TEXTBOOK AFFORDABILITY OPEN COURSE

FACILITATOR GUIDE

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INSTRUCTOR GUIDE OVERVIEW

INTRODUCTION TO TEXTBOOK AFFORDABILITY OPEN COURSE:

This course is an introduction to textbook affordability, open educational resources, and other open practices that impact equity in our classrooms. While it is geared towards higher education faculty, the concepts and practices covered here can be used in any teaching and learning scenario. This course will explore concepts tied to the one cost factor teachers can control - course materials - and relate that directly to increasing equitable practice in the classroom.

COURSE LEARNING GOALS:

Upon finishing this course, participants should be able to:

- Describe the impact of integrating lower cost course materials on student success and equity
- Integrate lower-cost course materials into their own courses
- Identify pathways to open authoring using creative commons copyright and open authoring tools
- Examine aspects of the open movement that relate to their specific discipline
- Analyze current empirical research and data regarding Textbook Affordability and OER

Course Goals:

Describe, Integrate, Identify, Examine, and Analyze Open Educational Resources

ABOUT THIS GUIDE:

This guide will help facilitators of the Textbook Affordability Open Course organize and implement the content in their own learning environment. The designers of the course have included items that need to be updated and personalized for each implementation of the course as well as helpful tips for successful implementation.

TIME

This course is divided into four modules. Participants should plan to spend approximately four hours each week completing the work for this course. We also understand that flexibility is important – the facilitator can determine which assessments and activities to include to adjust the time commitment.

TECHNOLOGY REQUIRED

- Personal computer or laptop
- Web browser
- Internet connection

HOW TO USE THE GUIDE

As you plan the course, compare the course shell in your learning management system to each module outlined in this guide. If you choose not to use a learning management system, this guide will also provide content for a face-to-face learning experience.

> **REMINDER:**
> Don't forget to personalize the course to your systems, participants, and style. Look for the "Choice" sections to make decisions on content that you would like to share with your participants.

VISUAL CUES

Learn:

This symbol indicates the Learn section and could include readings, podcasts, and videos.

Discuss and Apply:

This symbol indicates the *Discuss and Apply* section which could feature discussion posts and more.

Assignments:

This symbol indicates assignments in the *Discuss and Apply* sections.

Choice:

This symbol indicates when the facilitator has the flexibility to choose between assignments or extra readings.

TRAINING AT A GLANCE

Module Name	Description	Activities	Other
Module 1: What is Textbook Affordability	Focuses on an introduction to textbook affordability	Assigned readings, videos, and podcast Discussions Quiz	Activating prior knowledge survey

Module 2: Strategies for Engaging in Textbook Affordability	Covers the issues surrounding textbook affordability including equity	Assigned readings, videos, and podcast Discussions Quiz	Activating prior knowledge survey
Module 3: Open Educational Resources	Looks at open educational resources	Assigned readings, videos, and podcast Discussion Worksheets	
Module 4: Other Open Practices	Explores other open practices	Assigned readings, videos, and podcast Discussion Quiz	

DELIVERY OF COURSE

WELCOME TO THE COURSE START

The *Start Here* module will provide an overview of what to expect in this course, including a course tour, syllabus, and introductions. We have also included a pre-course survey that will help you get to know your participants and their needs. The Module 0 Preflection is included in the *Start Here* module. This will help activate prior knowledge and assist the participants to establish the "why" of their participation in the course. The Module 0 Preflection Rubric is linked to the assignment. It is a holistic rubric but will provide participants with a basic framework of expectations for this assignment. The Preflection uses a Mirror, Microscope, Binoculars scaffold:

- Mirror: looking at what we have learned about ourselves (as individuals and team members)
- Microscope: looking at what we have learned about our own institutions and processes
- Binoculars: looking at what we have learned about broader issues and social/global problems

The pre-course survey will gather some details from the participants about their expectations and questions about the course. If you already have this information, you can remove this survey from the *Start Here* module and hide it from the survey list. If you include the survey, it is important to review this information and address any questions or concerns the participants have. You may need to edit or include information that isn't already in the class to address some of the needs identified in the pre-survey.

