

Open Textbook Network

OPEN TEXTBOOKS

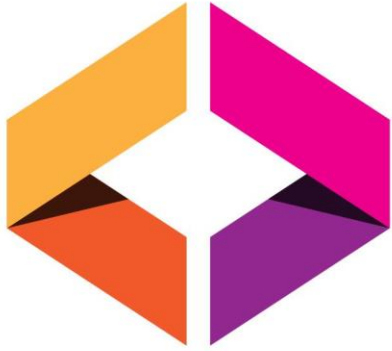
Access, Affordability, and Academic Success

David Ernst, PhD

University of Minnesota



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Open Textbook Network

Agenda

- Define the problem.
- Define open textbooks.
- Explain what actions we can take.



United Nations

Universal Declaration *of* Human Rights



“...higher education shall be equally accessible to all”

U of M System Mission

The University of Minnesota, founded in the belief that **all people are enriched by understanding**, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

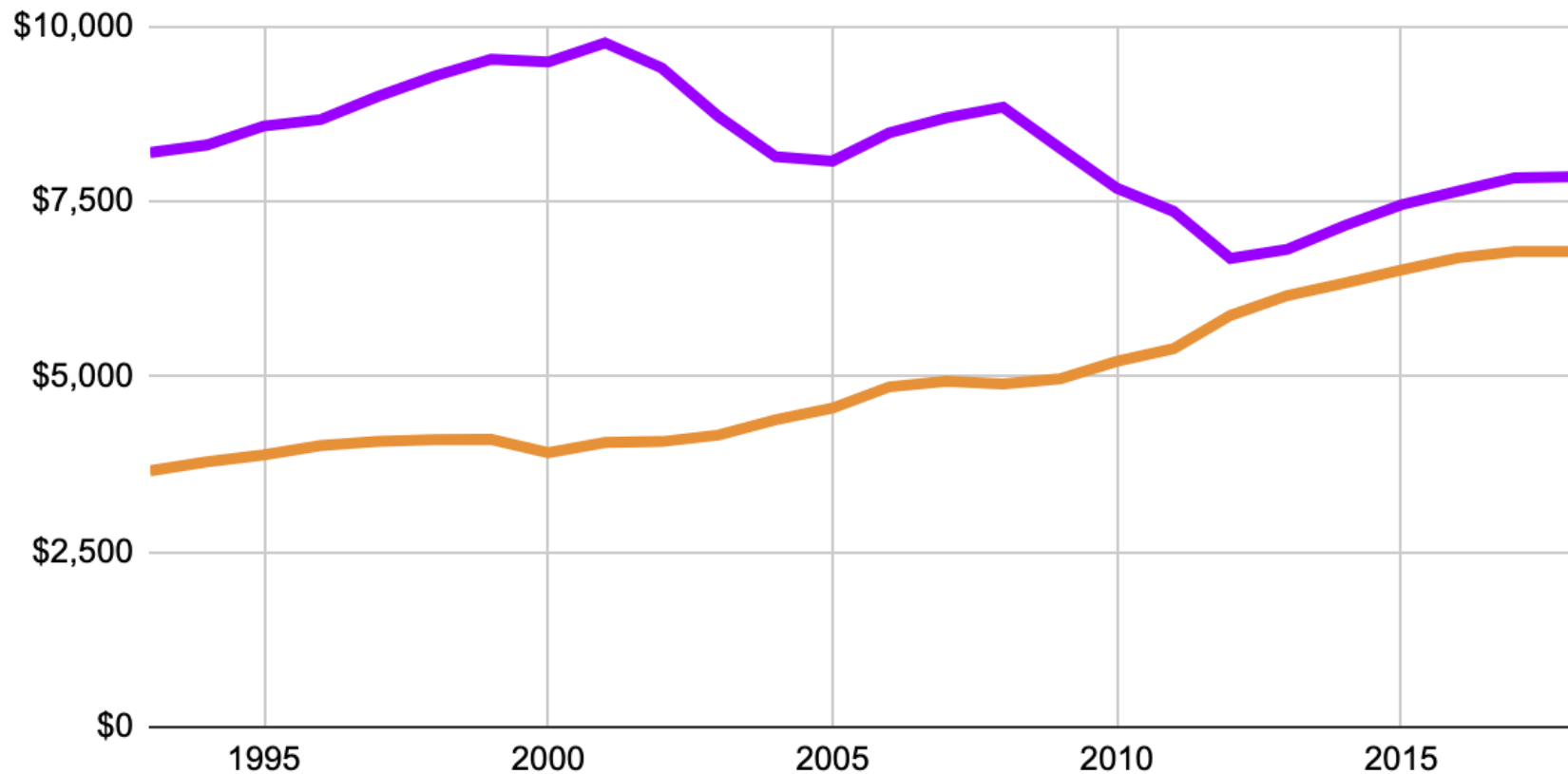
The U.S. Department of Education projected that the cost would keep

2.4 million

low and moderate-income college-qualified high school graduates from completing college in the previous decade.

