Open Access Week at Gettysburg College

Nov 4th, 12:00 PM - 1:00 PM

What Would Happen If You Ditched Your Textbook? Gettysburg Faculty Share Strategies

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Description
How much do your course materials really cost? Do your students obtain all the books you assign? How much does access to required readings affect student success? What would happen if you ditched your textbook?

If you’ve ever been tempted to toss your conventional reading list out the window and start over, this session is for you. Learn how colleagues are swapping out expensive course materials for more affordable options, including freely available materials, library-licensed items, and original creations. Our panelists are:

- Ian Clarke – Ian recently abandoned his $150 textbook for ENG 111 (Writing through Literature) and created an open reading list instead.
- Sharon Birch – In 2011, Sharon dropped the classic text for SOC 203 (Population) and replaced it with a variety of library-licensed and freely available materials. More recently she has begun developing her own open textbook for this course.
- Chuck Kann – Chuck has written several open educational resources and posted them in The Cupola. He uses them in CS 221 (Computer Organization and Assembly Language Programming); they have also been adopted by professors teaching at other institutions and have been downloaded around the world.

You’ll leave with a clear idea of how a range of simple to complex strategies could help make your course materials more affordable, too.

Location
CUB 260

Disciplines
Information Literacy | Scholarly Communication | Scholarly Publishing

Comments
Presented as part of the Friday Faculty Lunch series at Gettysburg College.

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Presenter Information
Ian R. Clarke, Sharon K. Birch, Charles W. Kann, and Janelle L. Wertzberger
What would happen if you ditched your textbook?

Gettysburg Faculty Share Strategies

Ian Clarke, English
Sharon Birch, Sociology
Charles Kann, Computer Science
Janelle Wertzberger, Library
November 4, 2016
What do we know about course materials at Gettysburg College?

• How much do your course materials cost?  
  • Is it too much?

• Do all of your students acquire the assigned readings?  
  • If they don’t, do you know why not?

• If your students don’t have the course materials, can they succeed in your class?
As Florida goes, so goes the nation?

- Textbook cost
- Unused textbooks
- Effect of textbook cost

Report available at florida.theorangegrove.org

2016 Student Textbook and Course Materials Survey
#1 Key Finding

High textbook costs negatively impact student access, success, and completion

Report available at florida.theorangegrove.org
CPI for tuition and school-related items, not seasonally adjusted, January 2006-July 2016
January 2006=100

What are OERs?

“learning materials that include open textbooks, open courseware, and other educational materials that carry an open license permitting their free use and repurposing by others”

—Steven Bell
More affordable options

1. Open Educational Resources (OER) including open textbooks
2. Library-licensed resources like online journals and ebooks
3. Lawful determinations of fair use
4. Faculty-created, openly-licensed materials
Open Educational Resources Network

Open Oregon Educational Resources

Affordable Learning Georgia

Open Educational Resources at UMUC
More than just free books.

#GoOpen States
Panelists

Ian Clarke
ENG 111 – Writing through Literature
created an open reading list

Sharon Birch
SOC 203 – Population
assigns library-licensed and freely available materials,
currently writing an open textbook

Chuck Kann
CS 221 – Computer Org & Assembly Language Programming
wrote several OERs which have been adopted elsewhere
• In which class did you “ditch the textbook” and when?

• Why did you switch from conventional readings to more open course materials?

• What materials did you use previously and how much did they cost?

• How much do students spend on your course now?

• How much time did it take you to make the transition?

• What tools, training, or resources were required to help you change?

• Describe the impact on your classroom (student enrollment, student readiness to learn, student grades, drop/withdrawal rates, etc.) — has changing this one factor affected their academic success in any way?
DEVELOPING AN OPEN READING LIST IN ENG 111 “WRITING THROUGH LITERATURE”

Ian Clarke
FFL Panel 11/4/16
ENG 111 Official Description

Writing-intensive introduction to literature using poetry, drama, short stories, and novella. Emphasis is placed on the process method of writing, basic techniques of literary analysis, and library research. Offered regularly. Fulfills first-year writing requirement. Open to first year students only.
WANTED

Freely Available

• Fiction (short stories and one longer work)
• Poetry
• Drama
Sources I Used

• Fiction and Drama
  • Works in the public domain under US law via Project Gutenberg (gutenberg.org)

