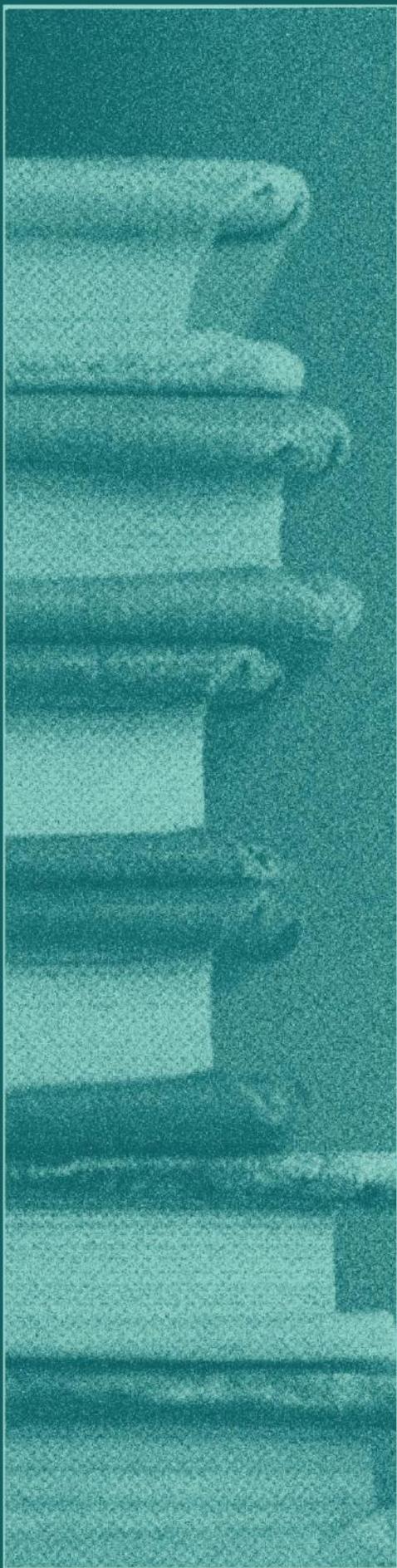


THE MICHELSON 20MM
FOUNDATION



OER STUDENT ADVOCATE TOOLKIT

VERSION 1
2020



OER STUDENT ADVOCATE TOOLKIT

An Open Educational Resources Publication by the California
OER Student Advocate Team, Funded by the Michelson 20MM
Foundation

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Version 1

2020



ACKNOWLEDGMENTS

We would like to extend appreciation to the following people and organizations. Without their support, this toolkit would not have been possible:

[California Community Colleges Chancellor's Office](#)

[The Michelson 20MM Foundation](#)

Ryan Erickson-Kulas

Barbara Illowsky, PhD

James Glapa-Grossklag

Pola Pardon

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Special thank you to editors **Trudi Radtke and Ashley Chavez**, for formatting, readability, and aesthetics, and **Kelsey Smith** for final review and editing.

Cover by: [Ian Joslin](#) and **Trudi Radtke**

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Student Government Toolkit: www.OpenTextbookAlliance.org, [CC BY 4.0](#)

Textbook Affordability Student Toolkit: [Open Oregon Educational Resources](#), [CC BY 4.0](#)



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INTRODUCTION: WHAT A FUTURE OF OPEN EDUCATION COULD MEAN FOR US

Open Educational Resources (OER) are a new trend, which is why many people may not be very familiar with them. The most basic definition of an OER is a resource that can be edited and shared with little to no restriction—resources that are open to everyone to access. Why is this important? For many reasons, with equity being one of the strongest arguments. We live in an age where information can be shared easily and freely.

The rise of the Internet has led to unparalleled sharing of ideas and materials across the world. Textbook publishers often charge hundreds of dollars for a textbook with information in it that can be found online for free. Instead of relying on publishers to organize information into a textbook, the Open Education movement encourages faculty to find or create resources for their courses by using what is freely and legally available online for sharing and editing (OER).

If you are a student, this type of sharing presents many possibilities; imagine never having to pay for another textbook again. How about having a textbook that your instructor created that correlates exactly with the course? What if you had an opportunity to help create course materials and textbooks, which would mean mastering the material and your work being used by other students? With OER, all these things are possible and more!

This toolkit was created to motivate students to get involved in OER advocacy and the Open Education movement, as well as make it known that students can make a difference in their education. Education costs can be cut to a fraction of the price with OER, which would allow for more students to be able to access knowledge and higher education. While this toolkit contains some examples and suggestions specific to California institutions, it can still be helpful for *all* college students.

CHAPTER 1 – WHAT IS OER?

Open Educational Resources (OER) are resources used for teaching and learning that are freely available to everyone. These resources are either in the public domain or are openly licensed, which allows users to retain a copy of the resource content, to reuse, revise, remix, and redistribute the materials as deemed necessary to coincide with the course curriculum. An open license means the use of these resources is not restricted by an “all rights reserved” copyright license (See Chapter 2 for more information on open licenses and the public domain). OER also allows for collaboration and sharing of educational resources among faculty and institutions. Most importantly, OER is one way to alleviate the cost of a college education for students.

FREE VS. OPEN

There are many free resources available online, but that does not mean that they are “open” and can be edited and shared freely. All rights reserved copyright licensing may exist on free resources found online, limiting what is permissible when using them. In other words, not all free content online is considered OER. For a resource to be considered OER, it must be both free of cost and have little to no restrictions when it comes to usage and sharing.

THE FIVE R’S OF OER

Traditional publisher textbooks are usually equipped with restrictive copyright licenses that limit how they are used and what they can be used for, making it difficult for faculty to share resources with their students. Many creators of OER use a Creative Commons (CC) license, which allows them to control the “openness” of their work.

According to David Wiley’s definition of openness, OER are “licensed in a manner that provides users with free and perpetual permission to engage in the 5R activities:

1. Retain – the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
2. Reuse – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
3. Revise – the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
4. Remix – the right to combine the original version or revised content with other material to create something new (e.g., incorporate into a mashup)
5. Redistribute – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)”

This material is based on original writing by David Wiley, which was published freely under a Creative Commons Attribution 4.0 license at <http://opencontent.org/definition/>.

What about giving credit to the original creator? All Creative Commons licensed materials require that users provide an attribution for the author’s work whenever the work is shared, remixed, or revised. In

fact, popular OER have long lists of contributors, including the original author, based on the edits and revisions that have been made.

To learn more about how to apply Creative Commons licenses to created OER materials, see Chapter 2.

WHY WE NEED OER

Textbook costs have risen more than any other market in the past 10 years. The textbook market enables publishers to generate huge profits and engage in bad practices at students' expense.

Some traditional publisher textbooks can cost up to \$500. If a student is taking three classes that all require textbooks, that would amount to \$1,500 a term. Does that seem exaggerated? Let's consider that the textbooks are \$200 each. The total cost of textbooks for three classes per term would be \$600.

TEXTBOOK STATISTICS

According to collegeboard.org, undergraduate students at four-year universities spend an estimated average of \$1,240 on books and supplies and students at a two-year institution spend \$1,460 per academic year. [California State University estimates](#) that students will spend an average of \$1,920 on books and supplies with some campuses estimating books and supplies to cost up to \$2,058 per academic year.

Some colleges and universities have developed degree roadmaps that list all of the courses a student would have to take to graduate in a certain number of years. This could translate to students taking five classes each term to graduate on time. Realistically, academic advisors warn against taking the maximum amount of units as it leads to stress in burnout in students. Many students struggle to afford the textbooks for five classes per term, as well.

It is also important to understand the student dynamic. There are students who are living off what is left of their financial aid package. Students are taking on additional loans and credit card debt to cover their college costs. Many students are working while going to school full-time; others are working full-time and going to school part-time. Some students are parents and they have other people to provide for and may not hesitate to forego purchasing a textbook. These are just some of the students enrolled at our institutions.

PUBLISHING TACTICS DRIVE UP PRICES

It is no accident that textbooks are so expensive. Publishers use a variety of tactics to drive up prices, allowing them to rake in huge profits at the expense of students

- New editions: publishers intentionally revise textbooks every 3-4 years, often with only minor changes, to force incoming students to buy brand new books and to make older copies impossible to sell back.
- Costly bundles: publishers frequently package books with extra (and often unnecessary) items, like access codes, that inflate costs and expire. These can make the textbook impossible to sell back.

- Restrictive eBooks: eTextbooks could offer many benefits, but publishers often add needless restrictions on access and printing that make them harder to use. In addition, eTextbooks typically expire after a semester and cannot be resold.
- Institution-specific textbooks: publishers pair up with institutions to offer ‘institution-specific’ textbooks in which faculty can be selective about the chapters and content included and the organization of the text. These textbooks usually cannot be sold back to the bookstore and can only be sold to another student at the same institution.

A BROKEN MARKETPLACE

Publishers have been able to keep their prices high for so long because the textbook industry is missing the usual checks and balances that protect consumers—the textbook marketplace is broken.

In a normal free market, consumers use their purchasing power to keep prices in check. In that situation, if one book became too expensive, consumers could seek out a less expensive alternative. Publishers would need to keep their prices low in order to compete. With textbooks, that market control is negated. The person who chooses the textbook—the faculty member— isn’t the one who ends up paying for the product and they are not always sensitive to price when choosing books for their classes. Meanwhile, the consumers—the students—do not have the option to seek out a different book. They are a captive market that must buy the assigned book in order to succeed in the class, no matter how much it costs. This system has allowed publishers to raise their prices without fear of marketplace repercussions.

The textbook market is also highly consolidated, with just five big publishers controlling nearly 90% of the market, which reduces competition even further.

WHY SO MUCH?

One semester of college uses many more books and supplemental material in comparison to high school. Students will often have longer reading assignments and many courses will assign multiple readings from various books. The publishers of large anthologies of contemporary writings need to pay copyright fees to every author in the book. An anthology of contemporary plays for a script analysis class will need to pay copyright fees to various playwrights and authors in the book.

While the text of Shakespeare’s *Romeo and Juliet* does not change from one year to the next, the various college disciplines are constantly changing and discovering new information. Because of this, new textbook editions are frequently published in order to keep the material up-to-date. Textbooks on biology, anthropology, and psychology may be considered useless if the information is more than 10 years old. Many of these textbooks also come with online resources, such as homework portals and programs that complement the material. The subscription needed for these materials comes with the cost of the textbook.

