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AOER Talking Points

Missouri University of Science and Technology OER Committee

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Explore Affordable & Open Educational Resources

Talking Points

Do you feel confident answering the following questions?

1. What is the A&OER initiative and why did the UM System decide to do it?
2. Why are system and campus A&OER task forces reaching out to specific faculty?
Is this initiative a mandate that infringes on academic freedom?
3. What is Open Education, OER, and Open Pedagogy?
Why consider going Open? What are the benefits for students and instructors?
4. How are you defining “affordable”? What is the difference between Open, Free, and Affordable?
5. Where can I go on campus for support in learning more about A&OER?
What is the bookstore’s AutoAccess program?
How do I go about implementing open, free, and/or affordable resources into my course and LMS?

To answer these questions, please become familiar with the outlined information below. And please let us know if you have any changes or addition information.

1. What is the A&OER initiative and why are we doing it?

- a. See the email that went out on 10-24-2017.

2. Reaching out to targeted individual faculty

Strive to use language that emphasizes this is an **optional** incentive program:

High-enrollment, lower-division courses have been **identified** as prime candidates for this initiative because these courses can have the greatest impact on students in terms of sheer numbers. In addition to cost savings for students, studies have shown that better access to course materials improves student academic performance and creates a more equitable learning environment. If you [a faculty member] are being reached out to due to your high-enrollment, lower-division course, it is to encourage you to **consider** applying for the A&OER incentive program. It is recognized that not every subject area has high-quality OER suited for your course, but it is likely that free or affordable course materials exist. We **invite** you to **evaluate** whether or not your course can be made more affordable or open. We also **encourage** you to **learn more about** how OER and Open Pedagogy can improve the student learning experience. We have units on campus that can assist with the evaluation process. (See #5)

3. Definitions & Benefits

- a. What is Open Education?

The movement for Open Education seeks to improve teaching and learning experiences to make education more accessible and engaging. Educational systems continue to operate with a fundamental disconnect between practices left over from the analog world and what is possible with modern technology and teaching methods. Technology and the internet have vast potential to support more affordable, effective teaching and learning. Open Education encompasses resources, tools, and practices that are free of legal, financial, and technical barriers, and can be fully used, shared, and adapted in the digital environment.

b. What are Open Educational Resources (OER)?

The foundation of Open Education is Open Educational Resources (OER).

OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

i. Benefits of OER for students

1. The problem: When course materials are too costly, students delay purchasing the materials. This means that most students do not have access to the course materials on day one of the semester. Many students will not purchase the materials at all and will not have consistent access during the course of the semester.
2. The solution: [Studies show](#) that 93% of students who use OER do as well or better than those using traditional materials because they have easy access to the content starting on day one of the course.

ii. Benefits for faculty & instructors

1. In addition to improved student engagement, OER allows instructors to [Retain, Reuse, Revise, Remix and Redistribute](#) these educational materials. Traditional course materials do not provide users with these 5R permissions.

c. What is Open Pedagogy?

[Open pedagogy](#) is the set of teaching and learning practices only possible or practical in the context of the 5R permissions. Or, to operationalize, open pedagogy is the set of teaching and learning practices only possible or practical when you are using OER.

If open is fundamentally about permissions, what then does it mean for a pedagogy to differ in terms of its assumptions about copyright permissions? In a nutshell:

- The pedagogical problem: We learn by the things we do. Copyright restricts what we are permitted to do. Consequently, copyright restricts the ways we are permitted to learn.
- The pedagogical solution: Open removes these restrictions and permits us to do new things. Consequently, open permits us to learn in new ways.

4. Affordable vs. Free vs. Open: a spectrum of savings possibilities

a. **Affordable**

Under \$40 for total cost of course materials in one course.

b. **Free**

Resources that are free to students but are paid for in some form by another unit. For example,

including a library-purchased journal article in your course assignments has no up-front cost to students. Though each student does not need to individually purchase the article, there are subscription fees paid by the University Libraries to provide access to that article.

c. **Open**

An OER is also a free course material. However, a truly “open” free material additionally allows for all 5 open permissions: [Retain, Reuse, Revise, Remix and Redistribute](#). These 5R permissions are the distinction between OER and free.

5. Where to direct instructors for help

a. **Want to learn more about OER and affordability options?**

Contact: Grace Atkins, **University Libraries** atkinsge@missouri.edu

- i. If you want to learn more about open and affordable course material options, the Libraries are a great place to start. The University Libraries have subject specialist librarians who can help you find and evaluate OER, as well as “free” library resources that could be used in your courses.
- ii. They also have course reserves systems which can provide your students with shared access to library resources, and an institutional repository that can make your own work openly accessible online.

b. **Want to learn more about how to make your course more affordable?**

Are you ready to report which open/affordable course materials you’re using?

Contact: Lisa Montgomery, **The Mizzou Store** montgomerylm@missouri.edu

- i. The Mizzou Store has systems in place to distribution OER materials through digital or print options.
- ii. The Mizzou Store also has an AutoAccess program: AutoAccess is an inclusive access course materials program for the University of Missouri System, created in partnership with major publishers and faculty. AutoAccess provides digital and adaptive course content via the campus learning management system (LMS) at a significantly reduced cost (below competitive market rates). This program was developed as a means to further reduce the cost for students while supporting faculty teaching needs. Currently, the University of Missouri Campus Stores have agreements with 12 publishers and anticipate over 240 courses for fall 2017. Student savings to date from this program totals over \$7.2M.

The AutoAccess program works in the following way.

1. Store staff solicit faculty participation for a certain course.
2. The store then works with publisher representatives to negotiate special pricing on the content, which is either a digital book or adaptive learning materials. Per the Department of Education’s guidelines, content provided in programs like AutoAccess must be “below competitive market rates.” Publishers have a vested interest in sell-through, so negotiating the below market rate is an essential component. The campus and publishers typically must create agreements to secure pricing.
3. The store then works with ET&MO and faculty to set up their course within the LMS to ensure access to digital materials. Setting up adaptive content can be labor intensive, which requires a close collaboration with ET&MO. Digital books, on the other hand, are much easier to implement in the LMS.

c. **Want to learn about how to redesign your course to include more open, free, or affordable course materials?**

Contact: Danna Wren, **Educational Technologies at Missouri** Danna@missouri.edu

- i. ET&MO's staff of professionals with master's degrees in education can you implement OER and Open Pedagogy in your course. Instructional designers are keenly aware of trends and technology in higher education (such as OER), and have particular expertise in teaching and learning in digital and online realms.
- ii. Navigating learning management systems: Working within a framework of educational technology, ET@MO can help you integrate online textbooks and supplemental resources into the Instructure Canvas learning management systems (LMS). The integrations vary with levels of flexibility and configuration options - they can integrate at either the system-level or within individual sites.