PREPARING FOR THE COURSE

Course Start Facilitator Checklist

- ✓ Review all course materials

- ✓ Create a welcome video and a course tour video and insert them into the welcome announcement and/or the *Start Here* module
- ✓ Edit the welcome announcement with any additional information you would like to include
- ✓ Provide your contact information
- ✓ Add your introduction message in the *Introduce Yourself discussion*
- ✓ Remember to periodically check the *Café Chat discussion* and remind students how it can be used
- ✓ Review the course tour video and ensure it matches your use of the course. Recreate a course tour video if necessary
- ✓ Review the syllabus and update any language (ex: D2L Brightspace) as needed
- ✓ Update all due dates for assignments, discussions, and quizzes
- ✓ Choose which assignments and rubrics you will be using and hide or delete the others from the content area, gradebook, module learning guides, and module to-do lists
- ✓ Check all hyperlinks to make sure they all function and point to desired resource
- ✓ (Optional): update all journal article links to those from your institution's library

MODULE 1: WHAT IS TEXTBOOK AFFORDABILITY

Module 1 provides a general introduction to textbook affordability and how it relates to equity. The goal is to help participants think about the general problem of textbook affordability facing our students today and how equity and course material costs are connected.

In Module 1, we'll begin to explore how equity and cost material cost are connected. Module 1 Objectives:

1. Define Textbook Affordability, Open Movement, and Creative Common Licenses
2. Describe how course materials and equity are related.

- ➢ Time: 2 hours
- ➢ Technology needed: laptop, internet connection, web browser

MODULE 1 MAP

Topic	Course Learning Goal	Module Objective(s)	Assessment(s)	Activities
What is Textbook Affordability?	Describe the impact of integrating lower cost course materials on student success and equity Analyze current empirical research and	Define Textbook Affordability, Open Movement, and Creative Common Licenses Describe how course materials and equity are related	Discussion Question 1 Discussion Question 2 Quiz (optional)	Activating prior knowledge survey Reading 1 Reading 2 Reading 3 Podcast (optional)

	data regarding Textbook Affordability and OER			

Module 1 Learn:

➢ **Activating Prior Knowledge Survey**:

This survey is designed to get participants thinking about ways they can engage (or have already engaged in) textbook affordability measures. Three of the five questions are specific to the participant's experience. Questions 2 and 5 have "correct" answers that you may want to discuss in an announcement, mini-lecture, or wrapping-up video.

> **IMPORTANT:** This course is designed to emphasize textbook affordability as an equity and social justice issue. How can you tie textbook affordability into existing equity initiatives on your campus? When responding and guiding participants, have your campus equity resources available to share.

See answer key below:

Multi-select question: If students cannot afford their textbook, which options do they usually choose? (all answers are correct but may not reflect the participant's personal experience)

- Borrow it from a friend or roommate
- Go without and try to get the information from class even if it means a lower grade
- Withdraw from the class or change sections
- Use the internet to find as much information as they can to still pass the class

T/F question: The cost of course materials disproportionately impacts underrepresented students. (Answer in italics)

- *True*
- False

"What is Textbook Affordability?" Chapter from: Adelakun, A., Batsaikhan, O., Miller, C.L., & Southworth, H. (2021). Textbook Affordability Starter Kit. Mankato, MN: Minnesota State University, Mankato. https://minnstate.pressbooks.pub/textbookaffordability/

"What is Open Education?" from RedHat, Inc. (2023). What is Open Education? [blog post]. Opensource.com. https://opensource.com/resources/what-open-education

