sequence of the Spanish 101 and 102.

Sofia Calzada-Orihuela: I'm going to be talking specifically for one on one right now. So with my team, we focus on. Okay, what are the main learning outcomes that we want from the semester? So let's, you know. Let's really hyper focus on these 5

Sofia Calzada-Orihuela: learning outcomes. And I put he put them here in a note, you know. Introduce yourself, describe others, describe your taste, likes and dislikes about food, etc. This is this is a Spanish one on one.

Sofia Calzada-Orihuela: So once we had really, or Major 5 learning outcomes from the course, we started building our course plane the course blueprint. I'm sorry. So now we have.

Sofia Calzada-Orihuela: What are the the objectives, the activities, the resources here in our blueprint is gonna say, I say in canvas, because we

Sofia Calzada-Orihuela: to all er resources, and we modify some of them, and we created our own, some of them. So it's here in this blueprint. It's gonna say in camps and the assessment how we were going to assess or learning outcomes.

Sofia Calzada-Orihuela: So really, this entire file Again, this is an ongoing process. It has been a long process, and I cannot stress enough how important team work is. It's not in, or at least in my experience. It's not a one person's work. This is everybody, you know, everybody contributed.

Sofia Calzada-Orihuela: and of course the Hub here, and they all are

Sofia Calzada-Orihuela: committee at that time. Help us with these wonderful.

Sofia Calzada-Orihuela: You know links with plenty of resources. As I was saying, languages have so many resources that one of the challenges is to identify which ones also they them. This wonderful guide that the committee at that time created for the foreign languages was amazing with links, and

Sofia Calzada-Orihuela: and not only for languages in general, but also for each language, French, German, Spanish, right here with videos.

Sofia Calzada-Orihuela: grammar explanations, audio

Sofia Calzada-Orihuela: activities, etc. So again, the challenge was to okay, let's locate the ones that we really want we really need. According to our you know, our objectives.

Sofia Calzada-Orihuela: We follow Mlc. Modern classical languages here on campus or or or learning outcomes from Mcl. We follow Axel, the American Council for languages, so we follow their guidelines to. So we try to put everything together.

Sofia Calzada-Orihuela: and. after all, of that which took probably a year of work.

Sofia Calzada-Orihuela: the vocabulary list. So we came with this booklet.

Sofia Calzada-Orihuela: and this is just for one on one, and it's a it's just a a a Google document. It really is just a Google document, but students can print it, and i'm just gonna show you here Chapter 2, for it is an as an example.

Sofia Calzada-Orihuela: We call it the vocabulary list, but it's also grammatic is is is basically a

Sofia Calzada-Orihuela: a textbook. So you have

What what are the vocabulary that we are going to need for that particular unit.

Sofia Calzada-Orihuela: What are some of the grammar explanations? See some of the grammar explanations right here.

Sofia Calzada-Orihuela: Examples.

Sofia Calzada-Orihuela: some pictures, some images for students to have a, you know, to make it a little bit friendlier, and I wanted to show you something. Here, for example, charts also charts

Sofia Calzada-Orihuela: to make students. You know it. It is a textbook in a way. So this is just one example of our the booklet.

Sofia Calzada-Orihuela: So this is just as a textbook. But since we were re trying to redesign the entire course, and we

Sofia Calzada-Orihuela: not only did not want to students to spend I check last night. The textbook is between \$70 to 120 without the online component, which also students need the online component to do homework as a workbook.

Sofia Calzada-Orihuela: So not only this booklet

Sofia Calzada-Orihuela: was done

Sofia Calzada-Orihuela: among everybody here in the Spanish, including our or or as a student assistance.

Sofia Calzada-Orihuela: we put everything on canvas. So then it was nice to hear your experience, because well, now, we'd rely too much on canvas.

Sofia Calzada-Orihuela: I here here students have the the link to the vocabulary list or the booklet. pronunciation and flashcards from Twistlets

Sofia Calzada-Orihuela: Pronunciation in a video, also oer. and some of these and those these quizzes

Sofia Calzada-Orihuela: we're either taken from what we decided that work for us, some of them we modified them.

Sofia Calzada-Orihuela: and some of them. We just created ourselves, inspired. What what we have been seeing, and what we have been

Sofia Calzada-Orihuela: working on right. And I just here I have a so all of these squeezes

Sofia Calzada-Orihuela: we're created, modified again by by faculty. My colleague, France, yeah, myself, and put into canvas by our assistance. And I'm just gonna show you last year that's it as an example.