In terms of used books, publishers will not make much of a profit if too many of their books are in circulation, which in turn drives them to publish newer editions of their books. Often times this renders previous versions obsolete.

EFFECTS ON STUDENTS

Faculty members choose textbooks and course materials that are the best fit for their class and teaching style. The textbook(s) they require for their class are the ones they feel will help their students best understand the material and allow them to follow along with the topics discussed in class.

Some faculty might feel that they are keeping costs at a minimum—“My book is only \$80.” However, most students are not just taking one or two classes. Some of them may be enrolled in five or six classes. If each of those classes requires an \$80 textbook, that will total a whopping \$400 or \$480 per term. That can be translated to one month of rent (or even just a portion), food for almost 3 months, a parking pass for a year, or one—maybe two—conference registrations.

In the Cal State Student Association’s [2017/2018 Public Policy Agenda](#), California State University students are struggling to meet basic needs like housing and food. This is not specific to CSU students. The question, “What would you rather spend your money on if you didn’t have to buy textbooks?” has been asked all over the country and food insecurity is a recurring issue on every campus. Students should not have to choose between their next meal and textbooks.

It is not a surprise that students will choose not to buy their textbooks. A survey conducted by San Francisco State in Spring 2017 shows how students feel about textbooks and what they had to do because of the high cost of textbooks.

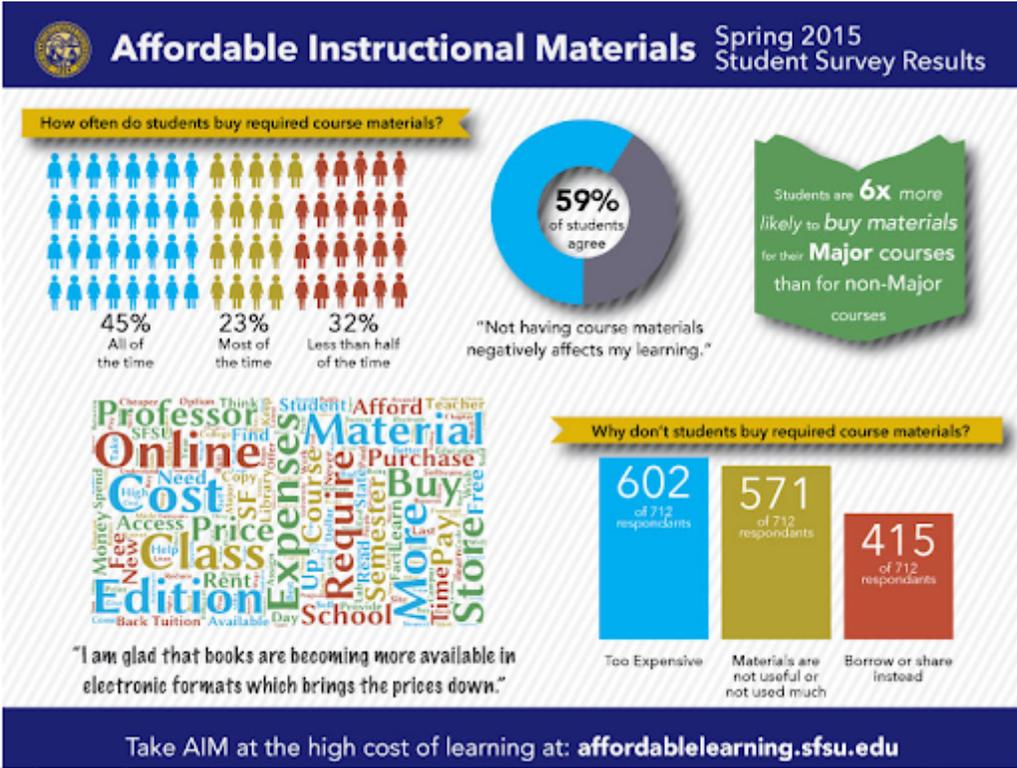
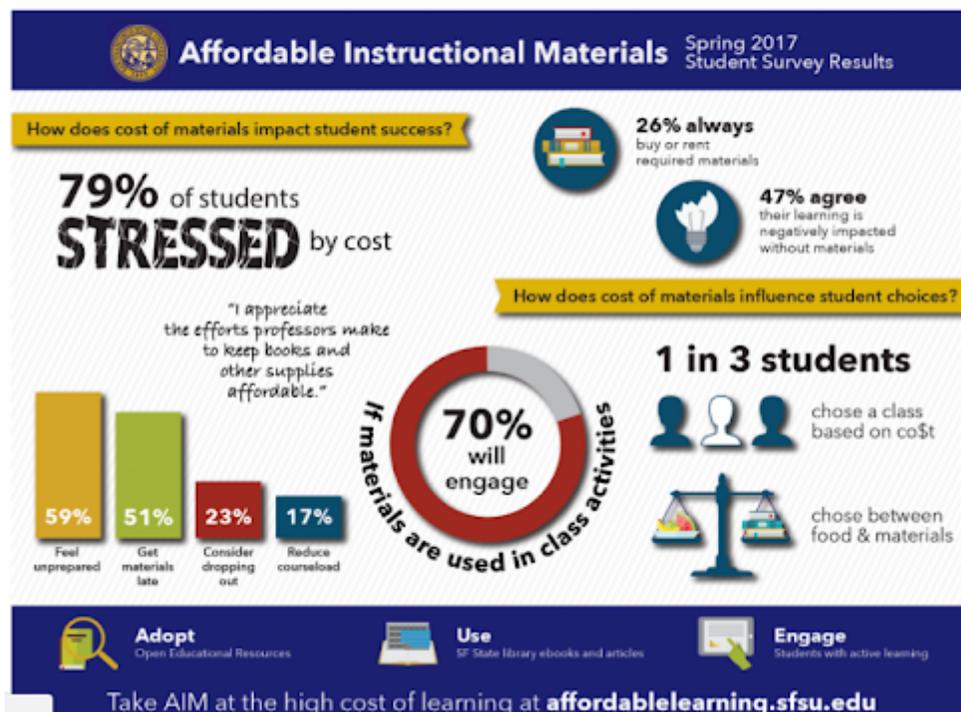


Figure 1.9 Affordable Instructional Materials

SF State Student Perspective

Did you know that 79% of students reported that the cost of materials causes them stress?



Infographics from <https://affordablelearning.sfsu.edu/student-perspective>

PROGRAMS/SERVICES USING OER

ZERO TEXTBOOK COST (ZTC)

Zero Textbook Cost, or ZTC, means that students are not required to spend any money on the textbook or other learning materials. OER adoption is a common way to eliminate textbook costs in courses, but faculty may also take advantage of library resources and other online content that is free for students to use. Faculty that use OER can share, use, and revise work that has been created to build course curriculum and learning materials at absolutely no cost to the student.

Some California Community Colleges even have Zero Textbook Cost degrees. These degree pathways are composed of courses that are fully ZTC. Upon completion of these pathways, students can earn their Associate Degree or certification – all without spending anything on textbooks!

The State of California has defined a Zero Textbook Cost degree as, “community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies, including open educational resources. Discretionary student printing of instructional materials shall not be considered a cost as part of this program” (California Education Code Section 78052).

It should be noted that even though students have no out-of-pocket costs for OER textbooks and course-related material, there might be other expenses related to the course, such as Scantrons, lab coats, art supplies, etc.

California Senate Bill 1359 (SB-1359)

[California Senate Bill 1359](#), which came into effect in 2018, requires that ZTC courses be clearly designated at the time of registration to distinguish them from courses with associated costs. It is suggested that a symbol or logo, like the one below, be displayed on the course schedule. It distinguishes a ZTC course from a cost-associated course in regard to the textbook and course materials. Examples of how this logo is being used are shown below.



Figure 1.1 Logo for Zero Textbook Cost in California

College of the Canyons has a ZTC/OER search filter on their registration page.

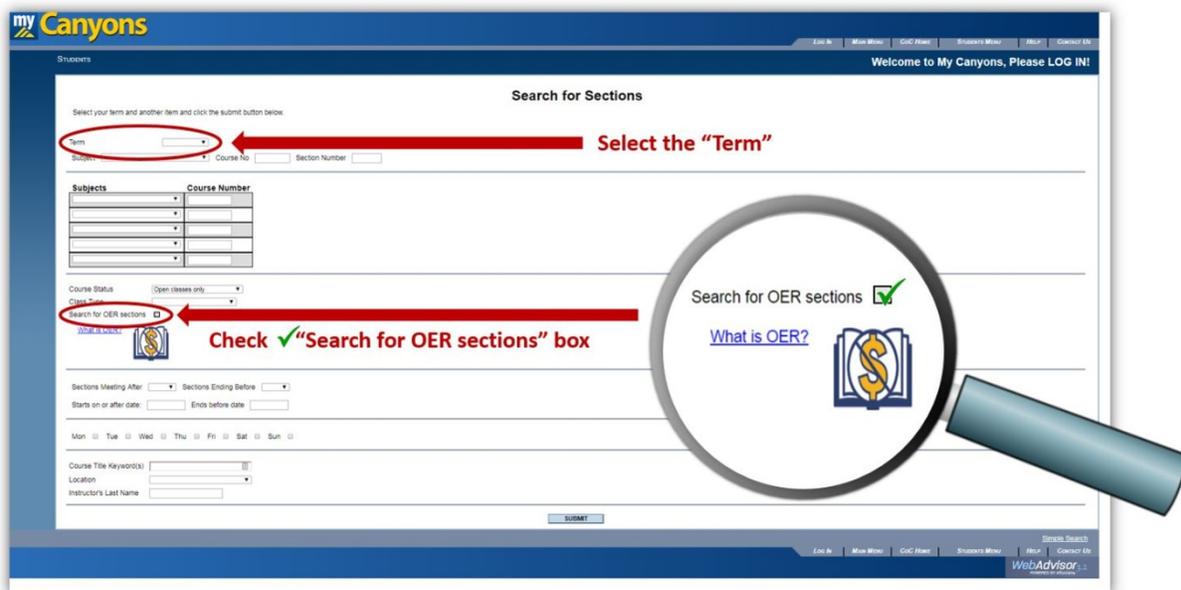


Figure 1.2 Image used with permission

San Jose State University ZTC designations are placed in a column next to the course offerings.

