

#OpenEd16 collaborative notes

- Link to this document: <http://tinyurl.com/opened16notes>
- Tweetstream:
<https://twitter.com/search?f=tweets&vertical=default&q=%23OpenEd16&src=tyah>
- Submit to a collection of links to OpenEd16 resources, info, etc:
https://docs.google.com/forms/d/e/1FAIpQLSc_8Nd8wX9FMivV5WbDPf0VHHBw27dzH3Gqjm62rJMlyFBDsg/viewform
 - Results shared here:
<http://keeganslw.com/im-collecting-resources-from-opened16-sharing-results-here/> (note: not very readable; no link to full spreadsheet)

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Day 1: November 2, 2016

Liveblog of Gardner Campbell's keynote:

<https://philosopher1978.wordpress.com/2016/11/02/opened16-live-blog-gardner-campbell/>

OER & Higher Ed Affordability

- Lots of discussion, new programs for Higher Ed affordability. How to take advantage?
- Opportunity: frame affordability as a theme of higher ed student success. Retention, participation, graduation rates, equity, diversity, inclusion.
 - Fold in [OER advocacy] to broader messaging
- "Textbook affordability and accessibility helps students succeed"
- Partners: bookstores, government, PIRGs
(<http://studentpirgs.org/campaigns/sp/make-textbooks-affordable>)
 - Provosts are fantastic partners. Affordability, access, etc.
- Key stakeholders, influencers:
 - provost/president/deans, faculty, students/student govt, bookstore, alumni/donors, legislature/governor, foundations/nonprofits, community
- PSU's reduce student costs initiative: task force/report on textbook cost
- Textbook costs as "one of the primary roadblocks" students face
- Leadership (provost/pres/deans) - setting priorities, directing resources, higher awareness
- Lots of OER messages we can send. Cost is a powerful umbrella.
- Not being purist, as way to catch more interest; blending OER with affordable;
- PSU Faculty Course Materials checklist: not only gave faculty timeline for traditional textbook ordering, but also suggested other options (library, OER, etc)
- Course design & redesign can consider/include OER, especially with online. Capitalizing on a point where people are already doing lots of work with a course.
- Open Textbook Network membership: workshop for reviewing OER, \$200 stipend per completed review; PSU funding half from Library, half from [provost?]
- Affordability resonates. Reach out to entire university; involve champions.
- Take advantage of institutional strengths. Use collaborative efforts.
- Progress will be uneven.

Liveblog of OER Research Fellows update:

<https://philosopher1978.wordpress.com/2016/11/02/opened16-liveblog-oer-research-fellows-update/>

Campaign for creating awareness about OER at ASU

- ASU's 6 campuses, 9 libraries very centralized
- 97,000 students (grown by 10-15k students each of last few years, mainly online)
- ASU charter: inclusion, serving communities
- OpenEd activities have been grassroots, scattered
- school of education: philosophy that knowledge should be useful AND used -- they want their research, scholarship, advances to be useful to teachers and practitioners in field of education
- pll.asu.edu is their repository of learning materials intended to benefit educators
- OER activity intensified by: May 2015 online degree admins wanted to start a MOOC--asked library for help w/open ed resources. (<https://www.edx.org/gfa> - a MOOC where you can pay after completion to get college credit (!)). Team included a lot of instructional designers who worked closely with librarians
- projects have focused on making content widely accessible (so not just embedding YouTube, b/c YouTube often blocked)
- ASU joined open education consortium Jan 2016
- New directions: aligning better with ASU charter (incl library services); library redesign project
- Campaign strategies for OpenEd support: librarian reassigned & embedded within online learning division, expanding current services (copyright consultations, training; esp to support instructional designers;),
- -what's next? gathering data on service need >> more staff to support this need

OER Policy Development Tool

One off courses designed with OER but to get full programs you need support.
We need leadership support and policies provide the needed support for OER programs.

The OER policy development tool can be found here: policy.lumenlearning.com

This tool is focused on supporting the development of OER PROGRAMS.

