

THE CHANGING LANDSCAPE OF OPEN EDUCATION IN HIGHER ED

Cable Green, Director of Open Education,
Creative Commons and
David Wiley, Co-founder & Chief Academic
Officer, Lumen Learning



Unless otherwise noted, these slides are licensed under
a Creative Commons Attribution License CC BY 4.0.



**MARYLAND OPEN SOURCE
TEXTBOOK** *Initiative*



Dr. Cable Green
Director of Open Education
Creative Commons
@cgreen



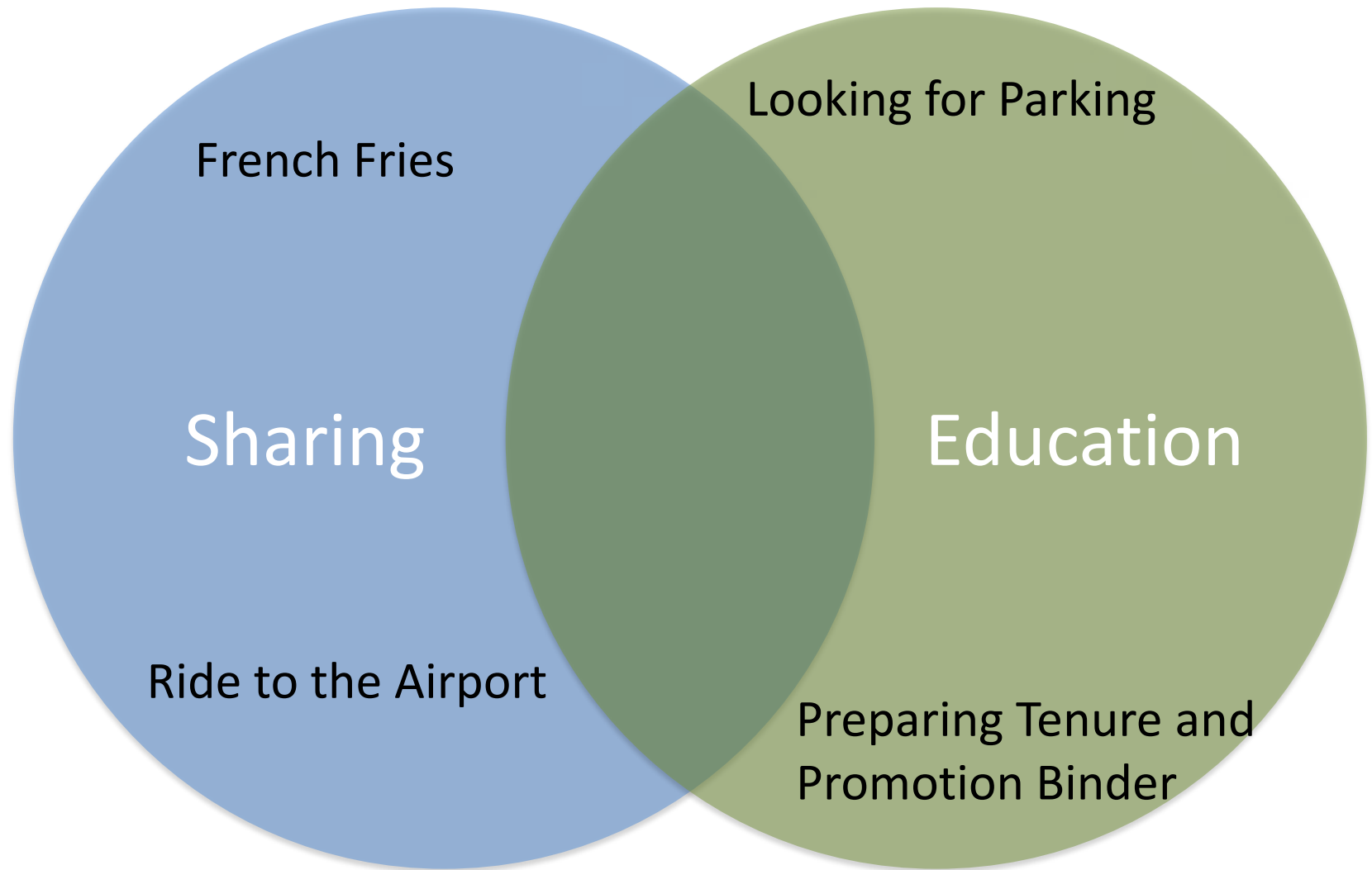
Dr. David Wiley
Chief Academic Officer
Lumen Learning
@opencontent