Search for Classes
Search Results

San Jose State University | Fall 2019

The following classes match your search criteria Course Subject: **Business: Marketing**, Course Number is exactly '130', Course Career: **Undergraduate**, Show Open Classes Only: **No**

Zero Cost
 Open
 Closed
 Wait List

22 class section(s) found

▼ BUS2 130 - Introduction to Marketing

Class	Section	Days & Times	Room	Instructor	Meeting Dates	Status	View Textbooks	Zero Cost Materials
43680	01-LEC Regular	MoWe 9:00AM - 10:15AM	Boccardo Business Center 022	Sonja Lilienthal	08/21/2019 - 12/09/2019	<input type="checkbox"/>	<input type="button" value="View Textbooks"/>	
43681	02-LEC Regular	MoWe 1:30PM - 2:45PM	Boccardo Business Center 022	Sak Onkvisit	08/21/2019 - 12/09/2019	<input type="checkbox"/>	<input type="button" value="View Textbooks"/>	<input checked="" type="checkbox"/>
40092	03-LEC Regular	MoWe 3:00PM - 4:15PM	Boccardo Business Center 022	Sak Onkvisit	08/21/2019 - 12/09/2019	<input checked="" type="checkbox"/>	<input type="button" value="View Textbooks"/>	<input checked="" type="checkbox"/>
42473	04-LEC Regular	MoWe 3:00PM - 4:15PM	Boccardo Business Center 224	Miwa Merz	08/21/2019 - 12/09/2019	<input type="checkbox"/>	<input type="button" value="View Textbooks"/>	<input checked="" type="checkbox"/>

Figure 1.3 Example of ZTC course designation at San Jose State University. Image used with permission.

OER LEGISLATION IN CALIFORNIA

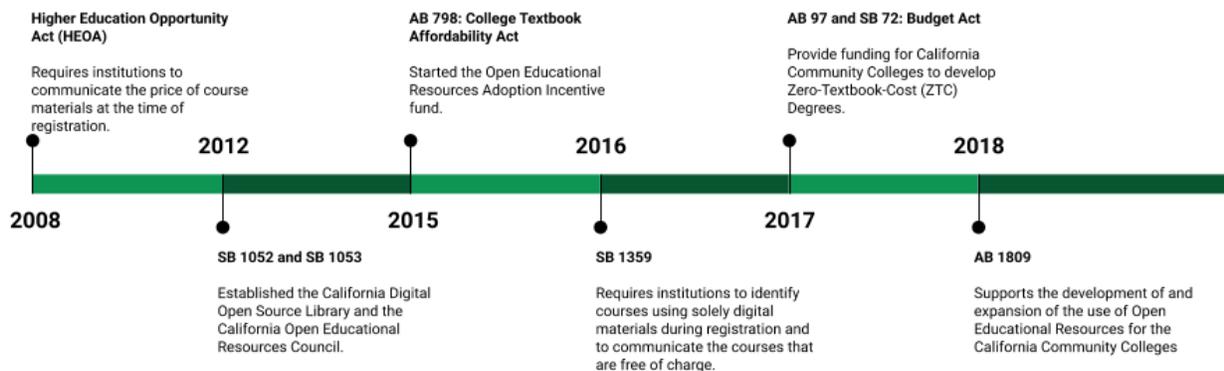


Figure 1.12 Timeline of OER Legislation in California. Image by Jenifer Vang is licensed [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/).

Higher Education Opportunity Act-<https://www2.ed.gov/policy/highered/leg/hea08/index.html>
SB 1052-http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120SB1052
SB 1053-http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120SB1053
AB 798-http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB798
SB 1359-https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB1359
AB 97-http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB97
SB 72-http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB72
AB 1809-https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1809

AFFORDABLE LEARNING \$OLUTIONS

Affordable Learning \$olutions (AL\$) is a California State University (CSU) systemwide initiative to make higher education more affordable by reducing the cost of course learning materials. AL\$ promotes the awareness, discovery, and adoption of low/no-cost materials to faculty as they are the ones who ultimately decide how to best teach their class.

AL\$ partnerships with other programs and centers on campus help make sure that faculty and students have the support they need to make the transition to low/no-cost materials. Here is a list of some of the departments they partner with:

- Bookstores
- Libraries
- Center for Faculty Development
- eCampus
- Accessible Education Centers
- Provost Office
- And more!



Figure 1.4 Logo For CSU (The California State University) Affordable Learning Solutions (AL\$).

Affordable Learning \$olutions Principles

- **Choice:** Enables the discovery of course content, including commercial publisher content, library resources, and a wide array of OER.
- **Affordability:** Technology and partnerships that reduce the cost of learning materials for students and the CSU.
- **Accessibility:** Every student is entitled to high-quality education with access to all learning materials.

To learn more and contact your AL\$ campus coordinator or visit affordablelearningsolutions.org

CHAPTER 2 – HOW TO CREATE OER

This chapter dives into how and what faculty can create in terms of OER. Although students can create OER materials as well, this section is designed to help students understand how they can introduce OER to instructors who are using their own notes or presentations. At some college campuses, faculty have embraced the inclusive nature of OER and have invited their students to join in making course content and material for credit in class.

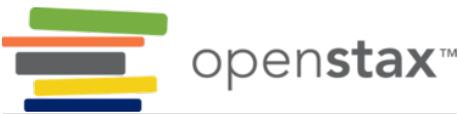
DIFFERENT TYPES OF RESOURCES

OER comes in all shapes and sizes. The term OER describes any educational resources that are openly available for use by educators and students, without an accompanying need to pay royalties or license fees.

OER may include:

- Textbooks
- Quizzes
- Videos
- Maps
- Curriculum
- Course modules
- Course readings, articles, and journals
- Any other material used for educational purposes

OER REPOSITORIES

 <p>Figure 1.4 Logo for OpenStax</p>	<p>OpenStax-https://openstax.org/</p> <p>OpenStax offers high-quality textbooks in a variety of disciplines. They are leaders in open textbook publishing and offer features found in traditional textbooks at zero cost. Their textbooks have color, images, in-text questions, chapter reviews, and glossaries. Students can access these textbooks online or download the textbooks as PDFs. There is also an option for students to buy a print copy from Amazon if they prefer a physical copy.</p>
 <p>Figure 1.5 Logo for LibreTexts</p>	<p>LibreTexts-https://libretexts.org/</p> <p>LibreTexts offers not only textbooks but also supplementary materials to make learning more engaging for students. Students are able to watch videos embedded into the lesson plan, visualize and manipulate 3D shapes and figures, and code on the spot. Their system can also be</p>

	<p>integrated into common learning management systems so everything is in one place.</p>
 <p><i>Figure 1.6 Logo for OER Commons</i></p>	<p>OER Commons- https://www.oercommons.org/</p> <p>CCC Hub- https://www.oercommons.org/hubs/ccs</p> <p>OER Commons is a network for the discovery, creation, and sharing of OER. They have over 50,000 resources including textbooks, lesson plans, and activities for a multitude of subjects and grade levels. The CCC Hub is a platform for collaboration for the California Community Colleges.</p>
 <p><i>Figure 1.7 Logo for Merlot</i></p>	<p>Merlot- https://www.merlot.org/merlot/index.htm</p> <p>Merlot is a network and collection of over 40,000 resources for all grade levels and disciplines. Their advanced search tool allows visitors and members to comb through materials in 25 different disciplines and 22 different material types.</p>
 <p><i>Figure 1.8 Logo for Cool4Ed</i></p>	<p>Cool4Ed-http://cool4ed.org/</p> <p>Cool4Ed is the California Open Library for Education. Look for free and open materials ranging from eTextbooks, course materials, online courses, open access journals, and articles. The website showcases various resources that faculty are using in their classrooms to demonstrate what is possible with OER.</p>

CREATIVE COMMONS LICENSES

Before you begin searching for OER, it is important to be able to recognize the types of licenses that qualify as open. The most common open licenses one will encounter when conducting an OER search will be Creative Commons licenses.

Creative Commons licenses and the ideology behind them have already been covered in this toolkit in chapter one. The following sections will outline how to recognize and apply these licenses to your own work.



Figure 2.1 Creative Commons license symbol, a whole new spin on copyright. The image is in the public domain.

When you are ready to select an open license for your work, use the chart below as a guide and then visit <https://creativecommons.org/choose/> to generate a license for your work that best suits your needs. Once you fill out the Creative Commons license generator, it will create an attribution and a logo, as well as HTML code for displaying the open license that you selected on a website.