Presenters found only 6 OER policies. Used these to develop the initial framework. With feedback from others the tool will be adapted. Looking for input from others.

Comment from the audience: Glad that there is no workflow included so that you don't have to change your policy every time you change your workflow. Keep workflows nimble.

Experiences, perceptions, and outcomes of using open textbooks: Research from the BC OER Research Fellows

Survey on open texts

True correlation btw those who have student loans and work while studying and not buying the text. They are bearing the burden of the high costs

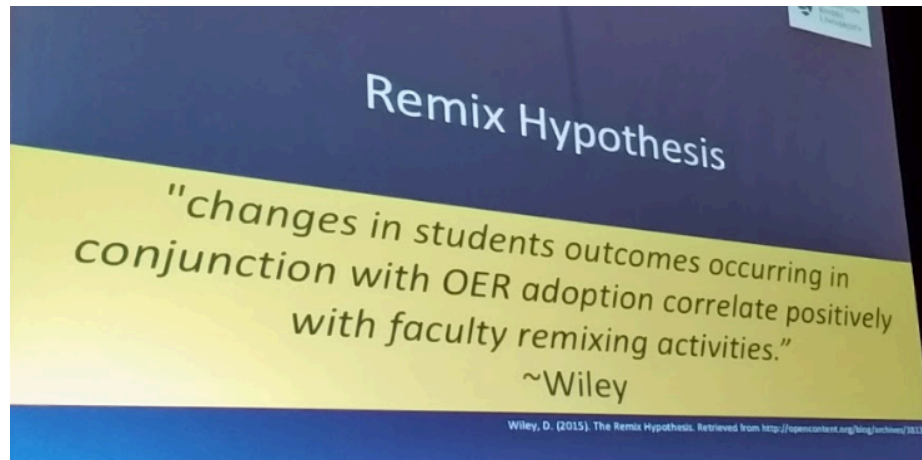
82% report they are affected by textbook costs

Most students respond the open texts are the same as or better in quality from commercial texts

What would a fair price be (asked students after used free text: ~\$63

Bonus: won't forget your text (as long as you bring your device)

Bonus: don't accidentally read chapters you didn't need to bc the texts are customized



What does adoption cost?

Admin. Costs money, IDs it costs effort, faculty it costs time. Students it costs NOTHING

The students who don't know how best to save money on texts are the 1st year and 1st gen students.

Building a culture for open textbooks at Oklahoma State

- Anger at costs students facing. Especially textbooks, because that's easier to address--easier to find alternatives than, e.g., tuition
- Informing students, raising awareness of OER as an option. Librarians have knowledge, but students bring energy, power for change.
- Open Education week conversation starter: whiteboard, asking students to say how much they spent on textbooks. Make a hashmark, then opportunity for conversation.
- BUT: March was bad time for catalyzing student energy, b/c finals, graduation, summer. October better?

