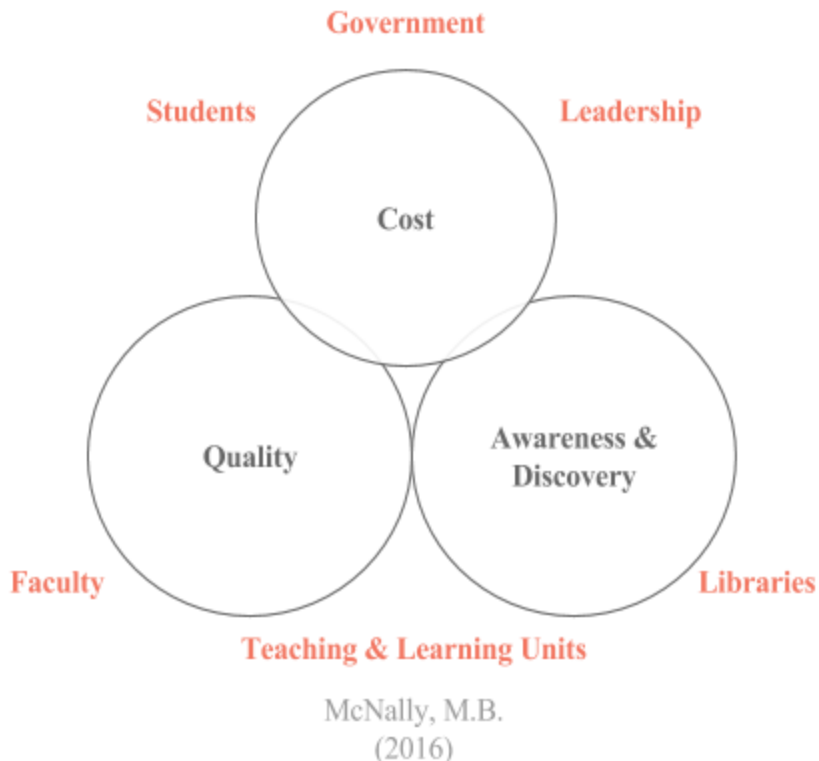
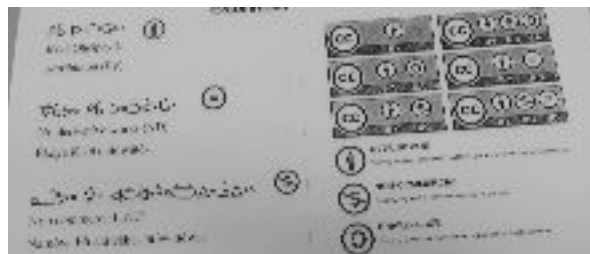

OER BEYOND TEXTBOOKS



As the concept of open education and OER gains traction in Alberta, we have seen the emergence of six stakeholder groups which fall into three key motivators:

With these key motivators in mind, the open education movement across Canada has progressively shifted focus from “open textbooks” to “open education” (BCcampus) and “open pedagogy” (University of Saskatchewan).

This allows for a broader stakeholder engagement and a more accurate representation of the priorities of what OER are, including open courseware, learning objects, journals, and more.



Maskwacis Cultural College translation of Creative Commons to Cree

Adaptation of existing OER supports academic freedom and increases access to relevant learning materials for Canadian and Indigenous learners.

Cost - Cost savings as a result of removing traditionally published textbooks and other fee-based learning resources is of interest to students, government, and institutional leadership. Cost savings are realized through replacing traditional / commercial textbooks. High yield savings are possible with strategically considered adoption pilots in high enrolment and/or economically aligned subjects.

Quality - Quality of resources and impact to the quality of teaching is the primary motivator for faculty as well as teaching and learning units. Adoption of OER often inspires changes to course delivery. Literature on OER shows that students avoid purchasing high price textbooks, leading to poor grades and decreased quality of learning. These findings infer that with adequate support adopting OER can increase the quality of the student experience by ensuring resource access. Input from the Alberta OER Community of Practice indicates increased collaboration among faculty, libraries, and teaching and learning units is a result of OER initiatives, leading to overall increase of teaching quality beyond the use of open educational resources.

