



RACRA

3/20/2019

Lucy Harrison

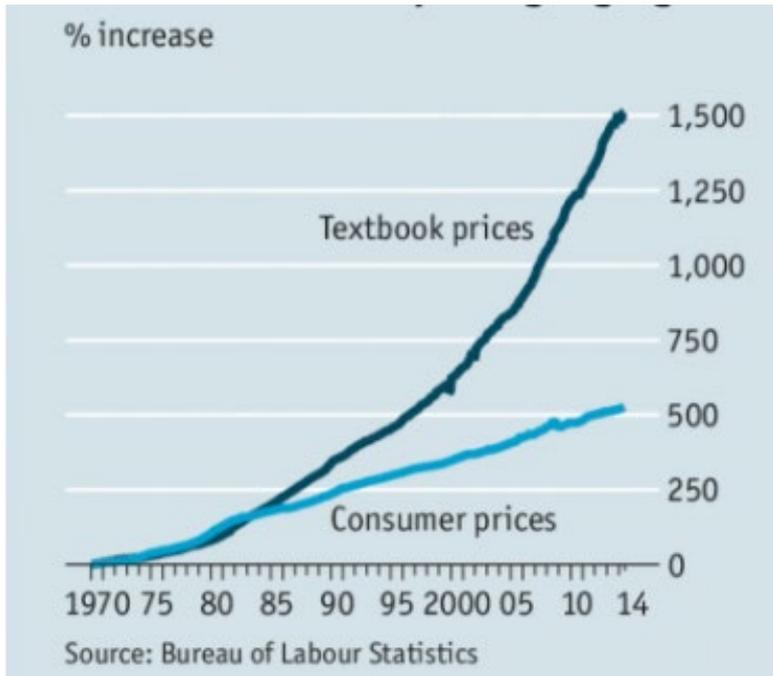
Assistant Vice Chancellor for Academic Library Services, University System of Georgia

Executive Director of GALILEO

Lucy.Harrison@usg.edu



The Problem We're Addressing



In the United States:

Textbooks and course materials average **\$1,250 per student per year**

This is a **four-year cost of \$5,000+**

Source: The Economist, 8/16/2014

<https://www.economist.com/news/united-states/21612200-its-economics-101-why-textbooks-cost-so-much>

Source: The College Board:

<https://trends.collegeboard.org/college-pricing/figures-tables/average-estimated-undergraduate-budgets-2017-18>

Impact of High Textbook Costs

A survey of 22,000 students in 2016 showed:

- 66% had chosen not to purchase a required textbook
- 48% took fewer courses
- 26% dropped a course

Source: 2016 Student Textbook and Course Materials Survey, Florida Virtual Campus
<https://florida.theorange grove.org/og/file/3a65c507-2510-42d7-814c-ffdefd394b6c/1/2016%20Student%20Textbook%20Survey%20Draft%205.pdf>



What are Open Educational Resources (OER)?

- They're free!
- Electronic, but can be printed
- Openly licensed (Creative Commons) or in the public domain
- Open to Retain, Redistribute, Reuse, Revise, Remix
- **Anyone** can use: USG, TCSG, K-12...

Core ALG Strategies

- Redesign courses to use free and low-cost materials
- Build an engaged community of educators
- Partner with other leaders
- **Reduce the cost of textbooks to students**