Types of Creative Commons Licenses

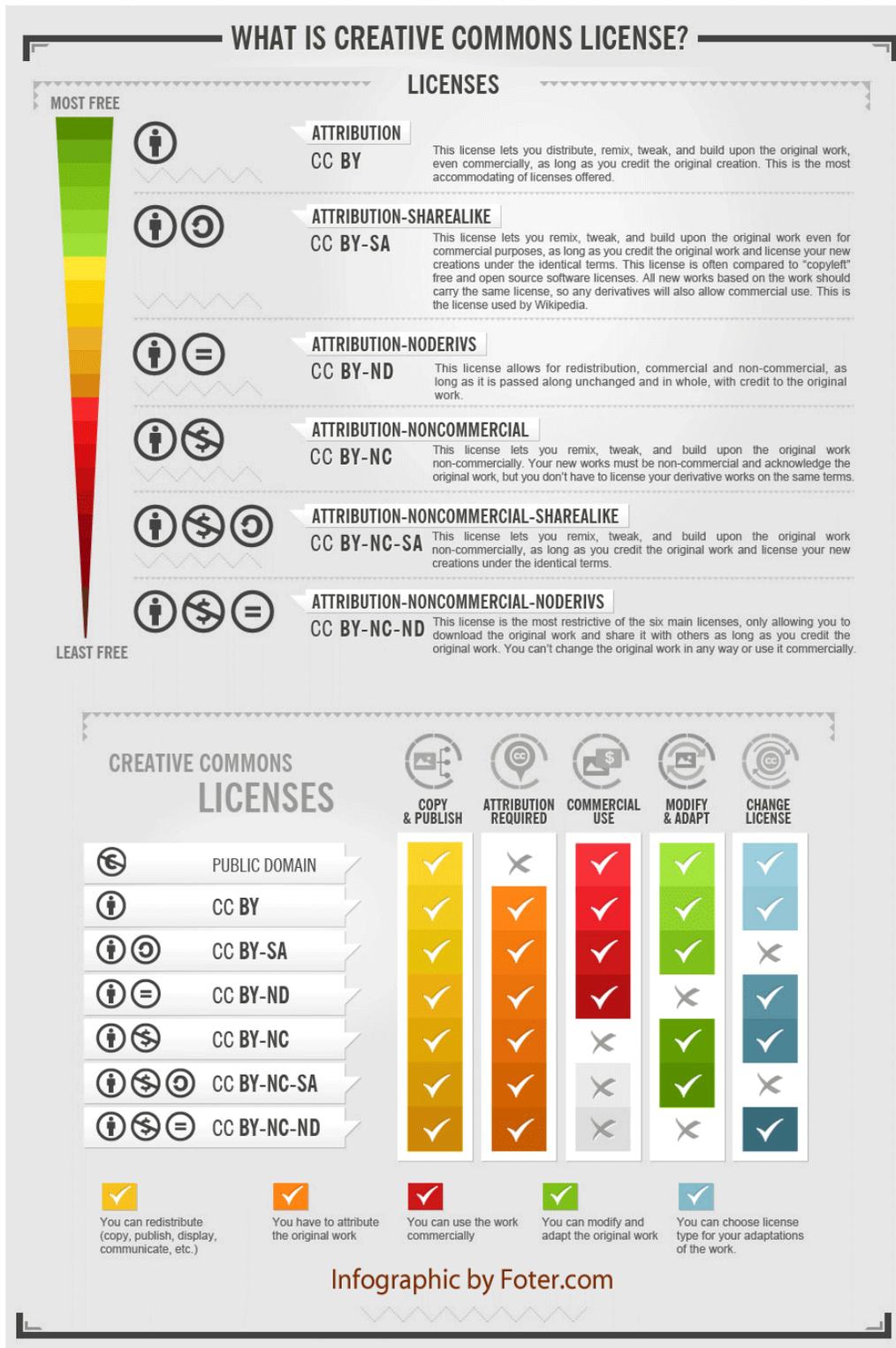


Figure 2.1 Different types of Creative Commons licenses. [Image](#) courtesy of University of the Highlands and Islands and is licensed [CC BY 4.0](#).



Pin It! Creative Commons No Derivatives License

If you are looking for OER that can be remixed and revised, it is best to avoid the least open licenses CC BY-ND and CC BY-NC-ND since the no derivatives element prevents you from editing the original work.

If you need to select a license to put on your original work, visit <https://creativecommons.org/choose/>. Here you can select the license

PUBLIC DOMAIN

Creative works that are not protected by intellectual property laws like, copyright, trademark, or patents fall into what is called the “public domain.” No single individual owns the works in the public domain – they belong to everyone. Since these works are not protected and do not belong to any specific person, anybody can use, redistribute, copy, edit, and even use the works in a way that makes a profit. Resources in the public domain are free and have no restrictions limiting their use, so they are considered OER.

There are four ways that works arrive in the public domain:

- The copyright has expired
- The copyright owner failed to follow copyright renewal rules
- The copyright owner deliberately placed the work it in the public domain
- Copyright law does not protect this type of work (read more about what is not covered by copyright [here](#))



Quick Tip!

United States Government works are placed directly into the public domain and can be used freely. Be aware that individual state government works may or may not be in the public domain.

For a clear breakdown of public domain licensing for the United States and other countries visit <https://copyright.cornell.edu/publicdomain>.

OER SEARCH

- Consult established OER repositories and referatories
- Conduct an advanced Google Search



Pin It! Repository v. Referatory

An OER repository is where numerous OER materials can be stored.

An OER referatory is a site that collects repository URLs and links out to them.

[This PowerPoint presentation](#) provides an overview of the major OER repositories and a step-by-step guide on how to conduct an advanced Google search for OER materials.

OER CURATION

Now that we have discussed generating and applying Creative Commons licenses, the next step would be to apply such a license to any original work that you produce, such as a YouTube video, PowerPoint lecture slide, or diagram. By applying a Creative Commons license to an original work, you have succeeded in making an OER resource! But what about creating a more comprehensive OER, such as a textbook? Below you will find materials that will help you create and remix OER materials. There is also a section that provides specific information and tools to create full-fledged OER textbooks, including a link to the first-ever ZTC Style Guide developed by College of the Canyons. This guide represents how to develop an OER/ZTC brand, marketing materials, and how to create an OER text.

Free Design and Curation Resources

Cost can often be a barrier to creativity for students and educators. Design applications and programs can be costly. However, there are openly licensed substitutions that are free to download and easy to navigate.

Inkscape

A great graphic design program that is often used is called Inkscape. This program is meant for those who want to create formats similar to those found in other design programs, such as Adobe Illustrator. This brief [Inkscape Google Slides presentation](#) gives an overview of Inkscape and directs to easy-to-understand tutorials.

Microsoft Office for Students

Many college students may permanently download the full version of Microsoft Office Suite for free on up to five devices with their student email. The suite includes access to the benefits of Word, PowerPoint, Access, and Outlook, which are all excellent tools for OER curation. Check with your college on how to apply for a Microsoft account.

Open Images

The following is a list of diverse, high-quality image providers. All of the following sites host photos that are either under a Creative Commons license or in the public domain, making them free and open for everyday and educational use.

- [Unsplash](#) is a website that offers a wide range of high-quality professional photographs.
- [The Gender Spectrum Collection: Stock Photos Beyond the Binary](#) is a curated collection of stock photos featuring people of color and LGBTQ-presenting individuals and couples.
- [#WOCinTech](#) Chat is a Flickr-curated collection that promotes the sharing of images of women of color in the technical fields.
- [Nappy](#) offers a collection of free photos of Black and Brown individuals categorized by exercise/physical activity, food, work, people, places, and things.
- [Picnoi](#) in their own words offers “free stock photos for a colorful world.”
- [Pexels](#) is a website where you can find “the best free stock photos and videos shared by talented creators.”
- [Vectorstock](#) royalty-free vector images. They are all available to use and you can create your own account to upload your photos and videos as well.

HOW TO CONDUCT HIGH-LEVEL OER CURATION

OER Curation Team

Some universities may have the resources to begin an OER curation team on their campus. This team can be comprised of student workers, adult hourly employees, or full-time staff, such as librarians. Generally, OER curation teams are helpful when a college is ready to create larger, more complex OER materials such as full-length textbooks. A good OER curation team will include a variety of skills: writing and editing expertise, comfortable and skilled at using technology, coding skills, graphic design skills, and excellent communication/marketing skills. Communication skills are especially crucial since creating OER materials and textbooks for your campus requires good communication between the OER team and the instructors.

Trudi Radtke, a co-lead of the OER student advocates and a ZTC specialist at College of the Canyons, has developed an OER Curation Packet in collaboration with College of the Canyon’s OER/ZTC curation team. This packet includes a textbook style guide to help other campuses create and brand their own OER materials and OER workflow documents that will assist in the formation of a curation team. This packet was designed intentionally so that whether your campus has a full-fledged OER team or just one inspired individual, they can have the tools to begin creating quality OER textbooks and materials. You can find more information about the packet below.



Pin It! OER is for Everyone

The packet below was designed to empower not only teams but also individuals. Though this section focuses on OER curation team building, your campus does not need an entire fleet of experts to begin curating and creating OER. All it takes is a little motivation and inspiration. The ZTC Style Guide is intended for individuals and teams alike. Use it or remix it, it is up to you!

*This “Pin It!” box is an exact example of the graphics you will find in the ZTC Style Guide below, along with instructions on how to use these graphics in textbooks.

Creating OER Textbooks

OER Curation Packet

ZTC Style Guide

The [ZTC Style Guide](#) has a PDF and a Word document version for download. Since the style guide is licensed CC BY 4.0, feel free to download the Word document and modify it to meet your campuses’ OER curation team’s needs and style.

In addition to the style guide, the creators also include the [ancillary materials](#) necessary to create textbooks according to the style guide, including Adobe Illustrator textbook cover templates* so that you can make your own professional textbook covers and graphics to help specify content within the textbook through color-coding.

*The textbook cover templates in this packet are Adobe Illustrator files. Many schools have Adobe Illustrator and Photoshop accounts. Get in touch with your online education department to learn more. If your school does not have free access to Adobe Illustrator or Photoshop, you will be able to open these files with Inkscape.

Getting Started – OER Textbook Curation Outline for Faculty

This [checklist](#) helps bring faculty members into the OER curation process since their subject-specific knowledge will be crucial in vetting OER sources and, in some cases, creating original content for OER textbooks.

Phases of the ZTC Textbook

This [Phases of ZTC Textbook guide](#) was designed to help OER curation teams break down their textbook creation workflow into manageable chunks. It was created by Alexa Johnson and is the product of over 75 OER textbooks worth of experience.

CHAPTER 3 – HOW TO MARKET OER

BRANDING

Branding is an important part of marketing OER. Before your institution begins an OER marketing campaign, start by creating a branding statement that begins with an introduction, followed by a mission statement, a positioning statement, values, and tagline. This section ensures that those involved in marketing OER are on the same page, share the same goals, and understand and are committed to a consistent OER vision that incorporates the specific goals and values of their institution. Below is a sample branding statement, but feel free to use this text as a framework as you create your own. All text is licensed CC BY 4.0.

INTRODUCTION

This [Branding Statement] has been created to help Open Educational Resources (OER) achieve consistency in print, digital, and visual messaging to create an identity that appeals and connects to students. The [Branding Guide] will help you integrate the logo, typefaces, and layout guidelines into your communiqués and textbooks by identifying the specific needs of your project and directing you toward the appropriate resources.

This [Branding Statement] was originally created for [institution name], but is meant to help colleges and universities around the world establish a brand identity for OER purposes. This [Branding Statement/Guide] can be used directly for OER material or can be used to inspire campuses to create a brand and style guide that aligns with their campus's OER vision.

MISSION STATEMENT

We provide intentionally and intuitively designed OER to all [institution name] students at no cost. When financial barriers are removed, students are empowered to reach their educational goals. We believe education should be equitable, inclusive, and diverse and that teaching material should strive to reflect actual students and their values.