Sofia Calzada-Orihuela: This is just an example. You know family members, and you choose. You know the royal family from Spain, and then you have your questions, practice your vocabulary.

Sofia Calzada-Orihuela: and etc. And so again we have.

Sofia Calzada-Orihuela: I don't know how many, how many questions again taking into account not only our our course learning outcomes, but also the apple ones for the American Council of Foreign Languages, the Mcl. Learning outcome. So it was

Sofia Calzada-Orihuela: it. This is an ongoing project it really is. We we are still putting stuff together, we are still enhancing our materials, and this is this would not have been possible without everybody working collaboratively, including the Hub and the Oer Committee.

Alan Daniel Wiggins: Thank you very much, Sophia. I must say your modules Page puts mine to shame.

Sofia Calzada-Orihuela: It's it's it's been my year really needs me more of you.

Alan Daniel Wiggins: So in the in the interest of moving along. I'm going to kind of combine the next 2 questions, because Antonio has both of them. So the questions are, what benefits Have you noticed from using oer in your classes? And how did your students like the oer? So, Antonio, go ahead.

Antonios Marios Koumpias: The main problem that I faced with all before oer, was the fact that students were reading off of their others from mentioned, that, as well reading off of their slides, or

Antonios Marios Koumpias: since the without the going without the book, and that was a problematic. So now I know that students have access to the full set of resources that they will need to

rely on to be successful.

Antonios Marios Koumpias: so

Antonios Marios Koumpias: that provides, like events, a level playing field, because some students might be in a better financial position to acquire those resources.

Antonios Marios Koumpias: and that has. is this stressful factor for some students as well. A student came from my my course, and

Antonios Marios Koumpias: i'm on my office and share that because

Antonios Marios Koumpias: another faculty member and I both adopted your resources, that semester that you know, was able to actually enroll in school and for the education this semester and start.

Antonios Marios Koumpias: Oh, sorry to

Antonios Marios Koumpias: Maybe I don't know if it was certainly crying, but some tiers where it can help contain the theories, and sharing this sensitive moment

Antonios Marios Koumpias: from her life. I thought that was a very

Antonios Marios Koumpias: that was a rewarding as a fact. Number Hearing that I made this difference, and the

Antonios Marios Koumpias: so yeah, that there's been a asked to education has been one benefit and another benefit I would like to emphasize is that the students are not necessarily able to get a rounded view of the topic, and especially for economics, to social science, talking about social issues.

Antonios Marios Koumpias: and that could be they their normative use about those social issues. It's important to have

Antonios Marios Koumpias: provide to both sides of the argument of students, and with one textbook that's not the easy to do, but the marginal cost of assigning it. Now the textbook or your textbook is 0, so I cannot sign the as many as I want

Antonios Marios Koumpias: another overdue overdoing it. Of course I try to campaign it with at least a couple of textbooks provide, maybe the the both sides of the argument.

Antonios Marios Koumpias: and that's

Antonios Marios Koumpias: That's why I for you. Thank you.

Alan Daniel Wiggins: Thank you, Antonio. That was definitely a lovely anecdote.

Alan Daniel Wiggins: Maggie.

Yi Maggie Guo: Yes, actually I I design a very strong survey to my students, and then, but however, I think there are. Pd. So not a lot of students answered. But among the people answered my survey

Yi Maggie Guo: first. They really like it's free, so it's cost a benefits there and then. Actually, I checked my textbook. It's available from Amazon only 10 or \$5. They will give you a printed version. But even this that's gonna say No, they don't bother to pay that. And then they just wanted the Pdf. And so they are okay, with only Pdf. And then they can access from multiple devices.

Yi Maggie Guo: And then I asked whether they think this free textbook is a higher or lower quality compared to other traditional textbooks, and then they say that it's it's good. So at the least of from students perspective, They' their experience good.

Yi Maggie Guo: And then I also ask them how many classes they took actually use of O. Or resources surprised. Actually, there's one students say he or she had 4 classes

Yi Maggie Guo: with this kind of material. I I I was kind of saying, oh, that's good. Our fact is doing the something our students really need, and then, on average, actually, they have 2 classes, including me my trial. So I I think we are doing our students

Yi Maggie Guo: a big benefits there and then.