- Expanding conversation to instructors who are dissatisfied with commercial textbook options.
-
- Faculty member: ed tech program interested in pursuit of openness from cost, but also open pedagogy, learners-as-designers, active learning. Focused on "learning in the digital age" not on teaching specific tools.
- OER >>> flexibility. Gives students more of a say in what they learn. (Saving money an added bonus)
- Wise OSU Library Open Textbook Initiative: library has loyal major donor interested in doing things that have a strong impact on students, innovative. Latest donation: \$36k, for incentive program modeled on Kansas State's.
- \$2k grant for adopting an open textbook. (Covers cost of transition for moving to alternative to commercial test banks, etc).
- Found that for gen ed courses, departments often making money off of textbooks, using that to pay for graduate assistants, travel, etc. So ended up with more interest from higher level courses in creating new, not adopting.
- \$5k grant for creating an open textbook. Funded 7 projects, all creating their own textbooks. Including: international composition (using PhD candidates--award stipend pays students to develop), comparative psychology, patent law/investments, learning in a digital world, soil science/physics, political science
- Very nice to have great examples from across disciplines--able to go into department, point to exemplar/champion/trailblazer
- Lessons learned: "making it up as we go along..."; encouraged faculty to go about their projects, library will try to find a way to meet whatever needs arise. Library support finding CC-licensed images, other open content to use. Copyediting support from the English Department's technical writing program--graduate student interns as learning for them/service for the OER. Production services able to happen in-house w/some expertise: layout and design, graphics, website. Trying to figure out how students can find, access, print, reuse the content.
- Ed tech lessons learned: challenges in writing textbook for courses more about making/finding connections, mixed response from students in some cases
- Future directions: waiting for finished products in order to seek extra funding sources; currently telling stories about what they hope will happen--but when finished OER exist, think the donor, library leadership will provide more \$. Lots of interest even though funds currently out--esp from faculty who aren't happy with their textbooks. Future discussions: faculty council, graduate students, university leadership.
- Q: what do you plan to do for changing ed tech, other developments in subjects? Rough plan for revised editions, but still trying to figure out how to manage changes.
- Q: does instructor for ~600 students get same grant as instructor for 60? Was eager to start, so yes...but in hindsight, maybe 1-credit-hour doesn't warrant \$5k. But--trying new things, making mistakes, moving forward.
- Q: how planning to share outside of university? Open Textbook Library. Put in the Institutional Repository. Also dedicated web front end.

Adventures in Open Textbook Adoption

rebus.press/otnmodify

#OTNedit

Open Textbook network editing workgroup

OTN charged group to find support, best practices for editing OER. It's one thing to have the right to edit, it's another to have the know-how.

Interpreted charge to: finding existing documents & tools, gaps in technology that are barriers to sharing/collaborative authoring. OTL interface may suggest DIY, but when trying to edit leads to obstacles. OTL has lots of PDFs, Pressbooks, HTML. How to edit, how to get them in front of students?

Accessibility: decided to point to existing guides, not designing new stuff.

Guide: modifying an open textbook: what you need to know. Focused on: PDF, HTML, EPUB/MOBI, Pressbooks, OpenStax.

PDF: <audience groans> - some options, but editing PDF should be last resort

HTML: some web & desktop editing tools available

MOBI/EPUB: some tools to convert one of these files into something editable. Calibre is one program that helps.

Pressbooks: Open Textbook Library requires materials be downloadable; Pressbooks generates many types of outputs; sometimes you can edit even if the creator hasn't created a downloadable version

OpenStax: their editing platform available at <http://legacy.cnx.org> - enables editing of OpenStax files.

What the #OTNedit group would like from us? Feedback!

Guide available at <https://rebus.press/otnmodify>

Factors Influencing Faculty Innovation and Adoption of OER in Higher

Education

<http://sched.co/7lnk>

Adopt or reject. Why? Large scale survey with follow up small scale interviews

People didn't nec agree that OERs were better than trad materials

Broad themes:

- student learning and success: most important thing for the faculty
- Cost effectiveness:
- Customizability and promotion of sharing/ not hoarding. repositories
- Supports from institutions that were valued: course dev time, funding, tech support, IDs
- External projects: access to external support and liaisons, grants

Open Practice as a Tool For Educational Change

Quill West Pierce college in Washington State

POP Pierce Open Pathway

What is educational change? Define success to start out

Values: student centred >faculty driven >inspiring and connected> diverse

Trying to foreshadow experiences for the students. An experience that lets students believe the learning has values.

Openwa.org attribution builder <http://www.openwa.org/open-attrib-builder/>

Communicating “Open”