Except where otherwise noted, this work is licensed under:
<http://creativecommons.org/licenses/by/4.0>

David

education is sharing



French Fries

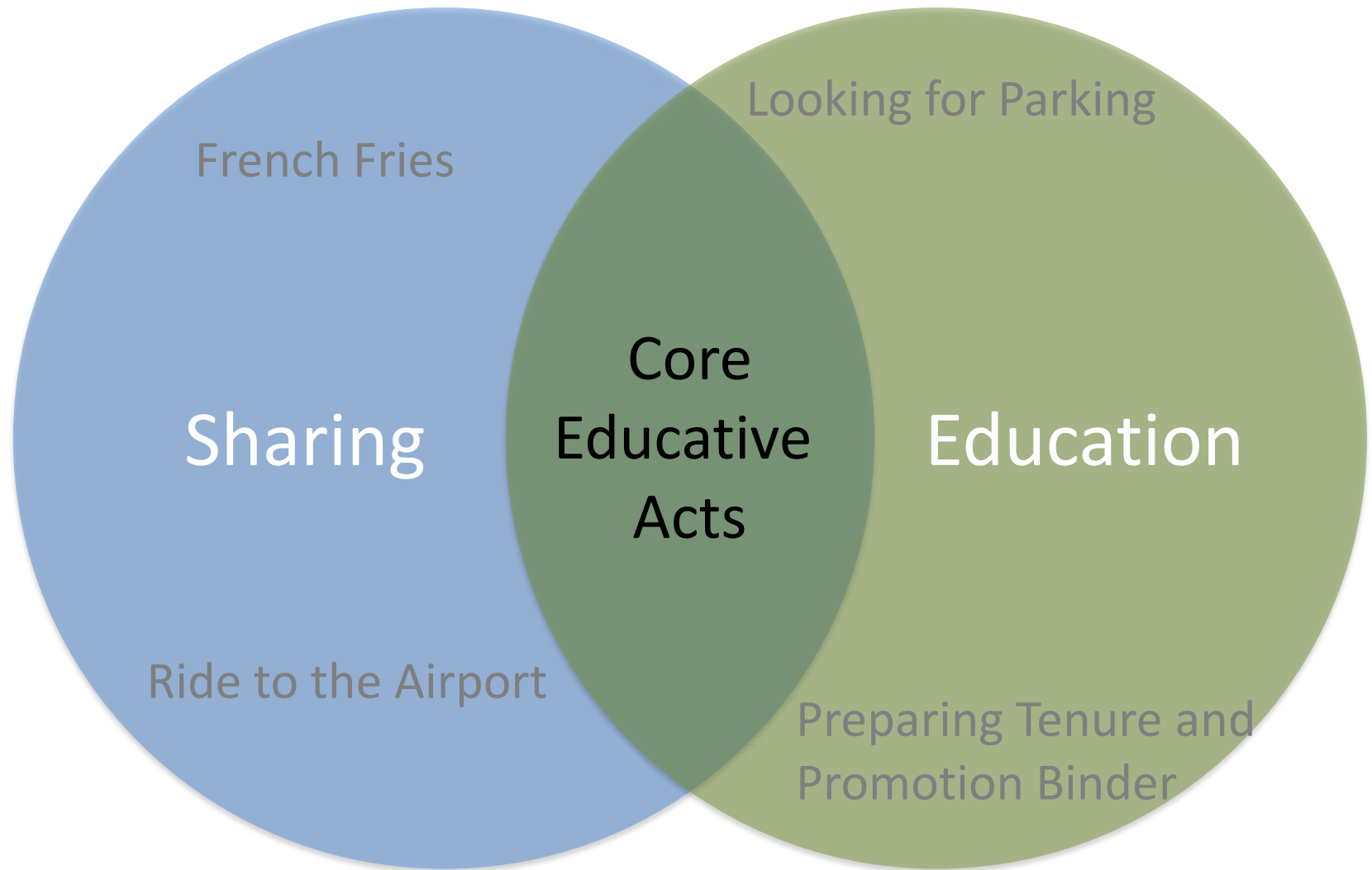
Looking for Parking

Sharing

Education

Ride to the Airport

Preparing Tenure and
Promotion Binder



sharing

what you know

