“RUNNING UP THAT HILL:”
INCORPORATING OPEN EDUCATION MATERIALS IN THE CLASSROOM

Presented by: Emma Wood,
Scholarly Communication Librarian, Claire T. Carney Library
WHAT WE ARE GOING TO COVER

• Why OER? The Benefits
• OER Taste Test Activity
• Resources to get started with finding OER for your class
OER Commons

"Open Educational Resources are teaching and learning materials that you may freely use and reuse, without charge. OER usually have a Creative Commons that states specifically how the material may be used, reused, adapted, and shared."
The 5Rs of Creative Commons Licenses

- Retain: Make and own copies
- Reuse: Use in a wide range of ways
- Revise: Adapt, modify, and improve
- Remix: Combine two or more
- Redistribute: Share with others

Image Source: Open Education: A "Simple" Introduction by David Wiley, Co-Founder and Chief Academic Officer, Lumen Learning Published on Jun 5, 2014 (Slide 44)
BENEFITS OF OER TO STUDENTS

• Affordability
  • The cost of textbooks has risen 1000% since 1977 (NBC's review of Bureau of Labor Statistics (BLS) data)

• Accessibility
  • Day one access, equity of access for all students

• Diversity/Inclusion
  • Removes textbook bias, potential to use open pedagogy and involve students in the process of creating OER. Diversity refers to having a range of people across gender identities, racial backgrounds, geographic locations, socioeconomic backgrounds, ages, ability, sexual orientation, and other characteristics represented and participating in a space, event, or community.

• Immersive Experience
  • In the case of open pedagogy, students participate in growing the teaching materials
A 2016 study from the Florida Virtual Campus documented the specific harms done to grades and pass rates in a particular course, as well as to students' path to graduation based on dropping courses or taking fewer courses. Florida Virtual Campus completed the study again in 2018, and the following table shows the percentage of students and the actions they reported due to high textbook costs in the 2016 and 2018 surveys.

<table>
<thead>
<tr>
<th>Action魔幻文字</th>
<th>2018 Percent</th>
<th>2016 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take fewer courses</td>
<td>42.8</td>
<td>47.6</td>
</tr>
<tr>
<td>Not register for a specific course</td>
<td>40.5</td>
<td>45.5</td>
</tr>
<tr>
<td>Drop a course</td>
<td>22.9</td>
<td>26.1</td>
</tr>
<tr>
<td>Withdraw from a course</td>
<td>18.1</td>
<td>20.7</td>
</tr>
<tr>
<td>Earn a poor grade because I could not afford to buy the textbook</td>
<td>35.6</td>
<td>37.6</td>
</tr>
<tr>
<td>Fail a course because I could not afford to buy the textbook</td>
<td>17.2</td>
<td>19.8</td>
</tr>
<tr>
<td>Not purchase the required textbook</td>
<td>64.2</td>
<td>66.6</td>
</tr>
<tr>
<td>Other</td>
<td>35.6</td>
<td>23.9</td>
</tr>
</tbody>
</table>
BENEFITS OF OER TO FACULTY

- **Materials can be tailored**
  - The ideal textbook does not exist
- **Opportunities for publishing**
  - Through creation of teaching elements that will be published or writing about the OER experience
- **Opportunities for sharing with colleagues**
  - Creating material to be reused, remixed, shared by others. Building your network.
- **More engaged students**
  - “All on the same page”
BENEFITS OF OER TO THE UNIVERSITY

- **Student retention**
  - Overall retention rates in OER sections are significantly higher when compared to non-OER sections taught in the same semester. (Zao, Satyanarayana, and Cooney 2020) In this paper we focus on OER adoption in the college’s engineering departments (New York City College)

- **Student indicators and success**
  - When considering Federal Pell eligibility, we observed an increase in A through B+ letter grades and a decrease in B though DFW grades. A significant decrease in DFW rates for Pell-eligible students was found (a 4.43 percent change) when OER was adopted as the textbook for the class. This research [also] revealed significant differences in academic performance (average final grade) for both White and non-White students enrolled in OER courses. However, the magnitude in which non-White students’ grades improved is very compelling (Colvard, Watson, & Park, 2018, p. 272.) The Center for Teaching and Learning (CTL) at the University of Georgia (UGA)

- **Diversity**
  - Marked improvement for BIPOC students

- **Equity and Affordability**
  - New strategic plan aligns heavily with cost-savings due to lower enrollment and retention

- **Social Justice**

- **Keeping up with peer institutions**
UMass Amherst Libraries created the Open Education Initiative (OEI) in 2011. The OEI gives small grants to instructors who wish to flip their classes from expensive textbooks to open educational resources. Since 2011, the OEI has generated a total savings of over $2.5 million for UMass Amherst students.
EXAMPLES OF OER ALREADY IN USE AT UMASSD

Associate Prof. Jeremiah Ho,
UMass Law

MY CONTRACTS PLAYLIST

Cases & Materials

Jeremiah A. Ho
Assistant Professor of Law
University of Massachusetts School of Law

Semester One

MY CONTRACTS PLAYLIST

Cases & Materials

Jeremiah A. Ho
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Semester One

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Elisabeth Buck, PhD
Assistant Professor / Director, Writing & Multiliteracy Center
English & Communication

