Adopting Open Textbooks

A Companion Open Textbook Automatically Generated from the Mediawiki Site
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Adopting Open Textbooks

Welcome to the Adopting Open Textbooks course
The How and Why of Open Textbooks

Can adopting open educational resources make education more accessible to learners and empower educators to share?

Summary
The information is a three-step process to adopting open textbooks for educators. It is a modified version of the Find, Author, and Share Open Textbooks course. [1]

The three major steps are:
1. Discovering open educational materials and selecting appropriate ones based on the various criteria;
2. Following an adoption process where you work with other stakeholders including students to promote a best-use model, and;
3. Sharing your knowledge of discovery and adoption of open educational materials with others in your discipline, campus, or learning community.

Modules
Introduction [2]
Finding Open Textbooks [3]
Open Licensing [5]
Adopting and Using Open Textbooks [6]
Authoring Tools [7]
Author-Adopter Communities [8]
Additional Resources [9]
Outline for Adopting Open Textbooks

Expectations / Should I take this course?
This course requires between 2 to 4 hours per week in class-related work. A key component of finishing each module is that you share your findings: frustrations and moments of elation with your peers in the class. This is a peer to peer learning experience and you will learn as much from each other as from the workshop material and thus your participation in the weekly discussions in the course forum will be essential. There will also be 2-3 live webinars where we will share what we are learning and new material will be introduced.

General Strategy of Course

STEP 1: DISCOVER & SELECT
Discover high-quality, accessible, and culturally-relevant open educational resources using OER repositories and publisher websites where you can browse and search for learning materials. Many of these repositories include peer reviews and include authoring platforms where you can remix materials and post new ones.

STEP 2: ADOPT & USE
After locating one or more educational resources that meet your learning outcomes, you now will want to decide when and how to announce this to stakeholders in your learning community including students if you are an educator.

If you will be adding new materials to supplement those you have found, you will want to explore how to combine them for delivery depending on how you teach and what technologies are available to you. Creative Commons licensing options will be explored and how to license new materials and remix existing ones will be discussed.

STEP 3: SHARE & ADVOCATE
After adopting an open textbook, learn how to share your newfound knowledge with decision-makers in your learning community and collaborate with others to find new solutions for delivery of open education materials to benefit students and educators. For example, some campus bookstores may be able to provide a printing option for students who want a hardcopy of open textbooks. This can be much more efficient than having students print out materials in the library or at home.
Finding Open Textbooks

This topic will help you find open textbooks that will be useful to both instructors and students as they teach and learn in a face-to-face or online setting. This topic is designed to take about two to four hours to complete with some side trips for searching for textbooks and exploring web links.

College Open Textbook Website - Search Helper

- What the College Open Textbook Website Can Do for You [1]

Before You Look For An Open Textbook, Consider the Following:

1. Course Outline: Some instructors use the textbook to structure their course. Others know what and how they want to teach and use the text as a backup. Whichever way you choose to go, it helps to have your outline available against which to measure the textbooks you find.

2. Custom Materials Already in Use: If the course has been offered at your school already, there may be some articles, handouts, or other supplementary materials that are given to students in addition to the main textbook. When searching for a new digital textbook, it helps to have reviewed these materials recently. By having these materials in mind, you can decide whether the new text fits well or is incompatible with them.

3. Time Available to Modify: Many of the digital textbooks you will discover come with permission to remix them and make "mash ups" with other materials or parts of other open books. This takes time, effort, and thought. As you review books for possible adoption, decide whether your course really needs a complete book or if individual chapters from a variety of sources will better fits your needs.
4. Ways You Will Ask Your Students to Use the Textbook: Will the textbook serve as the main source of information in your course, or will it be supplementary to your lectures and class discussions? Do your face-to-face students need to bring the textbook to class? Will your online students be turning in exercises from the end of each chapter? Planning for your course interactivity before you explore the available open textbooks will help sway you toward one choice or another.

5. Compatibility with Learning Management Systems: Often, some or all of the open textbook you choose can be loaded into your institution's online management system. How easy or difficult this is to do may seriously affect which book you ultimately decide upon.