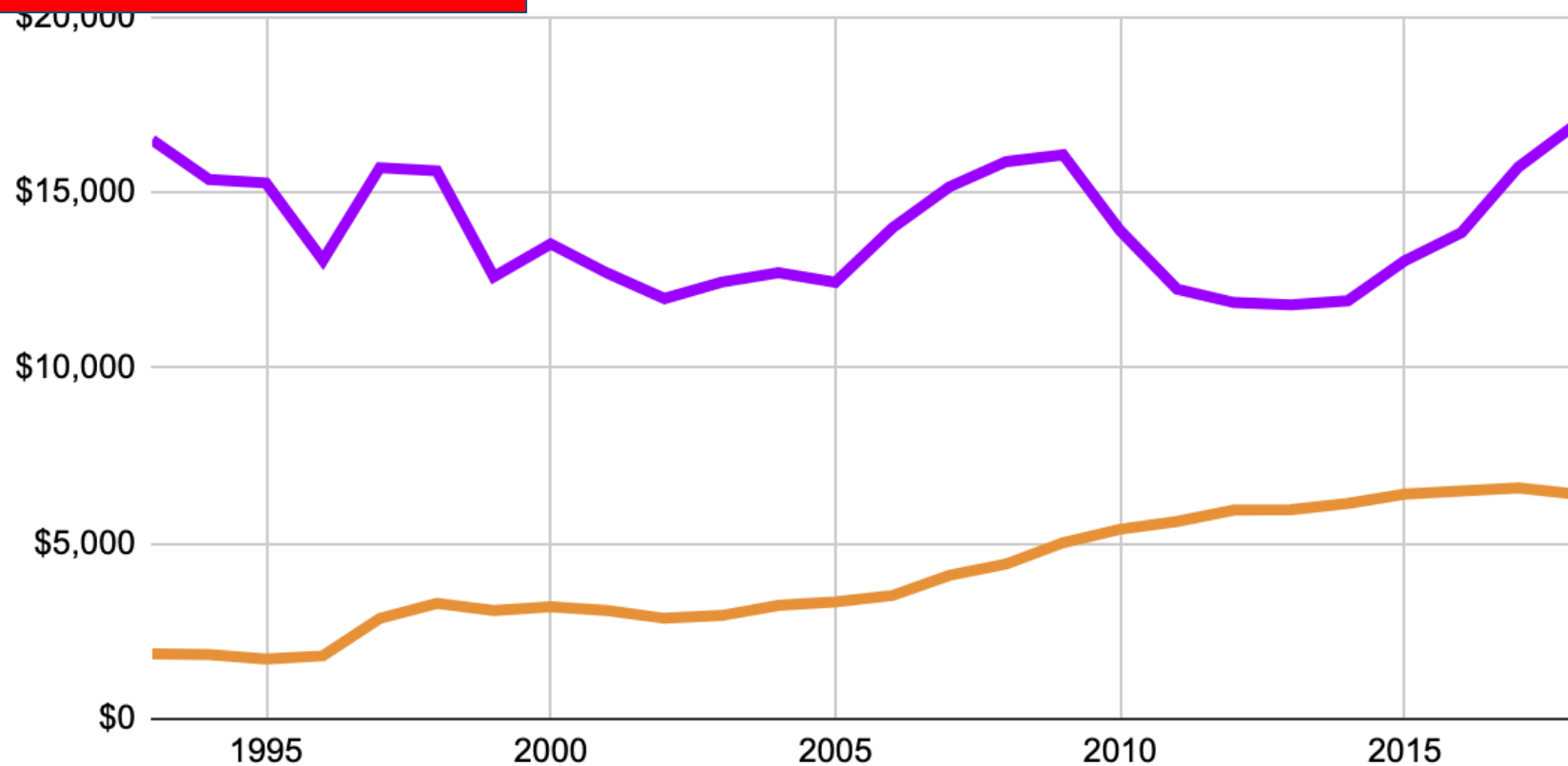
Higher Education Funding - US

State Funding Tuition Funding



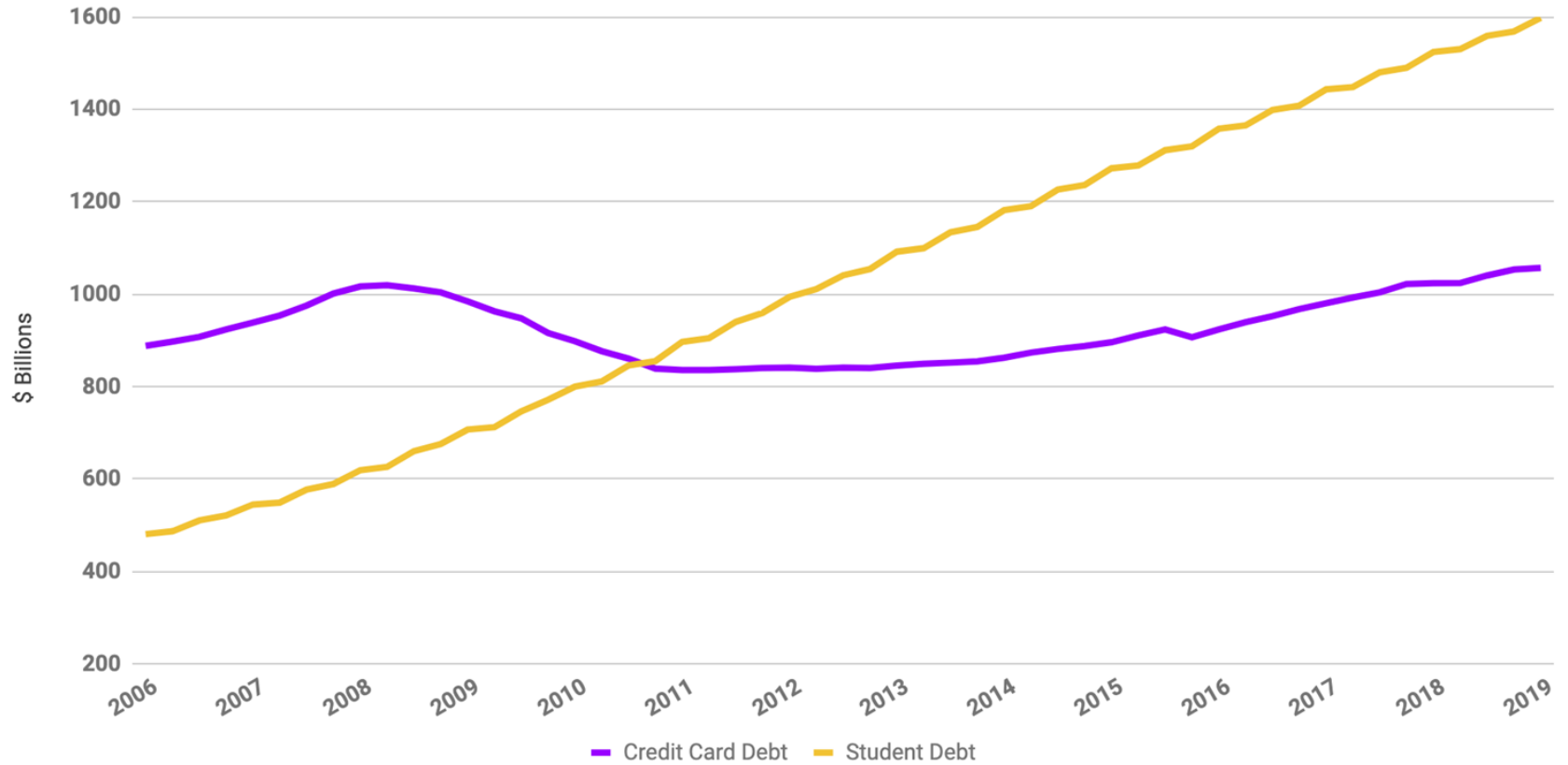
Education Funding - Hawaii

State Funding Tuition Funding



Replace this slide with the slide from your state from [this slide deck](#).

US Debt



More colleges add free food pantries as 'starving student' cliché becomes reality



CUFBA

**COLLEGE & UNIVERSITY
FOOD BANK ALLIANCE**



Feeding hungry students beyond the holidays at UH Community Colleges

[UH News](#) » [Community](#) » Feeding hungry students beyond...

🕒 December 3, 2018 👤 [UH News](#)

The holiday season is dedicated to spreading cheer for the greater good. We spend time making memories over festive meals, shopping for the perfect gifts for loved ones and donating to our favorite charities.

But the need for charitable giving doesn't diminish after the holidays for those in need—including college students choosing to forgo meals in order to fund their education.