Yi Maggie Guo: though also in the in in addition to the textbook, in addition to those, I also have some modules. The textbook actually didn't cover, because

Yi Maggie Guo: some yeah, I just some more things. And in those modules I have videos from Youtube and I have a web pages and my own videos. And as students really like to multi some of you already talk about it, it's like a they read, they listen, they watch, they do it. So they really like the the overall experience of it. So that that's I just reporting from my students's point of view.

Yi Maggie Guo: Thank you.

Alan Daniel Wiggins: Thank you, Maggie. It's that's certainly nice to hear. So now we come to question that I have jealously been anticipating

Alan Daniel Wiggins: for Paddy. And then how did you find the process of creating your own open educational textbook?

Patty Graybeal: Okay, I'll go first again.

Patty Graybeal: Mine was different, I think, simply because mine had a

Patty Graybeal: a an organization behind it so openstacks from Rice University, which which was originated in Rice University.

Patty Graybeal: So the process was probably very much like writing a book that someone's going to get paid for. And it was

Patty Graybeal: it was a I work of love. I have to say

Patty Graybeal: it was

Patty Graybeal: almost 24 months in process. And so with starting with

Patty Graybeal: outlining the text. then

Patty Graybeal: writing multiple chapters myself, and then they had having writers. But you have to review all the writers, and every chapter went through at least 7 or 8 rounds of editing.

Patty Graybeal: And with accounting. Because you're using references to companies, you're creating statements that have, you know, numbers in them, and dates, just even making sure, trying to project ahead when you're going to pre print this because you want your dates to be reasonable.

Patty Graybeal: It was. It was a great process, but it was very long in.

Patty Graybeal: I I never knew that something could go through so many rounds of reviews. But the good news is the Erad. I have been minimal, and i'm the one who does the erada for both of them. I'm doing all the updates. As a matter of fact, i'm spending the summer doing the second edition of both textbooks and

Patty Graybeal: the

Patty Graybeal: because these are used by so many people. So it's not like an elective course that you have a lot of freedom in creating what you're doing, and because accounting is governed by a lot of rules, or just in general, the way businesses carry out their activities.

Patty Graybeal: It's more constrained into what you need to contain, you know, have in the book, and to make sure that you cover. So it's a little less freedom, though i'm hoping to write a a freer version

Patty Graybeal: to be used by individuals who you know company schools, that

Patty Graybeal: what it accounting for minors and things like that.

Patty Graybeal: So

Patty Graybeal: my thing is. you

Patty Graybeal: have someone read what you wrote? Make sure you have someone edit. I found that what you think you're saying is not what you're always saying, just like we tell you our students when they answer test questions. I'm like answer the question that was asked so really good outlines, and take some time between

Patty Graybeal: writing the outline and writing. And then once you write, this is even when you're creating canvas pages, and once you write it.

Patty Graybeal: take some time, and then go back and ask yourself if it really says what you wanted it to say, because I think that was the one of the biggest surprises to me that it's up here, but it's not translating

Patty Graybeal: when you start putting fingers to keyboard. So overall I I would do it again. As a matter of fact, like I said, i'm doing second edition this summer, so I guess I guess I'm I'm just locked in now.

Patty Graybeal: Oh, and I had to do the Powerpoint for both. So I created over 1,800 Powerpoint slides. which was that part was not fun.

Alan Daniel Wiggins: He, Fatty, that's both inspiring and intimidating

Alan Daniel Wiggins: then.

Benjamin Wielechowski: So my experience.

Benjamin Wielechowski: I think, was dramatically different from patties. I think both.

Benjamin Wielechowski: I think, because of how it what it sounds like, how Paddy's text are used, and what it sort of the the expectations and requirements, because that narrative journalism is, I think, far more niche and and a creative art.

Benjamin Wielechowski: I had a lot of control and

Benjamin Wielechowski: didn't have to go through a huge

Benjamin Wielechowski: revision process, publication process. But but as I went through it, it sort of happened in in 3

Benjamin Wielechowski: in 3 ways or 3 things. I had to juggle the whole time, and i'm gonna just open up the the book just because some of the things I I reference just provides a little bit of context. I think

Benjamin Wielechowski: so the 3 pieces were obviously the the instructional content which I I was responsible for. This majority came from lecture material or my canvas pages.