Don't worry if you are not yet finished thinking about these issues - just doing some preliminary thinking helps to filter your choices from available texts. Choosing an open textbook is an iterative process and your attitudes may change as you and your students discover new ways to interact with these media.

Steps for "Discovering" Open Textbooks

There are at least four basic strategies for discovering a suitable open textbook for your next course.

1. Ask your colleagues - You will be able to do this by participating in the forums within this course and by joining the Ning network hosted by College Open Textbooks. But you really should try a few searches on your own so keep reading...

2. Search by Subject and use material with a Creative Commons license that meets your needs (or modify it so it does).

3. Look at Reviews and use the open textbook that gets the most glowing reports.

4. Search the repositories broadly. Click on the links below to search for textbooks. Search strategies for other repositories will be covered later in the course.
   - Connexions
   - Searching Connexions
   - Open Textbook by subject
   - Open Course Library
   - Discover Ed
   - Textbook Revolution
   - Open Courseware Consortium

Rice University - the Vision Behind Connexions Repository
   - Rich Baraniuk - Ted Talk (18 Minutes) file

References
Selecting and Finding More

In this topic you will explore several more repositories and the various criteria that helps faculty select one open textbook over another. Peer reviews provided by College Open Textbooks and other repositories will be analyzed.

Open Textbook Get Reviewed

At the Community College Open Textbooks Collaborative, books are reviewed on the following criteria:

1. Clarity and comprehensibility - content, including the instructions and exercises
2. Accuracy - this requires subject matter expertise
3. Readability - in terms of logic, sequencing, and flow
4. Consistency of course materials - consistency in the content language and use of key terms as is necessary to facilitate understanding by novice users
5. Appropriateness of content - appropriateness of the material for community college level courses
6. Interface - technological issues such as broken links, improperly displayed graphics, and ease of navigation
7. Content usefulness - the ways in which the content could be useful for teachers, students, and those with a general interest in the subject area
8. Modularity - the ability to adapt, rearrange, add, delete and modify the content by sections
9. Content errors - the presence or absence of factual errors, grammatical errors, and typographical errors in the content
10. Reading level - appropriate for community college level students
11. Cultural relevance - use of examples that are inclusive of diverse races and ethnicities

Visit the Review site

When you are considering an open textbook, it is good to know what other instructors think about its quality. Several organizations, including the College Open Textbooks, have posted reviews [1] of some of the open textbooks that are now available.

Practice Finding and Selecting

1. Using the COT website [2], find the textbook called Collaborative Statistics by Illowsky and Dean.
2. Once you locate the title, click on it.

Did you notice that you were brought to the Connexions [3] website? This is where the actual textbook is stored. COT is merely linking to it and acting as a search engine or filter for open textbooks. Some repositories actually store the books, others will be like COT and link to them.

It's now time to head off on your own. Using COT's website [2], or another site look for a book that may work for your subject area. Be prepared to report back what book you found, and what repository you found it on.

There are several things to note about this particular book - it has been adopted, peer-reviewed, and reviewed for its accessibility by all learners. All of that information is available before even going to the actual textbook itself.

You can also see the copyright license. CC is Creative Commons and BY requires you to include an attribution when using the book.

Question: Of the above information provided by College Open Textbooks (licensing, adoption, peer review, and accessibility review), which is also available from the actual textbook site on Connexions?

Examples: Scott Leslie undertaken initial research of known sources of Open Textbooks and OER to determine if there existed any suitable replacements for textbooks in the Information and Computer Technology Program. His search uncovered a number of potential candidates that are listed in detail at http://edtechpost.wikispaces.com/
Open Textbook Replacements for ICT Collaborative Program

Another example for the Applied Business Technology Program Accounting

Now search in the other Open Content Repositories

Where else can you find open textbooks and peer reviews?

MERLOT is a free and open online community of resources designed primarily for faculty, staff and students of higher education from around the world to share their learning materials and pedagogy. Its collection of peer reviewed higher education, online learning materials are catalogued by registered members and includes a set of faculty development support services. Over 1000 open textbooks are listed on their site.