Jenkins, J. J., Sánchez, L. A., Schraedley, M. A. K., Hannans, J., Navick, N., & Young, J. (2020). **Textbook Broke: Textbook Affordability as a Social Justice Issue**. Journal of Interactive Media in Education, 2020(1), 3. http://doi.org/10.5334/jime.549

Podcast (optional): Let's Talk Equity Ep. 1: Textbooks and Affordability at Colorado State University

Module 1 Discuss and Apply:

➢ **Module 1 Discussion 1:**

- How does your choice of course materials impact equity in the classroom?
- Think back to your pre-flection. Now having reviewed the materials in this module, what do these terms (Textbook Affordability, Open Movement, and Creative Common Licenses) mean to you? Have your definitions changed?
- Read and reply to others' posts

> **IMPORTANT:** The discussion rubric is linked to all discussions in this course, it is recommended that you use this tool to grade and provide feedback.

➢ Using your local library (or google scholar), find at least three (3) journal articles that discuss empirical studies related to textbook affordability (textbook affordability, OER, open pedagogy, etc.). Read or scan through them. Share the full citations with your classmates and provide the following information about each study:

> **IMPORTANT:** It is important to include your presence as an instructor in the discussions for feedback and motivation. A good rule of thumb is to respond to each participant at least once during the week's discussions.

- Sum up the study and the results in 2-3 sentences.
- Did this study provide supporting or opposing evidence for the impact of textbook affordability?
- Explain whether this study provided implications for equitable classroom practice through textbook affordability measures. If not, what could be done to include equitable practice?

➢ **Module 1 What is Textbook Affordability Quiz Key:** (answers in italics)

Matching Question

- OER - *Learning materials that can be modified and enhanced because their creators have given others permission to do so*
- Textbook Affordability - *Finding solutions to the high cost of textbooks and their impact on students' lives and their success is this idea*

Multiple Choice Question

- Which of the following statements accurately describes the impact of textbook affordability on college students?
  - High textbook prices have no impact on students' academic performance.
  - *Students who cannot afford textbooks are more likely to drop out of college.*
  - College students are not affected by the cost of textbooks since they can simply borrow them from the library.
  - Textbook publishers have no responsibility to make textbooks affordable for college students.

True False Questions

- According to Jenkins et al. (2020), the rising cost of college textbooks has not been well documented.
  - True
  - *False*

- OER adoption has shown to decrease non-tuition costs, while simultaneously increasing student access, academic performance, and time-to-graduation rates.
  - True
  - *False*

> REMINDER: If using the quiz, adjust the settings as you see fit. You can randomize responses, questions, adjust point values, and use invigilation tools as needed.

MODULE 2: STRATEGIES FOR ENGAGING IN TEXTBOOK AFFORDABILITY

Module 2 provides a comprehensive understanding of textbook affordability and practical strategies to address it in an educational setting. The goal is to help you integrate lower-cost course materials into your courses and analyze current empirical research and data regarding textbook affordability and OER.

In Module 2, we'll begin to explore how to integrate lower-cost course materials and analyze current empirical research data regarding Textbook Affordability and Open Educational Resources (OER).

Module 2 Objectives:

1. Define Open Educational Resources (OER).
2. Identify various textbook affordability programs and implementation strategies.
3. Identify low-cost materials that meet the course needs.
4. Define various creative commons licenses.

- ➢ Time: 4 hours.

- ➢ Technology needed: laptop, internet connection, web browser.