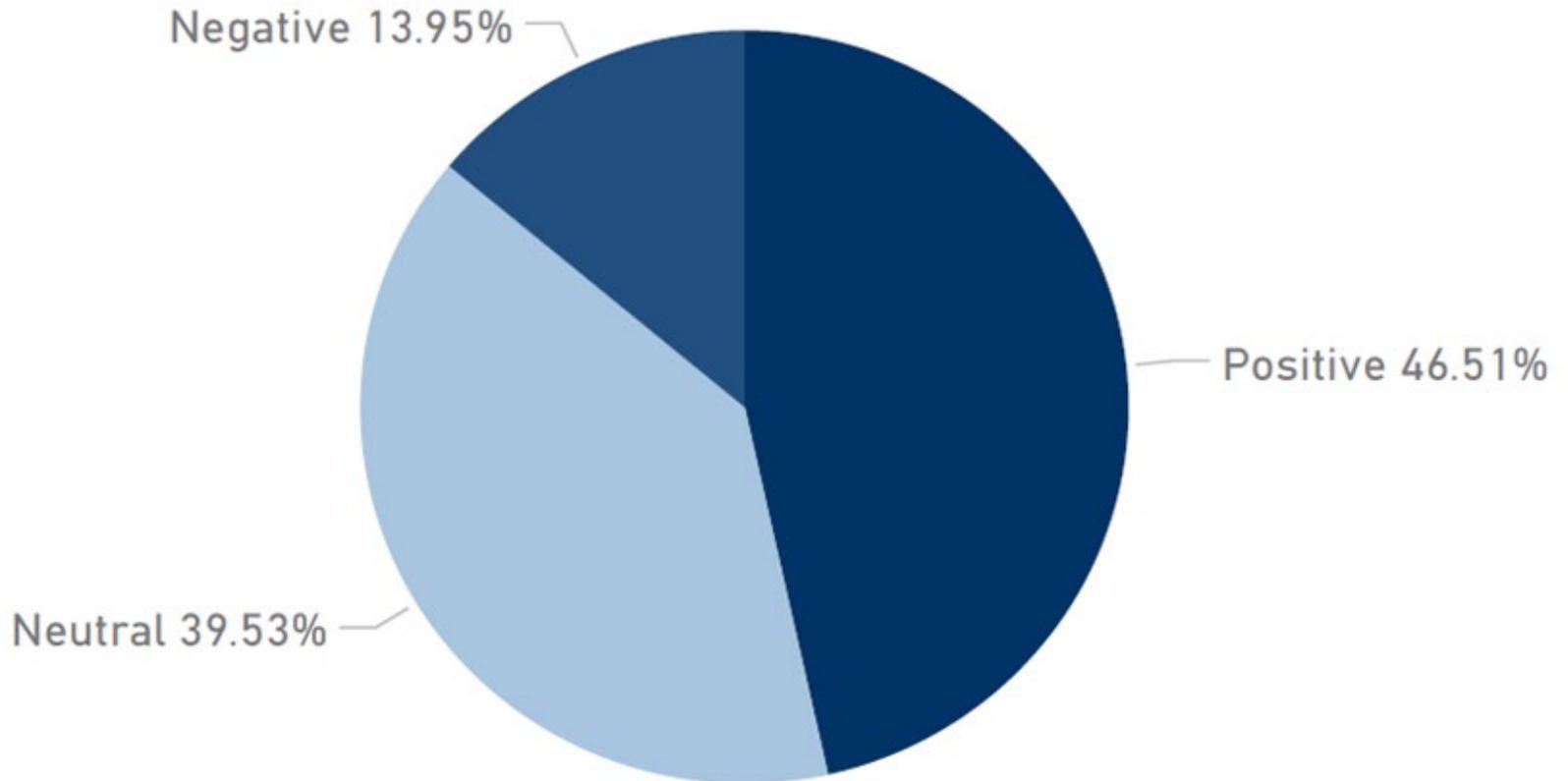


Results

- To date, all ALG programs have saved students over **\$53 million** on textbook costs
- Over **300,000** students have benefited
- **\$20 million** annual projected savings from current grants (as of March 2019)



Changes in Retention / DFW Rate, Rounds 9-11



The Impact of Open Educational Resources on Various Student Success Metrics

blvard
orgia

C. Edward Watson
Association of American
Colleges and Universities

“Results indicate that OER adoption does much more than simply save students money and address student debt concerns. OER improve end-of-course grades and decrease DFW (D, F, and Withdrawal letter grades) rates for all students. They also improve course grades at greater rates and decrease DFW rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education.”

retention and completion, the quality and assessment of student learning, and the affordability of higher education. As you survey the higher education landscape and consider state and national initiatives with the widest presence, it comes as little surprise that these challenges are being voiced. As an example, with 39 states currently in their alliance, Complete College America exists to “significantly increase the number of students successfully completing college and achieving degrees... and close attainment gaps for traditionally underrepresented populations” (Complete College America, 2018). Their recommendations for higher education focus predominantly on how to keep students in college and accelerate their time to a degree. Furthermore, a key component of the larger completion agenda involves attainment gaps (AAC&U, 2015; Perna & Finney, 2014; Tinto, 2012).