According to a recent [Inside Higher Education](#) story, a 2018 survey of 43,000 students at 66 institutions reported that 42 percent of community college students were food insecure in the 30 days preceding the survey. Although the issue is national, the impact of food insecurity affects the success of students on a local level as well.

While the [Hawai'i Promise Scholarship](#) helps make college affordable by closing the financial gap, student



From left: Bernadette Rose Garrett and Alaka'i Pang Kee-Shimabukuro organizing food

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- › [Maunakea permafrost shrinking according to OMKM sponsored research](#)
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What can we do?

Tuition and Fees

Room and Board

Books and Supplies

Personal Expenses

Transportation

What can we do?

Tuition and Fees

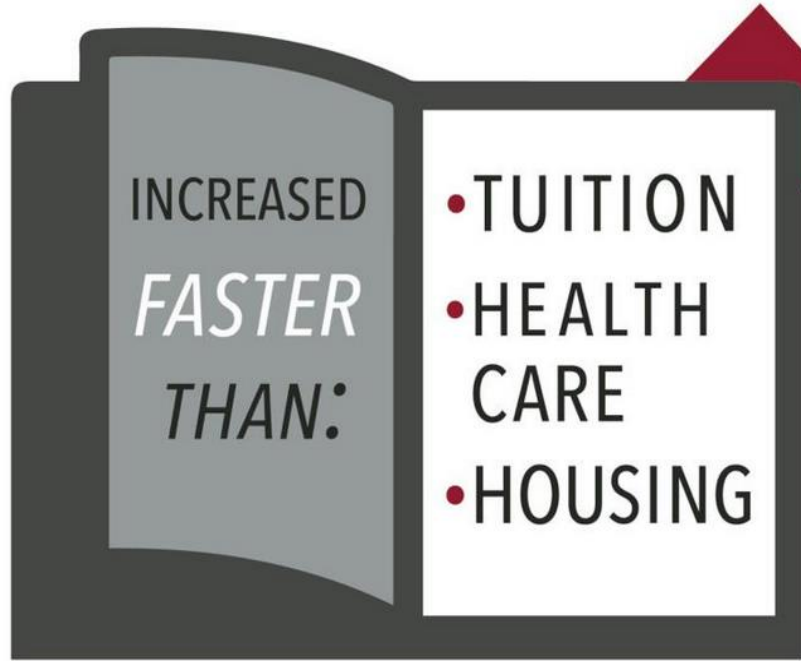
Room and Board

Books and Supplies

Personal Expenses

Transportation

COLLEGE TEXTBOOK PRICES: ■



INCREASED
FASTER
THAN:

- TUITION
- HEALTH CARE
- HOUSING



INCREASED
1,041%
SINCE 1977

Students are told to budget between \$1240 - \$1440 for books and supplies each year.

University of Richmond = \$1,100

What they are actually spending is more like \$415 per year.
Why the difference?