Topic	Course Learning Goal	Module Objectives	Assessment (s)	Activities
Strategies for Engaging in Textbook Affordability	Integrate lower-cost course materials into their courses. Analyze current empirical research and data regarding Textbook Affordability and Open Educational Resources (OER).	1. Define Open Educational Resources (OER). 2. Identify various textbook affordability programs and implementation strategies. 3. Identify low-cost materials that meet the course needs. 4. Define various creative commons licenses.	Discussions: Module 2 Discussion 1. Module 2 Discussion 2 – (Library Tour). Understanding Inclusive Access: 10 Questions Faculty Should Ask (Optional) Module 2: Creative Commons Licensing Matching Exercise	Module 2: Activating prior knowledge. Reading 1 Reading 2 Reading 3 Podcast 1 (Optional) Podcast 2 (Optional)

MODULE 2 WATCH, READ, LISTEN:

Module 2 Learn:

"**Textbook Affordability**" from Northern Illinois University Center for Innovative Teaching and Learning. (2020). Textbook affordability. In Instructional guide for university faculty and teaching assistants. Retrieved from https://www.niu.edu/citl/resources/guides/instructional-guide

"**What is Inclusive Access?**" from Inclusive Access. (2023). Retrieved from https://www.inclusiveaccess.org/

"**The four Components of Creative Commons Licenses**" chapter from Adelakun, A., Batsaikhan, O., Miller, C.L., & Southworth, H. (2021). Textbook Affordability Starter Kit. Mankato, MN: Minnesota State University, Mankato. https://minnstate.pressbooks.pub/textbookaffordability/

"**Inclusive Access and OER are Increasing Affordability of Textbooks in Higher Education**" from Leonard, C. Inclusive Access and OER are Increasing Affordability of Textbooks in Higher Education. Pub Res Q 38, 708–720 (2022). https://doi.org/10.1007/s12109-022-09909-x

"Library Services" Explore and discover alternative textbooks that can replace the current one, thereby reducing students' financial burden. **Outcome**: Locate one book in the library that can replace the current textbook.

Podcast (Optional):

Episode 51: "How can we make textbooks more affordable for students?" from UCF Center for Distributed Learning. (2022, February). TOPcast: Episode 51: Textbook Affordability and Open Education Resources. [Audio podcast episode]. In TOPcast. https://cdl.ucf.edu/topcast-s05e51/

Phillip Kim – "Textbook Affordability" from Kim, P. (2021, May 4). Phillip Kim: Textbook Affordability. Making an Impact with Michelson Philanthropies. Acast. https://play.acast.com/s/making-an-impact-with-michelson-philanthropies/phillip-kim-textbook-affordability

> **IMPORTANT:** On the Module 2 *Learning Guide* and the *Watch, Read, Listen* page, add a link to your institution's library in the Library Tour box.

Module 2 Discuss and Apply:

➢ **Module 2 Discussion 1:**

- Define Open Educational Resources (OER) and list other textbook affordability options at your institution.
- What textbook initiative are available at your institution or system?
- Read and reply to others' posts.
- Connect Module 2 Discussion 1 to Module 2 Discussion 2 (Library Tour Activity).

➢ **Module 2 Discussion 2** (Library Tour Activity):

- Using your local library, explore and discover alternative textbooks that can replace current textbooks.
- Discover alternative textbooks, such as Open Educational Resources (OER) or Library e-books that can be accessed for free.
- What are some of the potential benefits and drawbacks of using alternative textbooks in your classroom, and how do these compare to traditional textbooks?
- How can alternative textbooks help address the issue of affordability, and what are some potential challenges with implementing them in the classroom?

> **IMPORTANT:** It is important to include your presence as an instructor in the discussions for feedback and motivation. A good rule of thumb is to respond to each participant at least once during the week's discussions.

- How can we work together to make alternative textbook options more accessible and user-friendly for students, and what role can the library play in this process?
- Read and reply to others' posts.

➤ **Understanding Inclusive Access: 10 Questions Faculty Should Ask Assignment**

- Objective: This assignment aims to familiarize faculty with the concept of Inclusive Access and equip them with the knowledge and skills to evaluate its implementation in their courses.
- Read the article "10 Questions Faculty Should Ask About Inclusive Access" and take note of the ten questions that faculty members should ask before adopting Inclusive Access materials for their courses.
- Choose one of the ten questions and conduct further research to gather more information and insights. Use credible sources such as academic journals, books, and news articles to support your analysis.
- Briefly discuss your chose question and the information you have gathered. The answer should address the following:

  ✓ What question have you selected, and why did you choose it?
  ✓ What additional information have you collected on the topic?
  ✓ What are the potential advantages and disadvantages of Inclusive Access materials concerning your chosen question?
  ✓ How can faculty members and students collaborate to ensure Inclusive Access are implemented ethically and effectively?