The Assayer is the web's largest catalog of books whose authors have made them available for free. Users can also submit reviews. The site has been around since 2000, and is a particularly good place to find free books about math, science, and computers.

FolkSemantic is a website that provides a more personalized experience than search engines in finding open educational resources and courses. Through the use of meta-data tags, folksemantic can search for OER on websites as you are browsing. Members are encouraged to recommend OER by registering the URL and tagging the content contained there.

Project Gutenberg contains over 100,000 books that were previously published but their copyright license has expired with the result that they are now available in the public domain. As such they may be freely used, distributed, and adapted in the United States and in many other countries that hold to the public domain right.

References

Open Licensing

Creative Commons Copyright - The "Open" in Open Textbooks

The open license sets open textbooks apart from traditional textbooks by allowing users to read online, download, or sometimes print the book at no additional cost. The open license that will be used for BCcampus created books is Creative Commons 2.5 Attribution Canada Creative Commons [1].

The text books developed will be licensed free of charge to:

- copy, distribute, display, and perform the work
- make derivative works
- make commercial use of the work

The following conditions apply to the licensing however:

- attribution must be given to credit the original author
- notice must be provided for any reuse or distribution to make clear to others the terms of the license

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- in no way are any of the following rights affected by the license:
  - fair dealing or fair use rights, or other applicable copyright exceptions and limitations;
  - the author's moral rights;
  - rights other persons may have either in the work itself or in how the work is used, such as publicity or privacy rights.

Creative Commons [2] is a nonprofit corporation that has pioneered alternatives to standard copyright restrictions.

Watch this short video on "A Shared Culture" [3] made by the folks at Creative Commons.

License: CC-BY

Creative Commons: Spectrum of Rights

Below is a cartoon describing the creative commons copyright permissions in more detail. As an open textbook adopter or advocate/trainer you don't have to know everything about these licenses but a general familiarity will help you understand how you may use the materials in the textbooks you are considering.

Spectrum Of Rights Cartoon [4]

License Compatibility

When compiling different media with different licenses together to make an open textbook, it is important to label your created work with the appropriate license. Read here for how to derive your open license when creating a new work with adapted open materials. [5]
Other Expanded Copyright Permissions

Community College Open Textbook Collaborative works predominantly with Creative Commons copyright licenses. The following material is about other forms of copyright. One of the other organizations that has pioneered the concept of extended copyright permissions is GNU which began licensing open software in 1984. Later GNU expanded its licenses to cover manuals, textbooks and other materials.

If you explore open textbooks in depth, you are likely to find some that are covered by GNU rather than CC. The permissions of the CC-Attribution-ShareAlike [6] license are similar to the Free Cultural [7] protections articulated in the GNU Public License [8].

There are also many authors and publishers who have written up their own custom copyright agreements. As you come across these, read the use agreements carefully. Although understanding Creative Commons will acquaint you with the general issues of extended copyright, each agreement is likely to have subtle variations. Be sure you understand whether you have permission to modify material that is not licensed by Creative Commons and that you cite the author and publisher properly.

Practice

Using the COT site, see if you can find something for English Composition that can be modified by you and has also been peer-reviewed. (Hint: Review the Creative Commons abbreviations from the About Creative Commons Licenses [9])

References

[1] http://creativecommons.org/licenses/by/2.5/ca/
[6] http://creativecommons.org/licenses/by-sa/3.0/
[9] http://creativecommons.org/about/licenses/
Using Open Textbooks

Adopting and Using Open Textbooks

Once an open textbook has been discovered, vetted, and selected, the real work begins!

The process of adopting open textbooks is highly dependent on local policies. This topic explores several examples and give tips for using adopted texts with students. See the College Open Textbook's Guide for Adopting [1].

Adoption Rules and Policies

The rules for adoption varies from state to state and college to college.

Should I expect my students to buy a bound copy of the textbook or use it online?

Students who use an open textbook online will need access to a computer and an internet connection, preferably a high-speed connection. If the textbook can be downloaded, the students will be able to study the textbook while offline. If you require the students to bring the textbook to class, you will need to provide a computer lab or the students will need a printed or bound copy.

What are the rules for when and how an open textbook must be adopted?