sharing

feedback

sharing

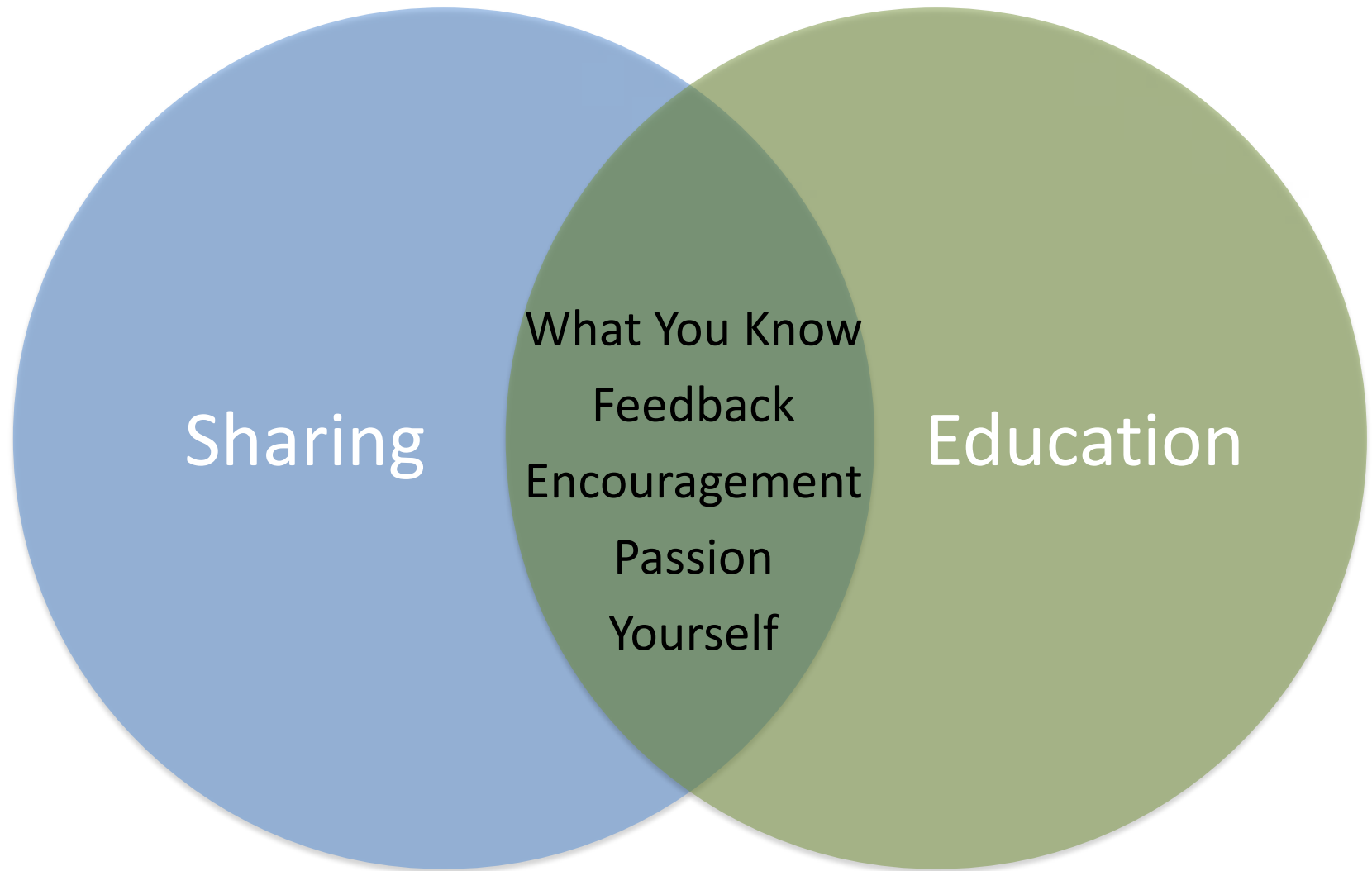
encouragement

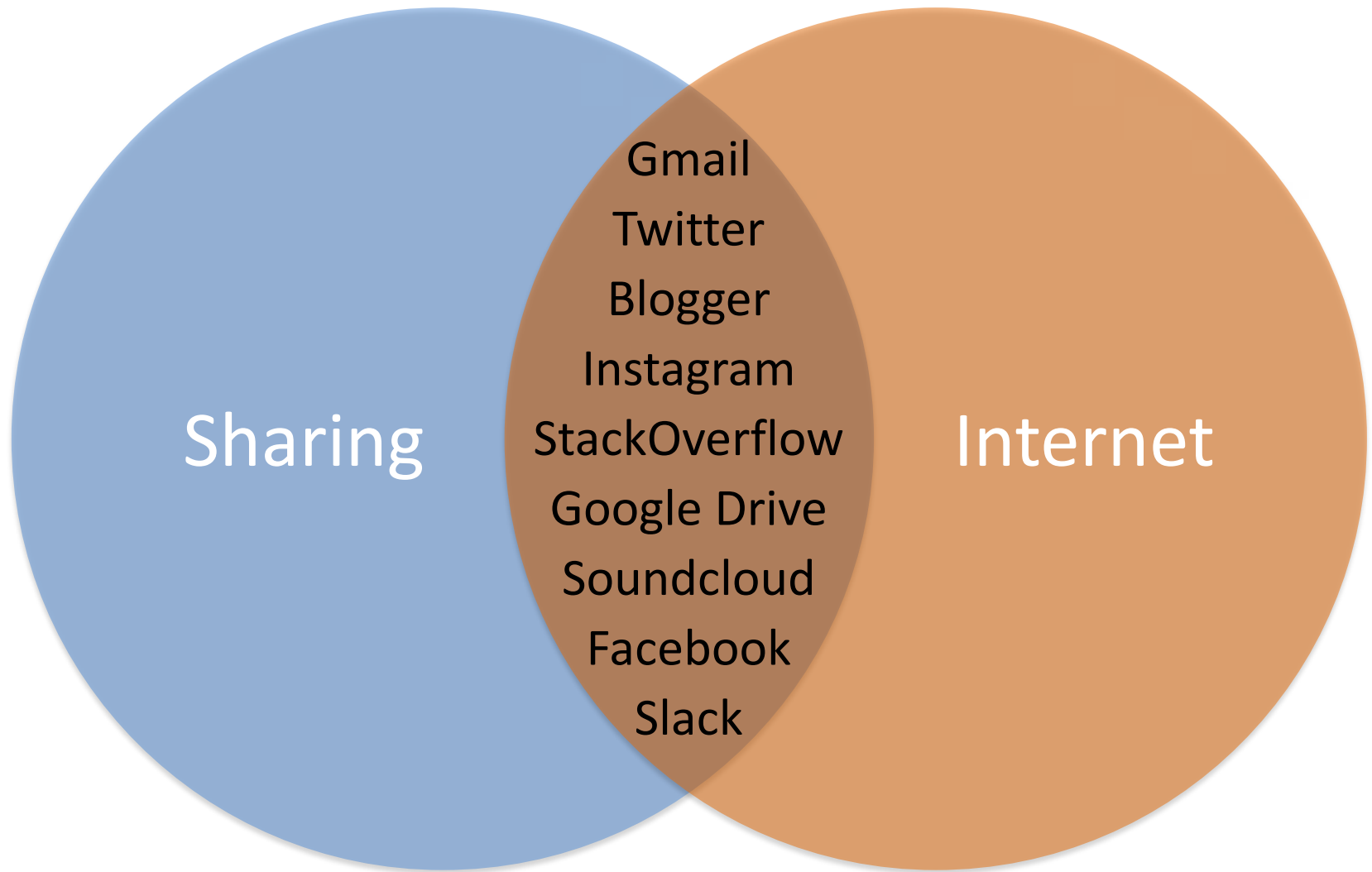
sharing

passion

sharing

yourself







unprecedented capacity

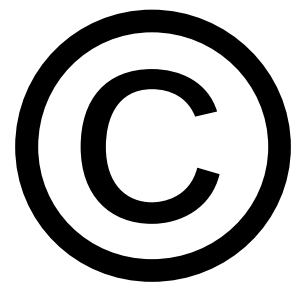
sharing

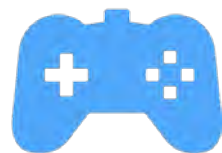
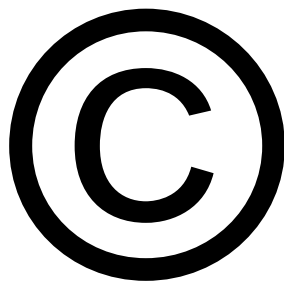
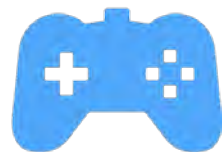
unprecedented capacity

education

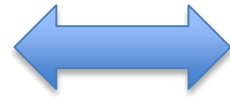
except, it doesn't







Internet
Enables



Copyright
Forbids

teaching and learning with
one hand tied behind our backs

Open Educational Resources (OER)





Which “open”?

