Open Educational Resources: Librarians as Advocates, Advisors, and Creators

Carterette Series Webinar ▪ July 29, 2014
Mary Ann Cullen
Georgia Perimeter College
Open Educational Resources:
Librarians as Advocates, Advisors, and Creators
by Mary Ann Cullen

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Poll: Rate yourself

1. Novice

2. Emerging

3. Pretty good

4. Professional

OER? Could use some advanced knowledge
What we’ll cover

• Definition of OERs
• Why
• Locating
• Librarians’ roles
• Resources
• ...in context
Write this down!

http://guides.gpc.edu/OER
OER LibGuide
http://guides.gpc.edu/OER

Sources
Sources cited, mentioned, or used as examples, in the order in which they appear in the Carterette webinar. Many of these sources also appear elsewhere this guide.

Using Library Resources Tutorials
- Faculty Toolkit tutorials
  How to link to and/or embed library resources in iCollege.

OER Rationale
- "The College Textbook Bubble and how the Open Educational Resources Movement is Going up Against the Textbook Cartel"
  Mark J. Perry at the AEIdeas blog (Dec. 24, 2012)
- College Textbook Prices Increasing Faster than Tuition and Inflation
  Cost of student textbooks from the College Board. (Jan 4, 2013)
- Fixing the Broken Textbook Market
  United States Public Interest Research Group report (Jan 27, 2014)
- Adopting OER is Better for Everyone Involved
  David Wiley from Lumen Learning blog post (Jan 22, 2015).
- Adopting OER: A Case Study of Cross-Institutional Collaboration and Innovation
  Nancy Pauwelsijn, Bradlee, Linda Casper, and Howard Miller. EDUCAUSE Review Online article (November 4, 2013)
## OER Defined

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“PhD Tam of Awesome” Photo by Sara Cady https://flic.kr/p/7n7dPi
## Yes/No: Are library resources OERs?

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Library resources may act as OERs...

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  - Modify/Remix
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- Free/cheap (e.g., cost of production for print copies)

- Free to students
- Electronic
- Unlimited users
- *Link* to resources
Faculty Toolkit: using library resources as OERs

http://guides.gpc.edu/facultytoolkit/facultytutorials

Using Library Resources in iCollege

Step-by-step instructions to link to or embed library resources in your iCollege class or website.

- American History in Video
  Link to or embed video from American History in Video database.

- ArtSTOR tutorial
  How to get an image URL, thumbnail link or use an image in iCollege

- Ask a Librarian
  How to put an Ask a Librarian text box or link in iCollege

- GALILEO article
  Link to articles in EBSCOHost, GALE, or JSTOR

- GALILEO database lists
  How to create and link to a custom list of databases. How to link to a subject list in GALILEO.

- GALILEO Databases
Why OERs?

From Mark J. Perry at the AEIdeas blog
http://www.aei.org/publication/the-college-textbook-bubble-and-how-the-open-educational-resources-movement-is-going-up-against-the-textbook-cartel/

College Board reported in Huffington Post
http://www.huffingtonpost.com/2013/01/04/college-textbook-prices-increase_n_2409153.html

$1168 /student /year
Student response to high cost of textbooks:

- 65% didn’t buy textbook due to cost
- 48% text cost affected # of courses
- 82% said they’d do better with free text

UNITED STATES PUBLIC INTEREST RESEARCH GROUP report: http://uspirg.org/reports/usp/fixing-broken-textbook-market

Image: Girl with Books by College360 https://flic.kr/p/cEHvLj
Student response to the high cost of textbooks
OERs improve student outcomes

More get a C or better

More complete course

Take more courses

Cost savings = lower debt

David Lumen: Adopting OER is Better for Everyone Involved
http://opencontent.org/blog/archives/3743

Image: Girl on Laptop in Park by College 360 https://flic.kr/p/cEJ1Zs
OER benefits to faculty and schools

- Fewer drops = fewer refunds
- Better retention in subsequent semesters
- Student satisfaction higher with OER courses
- Free textbooks as marketing tool

Point 1 & 2 David Lumen: Adopting OER is Better for Everyone Involved http://opencontent.org/blog/archives/3743
Point 4: personal communication
OER positives:

- Adapt to class
- Immediately available
- Accessible design
- Easily updated

Don't have to wait on financial aid money to get textbook
Faculty Concerns

2144 faculty:

- Locating
- Evaluating quality /efficacy
- Uncertainty about permissions
- Support materials

Librarians can help!