There are as many answers to this question as there are departments in colleges. The onus is on the instructor or professor to determine the state laws, institution rules, and department policies. Many instructors have complete freedom, others have very tight rules. In general, however, the rules are the same as they are for adopting commercial textbooks.

Adoption Best Practices

Beyond the rules are best practices and these can be summarized as No surprises. All stakeholders must be alerted that the class will have a new textbook. Which of these stakeholders would need to know about an open textbook adoption on your campus?

• Curriculum Committee, Department, Dean or other group that approves textbook adoptions
• Computer Lab and College network support teams
• College bookstore
• Library
• Media center
• Print Shop
• Teaching assistants
• Students

Timing is everything. Participants in this class should be thinking about adopting an open textbook for a term at least a few months in the future. To adopt too quickly will cause problems for that class and for future open textbook adoptions. The last thing we want are students confused about where and how to acquire the textbook, bookstore managers upset about lost revenues and profits, and peer instructors wondering why all the students are trying to move to the class with the low-cost textbook!

You can complete a time schedule like the one below for an instructor at your college. Add additional tasks based on your situation.
<table>
<thead>
<tr>
<th>Task</th>
<th>Weeks in advance of the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting approval to change textbooks</td>
<td></td>
</tr>
<tr>
<td>Alerting colleagues in the department, especially those who teach</td>
<td></td>
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<tr>
<td>the same class</td>
<td></td>
</tr>
<tr>
<td>Discussing purchases of the textbook with the bookstore manager</td>
<td></td>
</tr>
<tr>
<td>Providing teaching assistants and adjuncts with the textbook. The</td>
<td></td>
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<tr>
<td>latter is in case you are unable to teach the class and someone</td>
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<tr>
<td>must take your place.</td>
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<tr>
<td>Getting information about the textbook into the paper and online</td>
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<td>catalogs.</td>
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<tr>
<td>Providing written instructions about how to obtain the textbook</td>
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<tr>
<td>including options (online, offline, self-printed, bound copy) and</td>
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<tr>
<td>getting this information onto your website and/or into your</td>
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<td>welcome-students email message.</td>
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For instructors who have recently changed textbook, there may be an additional delay. Adopting an open textbook removes the need for new students to be able to purchase used books; even bound open textbooks are less expensive than used commercial textbooks. On the other hand, adoption of an open textbook does not benefit those students wishing to sell a commercial open textbook.

**How the Students Will Use the Textbook**

College Open Textbooks examined how students gained access to the open textbook Collaborative Statistics. While most said in advance that they wanted a printed textbook, only about 1/3 bought the bound textbook and only one student printed the entire textbook from a computer. She used her employer’s paper and toner. Self-printing an open textbook costs more than bound copies. In addition, purchasing a binder is usually required to hold the single-sided volume. The size and weight is greater than for a bound book also.

Instructors greatly influence the choice to use a textbook online versus on paper. If the instructor expects the students to have the textbook in class, either a computer lab must be provided or the students must have a paper copy. Not all students have portable computers and, for those who do, there are issues of battery life, breakage, and theft. If possible, instructors should avoid requiring use of the textbook in the classroom. To point out a specific item in a textbook, the instructor can project that on the classroom screen.

**Checklist for Adopting an Open Textbook**

While specifics and time schedules vary from college to college and instructor to instructor, the steps in adoption and use can be enumerated and checked off. Some will be eliminated if they do not apply in a particular situation. This checklist assumes that an open textbook has been located and vetted.

**Rubric for evaluating quality of remixed open content**

- Matrix for Evaluating Quality of Remix/Reuse Content

**Watch as a fictitious professor goes through the process of adopting an open textbook**

- Janet Spencer - Model of Adoption
OER (Open Educational Resource) Handbook for Educator

"The purpose of this handbook is to help you use, create, and share 'open educational resources' (OER [5]). Digital technologies, combined with the enablers of our networked society, provide teachers, lecturers and trainers with new and exciting opportunities to rediscover and implement a core value of education, namely to share knowledge freely"

(OER Handbook - http://tw0.us/B9j)"

Some informative selections are highlighted for your convenience below:

• The Copyright Paradox file [6]
• Explanation of The Cathedral and the Bazaar approaches [7]

Real people - Testimonials of Adopters

Listen to how faculty at community colleges throughout the nation in disciplines as diverse as Sociology, Physics, and Economics adopted open textbooks in their classrooms and hear the reactions of their students.