- How do you explain openness? how do you manage when people don't understand, or purposely mislead?
- Proactive communication: you're shaping the message. Responsive communication: trying to correct a message you don't like.
- (SPARC's mission: advancing openness in research and education)
- Proactive communications:
 - know your audience. Students (cost), Faculty (freedom, flexibility, pedagogy), administrators (retention, cost), policymakers (anything that their constituencies care about)
 - having a message, and repeat it. craft a message, and keep repeating it. if you aren't repeating your message over and over, people may not understand what you're talking about.
 - e.g.: OER as free + 5Rs, better for students, better for educators, research shows efficacy
 - Focus on WHY, not just WHAT
 - Avoid jargon. (don't talk about CC-BY-ETC in your first conversation, unless you want audience thinking CC-BY-WTF). Imagine explaining to a family member. (So many acronyms...)
 - Show, don't just tell.
- Reactive communications:
 - Huge benefits to just stepping away, taking a breath. Don't feed the fire. Tearing apart an argument w/your counter-arguments may just make more people aware of the original bad press.
 - Use opportunity of criticism to make your own pitch. E.g., criticism of OER errors >>> response linked to article about errors in traditional textbooks, noting OER can be fixed in hours
 - Community knowledge: sending out rapid response talking points so local allies can respond
 - Messenger matters. E.g., when errors in Michigan elementary social studies texts were in news, a school superintendent made a much better/stronger argument than just another OA advocate.
 - Fight back against openwashing.

Day 2: November 3, 2016

Critical Instructional Design and Open Education

Sean Michael Morris

(<http://www.seanmichaelmorris.com/blog/critical-instructional-design-and-acts-of-resistance>)

- Post once reply twice the epitaph for online learning
- Best practice in critical design is questioning. Best practices distance us from the work we do. CID relishes uncertainty. St practice is inquiry
- Does an open classroom confront the ways it is closed (socially, ideologically) what are the assumptions
- How does blooms delimit st agency
- How do learning outcomes undermine decolonizing the classroom
- How is scaffolding presumptive
- Teaching is an act of solidarity w learners

Amy Collier

- ID is misunderstood and IDs need to make their work known to faculty and bring faculty into the process
- Making space for critical instructional design
- What is an ID instigator trainer troublemaker skeptic questioner deconstructor
- Real incentive at institutions to do things that won't offend anyone. Risk taking can get you squeezed out... so how do we make space for critical ID
- IDs don't sit quietly by and not question
- Managing critical IDs is hard (*death stare at Sean Michael Morris*) and it should be
- Amy has a teaching manifesto you can check out (some parts include: slow down. Question everything. Love unconditionally)
- Take notice of and question the consequences of ID on your campus (lock bridge in paris... romantic, but it's destroying the bridge...unintended consequences

Other Amy

- Challenges of practicing Critical ID
- Tension between innovation and maintenance
- Think of what the endgame, which audiences will and will not be served
- Where does it begin and where does it end
- Sustain- create
- Efficiency-emergence
- Support-uncertainty
- Platform-pedagogy
- Criteria for the types of projects they work on not a standardized lather rinse repeat
- Lead by listening. How do you want the learners to feel when they leave your class
- Dont doubt yourself
- Always be a scholar... always be in inquiry mode

Advocating for Open The Instructional Design Experience

Thompson Rivers U, Open Learning Division

OER, open texts, open admission, OERu (2 courses) open academic publishing

- Trying to better understand how current ID processes relate to OEP
- What strategies are there to advocate for and implement OEP?
- Their defn (add pic later)
- What we're reading list (add pic later)
- What was the most important aspect of implementing OEP : improved pedagogies, sharing practice, advocacy, lower cost
- Conole, Ehlers, OEP: Unleashing the Power of OER
- Reasons for lack of influence: advisory role, lack of buy-in from faculty, limited availability, limited support of leadership
- more questions: what might it take to support learning design professionals in increasing OEP
- There's a survey you can take tru.fluidsurveys.com/s/advocatingforopen

OER Advocacy: Lessons & Strategies

[notes are missing first 30 minutes of session]

be sincere, especially in respecting faculty choices. No OER? That's their choice.

integrating open into course redesign: whether starting with OER or starting with instructional design; opportunity for easy introduction

high potential for impact/scaling from open/zero-cost degrees

collaboration is very rewarding, exciting

OER not competing with 'textbooks' anymore--more accurate to say competing with all sorts of ancillary systems--homework systems, grading algorithms, access codes.

