

# Learning about Open Educational Practice through Open Textbook Publishing

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OpenEd 18



# Tentative outline

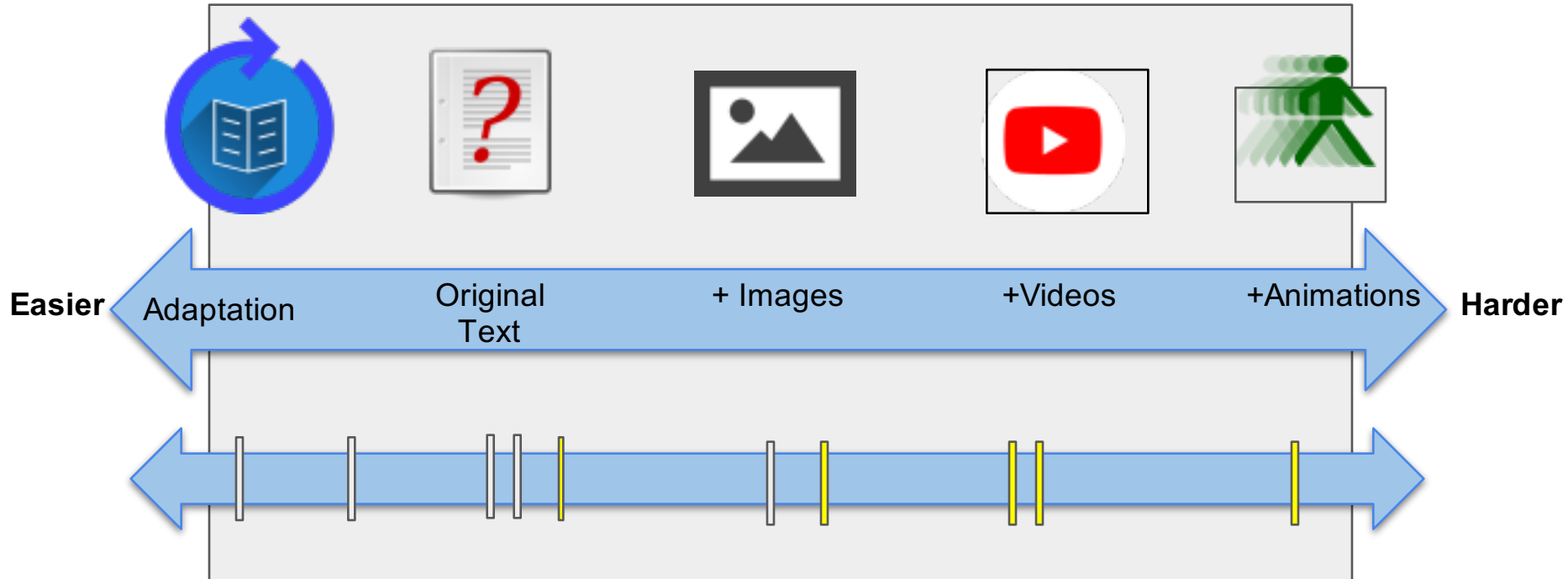
1. Goals of our presentation
2. Context
3. What resources were used or not used
4. What insights we gained: project management, points of friction for Open
5. Recommendations from authors, team members
6. Audience interaction - top 3 processes/tools at your institutions?

# Presentation Goals

- Sharing instructor feedback on experiences in open textbook development from two Ontario universities:
  - Ryerson University
  - University of Toronto
- Sharing project support perspectives and practical approaches
- Explore future strategies for how to better onboard projects to align with open practice & open pedagogy

# Continuum of Open Textbook Development

Projects described in this study vary in complexity.