permissions, price, pedagogy

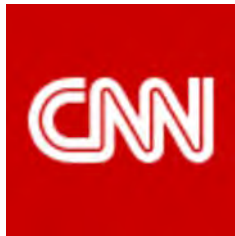
Cable

open \approx free

~~open \approx free~~



most content on the internet
is already free





but it could disappear tomorrow





or become a paid service





it can't be altered to meet
your students' needs



open \neq free, precarious, rigid

open = permissions

The 5R Activities

Retain

- Make and own a copy

Reuse

- Use in a wide range of ways

Revise

- Adapt, modify, and improve

Remix

- Combine two or more

Redistribute

- Share with others

retain is prerequisite

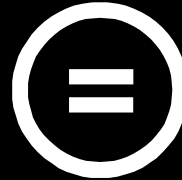
to revise and remix

watch out for publisher
“artificial scarcity” / inclusive access models



Nonprofit organization
Open copyright licenses
Founded in 2001
Operates worldwide
Chapters in 89 countries

Public
Domain



Step 1: Choose Conditions



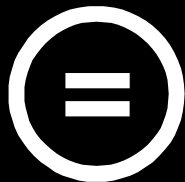
Attribution



ShareAlike

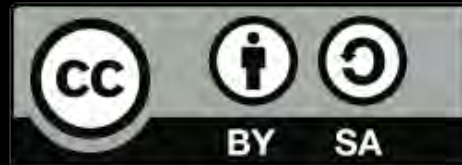


NonCommercial



NoDerivatives

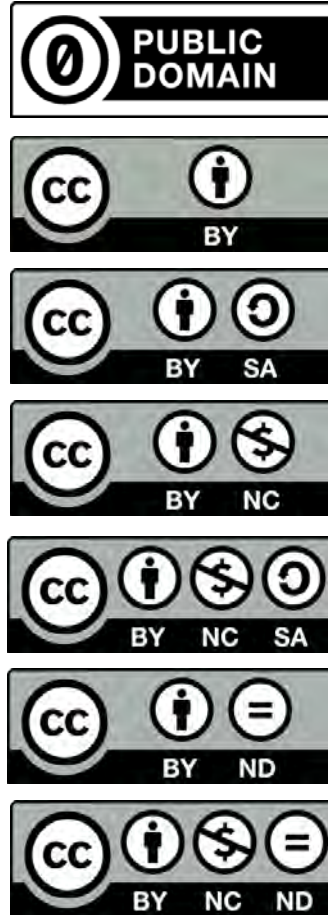
Step 2: Get a License



most freedom



least freedom



OER

Not OER



puts the “open” in OER

1.2 BILLION

CREATIVE COMMONS LICENSED WORKS

2016

1,204,935,537

2015

1,118,900,000

2014

882,000,000

2010

400,000,000

2006

140,000,000

Background: screenshot from "The Growing Commons" Creative Commons website, is licensed as noted here

perpetual, irrevocable
permissions

Permissions	Consequences
Retain Reuse Redistribute	Content will always be <u>free</u>
Revise Remix	It can be used in <u>novel ways</u>