• Dr. Lisa McDonnell - Video Testimony file [8]
• Prof. Erik Christensen - Video Testimony file [9]

Course From Desire2Learn

Course content from the ABT course on "Presentation Software" in a D2L was exported. Scott Leslie, ported this content to platforms that would then output HTML (website), PDF (for print) and ePub (for eReaders. He tested two platforms, Pressbooks (http://pressbooks.com) and Mediawiki (http://mediawiki.bccampus.ca).

Pressbooks is a free service built on Wordpress and extended with plugins for a few different digital humanities units, and heavily adapted to focus specifically on BOOK production.


The second was our own instance of Mediawiki, extended with some of the work they have done at WikiEducator.

You can see the resulting site at http://mediawiki.bccampus.ca/index.php/Textbooks:Presentation_Software The PDF version is at http://mediawiki.bccampus.ca/images/c/cb/Presentation_Software_Text.pdf The ePub version is http://mediawiki.bccampus.ca/images/a/a8/Presentation_software_textbook.ebook

In both cases, MUCH more could be done on styling. If indeed the ABT Faculty want to move forward with this specific book, we would do further work. This is not intended as a finished product.

Both platforms have different advantages.
For Further Information

- Join our Adopters Group [11]
- Join our Research Group [12]
- Author and publishing tools Author Tools [13]

References


Authoring Tools and Hosting Platforms

This week we are exploring authoring platform for creating or remixing open textbooks. In addition, we will look at hosting platforms where you can post your materials for browsing or printing and also distribution sites where you can add a link to your website to make it easier for learners to find.

Creating and Remixing OER

Okay, now you are ready to write your open textbook or you have already written it using a word processor but want to find out what kind of tools are available for creating an online format and where this online version of your open textbook should live. Some questions for you to consider:

- What is the best online format for your textbook?
- How is the best way for learners to use your materials?
- Are you working with multiple authors where a platform for modifying the textbook is needed?
- What open license do you plan on publishing your open textbook under?
- Let’s look at a couple of options:

Connexions

Connexions [4] is an authoring platform where you can create your open textbook modules and make them widely available. It also supports multiple authors since it has versioning built into the system. It is also has many visitors to its site which will make your materials more likely to be used by learners outside of your campus or college. It allows you to edit modules directly or import Microsoft Word files. First you have to join Connexions [1] in order to get started authoring. Also, read about Dr. Davide Rocchesso [2] who did just that.

In addition, students can order printed copies of open textbooks for a modest fee at the Connexions site using the QOOP service. Connexions allows you to publish your materials as web pages in xml format or in Portable Data Format (PDF) or the new Electronic Publishing format (ePub) that is widely used by mobile readers.

Finally, Connexions publishes all materials under a Creative Commons Attribution (CC-BY) license which is the least restrictive open license and reusers to give attribution to authors before reusing materials. If you do NOT plan
to use the CC-BY license then Connexions will not be the right repository for you. Read the Connexions Repository Philosophy module to find out more about the intention behind this open educational repository.

Sign-up for an account and you can get started writing an article or wikipage or contributing to others. Wikibooks are a collection of wikipages that can be created and edited online for your learners to browse or others to contribute to. Each time a page is modified, the version number of that page changes to reflect the modification.

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The overriding philosophy at Wikibooks is that the community platform:

- Enables you the WRITER to teach a subject that you know.
- Enables READERS to learn the subject without paying exorbitant textbook prices.
- Inspires WIKIBOOKIANs to contribute to your book, making it a better resource.

Check out these promising new open textbooks on Nuclear Engineering by our community member, Josh Peterson.

Sign-up up for an account on LeMill, the web Community for finding, authoring, and sharing open educational resources. First at all, you can find learning resources. You can use the resources you find in your own teaching or learning. You can also add your own learning content to LeMill. You may edit your content and combine larger chunks of learning resources from individual media pieces. If you wish you may also join some of the groups producing or editing learning resources. In LeMill the content is always easily found where and whenever you need them.