The attainment gap refers to the rates at which different ethnicities earn college degrees. The U.S. Census Bureau tracks educational attainment, and in 2016, they reported that 37.3% of White Americans over the age of 24 had received a bachelor’s or higher degree. For African Americans in 2016 the attainment rate was 21.8%, and for Hispanic Americans the rate was 15.4% (National Center for Education Statistics, 2016). AAC&U encourages the use of equity-minded practices

of retention, completion, and attainment, it is also argued that “the quality shortfall is just as urgent as the attainment shortfall” (AAC&U, 2010, p. 1), and there are a number of initiatives and organizations nationally that are designed to address quality. The Professional and Organizational Development (POD) Network in Higher Education exists to promote quality through improved teaching and learning practice and is the central professional association for those engaged in faculty development. Quality is central to the work of AAC&U’s LEAP Initiative, which promotes excellence in learning through faculty development, general education reform, high impact educational practices, and authentic assessment (Finley & McNair, 2013; Kuh & O’Donnell, 2013). In truth, most institutions are at work today developing a portfolio of solutions that address issues of quality, retention, completion, and attainment.

Tuition, Textbooks, and Student Debt

Although completion and quality are central to higher education’s work, the dominant public concern for most outside of higher education is cost (Humphries, 2012). Since the mid-1980’s, the cost of a post-secondary degree in the United States has been rapidly increasing (Kuh, Kinzie,

OER-Enabled Pedagogy

“The set of teaching and learning practices that are only possible or practical in the context of the 5R permissions that are characteristic of OER”

- **Retain** the content (hard drive, bookshelf, etc.)
- **Redistribute** the content (to students, friends, etc.)
- **Reuse** the content (not a rental, no expiration)
- **Revise** the content (for your course, for an update)
- **Remix** the content (with other content)



Renewable Assignments

- Students create new artifacts (essays, poems, videos, songs, etc.) or revise/remix existing OER
- The new artifact has value beyond supporting the learning of its author
- Students are invited to publicly share their new artifacts or revised/remixed OER
- Students are invited to openly license their new artifacts or revised/remixed OER



Examples

- Open Textbooks



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.



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[READ BOOK](#)

Examples

- Open Textbooks
- Wikipedia Entries





WIKIPEDIA
The Free Encyclopedia

Article [Talk](#)

[Read](#) [Edit](#) [View history](#)

Search Wikipedia



El Señor Presidente

From Wikipedia, the free encyclopedia

El Señor Presidente (***Mister President***) is a 1946 novel written in Spanish by [Nobel Prize](#)-winning Guatemalan writer and diplomat [Miguel Ángel Asturias](#) (1899–1974). A landmark text in [Latin American literature](#), *El Señor Presidente* explores the nature of political dictatorship and its effects on society. Asturias makes early use of a literary technique now known as [magic realism](#). One of the most notable works of the [dictator novel](#) genre, *El Señor Presidente* developed from an earlier Asturias short story, written to protest social injustice in the aftermath of a devastating earthquake in the [author's home](#) town.

Although *El Señor Presidente* does not explicitly identify its setting as early twentieth-century Guatemala, the novel's title character was inspired by the 1898–1920 presidency of [Manuel Estrada Cabrera](#). Asturias began writing the novel in the 1920s and finished it in 1933, but the strict censorship policies of Guatemalan dictatorial governments delayed its publication for thirteen years.

The character of the President rarely appears in the story but Asturias creates a number of other characters to show the terrible effects of living under a dictatorship. His use of dream imagery, [onomatopoeia](#), [simile](#), and repetition of particular phrases, combined with a discontinuous structure, which consists of abrupt changes of style and viewpoint, springs from [surrealist](#) and [ultraist](#) influences. The style of *El Señor Presidente* influenced a generation of Latin American authors. The themes of Asturias's novel, such as the inability to tell reality apart from dreams, the power of the written word in the hands of authorities, and the alienation produced by tyranny, center around the experience of living under a dictatorship.

On its eventual publication in Mexico in 1946, *El Señor Presidente* quickly met with critical acclaim. In 1967, Asturias received the [Nobel Prize in Literature](#) for his entire body of work. This international acknowledgment was celebrated throughout [Latin America](#), where it was seen as a recognition of the region's literature as a whole. Since then, *El Señor Presidente* has been adapted for the screen and theater.

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1	Background
2	Plot summary



The cover of the English translation, from Macmillan Press

Author	Miguel Ángel Asturias
Translator	Frances Partridge
Country	Guatemala
Language	Spanish

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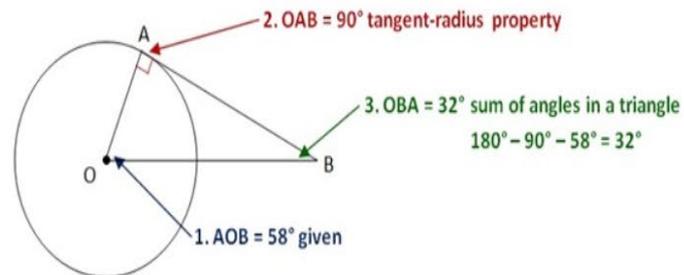
Examples

- Open Textbooks
- Wikipedia Entries
- Math Problems



Determining the Measure of an Angle in a Triangle

Ex. 1: Point O is the centre of a circle and AB is a tangent to the circle. In $\triangle OAB$, $\angle AOB = 58^\circ$
Determine the measure of $\angle OBA$.