Awareness & Discovery - Access and discoverability of information tends to be the primary draw to OER by libraries, bookstores, and teaching and learning units. OER by nature aligns with the common mandate of publicly funded institutions of encouraging excellence in teaching and research and enriching student learning and their communities. Looking to the strategic plans of University of Alberta, University of Calgary, and University of Athabasca, we see this common theme of discovery.

\$482,258.99 saved in textbook fees saved in Fall 2016

Table 1, Appendix

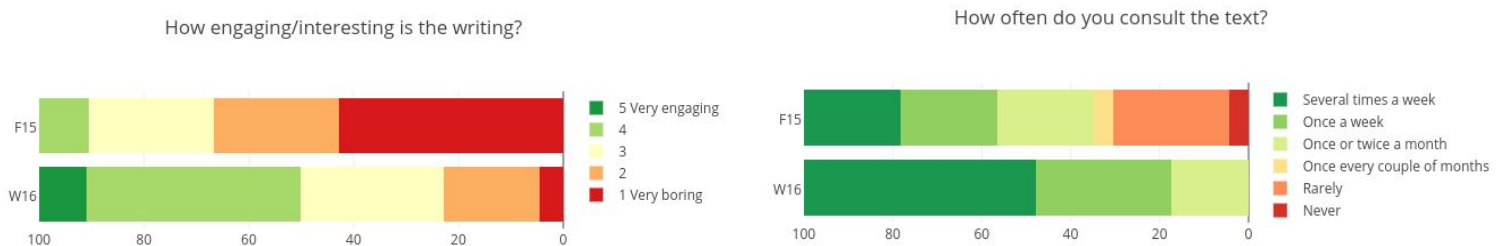
QUALITY OF TEACHING AND LEARNING

Open Logic Textbook at University of Calgary

“The study sessions improved immeasurably, as the accessibility of the text enabled lively and probative group discussion. The students hardly knew to whom they were indebted: this free textbook (which one student called a “lifesaver”) bore the name of no author.”

Excerpt of student letter of support for Richard Zach, re: University of Calgary Teaching Award for Educational Leadership
Dana Hägg, Juris Doctor Candidate (2018), University of Calgary, BSc, Pure Mathematics with minor in Philosophy

When given the opportunity to write an OER textbook for his course Logic II at University of Calgary, Richard Zach surveyed his students. Student response indicated substantial increase in the use of the zero-cost open textbook in Winter 2016 (W16) as compared to the \$40.00 commercial textbook used in previous term, Fall 2015 (F15).

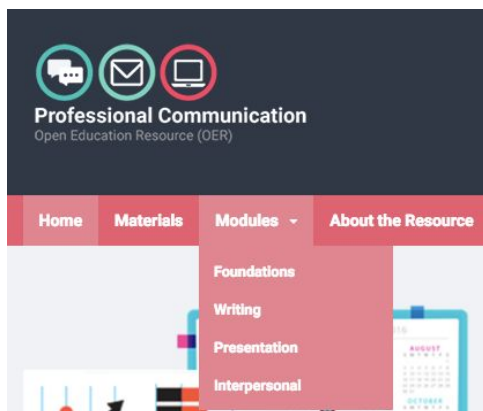


Source: Student Satisfaction Survey Results, <http://openlogicproject.org/2016/08/05/student-satisfaction-survey-results/>

Open Professional Communications Text at Olds College

Workplace / professional communication was the subject-matter selected for OER development due to the potential province-wide use. The OER was developed using talent from across Canada, led by the Educational Technology and Curriculum team at Olds College. The resource replaced the commercial textbook: Northey, M., and McKibbin, J. (2011). *Impact: A Guide to Business Communication*. Pearson in COM 1020 - Workplace Communication in 2015/16 term resulting in cost savings to students of \$22,500 in Fall 2016, projecting continued cost recovery of \$225,000 over 5 years in student savings.

The Professional Communication OER will be of use in the following courses in the future: COM 1030 - Workplace Professionalism, COM 1050 - Business Communications, COM 2020 - Advanced Communications, COM 2250 - Strategic Communications.



“The students are very excited that the resources we are going to use for the class are free and are available online.”

“One thing I like about the OER is it provides a lot of sample materials and activities. I’ve been able to go into the OER and adapt it to my lesson or my classroom.”

Keith Friedlander, Communications Instructor, Olds College

Quoted from Olds College promotional video for open educational resources; “OER Video 2.0”