Benjamin Wielechowski: and that was, I was all in control of that in that for me the process from like, okay, I'm going to do this to this thing is done

Benjamin Wielechowski: was 4 to 5 months, so distinctly different from from Paddy's 2 year labor of love. And you know, I had been working on this prior years in canvas, but to actually put it together, and the most time consuming part of it was working with students.

Benjamin Wielechowski: So I part part of the design was my instructional content mixed with

Benjamin Wielechowski: student examples. So to get student examples, I had to communicate

Benjamin Wielechowski: with students and get their work featured, get their permission. And then each chapter I have student examples of the specific assignments that I assign.

Benjamin Wielechowski: So that was the more the the liaison with students was just because it was out of my control was a bit more time consuming, and probably the most

Benjamin Wielechowski: challenging

Benjamin Wielechowski: part of it.

Benjamin Wielechowski: And and again, because because that

Benjamin Wielechowski: sorry that

Benjamin Wielechowski: I had that limitation, but the the core content I I found. was me sitting down and and figuring it out, which was

Benjamin Wielechowski: time consuming. But I had all the information.

Benjamin Wielechowski: for For the most part I had to do some additional research, but that the instructional content was the easier part of it. I just had to devote that time, and then

Benjamin Wielechowski: with the the losing the students and the student contributors, that was more time consuming, but also probably the most rewarding part of having an oer and creating an oer

Benjamin Wielechowski: because of that control and the opportunity to collaborate with students.

Benjamin Wielechowski: They, I mean the students couldn't believe it that they were going to be published in a textbook they were. Every single student was like.

Benjamin Wielechowski: Yes. you have my permission.

Benjamin Wielechowski: Are you serious? Really? You really think that's okay. And and so that was really cool and rewarding to see the students. You know. I

Benjamin Wielechowski: I rely on student examples throughout my course, anyway, but

Benjamin Wielechowski: it's it's always so disjointed in canvas, where, as in the text, students can come and engage with the chapter, engage with student examples and engage with videos all that very fluidly, and then the contributors who are listed in the contributions have a publication, etc. They they.

Benjamin Wielechowski: they thought that was great. I thought that was great, so it seemed like such a a win win.

Benjamin Wielechowski: And then the third part of the process was the publication process, and.

Benjamin Wielechowski: as I mentioned earlier, the press books

Benjamin Wielechowski: is

Benjamin Wielechowski: incredible. It it allows me to link student websites. It just it's more visually appealing. You can.

Benjamin Wielechowski: There are plugins recorded.

Benjamin Wielechowski: We've in like video quizzes. If I so

Benjamin Wielechowski: chose to do. I think you've seen, probably, as I sharing the screen, the I think hypothesis where students can leave notes that that

Benjamin Wielechowski: can get a little bit tedious, because you always have to to ship things around.

Benjamin Wielechowski: but that

Benjamin Wielechowski: the publication process was

Benjamin Wielechowski: easy because of press books

Benjamin Wielechowski: and so easy because of Raya and Autumn, who I worked with who were incredible. I I Obviously they know

Benjamin Wielechowski: exactly what they're doing and have all that like the best support in the world like technically and with information. But their encouragement was like incredible, too. So I was like, Can I really do this? And I do a little bit like who we had do more, do more, and that was just like

Benjamin Wielechowski: that help with the process.

Benjamin Wielechowski: I knew I wasn't alone in it, and like the publication process was like I can get.

Benjamin Wielechowski: I can create content, but I can't. I can't handle that publication side, and I didn't have to, and it turned out exactly like I

Benjamin Wielechowski: dreamed it would; but knowing that I didn't have those skills to to put it together like that, so

Benjamin Wielechowski: incredibly rewarding in so many various ways, and then it, and obviously all the the material benefits for students. And

Benjamin Wielechowski: so that was my process.

Benjamin Wielechowski: Thank you for listening.

Alan Daniel Wiggins: This is great to hear. Thanks, Ben.

Alan Daniel Wiggins: So I think, with apologies to Jill and Sophia, we should probably transition to questions. But before we do that.

Alan Daniel Wiggins: I would like to reiterate both the point that Raya made in the chat. And what Ben just said.