"For all resources in LeMill (content, methods, tools, stories, group blogs) we use Creative Commons Attribution-ShareAlike 2.5 License. This guarantees your right to use the content found from LeMill freely and also protects your rights as the author. The license allows anyone to modify and improve the content in LeMill, but also guarantees that you're always listed as the author of content you've made, and any improvements are also published using the same license. This allows you to also benefit from improvements made by others."

LeMill design and development is lead by the Learning Environment Research group at the Media Lab, University of Art and Design Helsinki. The software development team is international with partners from Finland, Estonia, Hungary and Norway. LeMill is also part of the European Schoolnet's Learning Resource Exchange initiative.

Lulu is an open publishing house that allows authors to publish open textbooks or any other book or text object on their site. Authors keep their rights (hopefully an open license) and retain 80 percent of the profit they set when their book sells. Lulu provides print-on-demand and worldwide distribution. David Lippman of Pierce Community College in Washington state uses Lulu.com to distribute his book, Math in Society. Students can read the Portable Data Format (PDF) online at Lulu or at David's site for free and can order a softbound print copy for $10.00.

**iTunes University**

iTunes U allows institutions to distribute freely everything from lectures to language lessons, films to labs, audiobooks to tours to students who can download them into iTunes on their PCs or iPhones, iPads, or iPod Touches for watching and listening anytime. More than 800 universities have active iTunes U sites. About half of these institutions — including Stanford, Yale, MIT, Oxford, and UC Berkeley — distribute their content publicly on the iTunes Store.

Last fall, iTunes U Apple announced that Oxford University, Connexions at Rice University, and the Open University United Kingdom have all added openly licensed digital books to the lectures and other materials traditionally available on the popular educational-content platform. This is the first time that iTunes U has offered
e-books on the platform. The net effect is that these materials are now searchable at iTunesU as well as at their own educational institution thus increasing the potential number of readers.

Check out De Anza College's iTunes U site [15] which hosts class lectures on Environmental Studies, Medical Terminology, Math 10, and other valuable community lecture series such as the Silicon Valley Astronomy Lectures which are actually recorded at its sister college, Foothill.

**Weekly Forum Questions**

This question will be posted in the Forums tab but just giving you a heads up on the discussion question for the week.

1. Which authoring or hosting platform are you planning to use to develop or remix open educational resources. Why did you choose it? Does your educational institution have a site-license for authoring tools or does it maintain an iTunes U site for distributing instructional materials to learners?

**References**

[3] http://cnx.org/content/m31880/latest/

Creating_a_Wikibooks_Account_and_Username
[8] http://creativecommons.org/licenses/by-sa/2.5/
Author-Adopter Communities and Sustainability

Self questions and discussion questions for this module:

1. What are the concerns of instructors in my organization about using open resources?
2. Would author/adopter communities address some of these concerns?
3. Would online or face-to-face collaboration be more effective for author/adopter communities?
4. What online collaboration tools would be the most useful for these communities?

Instructors are sometimes reluctant to adopt open-licensed textbooks due to concerns around updating and enhancing the material to keep it relevant and lack of ancillaries for students and instructors. In author-adopter communities, members share and pool their knowledge to make textbook improvements, add supplementary materials, and address other challenges of adopting open textbooks.

Concerns that instructors express about adopting open textbooks include:

- scope and applicability of content
- quality of content, scholarship, pedagogy, accessibility, imagery, and back matter
- enhancements, maintenance, currency
- availability of ancillaries for instructors and students: lessons, assessments, automated homework, syllabi, slide decks, flashcards, sound files, videos, and more
- formats including bound copies, online, offline, and mobile devices

Most of these concerns can be addressed by vibrant author/adopter communities.

College Open Textbooks started a project in early 2011 to increase the adoption of open educational resources, especially textbooks. The strategy is to initiate and facilitate author-adopter communities that will enhance and maintain individual open textbooks and create ancillaries that can be shared by all adopters as well as collaborating on how to teach with that textbook.