POSITIONING STATEMENT

[Institution name] faculty and OER staff work together to create quality educational materials that blend students' perspectives and local vision. The OER team at [institution name] is innovative, creating textbooks and materials with cohesive design principles. We work closely with instructors to facilitate original content and create entire degree pathways in multiple disciplines.

VALUES

Affordability, clarity, brevity, inclusivity, diversity, equity, and accessibility.

TAGLINE

Facilitating the future of Open Education.

STUDENTS

Sometimes students may seem like the hardest audience to reach, especially because they do not have specific times and locations that they are at regularly. There are exams coming up, buses to catch, people to meet, classes to get to, etc. Students do not have a lot of time, so when reaching out to them, make sure that the message is brief and covers the important points.

Here are things to consider:

- What time are there most students on campus?
- Where are students spending their time on campus when they are not in class?

A good way to catch students' attention is through tabling. This involves setting up—with or without a table—in an area where there is a lot of foot traffic or where most students pass by. The goal of tabling is to talk to as many students about your product or service at a time. This is why having a physical table is optional. The heavy foot traffic and the possibility of being stuck behind the table are reasons why if you only have small fliers or items, it is best to carry them with you so it is easier to hand out.

Sample Tabling Script

Hi! Good morning (or afternoon). Do you want to help me make textbooks more affordable?

if the student refuses

That's too bad, but here's something that will help you save money on textbooks.

hands student leaflet or any informational material on table

if the student agrees

Great! My name is [insert name]. I'm with [insert group name]. I hope you're having a great day!

Can we both agree that textbooks cost way too much? The rising costs of textbooks can really impact the way we receive our education. We're trying to let the administration and our faculty here on campus know how big of an issue textbook prices are. Are you comfortable with sharing just how much you spent on textbooks this semester?

hand the student a dry erase board

Awesome! You can write down the amount on this board and we'll snap a photo of you holding it. We don't have to show your face if you don't want to though. Then we'll post the photo online (or to social media, depending on if there's a page already set up) and send it to the administration.

takes the student's photo

Thank you so much! Here's something that will help you save money on textbooks in the future.

hand the student a leaflet or any informational material on table

Pin It! Communication Tips



Smile, make eye contact, and wave. It makes a huge difference.

Speak loudly, slowly, and clearly

Hand over the dry-erase board and clipboard as quickly as possible.

This is a great event to have at the very beginning of the academic term when students are still figuring out which classes to take and which textbooks to purchase. Another question you can ask is, “Have you purchased all of your textbooks for this semester yet?” If the student has not, you can refer to the resources you have listed on the handout. If you can, invite some librarians to help with the tabling event and have laptops available to help students find their textbooks on the spot and calculate how much students can save.

Sample Student Survey

A campus-wide student survey is a great way to get student feedback and interest in textbook costs-savings. Once you analyze the results, it can serve as a great tool in convincing faculty and administrators about the need for the regulation of textbook prices on your campus. If there are other colleges in your district, giving out the same survey can pump up the student voice to your district administrators even more.

Based on what you want to achieve with the survey, the questions you ask might be different from the ones we provided in our [sample survey](#). You also have to figure out how you are going to distribute the survey, how much data to collect, how to analyze the data, and how to present your survey results to other people.

Before you hand out a survey, make sure that you are able to do so on your campus. Comply with campus standards for conducting surveys or research with human subjects. This might entail the completion of a course or getting certified.

Once you have the survey results, you can decide how you want to display the information. It may be through a presentation at a meeting or conference, or on an infographic like San Francisco State University’s example in Chapter 1.

FACULTY

Reaching faculty also poses its own obstacles. Some are very interested in switching over to OER but are not sure how to get started. Some are interested in switching over but are bound to using a certain textbook as determined by their department. Some may not know about OER materials and the resources they have on campus. There are faculty out there who are very skeptical about OER quality

and student outcomes. This is why it is crucial to do some research before you meet with a faculty member.

Interview Script for Faculty

If there are already faculty members on campus using OER, it might be nice to have an interview with them to get a feel of how to approach other faculty in the same department. The questions in the interview can also be used as questions for a faculty panel at an event.

Hi, Professor. I'm [insert name] from [insert group name]. Thank you for meeting with me about your course. I want to ask a few questions about the textbook in your course. Is that okay with you?

- Tell me about your course. What textbook or reading materials do you use and why that particular book?
- How many students take your course? In your opinion, is it easy for students to get access to the book?
- Have you considered using an older edition textbook or a different textbook altogether to lower the cost of this course for your students?
- Do you use videos or other free reading materials in your course? How is student feedback on those resources?
- Have you heard of Open Educational Resources? What are your thoughts on them?
If faculty doesn't know of OER, explain it to them
- Have you considered using OER in your course? Why?

---If the faculty member is using OER---

- Did you use a traditional textbook in the past? Why did you make the switch?
- What was the most challenging in the process of switching?
- What are some resources that you used to help you find the OER materials in your course?
- In your opinion, what are some rewards, if any, of switching to OER?

Sample Talking Points for Meeting with a Faculty Member

For students meeting with a faculty member they do not know, it might be intimidating. The more students who get involved in this movement, the more students and faculty they will be able to reach out to. Talking with faculty with whom you have already taken a class with will help you in suggesting resources and adding your personal story to the conversation.

Also, remember to do some initial research on which programs or departments there are available to help faculty members. Are there events or workshops that new faculty are mandated to attend? Does the library have an OER Librarian who can help faculty make the switch?

Intro: Hi, Professor. I'm [insert name] from [insert group]. Thank you for letting me come talk to you about our campaign to make textbooks affordable.

Introduce the problem: Textbook costs are a big issue for students here on campus. Textbooks are expensive--\$1200 per student per year for books and supplies, and prices have been rising at three times the rate of inflation. Students are even opting not to buy the books—65% of students surveyed reported not buying or renting a required book because of the price. [If relevant, tell a brief personal story about how textbook costs have affected you.]

Ask: Is this a problem that's come to your attention before?

Introduce the solution: The good news is that affordable alternatives exist that can save students a lot of money. Open textbooks are books that are published under an open license that allow them to be used and shared for free. Many open textbooks are comparable to traditional textbooks because they are written and reviewed by experts and cover the standard material for a course. Open textbooks have benefits that make them preferable to traditional textbooks because instructors can adapt the text by adding their own content or problem sets or removing unwanted material.

Ask: Have you come across open textbooks before?

Call to action: Open textbooks are a great solution, but the challenge is that not enough faculty members have the support they need to use them. I wanted to discuss a couple of ways you might be able to help.

Sample questions to ask:

- Would you be willing to talk with a librarian about using open textbooks in your classes?
- Would you be willing to share information about open textbooks with your colleagues?
- Would you be willing to support our campaign to expand the use of open textbooks?

Closing: Thank you for agreeing to [action]. I will email you in a couple of weeks to follow up and see how it went.

Sample Faculty Thank-You Note (cc college president!)

Dear [insert instructor name and title],

Thank you so much for using an open textbook in [insert course name or number]! This book allowed me to save [insert amount] dollars! With the money I saved, I can now purchase many other things I need to succeed. (*Optional* insert exactly how much it impacted you and specifically what you were able to buy with the saved money.)

Thank you again for increasing access to learning materials in your class and making it easier for us students to afford our education. It makes an incredible difference to us!

Sincerely,

[insert name]

For Faculty Suggesting OER Materials

Dear [insert instructor name and title],

Thank you for (1) recommending the open resources in [insert course name or number]; (2) allowing us to use an older edition of the textbook/another textbook for [insert course name or number]; (3) listing the textbook as optional. (*Optional* share how it impacted you and how much you saved.)

I appreciate your effort in making education more affordable for your students. I enjoyed learning from you!

Sincerely,

[insert name]

Pin It! Tips for Marketing



Bring attention to your campus.
Include how much money students are
expected to spend on textbooks on your
campus.

Conduct a survey on your campus to

ADMINISTRATORS

Administrators do not typically meet with students on a regular basis, so some of them—probably most of them—will be very glad to listen to you. What is important to them is how the institution is serving their unique demographic of students. This is where you can really drive the message home and make changes happen.

Here are some things to consider:

- What are the institution's strategic goals and how does eliminating textbook costs help reach those goals?
- What are some of the barriers to success for students (i.e. food insecurity, housing, access to resources, etc.) that institutions are actively addressing and how can textbook costs be one of them?
- What are the student demographics on your campus? What are some common challenges that are not as well known to administrators?

Sample Talking Points for Meeting with an Administrator

Intro: Good morning, I'm [insert name] from [insert group name or organization]. Thank you for letting me come talk to you about our campaign to make textbooks affordable.

Introduce the problem: Textbook costs are a big issue for students here on campus. Textbooks are expensive--\$1200 per student per year for books and supplies, and prices have been rising at three times the rate of inflation. This problem has an enrollment impact—35% of students surveyed take fewer courses because of the cost, while 14% have dropped a course and 10% have withdrawn because of the cost of textbooks. [If relevant, tell a brief personal story about how textbook costs have affected you.]

Ask: Is this a problem that's come to your attention before?

Introduce the solution: The good news is that affordable alternatives exist that can save students a lot of money. Open textbooks are books that are published under an open license that allows them to be used and shared for free. Research suggests that students will have better course outcomes, stay in their courses, and be able to progress more quickly to a degree without the huge burden of textbook costs.

Ask: Do you see textbook affordability fitting in with the college's strategic priorities for the year?

Call to action: Open textbooks are a great solution, and we have support for their use on campus, but the challenge is that not enough faculty members have the support they need to use them. I wanted to discuss a couple of ways you might be able to help.

Sample questions to ask:

- Would you be willing to sponsor a workshop to raise faculty awareness of open textbooks?
- Would you be willing to fund a grant program to offer faculty time and resources to adopt open textbooks?
- Would you be willing to hire a staff person to work directly with faculty and expand the use of open textbooks?
- Would you be willing to set a big hairy goal for a zero textbook cost degree program at our school?

Closing: Thank you for agreeing to [action]. I will email you in a couple of weeks to follow up and see how it went.

Pin It! Tips for Communication



Remember to focus on your campus and community. Conduct your own survey and find the numbers you need to drive the problem home.