➤ **Module 2: Activating Prior Knowledge Quiz Key:** (answers in italics)

True False Questions

- Strategies for Engaging in Textbook Affordability is a book that provides tips on how to reduce the cost of textbooks for students.
  - True
  - *False*

- One strategy for improving textbook affordability is to use open educational resources (OER) instead of traditional textbooks.
  - *True*
  - False

- The cost of textbooks has been decreasing in recent years, making them more affordable for students.
  - True
  - *False*

REMINDER: If using the quiz, adjust the settings as you see fit. You can randomize responses, questions, adjust point values, and use invigilation tools as needed.

- The high cost of textbooks can have a negative impact on students' academic performance and overall well-being.
  - *True*
  - False

- Libraries can play a key role in promoting textbook affordability by providing access to alternative course materials.
  - *True*
  - False

➢ **Module 2: Creative Commons Licensing Matching Exercise Key** (answers in italics)

Matching Questions

- Adaptation, redistribution, & commercial use under the same license. – CC BY SA
- Adaptation and redistribution under any license. – CC BY NC
- Redistribution without adaptation. – CC BY ND
- Non-commercial adaptation and redistribution under the same license. – CC BY NC SA
- Adaptation, redistribution, and commercial reuse under any license. – CC BY
- Non-commercial redistribution without adaptation. – CC BY NC ND

*matching quiz retrieved from: "The four Components of Creative Commons Licenses" Citation: Adelakun, A., Batsaikhan, O., Miller, C.L., & Southworth, H. (2021). Textbook Affordability Starter Kit. Mankato, MN: Minnesota State University, Mankato. https://minnstate.pressbooks.pub/textbookaffordability/

MODULE 3: OPEN EDUCATIONAL RESOURCES

The goal of module 3 is to help participants understand the benefits and challenges of Open Education Resources (OER) and guide them in selecting OER materials that are right for their course.

In Module 3, we'll begin to understand how to search and evaluate Open Educational Resources and develop a plan for implementation.

Module 3 objectives:

1. Compare and contrast the benefits and challenges of adopting OER into your curriculum.
2. Explain the types of resources that can be combined when selecting OER and how Creative Commons impacts your choice of material.
3. Compare the available authoring tools.
4. Identify the differences between adopting, adapting, and authoring.

➢ Time: 2.5 hours

➢ Technology needed: laptop, internet connection, web browser

Topic	Course Learning Goal	Module Objectives	Assessment (s)	Activities
Open Educational Resources (OER)	Integrate lower cost course materials into their own courses Identify pathways to open authoring using creative commons copyright and open authoring tools Examine aspects of the open movement that relate to their specific discipline	1. Compare and contrast the benefits and challenges of adopting OER into your curriculum 2. Explain the types of resources that can be combined when selecting OER and how Creative Commons impacts your choice of material 3. Compare the available authoring tools 4. Identify the differences between adopting, adapting, and authoring	Discussion question 1 Assignment 1 OR Assignment 2	Reading 1 Reading 2 Reading 3 Reading 4 Review Checklist Review Examples Podcast

MODULE 3 WATCH, READ, LISTEN:

Module 3 Learn:

"Evaluating OER" chapter from Textbook Affordability Starter Kit:
Adelakun, A., Batsaikhan, O., Miller, C.L., & Southworth, H. (2021). Textbook Affordability Starter Kit. Mankato, MN: Minnesota State University, Mankato.
https://minnstate.pressbooks.pub/textbookaffordability/chapter/evaluating-oer/

"A Comparison of Academic Outcomes in Courses Taught With Open Educational Resources and Publisher Content" Citation: Bol, L., Esqueda, M. C., Ryan, D., & Kimmel, S. C. (2022). A Comparison of Academic Outcomes in Courses Taught With Open Educational Resources and Publisher Content. Educational Researcher, 51(1), 17–26.
https://journals.sagepub.com/doi/10.3102/0013189X211052563

IMPORTANT: This resource is found in Sage Journals. Use your campus resource for accessing this article and provide the information for the course.