Coping with the Cost

- Purchase an older edition of the textbook
- Delay purchasing the textbook
- Never purchase the textbook
- Share the textbook with other students
- Download textbooks from the internet

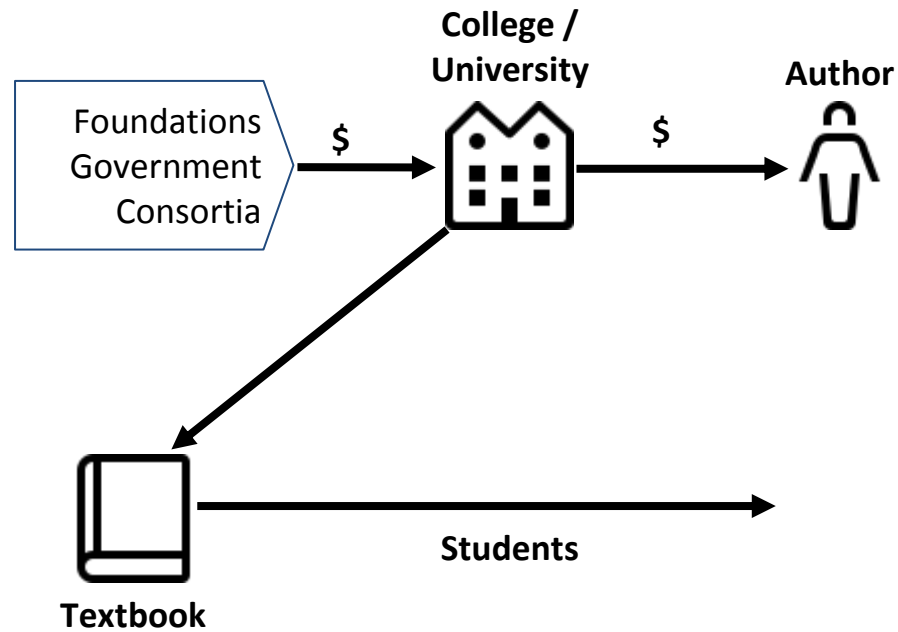
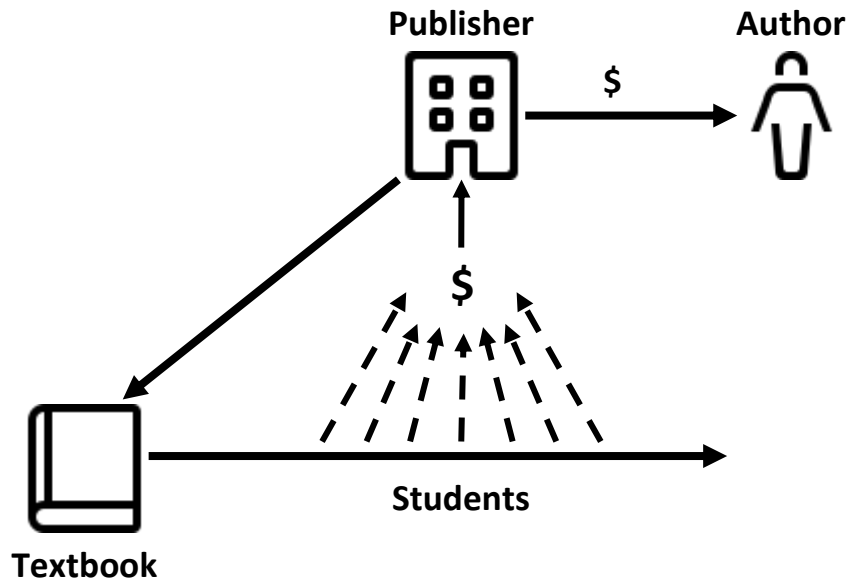
What are your biggest cost challenges as a student?