Examples

- Open Textbooks
- Wikipedia Entries
- Math Problems
- Test Questions

Rajiv Jhangiani, Ph.D.

Open Education, SoTL, Psychology

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Why have students answer questions when they can write them?

[Rajiv Jhangiani](#) [🕒 January 12, 2017](#) [📁 Pedagogy, Students](#)

I recently trialled a new assignment in my Social Psychology class: During each of the 10 weeks when there was no scheduled exam I asked my students to write multiple-choice questions. That's right, they *wrote* questions instead of merely answering them.

From a pedagogical perspective, I really wanted my students to achieve a deeper level of understanding (e.g., the level it takes in order to craft three plausible distractors). However, this assignment also served a pragmatic purpose in that [the open textbook that I use for this course](#) (and that I helped revise) does not yet have a readymade question bank. By asking my students to craft and peer-review multiple-choice questions based on the concepts covered that week (and scaffolding this process over the semester), I considered I had a budding [open pedagogy](#) project on my hands.

Here's how it went:

1. The students were asked to write 4 questions each week, 2 factual (e.g., a definition or evidence-based prediction) and 2 applied (e.g., scenario-type).
2. For the first two weeks they wrote just one plausible distractor (I provided the question stem, the correct answer, and 2 plausible distractors). They also peer reviewed questions written by 3 of their (randomly assigned) peers. This entire procedure was double blind and performed using Google forms for the submission and Google sheets for the peer review.
3. For the next two weeks they wrote two plausible distractors (the rest of the procedure was the same).
4. For the next two weeks they wrote all 3 plausible distractors (the rest of the procedure was the same).