OER Use Options. OER options adapted from the "Where to Start" page from the Iowa State University Library OER guide by Abby Elder CC BY 4.0 https://guides.library.ucdavis.edu/open-educational-resources/adapt-adopt-author

"Tools and Techniques for Creating OER" chapter from Textbook Affordability Starter Kit
Adelakun, A., Batsaikhan, O., Miller, C.L., & Southworth, H. (2021). Textbook Affordability Starter Kit. Mankato, MN: Minnesota State University, Mankato.
https://minnstate.pressbooks.pub/textbookaffordability/chapter/tools-creating-oer/

Review OER Checklist: https://docs.google.com/document/d/1yHJQjwxaxae50M4QCkc-5-dmcvHXcSF8Xb5Jm8HbbFk/edit

Examples of OER

Podcast: OEG Voices 023: Nick Sengstaken on Student Advocacy and OER. Citation: Levine, Adam. OE Global Voices The Podcast. Episode 23. October 25, 2021.
https://podcast.oeglobal.org/2021/10/25/voices-23/

> **IMPORTANT:** If you have examples of faculty-authored OER from your institution, add it to the *Examples of OER* list in the Learn section.

Module 3 Discuss and Apply:

➢ **Module 3 Discussion 1:**
- Explain various ways of adopting OER.
- Explain how you can assess adaptability when combining and selecting OER (including CC license).
- Compare authoring tools and tell us which authoring tool you would choose and why.
- Explain the differences between adopting, adapting, and authoring.

> **IMPORTANT:** It is important to include your presence as an instructor in the discussions for feedback and motivation. A good rule of thumb is to respond to each participant at least once during the week's discussions.

➢ **OER Resource and Identification and Cost-Benefit Analysis Worksheet:**
- Choose one of your courses and list the textbooks and other course materials that you require. Include the cost to the student for each resource.
- Try the OASIS search engine to find your Open Educational Resource or use sites like:
  - Open Textbook Library
  - OpenStax
  - Iowa State University OER LibGuide
  - Also search on YouTube

> REMINDER: After reviewing the two worksheet assignments, choose the one that works best for your course participants. As the facilitator, you can choose to incorporate either one of these tools.

- Find 5-10 open resource options for the course you listed above. This may include items other than textbooks such as Ted Talks, Podcasts, course material from MIT Open Course, or digital activities from a platform like Carnegie Mellon Open Learning Initiative. List any cost associated with that resource and what creative common license it falls under.

- Challenges and Rewards of OER Adoption or Creation

  - Identify 3-5 Challenges you might face adopting the OER materials you found
  - Identify 3-5 Rewards of adopting the OER materials you found
  - What is a reasonable timeline for you to adopt these new materials?
  - One common concern with OER is that the textbooks or material don't cover "exactly" what is needed. Would you need to supplement the OER resource with anything? If so, list some example materials below.

- OER Adoption or Creation Plan

  - What is your OER Adoption or Creation Plan?
  - Which resources do you plan to adopt or create?
  - What is your timeline for implementing them in your course?
  - Who might be a good accountability partner to keep you motivated and on track?
  - Set up three dates for me to follow up with you. I will put them on our calendars, not for pressure but for accountability.

➤ OER Treasure Hunt Worksheet

- This worksheet is designed as a "do-your-best" exercise. Some topics might not have a lot of OER available. If you don't find anything, broaden your search by using different keywords.