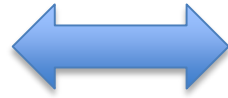
Open Educational Resources

Permissions to engage in the 5R activities

- Eliminate Price barrier to content
- Enable new forms of Pedagogy

choosing traditionally
© materials

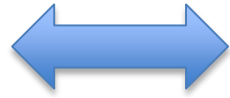
Internet
Enables



Copyright
Forbids

choosing open
educational resources

Internet
Enables



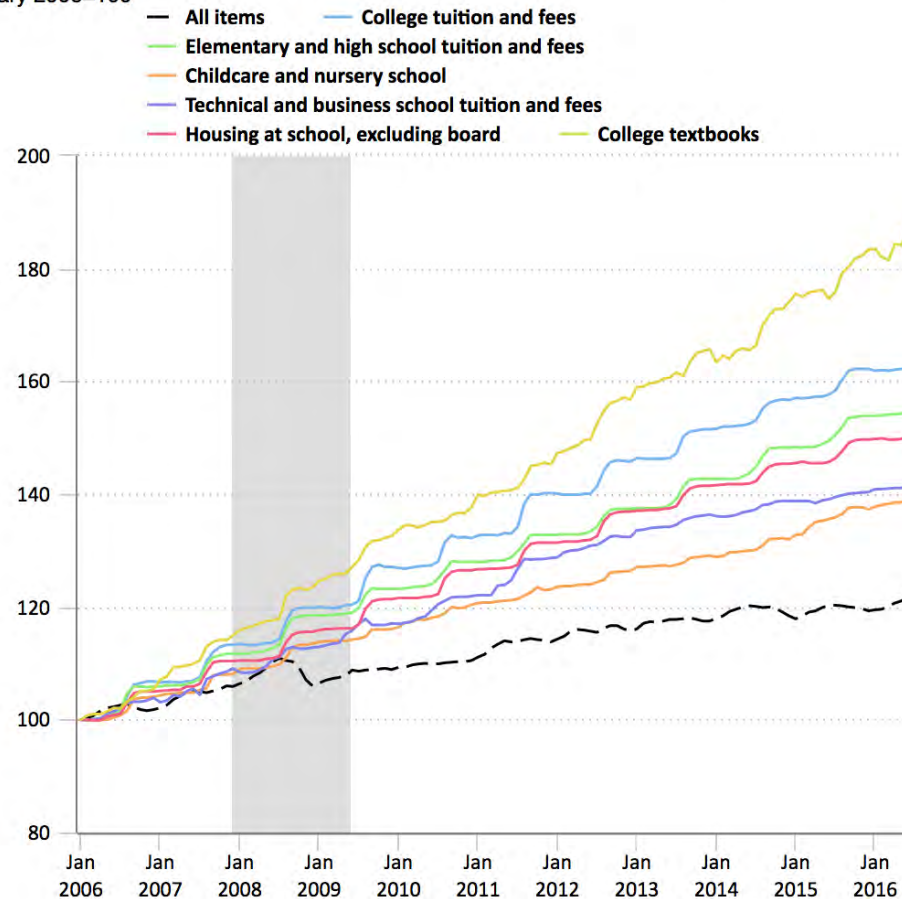
Open
Permits

permissions, **price**, pedagogy

Consumer price indexes for tuition and school-related items, not seasonally adjusted, January 2006–July 2016



January 2006=100

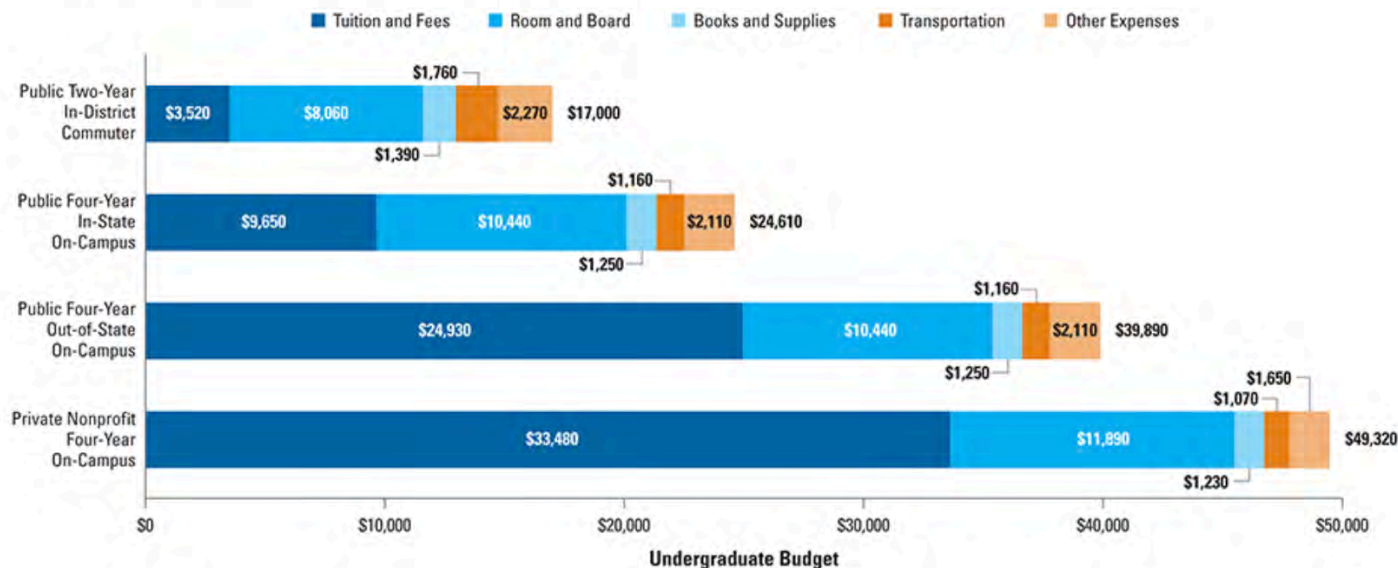


Click legend items to change data display. Hover over chart to view data.