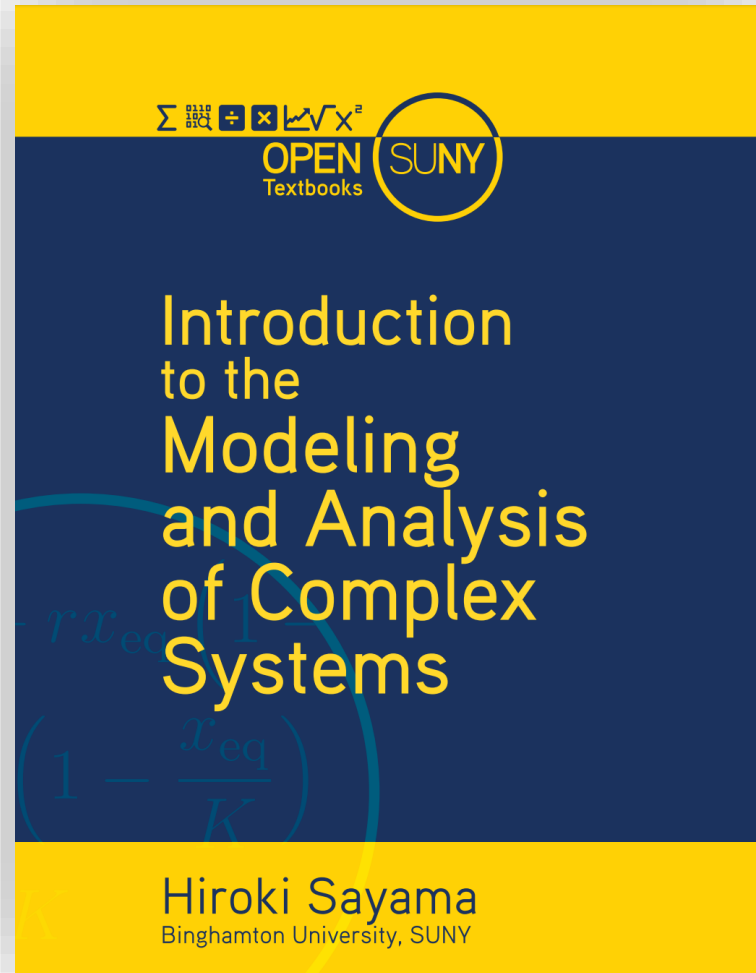
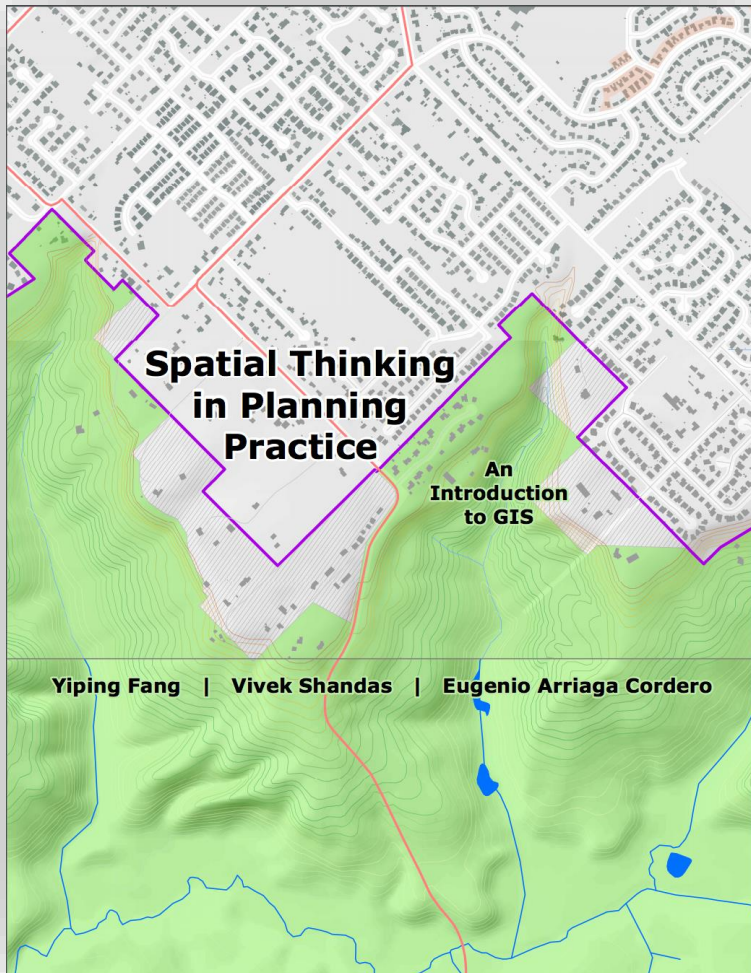
Tuition	61.65%
Course materials	39.56%
Housing costs	38.10%
Food expenses	31.02%
Living expenses	30.18%
Transportation	18.49%
Technology	15.45%
Additional school supplies	7.66%
Daycare	3.04%
Other	2.16%



In your academic career, has the cost of required textbooks caused you to:

64.2%	Not purchase the required textbook
42.8%	Take fewer courses
40.5%	Not register for a specific course
35.6%	Earn a poor grade
22.9%	Drop a course
18.1%	Withdraw from a course
17.2%	Fail a course







BLUEPRINT FOR SUCCESS IN COLLEGE AND CAREER

Dave Dillon

v. 1.2

TAA announces 2019 Textbook Award winners

FEBRUARY 25, 2019 BY ERIC SCHMIEDER 0 COMMENTS

Thirty-one textbooks have been awarded **2019 Textbook Awards** by the Textbook & Academic Authors Association (TAA). Four textbooks received William Holmes McGuffey Longevity Awards, 17 textbooks received Textbook Excellence Awards, and ten textbooks received Most Promising New Textbook Awards.

The **McGuffey Longevity Award** recognizes textbooks and learning materials whose excellence has been demonstrated over time. The **Textbook Excellence Award** recognizes excellence in current textbooks and learning materials. The **Most Promising New Textbook Award** recognizes excellence in 1st edition textbooks and learning materials.

The awards will be presented during an awards reception at TAA's **32nd Annual Textbook & Academic Authoring Conference** in Philadelphia, PA, June 14, 2019.



<https://blog.taaonline.net/2019/02/taa-announces-2019-textbook-award-winners/>



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College

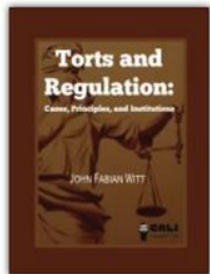
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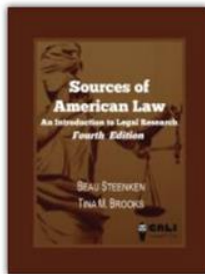
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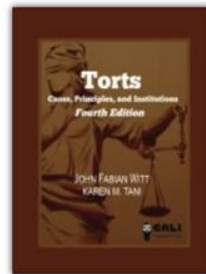
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[John Witt](#)