Ask me about OERs!
Librarians can help!

- Advocates
- Educators
- Find & Aggregate
- Advisors
- Authors
- User support
- Publishers
Now let’s talk about ME!
Now let’s talk about ME!

Ask me about Information Literacy!
A committee was formed....
Librarians as Advisor: Formats
Using Periodicals, Indexes, and Databases

Library catalogs can help you locate book-length sources, as well as some types of nonprint holdings, such as CDs, DVDs, and audio books. To locate shorter sources, such as magazine and journal articles, you will need to use aperiodical index or an online periodical database. These tools index the articles that appear in newspapers, magazines, and journals. Like catalogs, they provide publication information about an article and often allow users to access a summary or even the full text of the article.

Print indexes may be available in the periodicals section of your library. Increasingly, libraries use online databases that users can access through the library website. A single library may provide access to multiple periodical databases. These can range from general news databases to specialized databases. Table 11.2 "Commonly Used Indexes and Databases" describes some commonly used indexes and databases.

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<td>Online</td>
<td>Database that archives content from newspapers, magazines, and dissertations</td>
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<tr>
<td>Psyclit, PsycINFO</td>
<td>Online</td>
<td>Databases that archive content from journals in psychology and psychiatry</td>
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Rhetoric and Composition

Welcome to the Rhetoric and Composition Wikibook, designed for use as a textbook in first-year college composition programs, written as a practical guide for students struggling to bring their writing up to the level expected of them by their professors and instructors. For more detail, see the Introduction chapter.

Contents [edit]

1. Introduction
2. Overview: The Writing Process
   1. Planning and Prewriting
   2. Collaborating
   3. Researching
   4. Drafting
   5. Editing
   6. Reviewing
   7. Revising
   8. Proofreading

A printable version of Rhetoric and Composition is available. (edit it)
Ebook
Gen 2: Hypertext

The organization’s logo or letterhead

The “to” line

The “from” line

The subject line

Note: When writing your subject line, make sure it is called something accurate, unique and specific. Name your memo something informative.

The date line

The first sentence of your memo you should clearly state your purpose. Be concise and direct.

**Example:** An example from "How to write it?" (pp.167) *

To: All Department Heads
From: Joan Alexander
Date: May 10, 2007
Subject: Weekly Department Head Meeting, May 30, 2007, 8:00 am. Room 108
Agenda:

1. Vote on the vacation policy.
2. Elect a media spokesperson.

2.3 Stages of the Writing Process

Although we’ve mentioned that writers often work recursively—that is, frequently switching between drafting, editing, proofreading, and revising—it is useful to break the writing process into different functions or activities. To that end, we have divided it into eight smaller processes: Planning and Prewriting, Collaborating, Researching, Drafting, Editing, Reviewing, Revising, and Publishing.

2.3.1 Planning and Prewriting

Writers generally plan their documents in advance. This stage, often called “prewriting,” includes everything from making a tentative outline, brainstorming, or charting with friends or colleagues about the topic. For some writers, the prewriting stage a month or so before they think about their project, but do not write until they are ready to start the actual document. Others plan carefully and map out exactly how they want their document to look when it’s finished.

This chapter describes common planning and prewriting strategies and should help you “hit the ground running” when starting out your writing project.

2.3.2 Collaborating

While there is a long history of thinking of writing as a wholly individual act, most workplace communications (and composing in many disciplines) involve collaboration. If you’re writing on a collaborative text, this chapter will help you develop a collaboration plan, establish guidelines and boundaries in the group, assign roles, and do what ever else will help in producing a countertext.

This chapter offers some helpful tips and strategies for collaborating on documents.

2.3.3 Researching

Writers frequently require reliable information to support their documents. A writer’s personal opinions and experience are sufficient evidence for many types of documents, but audiences will often demand more. Seeking out the information required to support your writing is called “research,” and it occurs in many forms.

One form of research is the interview, in which you can talk or meet with someone who has information on the topic you are pursuing. Another type, “field research,” involves travel to places where the topic can be studied firsthand. You might also consider a survey. These three examples are all part of what is called “primary research”—research you conduct yourself.

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1. Chapter 3 on page 11
2. Chapter 5 on page 15

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Information Literacy

Your success as a student and a citizen is significantly shaped by your ability to recognize when additional information is needed before you make an informed decision. Likewise, to avoid being swamped and spooked, you need to probe written and visual texts for their messages, tones, lenses, and emotional appeals. Doing so will not only encourage you to become a better critical thinker, but it will also enable you to become a more engaged citizen.