Shaded area represents recession, as determined by the National Bureau of Economic Research.

Source: U.S. Bureau of Labor Statistics.

Average Estimated Undergraduate Budgets, 2016-17



Books & Supplies = \$1,200+

65%

of students decided against buying a
required textbook because of cost

50%

of students said that cost of textbooks
impacted how many and which classes they
took

82%

of students felt they would do significantly
better in a course if textbook was available
for free

David

OER is free like sunshine

sunshine is absolutely free





OER are absolutely free





Blackboard



brightspace
by D2L



canvas



permissions, price, **pedagogy**

OER-Enabled Pedagogy?

1. We learn by the things we do.
2. Copyright restricts what we are permitted to do.
3. Consequently, copyright restricts the ways we are permitted to learn.
4. Open removes these restrictions, permitting us to do new things.
5. Consequently, open permits us to learn in new ways.

Disposable Assignments

Students hate doing them

Faculty hate grading them

Huge missed opportunity

US college students spend
approximately 40 million hours
doing homework every year



Renewable Assignments

Students see broader value in doing them

Faculty see broader value in grading them

The work adds value to the world

Everyone wants to feel like
their work matters

PROJECT MANAGEMENT FOR INSTRUCTIONAL DESIGNERS

Wiley, et al.

Project Management for Instructional Designers (PM4ID) is a textbook about project management tailored specifically for instructional designers, intended for use in graduate programs in educational technology. This book is based on a pre-existing openly licensed textbook which was donated to the commons by a benefactor that desires to remain anonymous, and has been collaboratively revised and remixed by faculty and students at Brigham Young University.

 READ





Blogs vs. Wikis



groupnon

 Subscribe

15

52,161



Add to



Share



More



63



10

moving OER from advocacy
to mainstream





“I’d like a cookie...”



cookie recipes



All

Images

Videos

Shopping

Books

More

Settings

Tools

About 8,410,000 results (0.59 seconds)



“I’d like to teach Intro to Psych with OER”



introduction to psychology



All

Shopping

Books

Videos

Images

More

Settings

Tools

About 128,000 results (0.49 seconds)

Comprehensive coverage of core concepts grounded in both classic studies and current and emerging research, including coverage of the DSM-5 in discussions of psychological disorders. Incorporates discussions that reflect the diversity within the discipline, as well as the diversity of cultures and communities across the globe.



TABLE OF CONTENTS

About This Course

[About This Course](#)

[Overview of Faculty Resources](#)

[Course Learning Outcomes](#)

[Pacing](#)

[Quiz Banks and Answer Keys](#)

[Assignments and Discussions](#)

[PowerPoints](#)

[Course PDF](#)

[Instructor Resources from OpenStax College](#)

[Instructor Resources from the Noba Project](#)

Resources: Course Assignments

[Assignment: Foundations of Psychology](#)

[Assignment: Research in Psychology](#)

[Assignment: Biopsychology](#)

[Assignment: States of Consciousness](#)

Domain 2: Cognitive Psychology

Sensation and Perception

[Why It Matters: Sensation and Perception](#)

[Sensation and Perception](#)

[Vision](#)

[Hearing](#)

[Taste and Smell](#)

[Touch and Pain](#)

[The Vestibular Sense Perception](#)

[Illusions](#)

[Putting It Together: Sensation and Perception](#)

[Discussion: Sensation and Perception](#)

Thinking and Intelligence

[Why It Matters: Thinking and Intelligence](#)

[Prejudice and Discrimination](#)

[Aggression](#)

[Putting It Together: Social Psychology](#)

[Discussion: Social Psychology](#)

Personality

[Why It Matters: Personality](#)

[Personality and the Psychodynamic Perspective](#)

[Neo-Freudians: Adler, Erikson, Jung, and Horney](#)

[Explaining Personality: Learning and Humanistic Approaches](#)

[Explaining Personality: Biological Approaches and Trait Theories](#)

[Personality Assessment](#)

[Resource: Personality Tests](#)

[Putting It Together: Personality](#)

[Discussion: Personality](#)