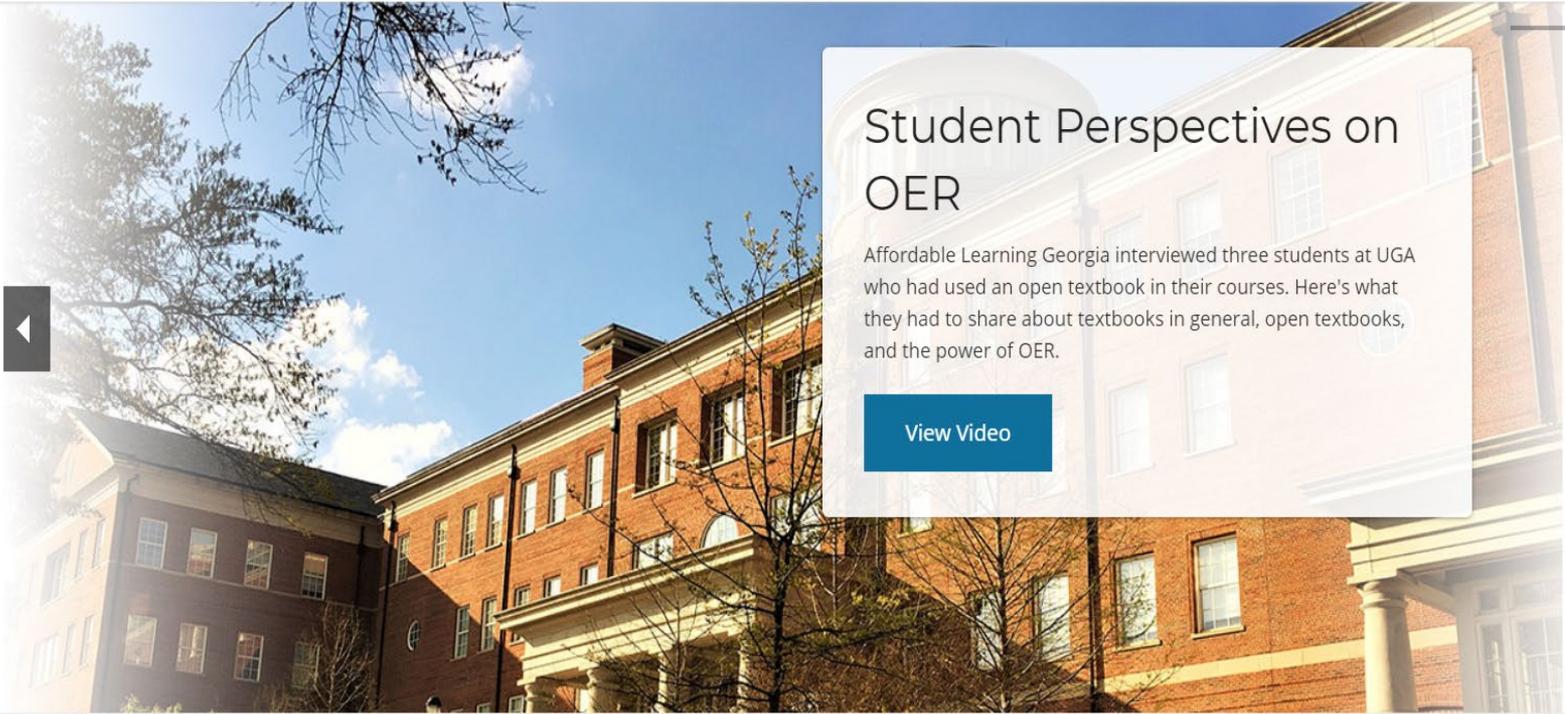


*Questions by Alan Levine
(CC-BY 2.0). Retrieved
from
<https://flic.kr/p/mrQ1x1>*

Textbook Transformation Grants

- Three different sizes (standard, large, mini)
- Supporting faculty time, travel, materials, additional support, etc.
- Proposals submitted, reviewed, awarded
- Contract is with institution, not individual
- All 26 USG institutions have been awarded grants





Student Perspectives on OER

Affordable Learning Georgia interviewed three students at UGA who had used an open textbook in their courses. Here's what they had to share about textbooks in general, open textbooks, and the power of OER.

[View Video](#)



GALILEO Open Learning Materials



Statistics, Research, and Reports



Textbook Transformation Grants



About

Textbook Transformation Grants

Round Fourteen: Due April 8, 2019

Overview

The State of Georgia's budget includes funding to support a USG initiative, [Affordable Learning Georgia \(ALG\)](#), which focuses on reducing the costs of textbooks and the enhancement of [GALILEO](#), Georgia's Virtual Library and ALG's parent initiative. A key strategy is to provide grant-supported opportunities for USG faculty, libraries, and institutions to transform their use of textbooks and other learning materials into lower cost options. The Affordable Learning Georgia Textbook Transformation Grants are intended to:

1. Pilot different approaches in USG courses for textbook transformation including adoption, adaptation, and creation of Open Educational Resources (OER) and/or identification and adoption of materials already available in [GALILEO](#) and USG libraries.

New in 2018:

Cost Designators for Required Materials

- USG institutions must prominently designate courses with no cost (free) or low-cost (\$40 or less) materials **at the point of registration**
- Attributes collected by the Academic Data Collection were optional in Summer 2018 and **required in Fall 2018.**

Banner Codes

- Use Banner codes to display course attributes
- ZNCM (No-cost: \$0 required costs)
- ZLCM (Low-cost: \$40 or under required cost)

GeorgiaBEST Activities

- Training webinar on Banner 8, November 2017
 - http://www.usg.edu/georgia_best/application_development_and_support/training/georgiabest_training#specialized_training
- Banner 9 now displays attributes in search results automatically. Feature release webinar on Banner 9, January 2018
 - https://www.usg.edu/georgia_best/application_development_and_support/training/georgiabest_training

Documentation Available



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 - Look up course during registration 1
- Accessing Attributes in Banner 9 Student Registration Self-Service 1
 - Search course catalog..... 1
 - Search class schedule 1
 - Look up course during registration 1
- Appendix A: Cost Designators for Required Materials in USG Course Sch

Create attribute validation codes (STVATTR)

Create the required values on the Attribute Validation form or page (STVATTR). These codes will be associated with courses and course sections. The description will be visible to students when searching for courses and during registration.

Code	Description
ZNCM	No-cost: \$0 required costs
ZLCM	Low-cost:\$40 or under req cost

The screenshot shows the 'Web Display List Customization' interface for 'STVATTR'. It features two main columns: 'Find' and 'Display on Web'. The 'Find' column lists various codes and their descriptions. The 'Display on Web' column shows a table with columns for Code, Description, Activity Date, and User ID. The 'ZLCM' and 'ZNCM' rows are highlighted in red boxes, indicating they are being managed or moved. The 'ZLCM' row is highlighted in orange, and the 'ZNCM' row is highlighted in yellow. The 'Activity Date' and 'User ID' columns are also visible.