What are New Literacies? What is Intellectual Property? Critical Reading Practices, and Visual Literacy—these webtexts explore how you can identify when information is needed, efficiently access information, and assess information, questioning ways methodical, economic, and social practices shape claims and affect credibility.

Research Methods & Methodologies

While “research” is central to "the writing process" (typically referring to the process of searching the open web or library databases), "research" may also refer to different methods for data collection and data analysis.

Consult the Research Primer to understand why different academic disciplines, professions and businesses use different research methods. Learn the conventions of textual research methods and empirical research methods, including informed consent, surveys, case studies, and ethnographies. To expedite searching on the open web and library databases, check out Library & Internet Research. Then, to better understand how college faculty want you to integrate evidence into your texts, avoid inadvertent plagiarism and "patch writing," review Integrate Evidence as well as Summarize and Paraphrase Sources.

Writing Processes

To help students at all levels of development—from high school to graduate school—Writing Commons provides an extremely thorough analysis of the attitudes and practices of successful academic, professional, and business writers.

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<td>Licensees may distribute derivative works only under a license identical to the license that governs the original work. (See also copyleft.)</td>
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<td>Licensees may copy, distribute, display, and perform the work and make derivative works based on it only for noncommercial purposes.</td>
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<td>Licensees may copy, distribute, display and perform only verbatim copies of the work, not derivative works based on it.</td>
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Librarian as Advisor: Creative Commons

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http://creativecommons.org/
Librarian as Finder

http://www.merlot.org

http://openstax.org

https://www.oercommons.org
The Process of Research Writing

Rating: ★★★★★

The Process of Research Writing is a web-based research writing textbook suitable... More

Subject: Humanities
Material Type: Textbooks
Provider: Eastern Michigan University
Provider Set: Individual Authors
Author: Steven D. Krause

The Flat World Knowledge Handbook for Writers

Rating: ★★★★★

Are you teaching freshman level students? Is this one of the first... More
Rhetoric and Composition

Welcome to the Rhetoric and Composition Wikibook. This wikibook is designed as a full textbook replacement in first-year... see more

Material Type: Open Textbook
Author: Multiple Authors
Date Added: Oct 07, 2008 Date Modified: Jun 01, 2015

Writing Commons

Welcome to Writing Commons, the open-education home for writers. Although this is a website, it can be used as a textbook.... see more

Material Type: Open Textbook
Author: Joe Moxley, Executive Editor
Date Added: Jul 14, 2014 Date Modified: Jul 07, 2015

Writing for Success

This is a free textbook offered by Saylor Foundation. Scott McLean's Writing for Success is a text that provides... see more

Material Type: Open Textbook
Author: Scott McLean
Date Added: Mar 08, 2011 Date Modified: May 25, 2015
FREE, OPEN-SOURCE, PEER-REVIEWED, HIGH-QUALITY TEXTBOOKS FOR YOUR COLLEGE COURSE.
INTRODUCTORY STATISTICS: SUPPLEMENTAL RESOURCES

OpenStax College has compiled additional resources for students and faculty that directly coincide with your book, from online homework tools and interactive study guides to faculty-only resources.

LEARNING RESOURCES

- **WebAssign**
  WebAssign is an independent online homework and assessment solution that has been commercially available since 1998. Reaching over a million students each year at both higher education and secondary education institutions, WebAssign empowers faculty to deliver fully customizable assignments and high-quality content to their students in an interactive online environment. WebAssign supports Introductory Statistics with over 1700 test-specific problems, each containing algorithmically-generated values and links directly to the eBook to provide a completely integrated online learning experience.

- **Getting Started Guide for Students**
  The getting started guide is a free download for students that demonstrates how to access the textbook, what options are free, what options have a small fee and how much it is, and additional information.

FACULTY ONLY

- **Instructor Solution Manual** *(faculty only)*
  The Instructor solution manual contains the detailed solutions to all the end of chapter problems in Introductory Statistics. This is a restricted item requiring faculty registration.

- **PowerPoint Slideshows** *(faculty only)*
  The PowerPoint slides are based on the extensive illustrations from Introductory Statistics. They can be edited, incorporated into lecture notes, and you are free to share with anyone in the community. This is a restricted item requiring faculty registration. NOTE: This file is very large and may take some time to download.