Emotion and Motivation

Table 2 Course by course outcomes

Course	Control N	Treatment N	Completion X^2 analysis	C- or better X^2 analysis	Course grade independent samples t test
Biology 111	134	99	T > C	NS	NS
Business 110	228	227	T > C	C > T	C > T
English 135	93	46	NS	T > C	T > C
Math 60	722	49	NS	NS	NS
Math 80	143	20	NS	NS	NS
Math 100	358	47	NS	NS	NS
Math 150	76	30	NS	NS	NS
Math 219	335	27	NS	T > C	NS
Math 1010	4531	84	NS	T > C	NS
Math 1210	247	93	NS	T > C	T > C
Math 920	345	42	NS	T > C	T > C
Psych 100	822	26	NS	NS	T > C
Psych 101	814	109	NS	NS	NS
Psych 103a	52	97	NS	NS	NS
Psych 103b	364	91	NS	NS	NS

Credits Taken

Semester	OER Users	Others	Result
Fall	13.29	11.14	$t(8101) = 27.81, p < .01$
Winter	10.71	9.16	$F(1, 6440) = 154.08, p < .01$

what mainstreaming OER looks
like on the ground

Adopt Now, Adapt Later

Just get started with OER –
remixing and pedagogical shifts can come later

Leverage Technology

Homework platforms and adaptive / personalized capabilities designed for OER

Support without Requiring

Provide incentives and supports to faculty
for adopting OER

Plan for Sustainability

Supporting faculty, updating materials, technology, and other costs are *ongoing* costs

Cable

Open Education Licensing Policies

Publicly funded
resources should be
openly licensed
resources.

Open Procurement

- Build / buy / commission what you need.
- Own what you buy.
- CC license what you own.

Raise awareness of the existence of
OER and the benefits for your
students and faculty.

College support for adaptation and adoption to ensure successful adoption of OER.

Funding (talk with your State Legislature) to support the development or redevelopment of OER curriculum.

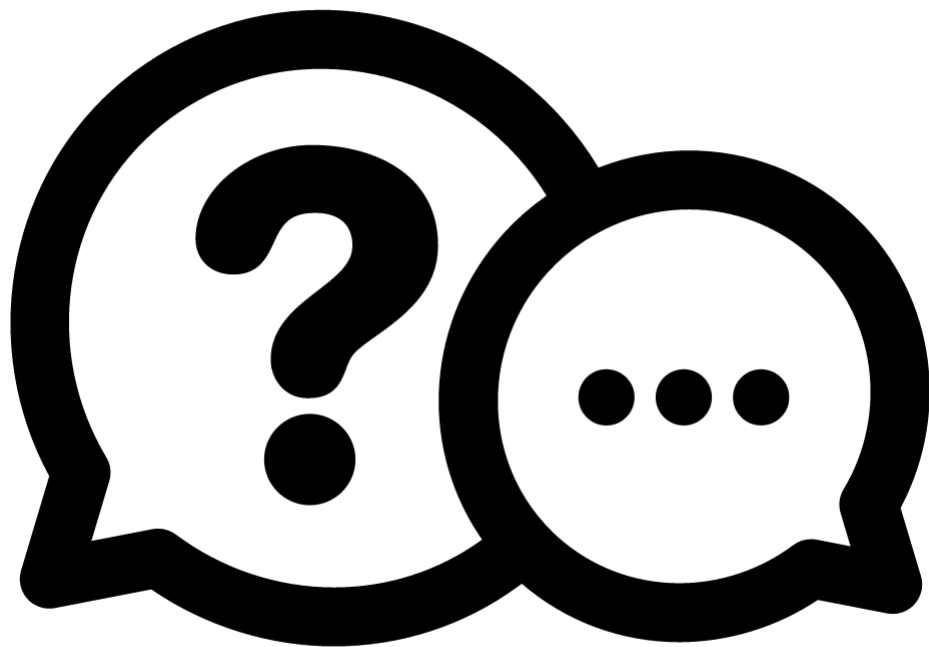
Partner with other Colleges / States / Nations

The creation and adaptation of OER should be appropriately recognized as curricular innovation and service to the academic profession during Promotion & Tenure review.



Join the CC Open Education Platform!

<https://creativecommons.org/2017/09/05/invitation-join-cc-open-education-platform>





Dr. Cable Green
Director of Open Education
Creative Commons
@cgreen



Dr. David Wiley
Chief Academic Officer
Lumen Learning
@opencontent

ADVANCING POSTSECONDARY STUDENT SUCCESS THROUGH OER:

A STATEWIDE SUMMIT ON OPEN
EDUCATIONAL RESOURCES
IN HIGHER EDUCATION

DECEMBER 8, 2017 | #MDOERSummit



**MARYLAND OPEN SOURCE
TEXTBOOK** *Initiative*