Alan Daniel Wiggins: you are not alone in this process. If you want to create or adopt your own oe or your resources. That's redundant. The Oe Committee is here to help you. We have grants. You can apply for those grants. So. Not only should you not do it alone, but you should not do it without compensation.

Alan Daniel Wiggins: So

anyone have questions for our panelists?

Belen A Garcia de Hurtado: Can I just say very quickly that also they have for teaching and learning has instructional designers who are willing to help faculty on

Belen A Garcia de Hurtado: thinking, brainstorming about

Belen A Garcia de Hurtado: red signing any of the courses, such as the work that Sophia and the Spanish faculty did, or any other things that are small. If you have questions, you can also talk to the instructional designers.

Yi Maggie Guo: Actually, I I have a question. I wonder.

Yi Maggie Guo: Oh.

Yi Maggie Guo: how many of you used to. Oh, you are material for graduates classes.

Yi Maggie Guo: Hmm.

Yi Maggie Guo: I used to. I used it in a mixed grad and undergrad class, but it kind of doesn't really count in that sense, because I didn't make the graduates do much more than the undergraduates.

Yi Maggie Guo: Yeah, yeah. Some of those graduate class a text looks so expensive like 1175 I don't know whether they're company. But for business education. A lot of umb is to their company to pay them. But then, on the other hand, I think it's just a

Patty Graybeal: too much so i'm just wondering any of you had the experience of what you'll see. I've looked for stuff and it's hard, even like cases like even free cases you to use in in my graduate classes. And so I,

Yi Maggie Guo: If you find a good source, i'm asking you I want those cases because most of my classes would be very technical again, so I kind of very limited. But I do have 2 grad classes where I can have some flexibility, at least for parts of the course, and it's I have been a have not been able to find anything. Yeah. Yeah. Okay, yeah, that that's similar, because i'm also looking for cases, for not only assignment is discussion, and I find out, actually, i'm come up with the topic, and I I look for

Yi Maggie Guo: some like a couple of videos. And then these students going through a discussion. So I just wonder what if, of course, our business review they have, but they have to pay. Yeah, I have. I have some experience with O. We are in in graduate classes as a student

Belen A Garcia de Hurtado: in my gather studies. Most of my courses

Belen A Garcia de Hurtado: didn't assign a textbook. I have a textbook, just probably 2 or 3 that I still have with me

Belen A Garcia de Hurtado: the rest of my classes. All the PC. Program was done with open education resources. Yeah. And and if those are difficult, is part of being becoming a professional, you have to get used to some language. You have to get used to certain things.

Belen A Garcia de Hurtado: and that was something my professors always stressed

Belen A Garcia de Hurtado: you. You gonna be able to to read these papers to read these documents and and just make sense of that and a lot of the assignments we're reflections

Belen A Garcia de Hurtado: of for you to explain what you learned

Belen A Garcia de Hurtado: and all the things that you don't know you're gonna understand. All those things are part of the learning process. And then the Professor clarify all the misconceptions and all that.

Yi Maggie Guo: Thank you.

Maureen Linker: I I guess that it's more of a comment. Set a question. But thank you so much to the Oe Committee for hosting this panel. This is it was. It is totally inspiring. I mean thank you so much for the faculty you shared your experience in creating, adopting, and using.

Maureen Linker: Oh, you are! It's.

Maureen Linker: you know, in addition to all the other work that you're doing, I mean it's so.

Maureen Linker: Student centered it's so collaborative, and it helps in all sorts of ways with retention with, you know, student access and affordability. So i'm just

Maureen Linker: inspired. And hearing all of your your stories and i'll just say that on the we're also trying to work on the administrative front to, so, you know, to have the value of this work be incorporated into annual reviews and into

Maureen Linker: promotion and tenure for those in the 10 year track, but

Maureen Linker: it's it's importantly should be. And and I just want to say Thank you, because this is

Maureen Linker: made my day.

Alan Daniel Wiggins: Thanks, Marie, that's what we're aiming for to make people's days.

Alan Daniel Wiggins: So it looks like we are at the noon hour, so I will thank everyone for coming, and thanks, especially to our panelists.

Alan Daniel Wiggins: and it was a a great pleasure to moderate this, and I hope, if you haven't used oer, you will consider using it in the future, and if you have, you'll keep on doing it.

Alan Daniel Wiggins: So I will stop the recording. Now.