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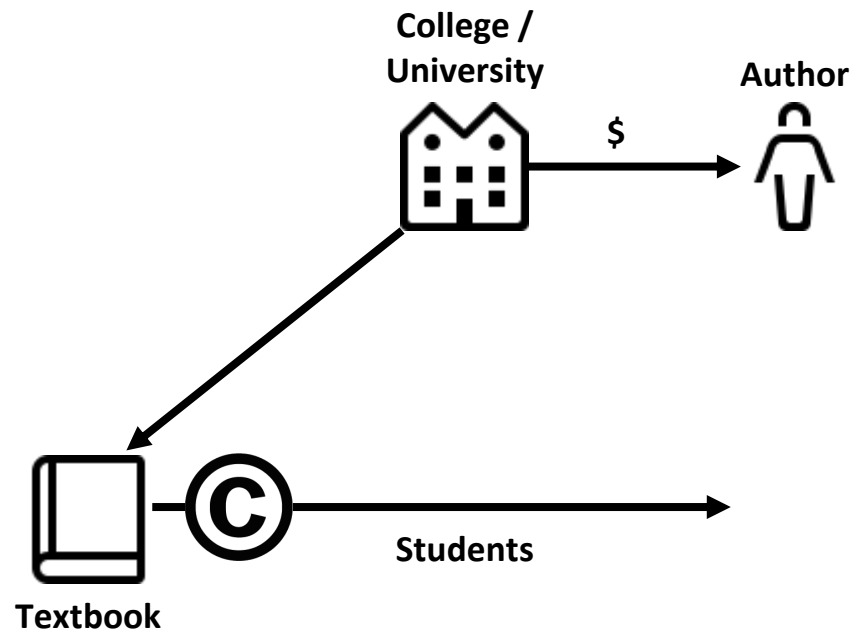
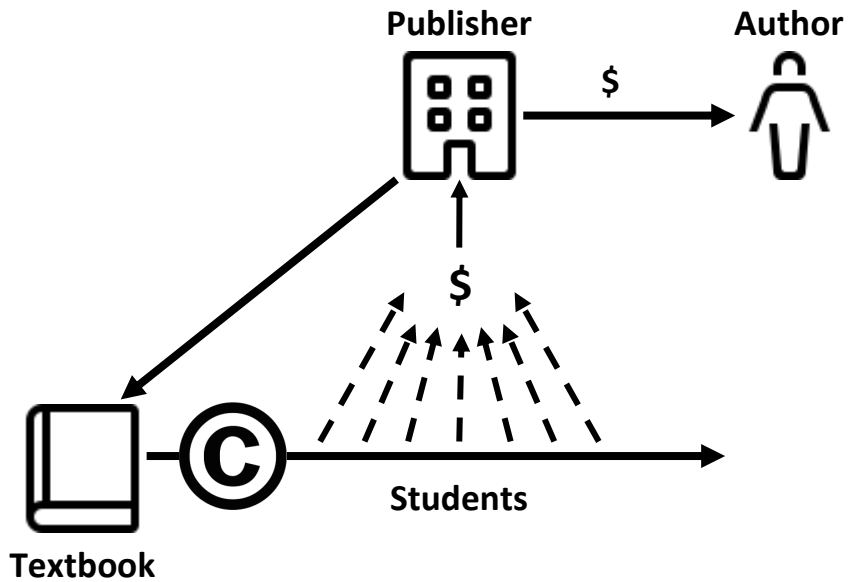


[Basic Income Tax](#)
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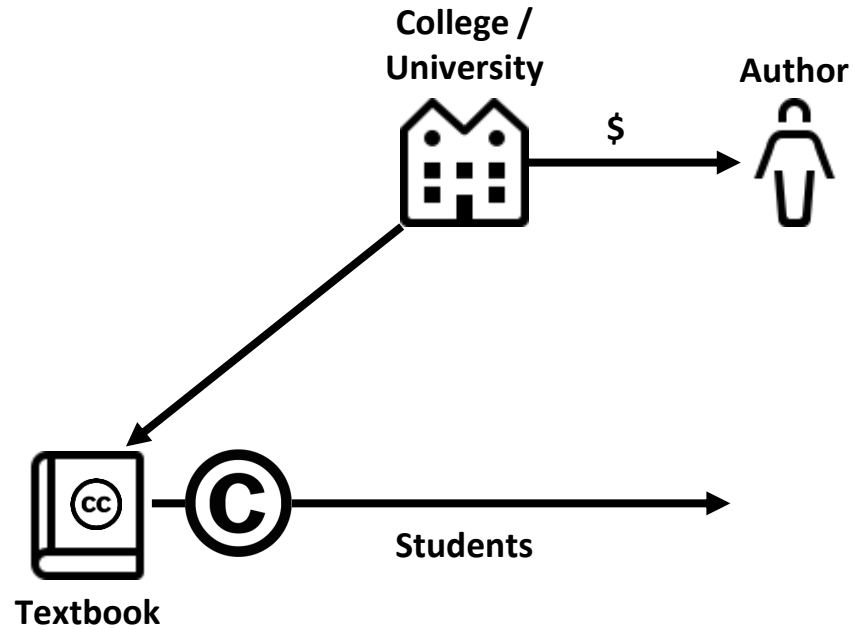
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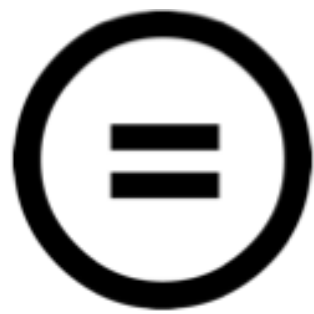
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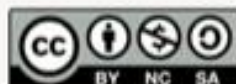
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Richard Baraniuk:

The birth of the open-source learning revolution

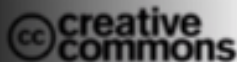
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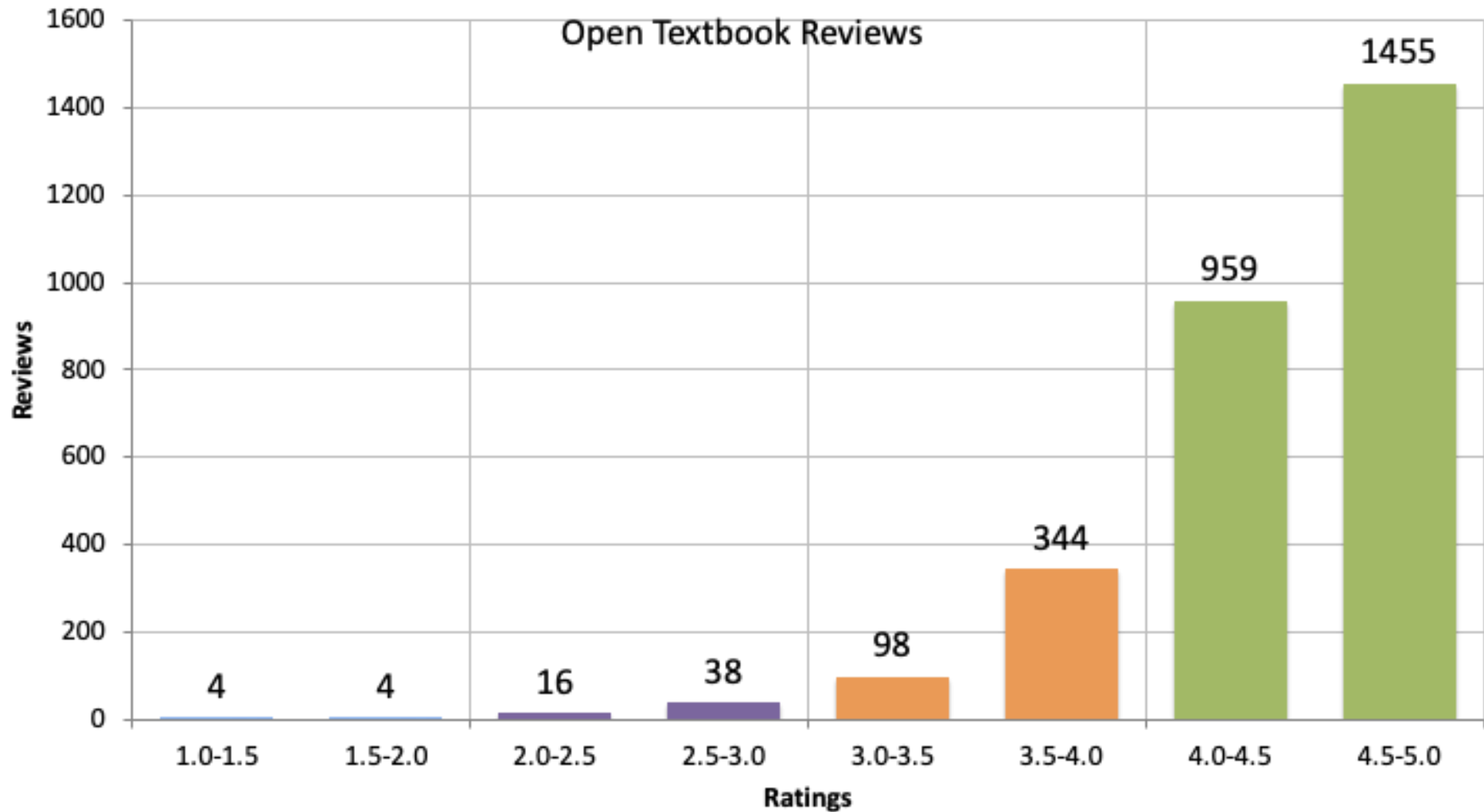
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Open Textbook Reviews



University of Georgia

Change from non-OER to OER

	Δ Grade	Δ DFW
Non-Pell eligible students	+7.4%	-2.05%
Pell eligible students	+12.3%	-4.43%
All Students	+8.6%	-2.68%



United Nations

Universal Declaration *of* Human Rights



“...higher education shall be equally accessible to all”

Graduation Rate Within 8 Years

First Generation Students

26%

2nd and 3rd Generation
Students

68%

How else can open textbooks
improve student success?



Content Customization

Collaborative Statistics

By:
Barbara Illowsky, Ph.D.
Susan Dean

Online:
< <http://cnx.org/content/col10522/1.40/> >

CONNEXIONS
Rice University, Houston, Texas

Collaborative Statistics Using Spreadsheets

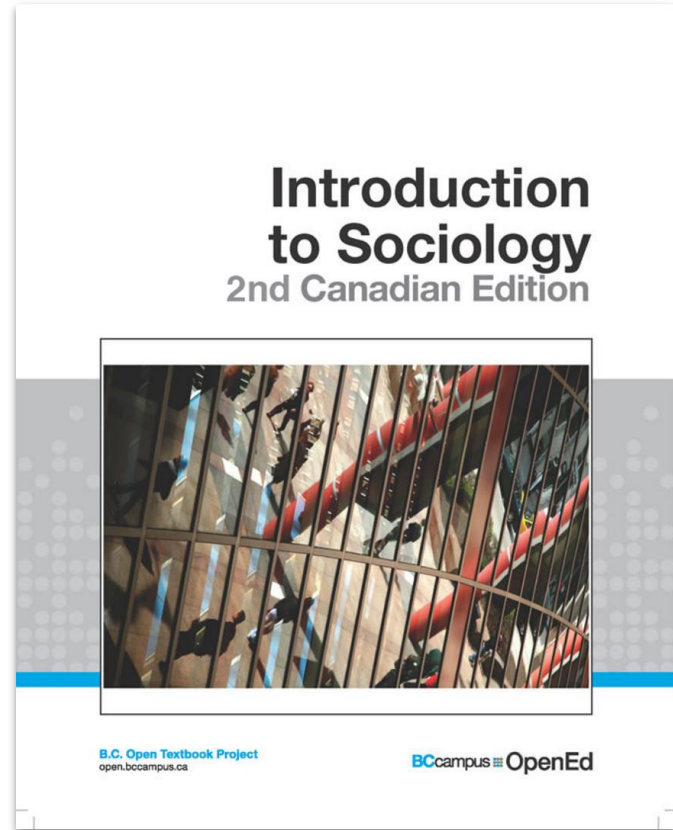
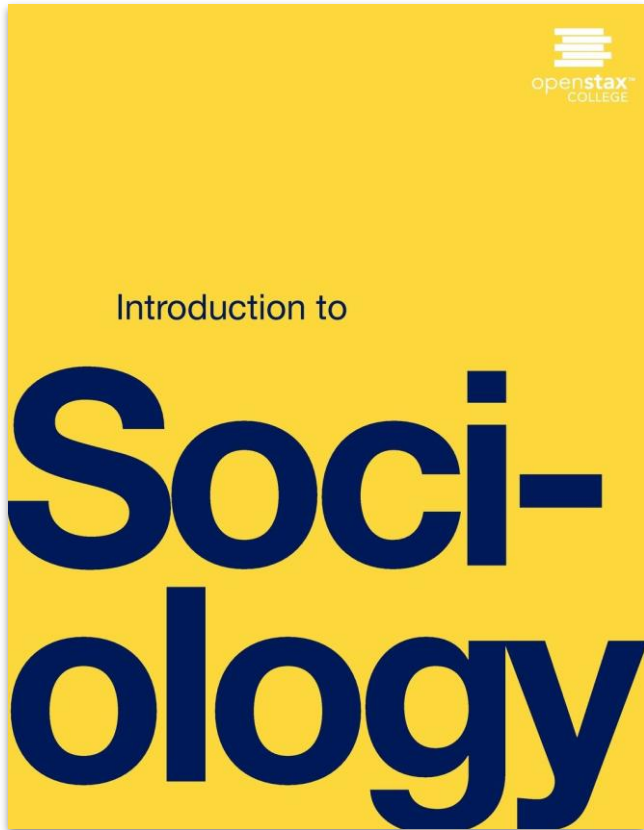
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Authors:
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Suzanne Loch
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Contextualization