Education
2016 Ball State University
2012 University of Nevada, Reno
2010 Loyola Marymount University

Teaching
- Writing/Multiliteracy Center Theory and Practice
- Public Relations/Professional Writing
- Digital and Social Media
- First-Year English
- Community Engaged Writing

Contact
508-999-8579
508-999-8646
swang@umassd.edu
Charlton College of Business 325

Marilyn Ardito
Full Time Lecturer
Management & Marketing

Teaching
Online and Continuing Education Courses
- MGT 399: Internship in Management
- MKT 399: Internship in Marketing
28 States have enacted OER policies including law, regulation, appropriation/funding allocation

10 states have policies being considered in the current session

Massachusetts

- **Performance Incentive Grants (2018):** The FY2019 call for applications for the state’s Performance Incentive Fund (PIF) explicitly listed OER as a possible avenue to achieving one of the three strategic goals. The PIF program had awarded several grants for OER projects in previous fiscal years.

- **Strategic Initiative (2018):** The Massachusetts Department of Higher Education launched a strategic initiative entitled Massachusetts Open Education – Achieving Access for All, a collaborative project focused on building capacity for open educational resources (OER) across the state. The initiative benefits the 28 public higher education institutions, and includes holding training events and a statewide OER landscape assessment.

- **H4200 (2016):** Language was inserted into the FY 2017 appropriations bill authorizing the Department of Higher Education to establish suggested guidelines and protocols in accordance with 34 CFR 668.164(c)(2) to encourage and assist colleges and universities with the implementation of programs which reduce the cost of textbooks and other educational materials. This was language was circulated by the Association of American Publishers (AAP) to legislators in many different states.

- **#GoOpen State:** Massachusetts joined the U.S. Department of Education’s #GoOpen campaign for openly licensed educational resources in K-12 education. To become a #GoOpen State, states meet a set of criteria including adding OER into the statewide education technology strategy.

Source: https://sparcopen.org/our-work/state-policy-tracking/
OER TASTE TEST
 CHAPTER I. AN INTRODUCTION TO AMERICAN TORT LAW

A. Principles and Institutions

Tort law is the common law of civil wrongs not arising out of contract. Books often start with a definition because tort law, unlike other branches of the law, may be hard to contemplate without a notion of what the term “tort” means. Some rules of tort law are not considered to be a part of common law.

The source of tort law is the defendant’s potential for civil liability, the victim for harm and compensation, and the court’s role in deciding these issues. The court’s role is to determine what the plaintiff’s potential for compensation is. The court’s role is to determine what the plaintiff’s potential for compensation is.

No. 1

No. 2
There are two main sources for OER:
Producers, which both create and distribute content.
Repositories and referatories, which improve discoverability of OER by bringing them together into one search platform.
**Pressbooks**

Authors can write directly in [Pressbooks](https://pressbooks변경) or import the manuscript into it later. It’s built on WordPress, so anyone familiar with using WordPress and a WYSIWYG may be comfortable using this tool. In addition to making an online book, you’re simultaneously creating your book in a variety of file formats, including EPUB, PDF, HTMLBook, and XML formats.

**Editoria**

[Editoria](https://editoria변경) is an open source, web-based editing and production workflow tool that makes format-flexible documents. It includes project management capabilities, including the option to establish deadlines, assign reviewing tasks, manage communication, and set permission levels. Authors can review and respond to edits directly in the online system.

**LaTeX**

For authors who are writing textbooks that include formulas, LaTeX is sometimes preferred to Pressbooks. (However, you can now use LaTeX within Pressbooks.) LaTeX is a typesetting system designed for making technical and scientific documents, and is available as free software. LaTeX is pronounced LAH-tekh or LAY-tekh.

**Google Docs & Microsoft Word**

Arguably the two most popular authoring tools for writing textbooks are Google Docs and MS Word.

Google Docs is free and online. It allows for multiple authors and editing, which can work well for groups writing together. Collaborators can @ each other with comments, make suggestions, and track revisions. You can also upload existing files to Google Docs, and export to both PDF and EPUB.

Microsoft Word is a tool available for purchase and installation on a personal computer. Most people have access to it through their institution. Users have to deliver the file to others in order for them to access it, usually via email or online file sharing. It’s possible to track changes and to ask others to leave comments and suggestions. You can save a Word file as a PDF.

**OER PUB Textbook Editor**

The [Textbook Editor tool](https://textbookeditor변경) enables authors to create OER artifacts from scratch and arrange them into textbooks. The [Editor tool](https://editor변경) works only in Chrome for now and requires a GitHub login.
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Textbooks in the Open Textbook Library are considered open because they are free to use and distribute, and are licensed to be freely adapted or changed with proper attribution.
ASSESS WHAT YOU ARE ALREADY DOING

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• Traditional Textbook?
• Videos/Multimedia?
• Workbook?
• Problem sets?

• Determine the cost of your class for students. Calculate the percentage of your course materials that is OER. What changes could you make to lower the cost or increase the percentage of OER materials?

Calculate Savings
$117 textbook x 60 students = $7020 saved when replacing the textbook with a free resource
Questions?