Banner 9.x:

Enter the attribute codes on the Web Display List Customization page (SOAWDSP) in order to display them on the web. Enter "STVATTR" in the Validation Table Name field in the Key Block and click Go or use the Next Section icon. The left side of SOAWDSP will contain all values in the Attribute Validation page (STVATTR). With your cursor on a code on the left side, use the Insert Selection button in the center of the page to move the code you want to display on the web to the Display on Web area. Valid codes may also be directly entered in the Display on Web area.



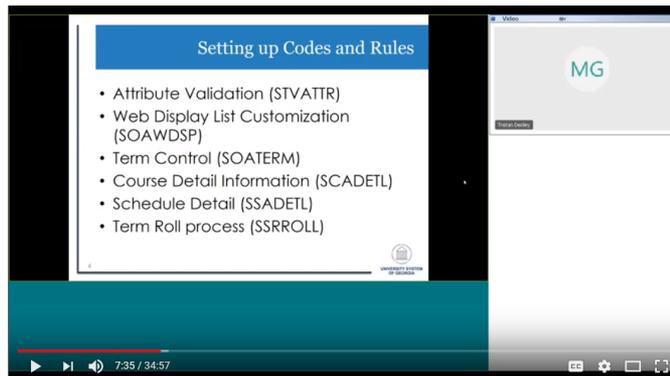
Documentation Available

GeorgiaBEST > Application Development

- Business Practice

http://www.usg.edu/georgia_best/application_development_and_support/business_processes

- Training



No Cost & Low Cost Materials Course Attributes Training Webinar 20171128 1502 1

Unlisted

33 views

LIKE DISLIKE SHARE ...

ITS Training
Uploaded on Dec 5, 2017

SUBSCRIBE 24

So...How Did it Go?

- 100% of institutions got the codes in Banner
- Some issues with data
- Some issues with student interfaces
- Some questions around requirements
- Processes differed widely

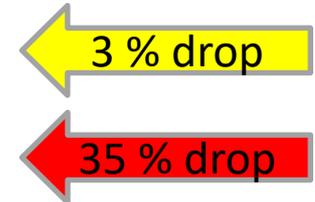
Banner Data

	Including eCore		Minus eCore	
	Fall 2018	Spring 2019	Fall 2018	Spring 2019
Total Sections	72,923	70,593	68,659	66,471
Total Enrollment	1,407,593	1,291,230	1,391,615	1,274,586



Banner Data: Sections

	Minus eCore	
	Fall 2018	Spring 2019
Total Sections	68,659	66,471
LowCost	2,265	1,468
% LowCost	3.30%	2.21%
NoCost	5,343	5,478
% NoCost	7.80%	8.24%
Either LC/NC	7,608	6,946
% Either	11.10%	10.45%



Banner Data: Enrollment

	Minus eCore		
	Fall 2018	Spring 2019	
Total Enrollment	1,391,615	1,274,586	← 8.4 % drop
LowCost	52,336	28,839	← 45 % drop
% LowCost	3.80%	2.26%	
NoCost	103,354	95,901	← 7.2 % drop
% NoCost	7.40%	7.52%	
Either LC/NC	155,690	124,740	
% Either	11.20%	9.79%	

Banner Data: Issues

- Low-Cost courses declined dramatically
- 4 institutions reported **zero** courses with low-cost materials
- Strange changes:
 - One institution went from 285 LC/NC sections to zero
 - One institution went from 1,469 LC/NC sections to 14
- eCore coding not always correct (4112 sections; only 3862 coded as NC)

Interface Issues

- Requirement: display the cost designator to students at point of registration
- Dr. Denley asked for a screenshot
- We also looked at public interfaces (in Sept and Oct) to see if interface was:
 - publicly accessible
 - searchable
 - searchable in conjunction with other attributes
 - well-worded and intuitive

Interface Issues

- 4 institutions were NOT in basic compliance (down from 6 in Sept)
- 4 more did not offer a public search
- 15 offered ability to search by LC/NC
 - 10 offered ability to search by multiple attributes
- 11 had issues with wording/intuitiveness
 - “No cost course”; “ZLCM”
 - Weird searching limits (NC or Math, but not both)
 - Attributes display in the middle of a lot of text

Standouts!