Q: affirming the homework/access/ancillary problem is serious. A: recent PIRG report found access codes involved in 30%+ of courses; problems in cost, but also in student choice--code precludes students' ability to make their own way through degree. Q: how to address? A: look at what's good about those systems. What in the access code model benefits students, faculty? Then work to see how Open can provide similar/equivalent benefits. Recognize what's good in those tools. A: Faculty always have a principal-agent problem; people making choice don't bear cost. Doubly the case with access codes--even less tangible. Vital for faculty to learn this. (bonus: in BC, most faculty using access codes violating provincial privacy laws). A: don't fight for the sake of fighting. Ask questions about the costs, benefits. Shouldn't have anxiety about addressing these concerns; ask right questions & think long term. Are we ceding control of functions the university should be providing? Outsourcing things we won't be able to get back?

Q: aligning open w/institutional goals, more immediate objectives. A: reaching a tipping point with institutions, at least, for argument that Open addresses vital measures & concerns. // More and more opportunity for connection at local levels. Here's [florida], here's how we compare. What does Open/the textbook cost problem/etc look like on our own campuses. Confidence to say to administrations: it's not *over there*, it's *here*. // Important to have research that shows not just cost=problem but that OER can solve/redress those problems. // OTN commissioned

a toolkit for research, studies at institutions. 12 studies outlined. Template for easier AND more standardized research projects.

Tangent/Question? : importance of caution when OER seem like a top-down mandate and/or threat

Q: challenged by: tenure traditions, and Pearson's army of reps. How can one instructional designer overcome the apparently-unlimited publisher sales resources. A: build bridges on campus so not just you having these conversations. Teaching center, but also library, financial aid, student support. Also, can't expect change tomorrow. Change will be incremental. Celebrate successes owever small. // A: Engage students. Students can be loud, really focused. Higher profile. // A: acknowledging the 'nature of what we perceive as publisher opposition has changed'. #opened16 feels different from past OpenEds--many vendors are now in the room, here, talking. A: publisher approach to marketing has been paying more attn to OER as potential competitor. Need to be conscious of both negative messaging against OER, guard against it; also important to pay attention to definitions. The easiest way to co-opt OER is to call things that aren't Open Open. Be clear on definitions. Make sure we aren't engaging in action around open materials in a closed manner. // A: "quick shameless plug" for PIRG project: new network of student governments working on OER. // A: addressing the tenure side of the problem: growing area of scholarship of teaching and learning. Opportunity to address research responsibilities--everyone already needs to update courses from time to time, so why not take advantage of that for scholarship. Also: Open Education Group has support. // A: students. other partners. Students going to be very aware of, e.g., z degrees. students will learn, can go to faculty, make waves. Can open courses be coded in course systems. // A: don't feel responsible for converting all your faculty yourself. Start with the willing. Present self not as a salesperson, but as an educator.

Q: open policies - struggling with distinctions: open access, free online, or 5R. How to address?
A: encourages Open Access to only refer to research articles; distinguish between that and Open TO access. But, question comes up a lot; does library content count? First, make sure calling things what they are. Open things open; free things free. Be clear when talking about what is what. Great to be using free content. Step in the right direction, should be celebrated and supported.

Q: [discussion about faculty backlash when adding low-cost badges to course registration system. Idea of emphasizing variety of factors that shape student choice. Idea of change being uncomfortable--"we want students to vote with their feet, and we want faculty to notice when they do." Level of concern and frustration are inevitable...so make sure the support is there for them, to ameliorate the pain. Or; is it better to not show up b/c of cost or to show up for day 1 than drop. Hiding the cost of textbooks will not prevent students from making cost decisions.]

Followup: "recovering lawyer" trying to scare people about encouraging use of library resources for courses, and/or "improper" definitions of OER. Pretty blatant FUD (fear, uncertainty, & doubt) mongering.