- **Sample Syllabus Language** *(faculty only)*
  The sample syllabus language provides sample wording to assist students in locating their textbook.

- **Top Hat** *(faculty only)*
  Increase relevance, understanding, and accessibility by engaging students in your lecture every step of the way.
THE CALIFORNIA GOLD RUSH AND BEYOND

The allure of gold has long sent people on wild chases; in the American West, the possibility of quick riches was no different. The search for gold represented an opportunity far different from the slow plod that homesteading farmers faced. The discovery of gold at Sutter’s Mill in Coloma, California, set a pattern for such strikes that was repeated again and again for the next decade, in what collectively became known as the California Gold Rush. In what became typical, a sudden disorderly rush of prospectors descended upon a new discovery site, followed by the arrival of those who hoped to benefit from the strike by preying off the newly rich. This latter group of camp followers included saloonkeepers, prostitutes, store owners, and criminals, who all arrived in droves. If the strike was significant in size, a town of some magnitude might establish itself, and some semblance of law and order might replace the vigilante justice that typically grew in the small and short-lived mining outposts.

The original Forty-Niners were individual prospectors who sifted gold out of the dirt and gravel through “panning” or by diverting a stream through a sluice box (Figure). To varying degrees, the original California Gold Rush repeated itself throughout Colorado and Nevada for the next two decades. In 1859, Henry T. P. Comstock, a Canadian-born fur trapper, began gold mining in Nevada with other prospectors but then quickly found a blue-colored vein that proved to be the first significant silver discovery in the United States. Within twenty years, the Comstock Lode, as it was called, yielded more than $300 million in shafts that reached hundreds of feet into the mountain. Subsequent mining in Arizona and Montana yielded copper, and, while it lacked the glamour of gold, these deposits created huge wealth for those who exploited them, particularly with the advent of copper wiring for the delivery of electricity and telegraph communication.

Figure 1. The first gold prospectors in the 1850s and 1860s worked with easily portable tools that allowed anyone to follow their dream and strike it rich (a). It didn’t take long for the most accessible minerals to be stripped, making way for large mining operations, including hydraulic mining, where high-pressure water jets removed sediment and rocks (b).
## Search Results

22 results found

### Filters

**Subject**
- Art

**Type**
- Book

**Keyword**
- a cappella
- Accent
- activities

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### Books

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# Librarian as Aggregator

## ENGL 1101 Textbook Initiative: Comparison chart

Potential resources for GPC's ENGL 1101 Textbook initiative. (ARCHIVE)

### Comparison Chart

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<td><a href="http://www.saylor.org/site/textbooks/Writing%20for%20Success.pdf">http://www.saylor.org/site/textbooks/Writing%20for%20Success.pdf</a></td>
</tr>
<tr>
<td>Open Tapestry ENGL001</td>
<td>html/variables</td>
<td>pieces are</td>
<td>not as is; could create similar</td>
<td>yes</td>
<td><a href="http://www.open%E7%BA%BA%E7%BB%87.com/tapestries/english/english-composition-i">http://www.open纺织.com/tapestries/english/english-composition-i</a></td>
</tr>
<tr>
<td>Writing Spaces (essays)</td>
<td>pdf</td>
<td>yes/can purchase print books</td>
<td>no</td>
<td>level/maybe: scope not complete</td>
<td><a href="http://www.writingspaces.org/essays">http://www.writingspaces.org/essays</a></td>
</tr>
<tr>
<td>Writing Commons</td>
<td>html/multimedia</td>
<td>no, only individual webpages</td>
<td>no</td>
<td>no</td>
<td><a href="http://writingcommons.org/open-text">http://writingcommons.org/open-text</a></td>
</tr>
</tbody>
</table>
Librarian as Aggregator

Pros/Cons

- Content appropriate for what we need: grammar, rhetoric, MLA.
- Can print individual pages/lessons, but not whole "book?"
- Interesting visual presentation, shows first page of lesson instead of topics.
- Each chapter has a tech bubble that comes up in the right hand margin. It gives students some direction and estimated time for completion.
- Wide variety of modes, giving faculty numerous options for assignments.
- Draws from other sources.
- Creative Commons share-alike license, but unclear how we would edit it.

Comments?

- Click the Comments link to view comments or add a new comment.