Introduce ways you can help

Follow Up Email for Faculty and Administrators

Hello [insert faculty/administrator name and title],

This is [insert name] from [insert group name or organization]. We recently discussed the problem of textbook costs and some solutions that are available. At the end of our meeting, you agreed to [action]. I am interested in the progress of your efforts.

May we set up another meeting to discuss what further steps we would need to take to bring textbook costs to the forefront of affordable education?

Thank you,

[insert name]

REPORTERS

Most colleges usually have their own campus newspaper with students writing content that pertains to students, faculty, and the community. This can be one of the most powerful resources in getting people to know about open textbook resources, events, and accomplishments. Building a strong connection with the campus newsroom will give you a major head start in spreading awareness of OER.

Sample Reporter Script

Hi, this is [insert name] from [insert group name or organization]'s affordable textbook campaign. I'm calling to let you know about a potential story on the high cost of textbooks and an event is coming up at [insert location] on [insert date and time]. Do you have a moment?

Thanks! As you probably know, the cost of college textbooks is a serious issue for students and parents—prices are rising more than four times the rate of inflation and many books cost more than \$200 each.

I wanted to let you know that [insert group name or organization] is holding an event at [insert location] on [insert date and time] to showcase open textbooks that are free online. At the event, we'll have [insert 1-2 sentence description of the event].

Is this something you would be interested in covering?

I'll send you to a media advisory so you have all of the details. What is the best email address to send it to?

Thank you for your time!

Pin It! Tips for Calling Reporters



Always ask reporters if they have a minute to talk in case they are on a deadline. Tell them enough about the story to entice them, but do not give it all away. Send them an email after the call with

Sample Letter to the Editor

[Insert short reference to the article you are responding to. For example, "Thank you for publishing research on textbook publisher practices that drive up the cost of textbooks for students."]

As a student at [insert school], I have experienced this first hand. [insert 1-2 sentence personal story, like "One of my books last semester cost \$200, but I only got \$15 back at the end of the semester because a new edition came out" or "This semester, I had to take on an extra shift at work to afford my textbooks."]

Fortunately, despite rising costs, there are reasons to be hopeful. Students on my campus have been [describe your campaign, for example, "...working with faculty to educate them more about affordable options for students."]

It is exciting that open textbooks are gaining traction. Open textbooks are free online and affordable in print and they can reduce costs substantially. One professor at UMass-Dartmouth saved his students more than \$14,000 this fall alone! I respectfully encourage all faculty members to consider this as an option when choosing books for next term

[Your full name, College, Year of Graduation, Cell Phone Number (important) and Email Address]

Pin It! Reaching Out



This is a great way to showcase a student's individual educational experience. Also, shine the spotlight on a faculty on your campus and show how much they have saved students by switching a traditional

PHYSICAL MARKETING MATERIALS

Having physical materials is still an important part of spreading awareness and advocating. Traditional posting boards are usually located where student foot traffic is heavy, like the dining commons, dorms, and student union. You can find postings for events, room listings, and books for sale.

As an OER student advocate, you can also use these boards to advertise your events, courses that have a ZTC designation, or resources available for students. Things that you should include on every material are ways to get involved, links to online resources and more information, and your brand (i.e., logo, slogan, color scheme, etc.).

CHAPTER 4 – OER ACTIVISM

To be able to create a successful program, one has to be able to build a strong team to carry out the program. Finding a great team is never as easy as it sounds, but it is possible. In this section, we will talk about recruiting, making a workflow, give suggestions on how to make it fun, and explain how to plan ahead.

RECRUITING

Part of OER activism includes informing others and recruiting them to join the cause. Here are some tips on how to recruit other students, faculty, and even administrators.

Informing

The first thing that helps get all of these parties involved is informing them. Just like with any other class or subject area, no one can be passionate unless they are knowledgeable in the subject area and understand the issue.

The best way to inform students is by making flyers, posters, having outreach events, and even creating mini-games for them to participate in to help them understand the statistics and the issue at hand. More tips on these specifics can be found in the marketing sections of this manual. Once students understand why OER is so important and you find the students that are passionate about it, the price of their education, student debts, open pedagogy, and helping their fellow peers, then this is the time to recruit. The more passionate the students are about the project, the more progress that can be made in a short period of time. It is important to be selective about who is on the team since passionate and hardworking individuals will keep the team working efficiently.

Informing faculty members and administrators can be more challenging than students because of the educational hierarchy, but do not let that discourage you. The number one thing to keep in mind while talking to faculty and administrators is respect. Yes, they can choose to support Open Education and they have a bigger say than even most of the students do, but students also need to respect that teachers and administrators make the final choice and students can only really express their feelings, thoughts, and the facts in a professional and reasonable manner. This means that in order to inform faculty and administrators of the fantastic facts about OER and the struggle students are having, someone will need to learn how to deliver this message in a professional manner. Being able to share students' struggles and stories will be the main informing factor for faculty and administrators.

Impacted Individuals

The individuals who are going to understand the message and importance of Open Education the most are the individuals who are impacted. So many students take on thousands of dollars in student loans, struggle to find work or be able to take on work during school, belong to families who cannot afford an expensive education, and are homeless or go hungry. These are the students that should be telling their story, getting involved when they can, and encouraging faculty members to participate because they truly understand the struggle for education and can help others understand as well. Open Education is about equity, accessibility, and equality, and the more individuals who understand this, the more impact that can be made in the movement.

Making an Impact

Students need to know that OER can change lives. At first, it may not seem like much of an impact within their school and only a few sections, but with every course that uses OER, students can save thousands of dollars. In some schools, this could be more than the unit cost of the class for a student. Being able to look around at your other classmates and think about how you have saved them from more debt and created a lasting impact is something every individual should have the opportunity to do.

The impact of OER also goes beyond a single school. With the Internet, many OER is shared between schools and amongst all student populations allowing for many individuals to benefit from new materials and faculty can find open, high-quality materials for their classrooms. Plus, any individual that creates or works on an OER can be recognized for their work, which can be added to a resume or life accomplishment.

Skill Sets

While recruiting, one of the most important things to think about is skill sets. Since the essential goal of the project is to promote OER and to possibly help make openly licensed materials, understanding everyone's skill sets will be helpful to lead the project to success. For example, when the project team at College of the Canyons in Santa Clarita, California was first being built, it was decided that individuals with skills in editing and graphic design would be great additions to the team since they had a large focus on marketing and faculty needed the most help with editing their materials. In other school cases, individuals who were more tech-savvy were requested because they could help faculty members clean up their online classrooms. Deciding on the main goals of your program will help you to determine what skill sets will be needed to make your program successful.

Connections

There is a saying that goes something like, “It’s not about what you know, it’s about who you know” and this is truer than some may believe. When recruiting, think about the connections each individual has to the school and how they can help. The more diversity you have in your group, the better because it means more individuals can be reached within the school and more diverse talents can be used on the team. If a dean or department chair decides to join your team, they can help to encourage all faculty members and administrators in their division to join the Open Education movement as well. If a student is in the student government, this is also a big plus because they can help get the message about Open Education into the student government and beyond and possibly even get funding. Students involved in clubs and groups around campus are great for getting the word out and advertising how exciting and beneficial this movement and project can become. Getting individuals from diverse backgrounds will help to create more connections within your school and spread information about OER.

MAKING A WORKFLOW

So now that you have a team that will hopefully continue to grow, where do you start? Let’s break it down into steps to make it more digestible.

What is the Goal?

The very first thing you and your team have to answer is, “What is our goal?” The most essential part of creating goals is to make definite, reachable quantities to work toward. To give you a clear idea of what some reasonable goals are, here are a few examples:

- To help faculty make 30 openly licensed materials in a year.
- To have 10 faculty adopt/create open materials in the next six months.
- To speak to 100 students about OER this month.
- To hold one OER conference a year.
- To recruit five new members to the team this year.

What Resources Do You Need and Have?

Understanding the workforce, funding, and other resources a team has is essential to a team’s success because it allows for accurate planning. Having a huge goal and a small team is not realistic and may prevent a team from seeing great success. Having a big team and small goals will leave resources and opportunities wasted. Here are some things to consider when making a workflow:

- How many individuals are on the team (staff, students, faculty, department chairs, etc.)?
- Does your team or school have funding to support the program (grants, donations, budget, etc.)?
- Do you have a physical office or workspace?
- How often can your team meet or what is everyone’s availability?

How Can You Break Up the Work?

The division of labor is essential to a team because it can prevent overlap and allow for specializations in certain areas. Be sure to consult with each member and see what skills they can offer to the team and what they would like to do most. Having individuals get involved in a way they are passionate about will help your team much more in the long run. One of the best combinations of team individuals is having people who can edit, read, revise, and work with faculty with individuals who are more tech-savvy, can maintain marketing and graphics, and can make all of the final products look clean. Specializations could include marketing, outreach, research, editing, revising, workshop host, organizer, and much more.

Why Are Deadlines Essential?

Deadlines are essential because they can help spark motivation and clarify what needs to be done and by what date. It is important to have deadlines because they help to keep the team coordinated.

How Can You Analyze the Effectiveness of Your Workflow?

Keeping tabs on how effective a team's plan and workflow are also important because there is always room for improvement. If a team never analyzes their effectiveness, they may be missing essential pieces that could be helping them down the road. The best way to analyze the effectiveness is by checking goals and deadlines and making sure everything seems about in the right place.

Adjust and Improve

If a team noticed an area that needs improvement, they should make gradual changes and see what can be added or changed to make it more effective. Change is not always a bad thing!

OER GROUPS

Where to Start

The big question that people ask is, "Where can I start?" In order to make a change and start advocating for OER on your campus, you will need to consider building a team. The following are steps you can take to form OER advocacy volunteer groups and clubs on your campus.

A program is a large-scale group where you can find and form funding for your school and start from there. Incentivize faculty members to make the change to OER and using affordable learning solutions, as well as teaching them the benefits for them and their students. A club begins by having a goal in mind. In this case, making the change to a more affordable learning solution for students to afford the cost of books and college. Talk to your college activities advisor, or the dean of students to find out where to start. Volunteering is a great start too. Set up a booth, ask questions, and bring people closer to the truth of the cost of colleges.