It's Not About The Books: Let's Talk about Open Pedagogy

- A buffet of projects
- Don't fall in love with your course
- Course design is about the destination not the journey... but the journey is still the journey
- Just taking an open text to replace your text is like driving the plane down the road
- What is open pedagogy?
- Student created content openly licensed for use in the open is very motivating
- Take off your lobster shell (and become vulnerable) to grow a new one
- Trust your adjuncts
- Going open can lead to retention. Save money on books can keep going longer
- Students leave their work in the open for future students to build on.
- Use your voice
- The level of student engagement has ramped way up after going open
- tinyurl.com/OpenTacomaCC (all the stuff Christie Fierro spoke about is here)

Creating Effective Institutional Initiatives with big impact

1. Measure *outcomes* not actions. # of faculty using OER, # of students impacted, \$ savings, student success.
2. Focusing on scale. High enrollment courses. Large numbers, most dramatic impacts.
3. Start with easy wins. (Change theory, momentum theory). Adopt first. Then adapt. Then create. Focus on OpenStax, Open Textbook library, Open SUNY.
4. have a clear leader. Someone who is taking the lead. BUT include everyone.

Take lots of approaches. Many strategies. Including:

*expressed support from administration (not a top-down mandate, but their visible enthusiasm/support is vital)

*presentations during department meetings. Successful approach: ~20 minutes about OER in general, then hand out a physical list of OER. Hand around a physical textbook if possible. Department meetings: captive, mandated audience.

*ask faculty directly to pilot the books. Go to chair, dean, etc: who're the innovative faculty? >> "Hi Mary, I hear you're incredibly innovative; I'm here to ask you to try an OER".

*promote textbook heroes -- ask them to promote OER. Find faculty advocates, put them on panels, enlist their advocacy.

*openstax institutional partnership program (11 partners out of 43 applicants for 2016)

Central NM community college:

*learning about free textbooks/openstax from colleagues, from OpenStax conference. Sharing information, advocating >> fellowship & new role as OER/openstax expert. Value of creating collegiality, building relationships with all faculty at institution.

*creating OER lists for all faculty: for as many subjects as possible, updating list every few months, sending out to faculty.

*creative commons licenses : faculty confusion led to library workshops, outreach, training.

*infiltrating administration: informing, educating. [OpenStax thumbdrives--containing all OpenStax textbooks--a great attention-grabbing outreach tool.] President's official support/endorsement had great impact.

*had to be careful working with bookstore...legalities/legal issues [?]

Made with Creative Commons: Business Models

- Open free and sustainable? How the heck do you do that? Book coming out about this in spring
- How sharing can be good for business
- Goals: explore businesses that have used cc as a core of their model
- Big picture framework: the commons and commoning, parts of a resource, the alt-market, open business models, benefits, principles
- What it means to integrate cc right into your model
- Types of value: commercial, symbolic, public, reuser, commons
- Reciprocity feeds sustainability
- Inspiring reciprocity
- If we want sustainability, we need
- how to make enough to do what we do not make profits
- Studied OpenDesk, Lumen OpenStax but also film, game, music publishing... global and across sectors
- Resources have: physical or digital attributes, social, norms of use, and the actual use
- Resources can be managed in 3 systems: Commons resources, market resources, state resources
- Think about the benefits of the commons over the market
- Creative commons are a means of defining norms and rules for sharing
- Engaging in the commons can make you feel empowered. To participate in change with no permission needed
- Why would the market engage in the commons? Enables access, equity, participation, reach and impact, efficiency, lower cost, flexibility, innovation, personalization, ROI
- It's more than being open
- Principles: add value, give more than you take, give attribution, transparency, develop trust, defend the commons, declarations
- It's great that it's free. But don't just take you can give thanks and some moola if you want.
- An additive market

- Opendesk open designs of furniture, match with a maker. Intermediating the whole furniture process. Add a percentage to make the money. Now you have a chair with a story.