- Columbus State University
- Kennesaw State University
- 12 more were in compliance (some offering more advanced features)

Questions

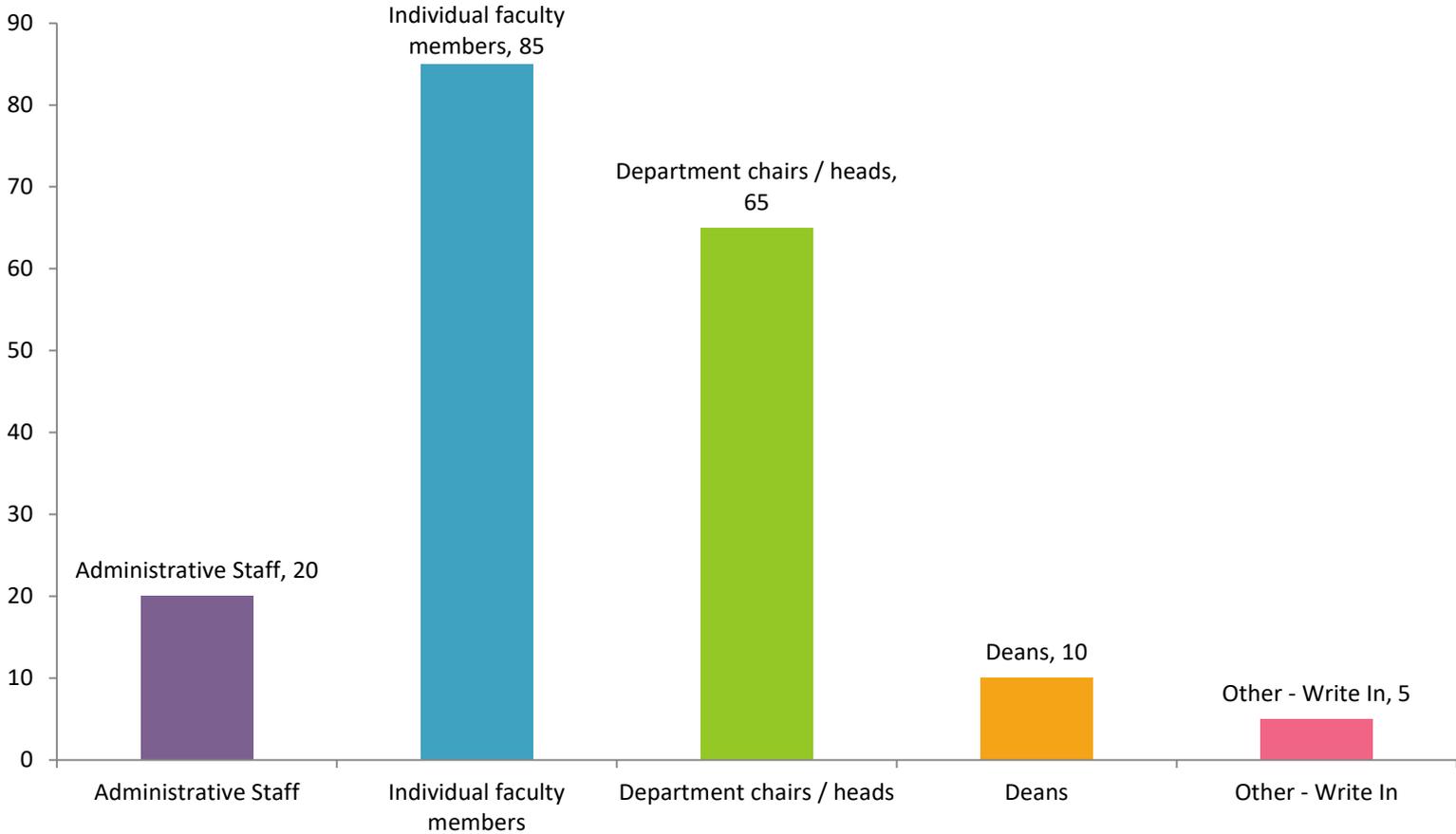
- What if it's available online for under \$40, but bookstore price is over?
- What if rental price is under \$40, but purchase price is over?
- What if the library has a copy?
- What if it's strongly recommended but not required?
- Why \$40?
- What if the instructor changes...?
- What about academic freedom...?