The goals of the project include the following:

- Form or continue six communities that include the textbook adopters and potential adopters and, in some cases, the textbook author and other creators (photographers, illustrators, technologists, etc.).
- Choose collaboration and repository tools for each community (if not already in place).
- Attract qualified people to join and participate and remain in the group.
- Compare methodologies for marketing, tools, and leadership with the criteria for success being sustainability, scalability, textbook adoptions, and cooperation.

In the summer of 2011, the project managers will be

- Sharing the practices that are working well in the seven communities.
- Identifying the practices that did not succeed.
- Applying the results to other kinds of learning communities.
- Discussing the differences between the communities that start with a theoretical approach (e.g., Wenger, White, Smith) and those that take a more pragmatic approach.
- Comparing the use of synchronous and asynchronous communications methods.
- Noting if the communities followed the Tuckman team formation stages: forming, storming, norming, and performing: [http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm](http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm)
- Discussing how instructors and others can feel comfortable sharing their materials.
- Sharing the plans for the future of these seven communities and additional author-adopter communities.

The initial author-adopter communities are for the following open-licensed textbooks:

- Basic Microeconomics[^1] by Larry Reynolds
• Collaborative Statistics \(^2\) by Barbara Illowsky and Susan Dean
• Deconstructing American English by Lynda Lambert (not yet published)
• Educational Psychology \(^3\) by Kelvin Seifert and Rosemary Sutton
• Fundamentals of Math \(^4\) by Denny Burzynski and Wade Ellis
• Sociology and Sociology of the Family written by Ron Hammond and modified by Anne Marenco and Kathryn Coleman
• Project Management Certification Open Textbook \(^5\) being written by the author/adopter community

Each community will use one or more collaboration and repository tools:

• Canvas
• ELGG
• Face-to-face meetings
• Ning
• Nixty
• Global Text Project
• Google Docs
• Google groups
• DynamicBooks (Macmillan)
• Phone and live web conferences using tools such as Dim-Dim, Elluminate, VoiceThread, WebEx, Wimba
• Rice University Connexions
• Rockmelt
• Wikis
• Yahoo groups

We will compare and contrast the effectiveness of each tool or set of tools in supporting the communities.

Other observations will include:

• Do the dynamics change if the author(s) is/are available to participate?
• Do the communities interact or just upload ancillaries?
• Are current adopters willing to participate?
• Are prospective adopters willing to participate?
• What type of ancillaries are desired by the communities?
• What type of ancillaries are most commonly contributed?
• Do the communities make improvements to the textbooks?

As a snapshot into seven author-adopter communities, we hope to share how developing communities around open textbooks will benefit instructors as well as address the concerns instructors may have using OER materials.

References

References


Resources for Open Textbooks

The Main PowerPoint presentation was adapted from the Student PIRG's presentation. The presentation about Creative Commons was linked into Sue Galloway’s ppt about Creative Commons and played the CC game, match the symbols to the license description. The flyer used was adapted from Erik Christensen’s flyer from South Florida Community College.

Attachment:

- flyer.pub [1]
- wvcomakbromod.pptx [2]
- wvcomakccseugalloway.pptx [3]
- Una Daly Slides [4]

ADDITIONAL Textbook Sites:

Here you will find FREE TO USE learning resources that you can use to supplement your own course materials or learning. Some of these are from BC-based projects while others are from Open Educational Resource projects from around the world. [freelearning.ca Free Learning]

- Freebookcentre.net [6] free online technical books, which include core computer science, networking, programming languages, Systems Programming books, Linux books and more.
- Saylor [7] licensed textbooks
- Open Educational Repository in Support of Computer Science [8]
- Bookkbone [9] not open, advertising supported
- Textbook Media [10] aiming to make selected textbooks available at an affordable price with lots of flexibility in both faculty and student preferences.
- Bartleby [12] Literature books in the public domain.

Other Sources for Open or Free Content: Music, Films & other Media:

- Creative Commons: Media Search [15] Media search (includes images, music, video, websites)
- Internet Archive [16] Free Movies, Music, Books & Wayback Machine
References