BC Open Educational Technology Collaborative

- Bccampus.ca
- Assessing educational technologies, sandboxing them, security, accessibility
- Trying to make things reasonable (implementation etc wise)
- Self serve menu
- BCNET UBC hosted free cloud resources
- Sandstorm.io: OET.SANDCATS.IO
- 64 community supported applications in it
- Can choose to stay anonymous or not at sign in stage
- Kind of lets you able to create a mashup lms of just what you need using different apps
- Creating recipes for course pages in Docker
- Walk the walk. Open is just more solid
- We need: Open, accessible, buildable, improvable, extendable, remixable, content, curriculum, pedagogy and learning systems.

Designing OER for Reuse

- Open ecosystem: access data software resources practice policy
- OERu consortium. Open with credentials. Members make 2 courses to share then get open access to others
- 5rs retain, reuse, revise, remix, redistribute
- Get in the habit of cc licensing, tagging, attributing
- Do a search for what you want to make 1st so you don't replace. Library can help
- Unlock your OER for customization and reuse. Or it's a gift of no use
- Paradox: the stand alone pedagogical effectiveness of OER is inversely proportional to their reusability. So give others permission licensing to take it and do what you will with it

[did anyone catch where TRU's OER are shared? Google isn't turning up the examples mentioned.] I'll ask the presenter if i see her after this session

See also: <https://open.bccampus.ca/open-textbook-101/adapting-an-open-textbook/>
<https://press.rebus.community/otnmodify/>

Open Educations as a Real Utopia

- Not just talking about saving some money. Also more equitable and democratic and sustainable ed
- Open ed is under theorized
- Open educators are mostly do-ers. Gotta support what we're doing
- Without theory, open ed is vulnerable to dilution and co-optation
- Not just as a lens but also as a keel (traction and direction)
- Real utopias Erik Olin Wright. Utopian thinking is important. Exposes us to possibility
- Where there's a will there's a way but the road to hell is paved with good intentions.
- Plausible visions of radical alternatives with theoretical foundations
- Existing human suffering are the result of existing social and institutional structures... we can change these.

Excelsior OWL

Slides:

https://docs.google.com/presentation/d/1j3g_ZrnB-h29YCU3iFmYat67FMqenZHDeAjOrLImtow/pub?start=false&loop=false&delayms=60000&slide=id.g18da4df4aa_0_106

<http://owl.excelsior.edu/>

Free + Freedom

Periscope: <https://www.periscope.tv/OtterScotter/1nAJEkMojaRKL?t=3>

Slides:

<http://www.slideshare.net/thatpsychprof/free-freedom-the-role-of-open-pedagogy-in-the-open-education-movement>

Related links from twitter:

OpenSem: <https://robinderosa.net/opensem/>

Using Wikipedia in assignments: <http://www.johnastewart.org/dh/wikipedia-articles/>

Less Cathedral, more bazaar:

<http://www.catb.org/esr/writings/cathedral-bazaar/cathedral-bazaar/>

Domain of one's own: <http://umwdtlt.com/dtlt-blog/>

#Tategate

<http://bit.ly/tategate>

Backstory: blogger Ella Dawson got into twitter/blog squabble with another author. Other author used an annotation service (news geni.us) to annotate it. Ella wrote about discomfort with idea of web annotation--annotation as "graffiti" invading her space. Glenn Fleishman wrote about this & ideas of fair use: <http://glog.glennf.com/blog/2016/3/25/citation-appropriation-and-fair-use>.

Day 3: November 4, 2016

Sara Goldrick-Rab's Keynote

Slides: <https://prezi.com/holbwlluum6m/paying-the-price-oer/>

Building Effective Open Educational Practices and Policies with CCCOER

- Community College Consortium for OER Open Education Consortium
- Open Education Week March 27-31 openeducationweek.org
- Community of Practice webinars, email list, panels, mentoring, grants, resource sharing
- Partner in OER degree program
- CCCOER.org
- Regina Gong from Lansing. Started with a librarian and faculty champions. Went to admin 1st, raised OER awareness, held OER summit. Most adoptions openstax. Now 101 sections offering open texts. 45 faculty, 2851 students. OER project manager position
-

Toward peer-led collaborative learning

Traditional model--students gathering in coffee shop, library, etc; group study.