Process Issues

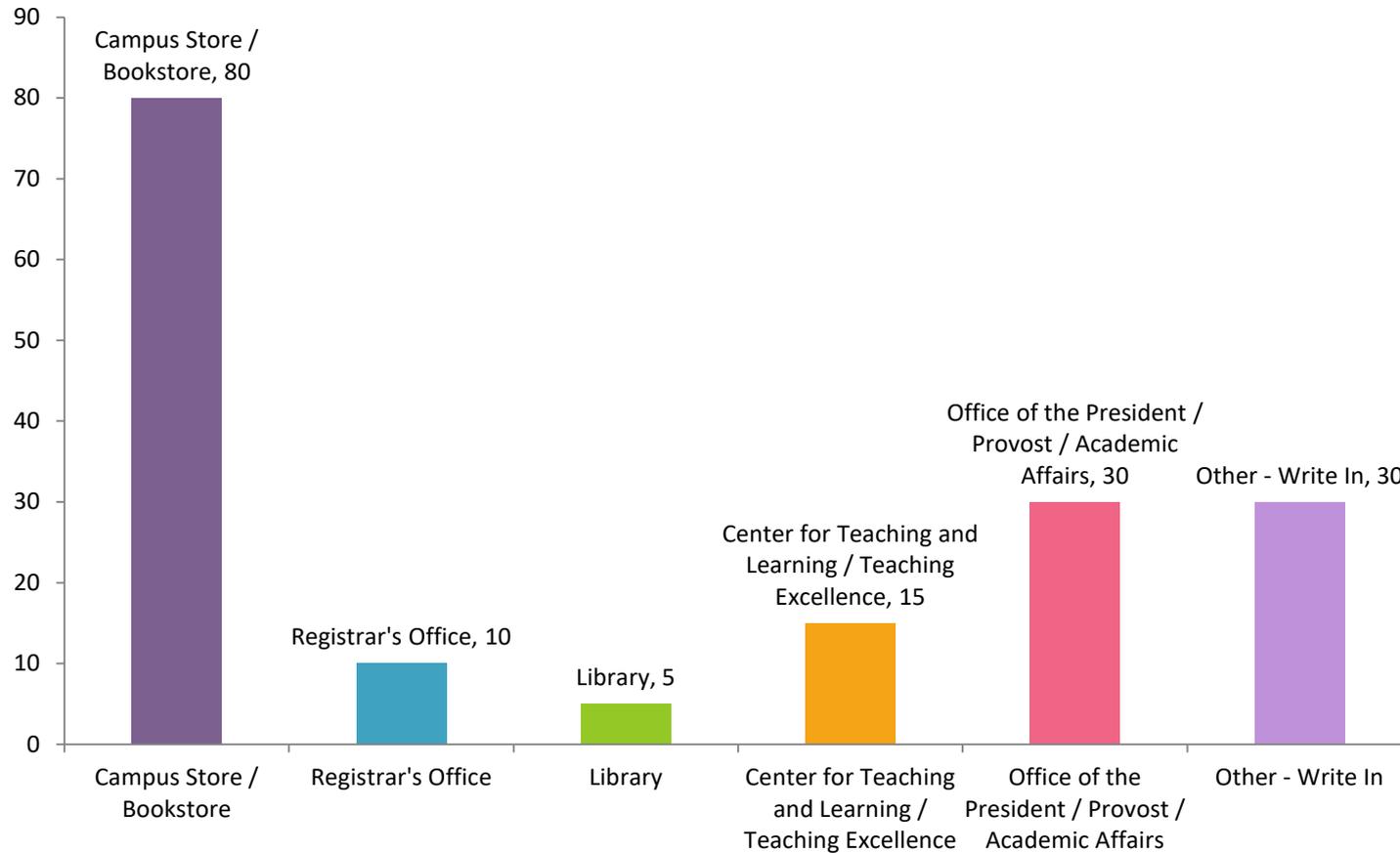
- Textbook pricing is gathered by different people



Who Provides Textbook Info?



Who Collects Textbook Info?



Process Issues

- Textbook pricing is gathered by different people
- Disconnect between faculty, bookstore, Banner entry
- Deadlines to submit textbook lists to bookstores differ

What Changes to Make?

- Update and communicate FAQs on requirements and process
- Share institutional results and recommendations
- Longer term: web-based interface
- Your input:
 - What went well? Poorly?
 - What else would help?
 - Who else should we talk to?
 - What other FAQs do you have?

More Feedback?

- Lucy Harrison (Lucy.Harrison@USG.edu)
- Jeff Gallant (Jeff.Gallant@USG.edu)