> **IMPORTANT:** OER Treasure Hunt Worksheet has a CC 4.0 License which allows you to remix, transform, and build upon the material if you find that other information would benefit your participants.

- Course Identification

  - Course name:
  - Target audience(s): [describe level of course, whether it's majors or non-majors, etc.]
  - Current textbook and cost: [this can be useful for self-reflection and for identifying keywords in pt. 2]

- Topic identification.

  - Identify at least 5 topics that you can use in your OER search
  - Hint: textbook table of contents can help

- Search

  - Start from these pages and search for materials related to your identified topics. Do not spend more than 45 minutes on this. If you can't find anything, make your search broader or contact your subject librarian.

- Open Textbook Library
- OASIS OER Search Tool
- Iowa State University OER LibGuide
- Also search on YouTube

- Now, write out the titles and URLs of all the items that (even remotely) fit your topics.

- Curate

  - Target three (3) of the most promising items from your list in section 2 and explore the content. Does it look credible?
  - Use the following criteria, adapted from the BCOER Faculty Guide for Evaluating OER, to assess their value:

    - Relevance: Does the information address one or more class objectives?
    - Accuracy: Is the information accurate and up to date?
    - Production Quality: Is the information clear and understandable? Is the layout or interface easy to navigate?
    - Accessibility: Is the resource available in alternative formats (.doc or .pdf)? Does the audio/video resource have a transcript or subtitles?
    - Licensing: Does the license for the resource allow the reuse or remixing of the material? Can you modify the resource for your course?

- Reflect

  - Reflect on each of the following questions and provide short written answers about your experience.
  - Did you find materials that could fit your needs?
  - Which materials did you find that could be used as-is (simply shared as a file or a link to potential students)?
  - Which materials would require some massaging/remixing on your part to bring up to your standards? Are the materials you have found licensed in a way that would allow you to make those tweaks?
  - Do you believe they match the quality of what publishers can offer? Why or why not?

REMINDER: As the facilitator, if you find it beneficial for the participants to share their worksheet with other course participants to gather feedback, set up a discussion 2 prompt for them to upload the finished worksheet and respond to classmates.

MODULE 4: OTHER OPEN PRACTICES

Module 4 focuses on exploring different aspects of the open movement that are relevant to your specific discipline. We will examine current empirical research and data to understand the impact of open educational resources (OER) on textbook affordability, and the implications for educators and learners.

In Module 4, we'll begin to examine aspects of the open movement that relate to their specific discipline and analyze empirical research and data regarding Textbook Affordability and Open Educational Resources (OER).

Module 4 Objectives:

1. Discuss the concepts of Open Practice.
2. Demonstrate how Open Pedagogy could be used in your own practice.
3. Identify Open Access Journals in your discipline.
4. Define Open Data.

   ➢ Time: 2.5 hours.

   ➢ Technology needed: laptop, internet connection, web browser.

MODULE 4 MAP:

Topic	Course Learning Goal	Module Objectives	Assessment (s)	Activities
Other Open Practices	Examine aspects of the Open Movement that relate to their specific discipline. Analyze current empirical research and data regarding Textbook Affordability and Open Educational Resources (OER).	1. Discuss the concept of Open Practice. 2. Demonstrate how Open Pedagogy could be used in your own practice. 3. Identify Open Access Journals in your discipline. 4. Define Open Data.	Module 4 Discussion 1 Module 4 Matching Exercise Assignments:10 Strategies for Engaging Your Learners with Open Pedagogy (optional) Open Pedagogy Lesson Plan Template (optional)	Reading 1 Reading 2 Reading 3 Open Access Resources Podcast (Optional)

Module 4 Learn:

"Open Pedagogy" chapter from Adelakun, A., Batsaikhan, O., Miller, C.L., & Southworth, H. (2021). Textbook Affordability Starter Kit. Mankato, MN: Minnesota State University, Mankato. https://minnstate.pressbooks.pub/textbookaffordability/