• Poetry
  • Works made available by the copyright holder through the Poetry Foundation (poetryfoundation.org)
  • Works in the public domain under US law via Project Gutenberg (gutenberg.org)
Welcome

This site is an online reading list for English 111-A, Writing through Literature, taught Fall 2016 at Gettysburg College. All of the reading assignments listed and linked are either in
Typical Gutenberg Entry

5 by Virginia Woolf

Monday or Tuesday by Virginia Woolf

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shewing so proper and becoming a
deferece, seeming so pleasantly
grateful for being admitted to
Hartfield, and so artlessly impressed
by the appearance of every thing in so
superior a style to what she had been
used to, that she must have good
sense, and deserve encouragement.
Encouragement should be given.
Those soft blue eyes, and all those
natural graces, should not be wasted
on the inferior society of Highbury
and its connexions. The acquaintance
she had already formed were
unworthy of her. The friends from
whom she had just parted, though
very good sort of people, must be
doing her harm. They were a family of

the name of Mr. Knightley
knew by every body
farm of Mr. Knightley
the parish
creditably
Mr. Knightley
—but they
unpolish
intimates
little more
be quite parted
she would
detach her
acquaintances
good society
opinions
be an interest
kind under

...—she knew Mr. Knightley
thought highly of them—but they
must be coarse and ...
Emma! No!

...She would notice her; she
would improve her; she would
detach her from her ...

...Her father never went beyond
the shrubbery...

.... But in every respect, as she
saw more of her, she approved her,
and was c...

PoV: who exactly believes that her designs
are kind? She does.

...certainly was not clever....

...Mrs. Martin's...
CS 221 COMPUTER ORGANIZATION & ASSEMBLY LANGUAGE PROGRAMMING

Charles Kann
FFL Panel 11/4/16
Class for which this is OER textbook was written

- CS 221 – Assembly Language and Computer Organization
  - Textbook outlines how a computer works, and how it is abstracted into higher level constructs
  - Textbook is not “background material”, or simply a supplement to lecture
  - Lectures and textbook go hand-in-hand to explain how a computer works.
  - Book is more a methodology book in most disciplines.
History of textbooks

• Digital Circuits Projects
  - Chair bought a lot of parts for me (as an adjunct!) to do projects I was interested in.
  - Book grew out of building projects for students.
  - There was a big need for this type of manual.

• MIPS Assembly Language Programming
  - Most books seem to be written for engineering colleges, do not cover basics coherently
Impact on the class

• Lectures match textbook (maybe good/bad)

• Labs can be included in the class (this is the main impact for a lot of schools using the Digital Circuits Projects text)

• Cost of materials for class is nothing for the students (department provides lab kits, though I have designed the kits to cost about $20.00)
Why write your own textbook?

- No textbook covers what you want to cover.
  - Binary math, division of memory
- No textbook handles the material in the way you would like to present it.
- You believe you can do a better job
Why OER

- Why publish a book using OER?
  - Think of a software model
    - Can be published in sections.
    - Updates can be made as new comments or information is available.
  - Textbooks are overpriced, and authors see precious little of that cost, so why bother?
  - Why not do something nice for the world?
Trouble with OER

- What are the downsides of OER
  - No editor... though over time things get better.
  - No peer review
    - Over time it is adopted by other schools, so this should count as peer review.
    - I have had exactly one useful comment from faculty using my books, and it improved their the book, and that faculty persons understanding of the concept.
Support for OER textbook

• What support is there for OER textbooks

□ Government – None that I know of

□ Institutional (e.g. Gettysburg College) – None

□ Library provides me support, for which I am grateful to R.C. and Janelle, but except for Cupola, that is not institutional.

□ Educators generally, not a lot, though it is growing (teachers paying teachers, etc)

□ This has to be fixed!
OER textbooks in the future

• There should be government support, like research grants.

• College/Universities should provide better support, for instance
  - Editing resources

• Educators
  - Peer review networks
Textbook downloads
CONCLUSION
Want to learn more?

Adopting Open Educational Resources in the Classroom – a faculty resource for adopting, using, and re-purposing openly licensed educational resources
Lumen Learning open course
https://courses.candelalearning.com/pathways/

How to Use Open Educational Resources – a self-paced workshop from Open Washington
http://www.openwa.org/module-1/
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