Advocacy Group

An advocacy group could be an official or unofficial club on campus that has the purpose of creating more awareness of Open Education on campus. The table below highlights some pros and cons of making a group versus a club or a sub-department on campus.

Pros	Cons
<ul style="list-style-type: none">● Have more control over the group● Less official paperwork● Can do more things that don't have to only relate to your campus● Less commitment● No specific number of people needed to start it● Very easy to start	<ul style="list-style-type: none">● Harder to hold functions on campus● May not have funding from campus/be able to access as many campus resources● Harder to give credit to individuals involved which may make it harder to recruit● May have some loss of credibility across campus● May be hard to maintain

Advocacy Club

An advocacy club is meant to be more of a formal club on campus that is created by students with the intent to raise awareness and action of Open Education. The table below highlights some pros and cons of making a club versus a group or sub-department on campus.

Pros	Cons
<ul style="list-style-type: none">● More formal support from campus● Easier to organize things on campus● More support from faculty and campus individuals● Can put up more marketing or events on campus● Easier to formally recruit and maintain● Can give more formal recognition to individuals (students and staff)● Can find funding to send individuals to conferences	<ul style="list-style-type: none">● Have to do a lot more paperwork● Have to maintain a board and meet student government requirements● May have to raise funds for events● Will have to formally meet more to maintain the club and recruit

Team Bonding

Team bonding is essential and it can be a ton of fun! Get creative -- think of things different team members like to do and combine them! Maybe a picnic at the beach, mini-golf, laser tag, or bowling. No budget? No problem. Have a potluck and watch a movie or go on a hike. The options for team bonding are endless, but it always helps to get to know the individuals you are working with.

PLANNING – COMMUNITY COLLEGES VS. UNIVERSITIES

Team development and planning will look different depending on the type of institution you attend. The type of communities that thrive at each of these environments relies heavily on what a team can

accomplish and how essential it is to make things transparent and able to pass to new team members. The section below lists different institution types and things to consider for each.

Community College

Creating a program at a community college is often challenging because many students only stay there for two to three years. This means that there must be constant recruiting and training for students to understand and be able to carry out the program. Do not be discouraged, though, because community colleges have been found to be just as progressive as or more progressive than most universities when it comes to OER activism.

University

Semester

In a semester system, there is more time for students to get involved in things outside of the classroom. If students are not sure if your program is something that they are interested in, teach them about it and see if you can slowly integrate them. The same with faculty. If faculty members are hesitant to get involved with OER, the semester system is great because it allows enough time to meet up with individuals more than once or twice over the semester.

Quarter

In the quarter system, things can get very hectic very fast. The best way to approach this system from the beginning is to have weekly or bi-weekly meetings to help individuals get into a rhythm and keep everyone coordinated for the quarter. If it takes more than one quarter to make progress, that is completely fine! Another great recommendation for schools with quarter systems is to try to make the most progress during breaks when everyone is not overwhelmed with work.

LEADERSHIP

As much as everyone likes to lead, it is also important to teach newer members how to lead, as well, because they will have to carry on the program. A good strategy for any team is to let every individual lead different projects or parts so they can see the bigger picture and can learn the system in their own terms. When newer members are continuously given responsibility and allowed to grow, that is a good sign that one's program will grow too.

STUDENT GOVERNMENT

Student government will always be an essential gateway to OER awareness on campus because it represents the voice of students in any school and may be one of the best ways for an OER program to get funding and support.

Making Propositions

Meeting and informing one's student government is the first step. Many student governments have no idea what OER is or how they can help. All it takes is one person who can go to a student government board meeting to get the flame ignited.

Doing Outreach

Student governments have connections and they can help you get the word out about Open Education. Have them publish in school newspapers, put flyers up, make social media posts, create videos, or any other marketing that could work on your campus. Most campuses have formalities on things being published, but it is all doable and the goal is to get as many students as possible aware of Open Education and OER.

Making Resolutions

The next step is to have student governments create a resolution about OER. Students are struggling to pay for materials for their class and, in many cases, the cost of a textbook can affect a student's workload. Ask student government to help you vocalize this formally to faculty and staff on campus in hopes they will understand how much of an impact OER can make.

Example Resolution from Grossmont College (2018)

WHEREAS, research conducted by the College Board has found that the average student should budget more than \$1,200 per year for books and supplies; and

WHEREAS, the price of textbooks rose three times the rate of inflation between 2002 and 2016 according to the U.S. Government Accountability Office; and

WHEREAS, textbook publishers have not responded adequately to the concerns of students, faculty, and other stakeholders; and

WHEREAS, the cost of college textbooks is a prominent affordability issue for students who take on additional loans debt to pay for textbooks, or undercut their own learning by forgoing the purchase of textbooks; and

WHEREAS, an 'open textbook' is defined as "a textbook written by education professionals and released online under an open license permitting everyone to freely use, print, share and adapt the material;" and

WHEREAS, it is the prerogative of faculty to select course materials that are most appropriate for a class; and

WHEREAS, it is appropriate to seek and consider low and no cost options to students, as long as there is no reduction in educational quality; and

WHEREAS, students have a concern about textbook affordability and its impact on student success; and

THEREFORE, BE IT RESOLVED, that the Associated Students of Grossmont College supports the use of open educational resources, and

BE IT FURTHER RESOLVED, that the Associated Students of Grossmont College advocates for the implementation of the ZTC (Zero Textbook Cost) icon into the online class schedule designating each section with no textbook cost to students, and

BE IT FURTHER RESOLVED, that the Associated Students of Grossmont College advocates for the development and adoption of open educational resources as being in the best interest of the students, and

BE IT FURTHER RESOLVED, that the Associated Students of Grossmont College encourages faculty to consider open educational resources when academically appropriate;

BE IT FINALLY RESOLVED, that the Associated Students of Grossmont College recommends to the California legislature and California representatives in Congress to continue to support and fund open textbooks as a solution to high textbook costs.

Working with Individuals around the School

With student government's connections, they can help you find the appropriate people to help do outreach at your school. Department chairs, deans, and even chancellors and presidents are some of the best individuals to have on your team. Even just having one on the team can make a huge difference.

FACULTY

Faculty can be a huge help because they can influence other faculty members and help open their eyes to why OER is so good. Presenting about OER at department meetings, giving incentives to work on projects, organizing groups, helping to find funding, and going to OER conferences are just a few of the things that faculty can do to help other faculty get involved in Open Education. Offering extra credit, presenting opportunities, and being an OER advocate are just a few ways that faculty can get students involved. You can see the examples of the faculty scripts this toolkit contains in Chapter 3.

ADMINISTRATORS AND DEANS

Administrators and deans can also be extremely helpful when advocating for OER. Similar to faculty, many administrators and deans can help get the word out by presenting at meetings and public events, helping to seek and find funding for OER at their school and create incentives for individuals to get involved. You can see the examples of the administrator scripts this toolkit contains in Chapter 3.

LIBRARIANS

Librarians are by far some of the most helpful and essential individuals when it comes to OER. Librarians can help faculty find OER, help others understand copyright and open licensing, and even help coordinate the OER team. Many librarians may already have an interest in OER, but may not know where to start with the community until the opportunity is presented to them.

OER EVENTS

Open Education Week

Open Education Week is held yearly on the first full week of March to spread awareness of and celebrate Open Education worldwide. It was founded in 2013 by the Open Education Consortium and promotes sharing anything Open Education related. This includes events, webinars, workshops, discussions, event ideas, teaching and learning resources. To learn more about how you can participate in Open Education Week, visit openeducationweek.org

Open Access Week

Open Access Week is held yearly in late October and is focused on the impact of OER in scientific research around the globe. Each year, the global advisory committee in charge of Open Access Week decides on a revolving theme that dives into pressing topics in the OER community. You can learn more about Open Access Week here: openaccessweek.org

Events You Can Host on Your Campus

If you want to hold events on campus, a lot of your time must go into planning. Give yourself at least two months in advance to plan for any event you want to host on campus, even if it is a small event.

Two months before the event:

- Set a date
- Secure a location
- Choose a time
- Complete all necessary paperwork for the event
- Make all necessary purchases
- Start designing promotional fliers/announcements

One month before the event:

- Contact the people needed for the event
 - Presenters
 - Administrators/Faculty/Students
 - Volunteers
- Publicize event as much as you can

One week before the event:

- Send an email to remind the presenters
- Check that everything is prepared

“How Much Did You Pay” Tabling and Visual Presentation

What you need:

- A big whiteboard or a roll of butcher paper
- Post-it notes or stickers
- A table
- Handouts
- A venue (preferably with heavy student foot traffic)

This event is best held at the beginning of the semester. Divide the whiteboard or butcher paper into sections with different monetary values. \$0, \$1-100, \$101-200, \$201-\$300... Ask the student if they would like to show how costly textbooks are. If you have Post-It notes, have the student write down how much they paid for textbooks and what their major is. Then, post the note in the corresponding section. If you have stickers, make sure to get different colored ones for the different departments you have on campus and get students to stick them in the appropriate section. If the student has yet to buy

their textbooks, give them a handout of resources to help them save on textbooks. You can leave the big whiteboard or butcher paper up even when you finished tabling for students to participate, but remember to collect it at the end of the day.

Textbook Affordability Roundtable Discussions

What you need:

- A moderator
- A topic
- A list of questions
- A venue
- A table (you don't actually need one)

A roundtable discussion is a quick and easy way to get as much input on a given subject in a short amount of time. Set a time limit on your discussion; this can be anything from 15 minutes to an hour. The moderator introduces the topic to the participants and lets the discussion go on its course. The moderator is the most important—this person makes sure that everyone participates and has a list of questions to ask if the discussion gets stuck and helps facilitate the discussion back to the topic.

Textbook Ghosts

What you need:

- Lollipops
- Tissue
- String
- Markers
- List of expensive textbook editions (or have students make them)

This is a great event to hold in October. It also gives students a little break to be creative. Have a long list of popular textbooks and their previous edition. Educate students on publishing tactics that make textbooks so expensive. Then, have the students cross out a textbook on the list to make a “ghost” of the previous edition.

Faculty Recognition Events

Not every faculty member uses OER in their classroom, which is why it is important to recognize the ones who do. This event is best held at the end of the academic year.