Open Tapestry ENGL001

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Librarian as Aggregator

Intermediate Algebra Textbook Initiative: Home
Potential CER resources for Math 98

OpenStax CNX

OpenStax includes books and pages. All materials are Creative Commons license 4.0 unless otherwise stated (see below).

- Algebra-related resources
  Results of a search for "Algebra." In particular, notice "Fundamental of Mathematics" and derivatives of it.

Merlot

Merlot is a collection of peer-reviewed educational resources. Licenses vary by resource.

- Merlot Advanced Search
- Merlot Algebra e-textbooks (College Lower Division)
  These are rated by relevance, but you can change sort to Overall rating or other criteria.
- Merlot Math Support
  Algebra2Go, exercises, videos
- Dad's Math Worksheets

College Open Textbooks

- Intermediate Algebra
  Student workbook from Scottsdale Community College.
  Creative Commons Attribution-Share Alike Unported 3.0 License.

Affordable Learning Georgia

- ALG Resources
  Other resources may be available through Affordable Learning Georgia. I didn't find that most fit Math 98.

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What is in your Kindle catalog by Raymond Bryson https://flic.kr/p/oB6Ssz
Check Out the Oviatt's Free Textbooks on Display

Posted on January 28, 2015 | Comments Off

The Oviatt Library is excited to be a part of OpenStax College's efforts to save students money when buying textbooks. Please come by and check out our free textbooks display on the fourth floor of the Oviatt Library in the Reserves, Periodicals and Microform (RPM) Room. You may be able to use some of these free textbooks in your courses.

There are currently nine textbooks on display and 11 titles online: Anatomy and Physiology; Biology; College Physics; Concepts of Biology; Introduction to Sociology; Introductory Statistics; Pre-Calculus; Principles of Economics; Principles of Macroeconomics; Principles of Microeconomics; and Psychology. Two are coming soon: Chemistry and U.S. History.

CSUN Faculty can re-tool these open textbooks to meet course design needs. Faculty members are able to use or adapt these materials to their liking thanks to a Creative Commons Attribution license.
search—that is, your keywords. These, along with the research questions you identified in Chapter 11 “Writing from Research: What Will I Learn?” and Section 11.2 “Steps in Developing a Research Proposal”, will help you find sources using any of the following methods:

- Using the library’s online catalog or card catalog
- Using periodicals indexes and databases
- Consulting a reference librarian

You probably already have some keywords in mind based on your preliminary research and writing. Another way to identify useful keywords is to visit the Library of Congress’s website at http://id.loc.gov/authorities. This site allows you to search for a topic and see the related subject headings used by the Library of Congress, including broader terms, narrower terms, and related terms. Other libraries use these terms to classify materials. Knowing the most-used terms will help you speed up your keyword search.

Jorge used the Library of Congress site to identify general terms he could use to find resources about low-carb dieting. His search helped him identify potentially useful keywords and related topics, such as carbohydrates in human nutrition, glycemic index, and carbohydrates—metabolism. These terms helped Jorge refine his search.

PROPOSED CHANGE TO THE ABOVE SECTION:
To find information resources efficiently, first identify the major concepts and terms you will use to conduct your search—that is, your keywords. Your starting point for developing keywords is your topic.
We have a textbook!!!!!
Librarians for user support
Librarians for user support

I have a master’s degree so I know how to print from the library computers.

How Do I Print? (xtra normal video) by findmarya - https://youtu.be/j3geQQQUJqw
Librarians as educators

ENGL 1101 Textbook Initiative

Mary Ann Cullen
Faculty Discipline Day presentation
2/26/2014
Librarians as Educators/Advocates
Librarians as Advocates

Participate in campus-wide conversations
Librarians as Advocates

Get to know key faculty and administrators
Librarians as Advocates

Participate in state-wide and national initiatives
Let me tell you about OERs...
Librarian Roles

- Advisors
- Finders/Aggregators
- Authors
- Educators/Advocates
- Support to users
- AND.....
Libraries as Publishers

PDXScholar, a service of Portland State University Library, provides open access to a diverse collection of academic, scholarly, scientific and creative content produced by faculty, students and staff. PDXScholar increases the visibility of authors' works, maximizes research impact, facilitates interdisciplinary research, and provides regional and global communities with immediate and permanent access.

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• Conference call

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2. Finders/Aggregators
3. Authors
4. None or not sure
Shout out
Thank you!

Email: mary.cullen@gpc.edu
Resources: http://guides.gpc.edu/OER