New model: student may be "alone" on laptop, but connecting online to peers for studying, sharing knowledge. Preserve the benefits of in person collaboration in online/distance learning. Science background: where much student learning happens by doing homework--working on problems. Even in large lecture, can organize/structure study groups. But how do you do that online?

Goals: enable collab learning/problem-solving in distance ed; make it easier to FIND relevant resources (& OERS are great example b/c free+open); provide access to variety of formats--text, video, etc.

Chemistry good choice for their pilot--large course, supportive faculty, fundamental for many disciplines

All of OpenChem videos are on youtube: <https://www.youtube.com/user/UCIrvineOCW>

Indexed. Each entry is a short clip from video--link jumps to timestamp in video. Search engine format: <http://52.11.117.27/search>

Search index feature ALSO links to related open textbooks, practice problems. (Practice problems can be annotated, shared.)

All the words of wisdom sound the same (@dkernohan)

- The demise of the expert (check a martin weller blog post on that)
- What it means to be a discipline
- Bibliometrics: this is the thing that makes your life hell (as an example)
- As We May Think (one of founding texts of internet) there's too much academic literature, how to find what's good.
- Donald Fagan IGY
- Eugene Garfield: papers have more citations? More good.
- Mapping scientific excellence... with using an index that uses more citations = better, makes low cited work seem low quality when not true
- Deriving academic value from this: quantity + good sciencing
- Fungible= a citation is a citation is a citation
- Almost like a currency of citations
- It's a ponzi scheme
- Reputation economy
- Vital to not cede discovery to algorithms we don't control (which embody/produce biases/results counter to our own values)
- To change: publish openly. Look for metrics that reflect real values. Look to, connect with peers.
- Entire apparatus of academic publishing is set against us being human.

Slaying Goblins: Gamification as OEP

- Keegan Long-Wheeler and John Stewart. The gurus of this land
- Goblins on the loose and need our expertise to defeat it
- What do games have to teach us about learning
- Experiential Pedagogy: if you're going to teach something, you'd better use what you're teaching in that process. Use games to teach games.
- OER Sources: Glitch the game. Glitch died for Slack
- Paper pencils dice, character cards in D & D style
- 90 minute sessions for faculty community: 30 minute of the game, 60 min discussion. Afterword going online to post about thoughts... levels up your character
- Goblin.education <http://goblin.education/opened16/>

Network approach to the next generation of open textbooks

Open Textbook Network, Pressbooks, case studies from participants in pilot project which developed support for editing/remixing textbooks; info on Rebus; future plans of OTN

- <https://press.rebus.community/otnmodify/>

- At U of Washington: #OER adoption advocacy found lots of faculty responding, asking for support in creating their own/publishing their own content. Faculty indicated need for support in post-production: platform, archiving/metadata support, peer review. Not interested in assistance with content, very little interest in help uploading to Pressbooks. Support needs also: proofreading, rights clearance.
-
- Fundamental challenge for space of open textbooks is not just building tools, but how do we build a collaboration culture?
-

A Library Consortial Approach to OER

Utah Academic Library Consortium

- Framed adopting OER to university administration as equal to giving each student a \$1000 scholarship. This got attention
- Did a survey of students regarding how they would spend their money if they didn't have to buy textbooks. #1 response was groceries
- Faculty knew the cost of their textbooks
 - 66% did not know about OER
 - 55% would like some help
 - 90% said they would be interested in adopting OER
- Good question from another library consortium about how we're all working on the same thing - can we work together, maybe with ICOLC
- More people can come together on this - maybe build a platform together - email troy@byu.edu

In the MOOD - Creative Commons Certificate Program

Presentation: <http://creativecommons.github.io/opened16/show/index.html#/7/2>
<https://certificates.creativecommons.org/>

What are Librarians Doing - the ARL SPEC Kit 351

<http://publications.arl.org/Affordable-Course-Content-Open-Educational-Resources-SPEC-Kit-351/>