This faculty recognition event is set up like a gallery. Each faculty member being recognized has a poster with information on what class they teach and why they are using OER. There will be a short keynote to start off the event and this can either be a guest presenter or a student from the group. Different faculty members can give presentations on their OER journey if they want to. Then, the audience will be given time to walk around and view the posters and ask questions.

We want people other than the faculty member to realize the why's, how's and what's of using OER in the classroom. We want them to know the challenges and rewards of using OER. That is why there needs to be a variety of people in the audience, like administrators, faculty, and students.

Faculty

Identify faculty who are using OER in their classes. Send an initial email letting them know about the upcoming faculty recognition event, that you want to recognize them, and if they would have time for a short interview.

<p>Subject line: Faculty Recognition – Textbook Affordability</p> <p>Hello [insert faculty name and title],</p> <p>My name is [insert name] and I’m from [insert group name or organization]. We would like to recognize you for saving students money by using OER materials to teach your course.</p> <p>We noticed that you are not using a traditional textbook for [course name]. Textbook costs can be a financial burden for many of the students at [insert school] and we want to recognize you and the many other faculty members who have taken the initiative to address this concern.</p> <p>On [insert date] from [insert time], we will be holding a faculty recognition event. We would like to showcase you as an amazing faculty member. Would you have time for a short 15-minute interview on [insert available days]?</p> <p>Thank you,</p> <p>[insert name]</p>

For interview questions to ask, please refer to the Faculty section in Chapter 3.

Because the event is set up like a gallery, create posters for the faculty member that has the following:

- A picture of the faculty member
- The course name and course ID that they teach
- How much the traditional textbook cost
- Why they made the switch
- How much each student saves multiplied by how many students they teach
- Faculty quote on what made it “worth it”

Invitations

The following is an email invitation template for faculty. The message content can be adjusted to administrators or students. Another option would be to send a short message “You’re Cordially Invited to [event name]” and list the location, date, time, how to RSVP and who to contact for more information. The RSVP link can contain the message below with the appropriate adjustments.

Hello [insert name],

[Insert group name] would like to formally invite you to [insert formal event name], a faculty recognition event taking place at [insert location] on [insert date and time].

We have [insert number] of faculty who will be showcased and recognized at the event for their excellence in addressing textbook cost—student’s additional financial burden. These are wonderful faculty members, including you, who have taken the initiative to eliminate textbook costs in their courses.

The event will consist of a keynote: [insert title] given by [insert name]. [*Give more information on the keynote and/or speaker.] Followed by some presentations from our faculty and a light reception.

[*Give more information or provide a link to a program online.]

If you would like to attend the event, please RSVP here: [insert link].

We hope to see you there!

Sincerely,

[your name]

OER CONFERENCES

Why Host a Conference?

Hosting a conference can be a lot of work and requires funding, but it is a valuable tool for helping to get the individuals involved in Open Education recognized and connected to the larger community. This connection allows for sharing of resources, plans for collaboration, progress, struggles, and so much more. The Open Education community is very active and it is a major reason why the movement has been so successful. OER conferences are a great way to get students, faculty, and administrators on your campus involved in the community.

How to Host an OER Conference/Event

Your Audience

Choosing and understanding your goal and audience is the first step to hosting a conference because you want to make sure that the conference caters to them and has a main focus. Different audiences could be students, faculty, staff, or other schools.

Sample Agendas

Having an agenda before an event is extremely helpful because it helps to see the overall view and plan of the conference. Some questions that an agenda will help you to answer are:

- Who is hosting the conference?
- How long is the conference?
- What date would be best for your conference (think at least three months ahead)?
- How much can you spend on your conference? Will there be food?

When thinking of the agenda, also think of other things that will need to be planned for ahead of time. Organizing and coordinating the speakers, getting tables, chairs, audio, video, and physical equipment set up, making room reservations, ordering food/catering, and RSVP methods need to be thought of in advance.

Student Panels

Believe it or not, at almost every OER conference, one of the most interesting events to the individuals attending is a student panel. Why? Faculty, staff, administrators, deans, and every other individual involved in education wants to know what students are thinking and what their point of view is.

Student panels are helpful because students can:

- Tell their story and share their experiences
- Give examples of how faculty members can support students
- Give faculty motivation to create OER
- Explain what would really help them in their journey
- Emphasize the difference that OER can make

What to Expect

Before hosting an OER conference, it is highly recommended that you attend one first. When attending a conference, you will probably encounter a day of speakers, collaborations, panels, and discussion, concluding in breakout sessions. If you have the opportunity, break out of your comfort zone and meet new individuals! You never know who you could meet!

Networking

As a student, have confidence in your networking skills because many people at OER conferences would love to meet you! Deans, administrators, faculty, staff, and even individuals from off-campus would love to hear your voice and story. Plus, you never know what connections you could make or what ideas can be created at one conference. Here are some conversation topics:

- Opportunities for students
- The current climate of OER on your campus
- How the progress of OER is on the other individual's campus
- How you or the other individual got involved in OER
- Why either of you are passionate about OER

How to Get Involved in a Conference

There are many different roles you can get involved in at a conference. These can include speaker, organizer, check-in and registration, clean up, host/MC, audiovisual, decorations, etc. Each role is just as important as the next and an extra set of hands is always appreciated.

OPEN PEDAGOGY

Open pedagogy is something that is often hard to define for many people in education, but for students, it is creating education and materials in a way where they can get involved. Let's get into some examples to help understand the concept more.

The Throwaway Assignment

Think of every class you took where the instructor gave you an assignment that could not be applied outside of the classroom and you pretty much forgot about it the moment it was completed. This could be an essay, a math assignment, a business example, a pitch, a model, a lab, and pretty much any other classroom activity. This is exactly what open pedagogy is not.

Now imagine an assignment where you could write an essay for a class and apply for a scholarship, where you did lab work for a local firm and got in-class credit for it, where you created your own prompt and rubric for a lab. These are all examples of open pedagogy and they do not stop there. The beautiful part about the vagueness of open pedagogy is that there is an opportunity to propose ideas and strive for things that have never been thought of before.

Why is Open Pedagogy Important?

It may not mean much to you yet, but it is an opportunity for students to create and be in control of their own education, which is something that has historically been absent. Think of your educational experience and how much control you had over it. Would you want more control and input to what you have learned/will learn?

If the idea of open pedagogy interests you, here are some ideas you can bring up with your instructor:

- Students creating their own rubric for an assignment
- Students proposing their own prompt for an assignment or research
- Students proposing test questions for a study guide
- Students finding external grants and scholarships to apply to with an assignment
- Students gearing their assignments toward their focus or interest in a class
- Students giving input on what they want to learn within the class and creating the class learning outcomes
- Students helping to define/create a rubric for what makes up the final letter grade for the course at the beginning of the course
- Allowing students to teach their peers throughout the course (e.g. split students up into small groups and let each small group teach a topic over a lecture period)
- Have Socratic seminars and allow students to discover their own research and give input on a course

- Allow students to find ways to apply concepts to their lives in an effective way for credit (e.g. make awareness, allow an external project to count as credit, go to a conference and share about it, get an article published in the newspaper, teach younger students about a topic, etc.)

On a larger level, open pedagogy could be applied to an individual's whole college career. A college should have open pedagogy practices by allowing students to:

- Create and define degree focuses and create classes/projects for themselves to demonstrate their focus
- Pitch classes to a department that they would like to take or learn more about
- Help create curriculum or learning objectives for classes they want to take or that are being created
- Find and share alternative assignments for courses and make a collective list
- Customize their own requirements for graduation based on their own interests and be able to modify it within reason
- Meet requirements based on external courses/activities and not just classes in the catalog

FREQUENTLY ASKED QUESTIONS

FROM FACULTY

- Is it stealing?
 - Using other individual's material that is under a Creative Commons license is not stealing as long as you credit them appropriately. Using or finding materials that are not listed under any clear open license is risky and the author or website should be contacted before the material is used. However, copying, sharing, and revising materials that are licensed under an all rights reserved copyright license without first getting permission from the creator could lead to legal complications.
- Is OER reliable?
 - OER is as reliable as the author is, which is often more reliable than a traditional textbook publisher. When faculty members create an OER, they are using their skills and expertise to create a material, which means that an expert is creating the material. Anyone can publish any kind of material under a Creative Commons license, which is great for all course levels because it allows for improvements, modifications, and sharing. For students and upcoming professionals, the Creative Commons world is endless and could mean the opportunity to publish and share materials quickly for no cost. To find out more about Creative Commons licensing, please visit: www.creativecommons.org
- Does it affect student success in the classroom?
 - There have been many studies about how OER affects students in classrooms versus traditional textbooks, and the verdict has been that OER is the same or better than traditional textbooks.
 - [The Impact of Open Educational Resources on Various Student Success Metrics](#)
 - [Efficacy of Open Textbook Adoption on Learning Performance and Course Withdrawal Rates: A Meta-Analysis](#)
 - [A Multi-Institutional Study of the Impact of Open Textbook Adoption on the Learning Outcomes of Post-Secondary Students](#)
- How do I get started?
 - The best recommendations to help faculty get started is to have them research to see what OER exists in the subject they are thinking of and to think about what kind of materials they are planning on creating. Some faculty members may find that other authors have published materials very similar to what they are thinking of and may adopt them. Others may find materials they like, but are not totally satisfied with them and will need to adapt the OER in some way.

FROM STUDENTS

- Why should I care about OER?
 - Students should be excited about OER for many reasons, with the most obvious one being that it can save them money. Benefits that students may not realize are the

opportunities that OER creates. Creative Commons and open resources give students a chance to publish any work they like under a professional, widely known license to share with others. Involvement in Open Education also provides opportunities for students to practice professional skills. When making and working on a team, students are able to practice design skills, technical skills including Photoshop, Microsoft Office, web design, graphic design, communication skills, and marketing skills. Every opportunity is what you make of it, and Open Education has unlimited opportunities.

- How much of an impact does OER have?
 - Some OER that has been created for one classroom or campus has gone worldwide by chance. The better quality the product, the more opportunity to impact individuals, peers, classrooms, and campuses worldwide. When faculty adopt OER, they can save students huge amounts of money and increase student success.

APPENDIX/SUPPLEMENTARY MATERIALS

[Introduction to OER Search](#)

[Inkscape PowerPoint](#)

[Student Survey](#)

[Style Guide Packet](#)