Contextualization



**OPEN
TEXTBOOKS
4AFRICA**

Open Pedagogy

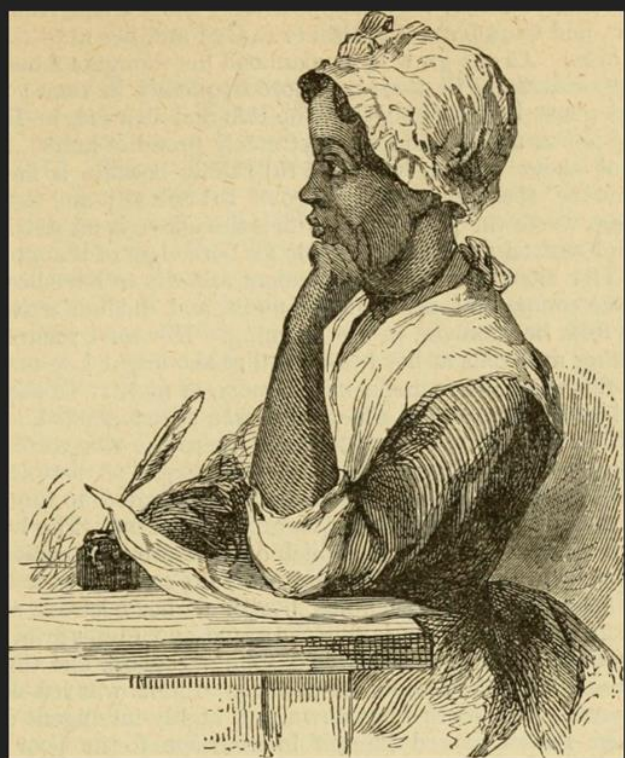
The Open Anthology of Earlier American Literature

Robin DeRosa



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[READ BOOK](#)



Students Creating the Test Bank

“My small class of 35 students wrote 1400 questions in the span of 10 weeks.”

OPEN PEDAGOGY NOTEBOOK
Sharing Practices, Building Community

What is Open Pedagogy? Examples

You are here: [Home](#) / [Assignment](#) / [Why have students answer questions when they can write them?](#)

March 16, 2018

Why have students answer questions when they can write them?

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

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

Here's how it went:

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

FIND WHAT YOU'RE LOOKING FOR

- Assignment (7)
- Course Level (10)
- Program Level (4)
- Student Perspective (1)
- Textbooks (3)

CONTRIBUTE TO THE NOTEBOOK

We'd love to hear about your ideas for implementing or experimenting with open pedagogy. Please use this form to submit your own idea for a post for this notebook, and we will review and post your contribution (with attribution) to the site.

Use this form to submit your contribution to Open Pedagogy. At the bottom of your submission, please also include a short biographical statement so we can give you proper attribution for your contribution. Thank you for enriching our teaching

I adapted existing guidelines about how to write effective multiple-choice distractors and how

Opportunities for Innovative Pedagogy





The Marginal Syllabus and Open Pedagogy

Are you already familiar with the Marginal Syllabus? The 2018-19 syllabus titled "Literacy, Equity + Remarkable Notes = LEARN" has been announced and can be accessed here. What is the Marginal ...

[Continue Reading](#) →

What can we do?

- Take a look!
- Write a review!
- Adopt if a book meets the needs of you and your students
- Raise awareness - talk with colleagues in your program and department

Writing a Review

Is there is a textbook in the Open Textbook Library that fits your class and/or expertise?

Incentive will be paid for:

1. attending this workshop, and
2. reviewing a textbook in the Open Textbook Library

Writing a Review

1. You will receive an email with a link to the online review form.
2. Complete a concise review by April 5, 2019.
3. The review will be posted on the Open Textbook Library under an open license.
4. Incentive will be paid.

Open Textbook Library: open.umn.edu

David Ernst
dernst@umn.edu
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