"Open Access Resources" from libguides.mnsu.edu https://libguides.mnsu.edu/openaccess

"Using government documents in open pedagogy: A method for engagement and building skills" from Hallam, S., & Willingham, P. (2022). Using government documents in open pedagogy: A method for engagement and building skills. MethodsX, 9, 101612. https://doi.org/10.1016/j.mex.2021.101612

"Inclusive Access and OER are Increasing Affordability of Textbooks in Higher Education" from Leonard, C. Inclusive Access and OER are Increasing Affordability of Textbooks in Higher Education. Pub Res Q 38, 708–720 (2022). https://doi.org/10.1007/s12109-022-09909-x

Podcast (Optional): **Michael Schwartz Library Podcasts: "Open Pedagogy Support Podcast Interview with Heather Miceli"** from Goodsett, Mandi and Miceli, Heather, "Open Pedagogy Support Podcast Interview with Heather Miceli" (2022). Michael Schwartz Library Podcasts. 2. https://engagedscholarship.csuohio.edu/msl_podcasts/2

OEGLOBAL Voices: "OEG Voices 031: Bonni Stachowiak on Openness as a Way of Being (and Missing/Magic Numbers)" from Cable Green. (2022, December 4). Voices of Open Education: Episode 31. [Audio podcast episode]. In Voices of Open Education. Open Education Global. https://podcast.oeglobal.org/2022/12/04/voices-31/

Module 4 Discuss and Apply:

➢ **Module 4 Discussion 1:**

- Open education is becoming increasingly popular, with many instructors incorporating open pedagogy, open-access journals, and open data repositories into their teaching.
- Which of these approaches do you find most valuable, and how might you integrate it into your curriculum?
- Read and reply to others' posts.

> **IMPORTANT:** It is important to include your presence as an instructor in the discussions for feedback and motivation. A good rule of thumb is to respond to each participant at least once during the week's discussions.

➢ **Module 4: Matching Question Quiz Key:** (answers in italics)

Matching Question

- **Open Pedagogy_** Definition: *An approach to teaching and learning that focuses on creating and using open educational resources (OER) to promote collaboration, student agency, and community engagement.*
- **Open Access_** Definition: *A movement that advocates for unrestricted online access to scholarly research and academic publications, free of charge to readers.*
- **Open Data_** Definition: *A type of data that is freely available for anyone to use, share, and build upon, typically published under an open license.*

➢ **Module 4: Assignments (optional)**

10 Strategies for Engaging Your Learners with Open Pedagogy Review and Key Point Summary.

- Read the provided document carefully.
- Briefly summarize the document, focusing on the main points discussed.
- Highlight three key points that you believe are most important or noteworthy.
- Write a short explanation for each key point, explaining why you believe it is important or noteworthy.
- Submit your summary and key points in the format requested by the instructor.

Open Pedagogy Lesson Plan Template Review and Key Point Summary.

- Read the provided document carefully.
- Briefly summarize the document, focusing on the main points discussed.
- Highlight three key points that you believe are most important or noteworthy.
- Write a short explanation for each key point, explaining why you believe it is important or noteworthy.
- Submit your summary and key points in the format requested by the instructor.

WRAPPING UP:

The wrapping module will provide additional resources and a getting started with textbook affordability checklist for your participants. In the *Final Thoughts and Resources* page, add any relevant resources to the table. You may want to provide a link to your institution's library in the *Moving forward with textbook affordability* document and/or links to OER contacts as well if applicable. The first step on this document contains a call back to the "OER Resource Identification and Cost Benefit Analysis" worksheet assigned in Module 3. If you do not use this worksheet in Module 3, please remove that first bullet point in the

Moving forward with textbook affordability document. You could also include a final reflection in this unit if time permits. It is important to stress to participants how they can get started using the information they've learned in this course.