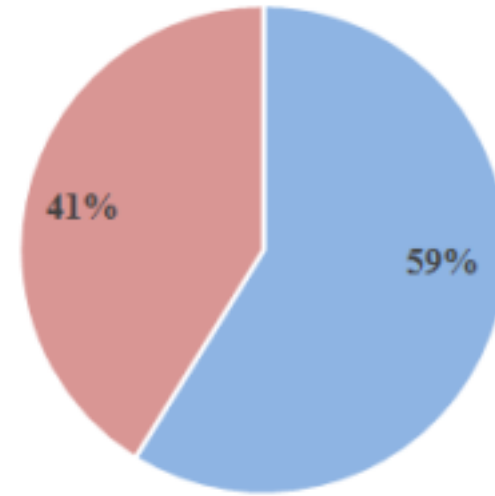


# Overview of Projects

Institution	# Open Textbooks	# Authors/ Co-authors	Discipline	Received Responses
University of Toronto	5	8	Neuroscience; Animal biology; Political science; Philosophy of science; Nursing	5
Ryerson University	4	20	Nursing, Design (Adaptations) Business, Writing (Full textbook)	12

# Role in OER Development

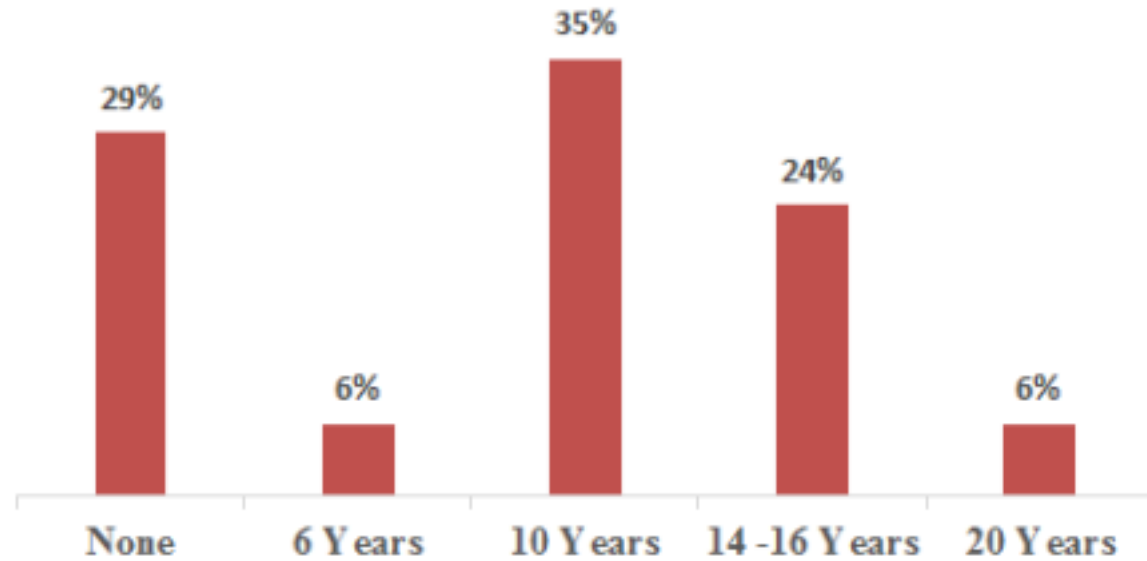
Author	7
Coauthor	10
Total	17



■ Coauthor ■ Author

# Teaching Experience

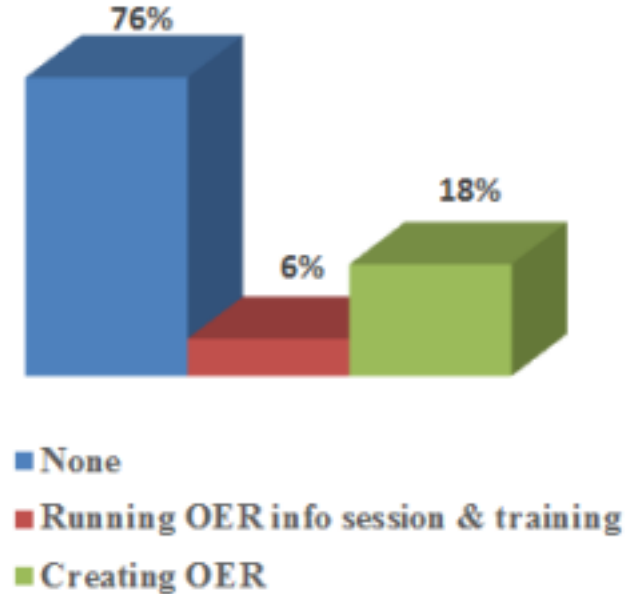
None	5
6 Years	1
10 Years	6
14 -16 Years	4
20 Years	1



**Average teaching experience: 9 Years**

# Previous Experience: Authoring/Creating OER

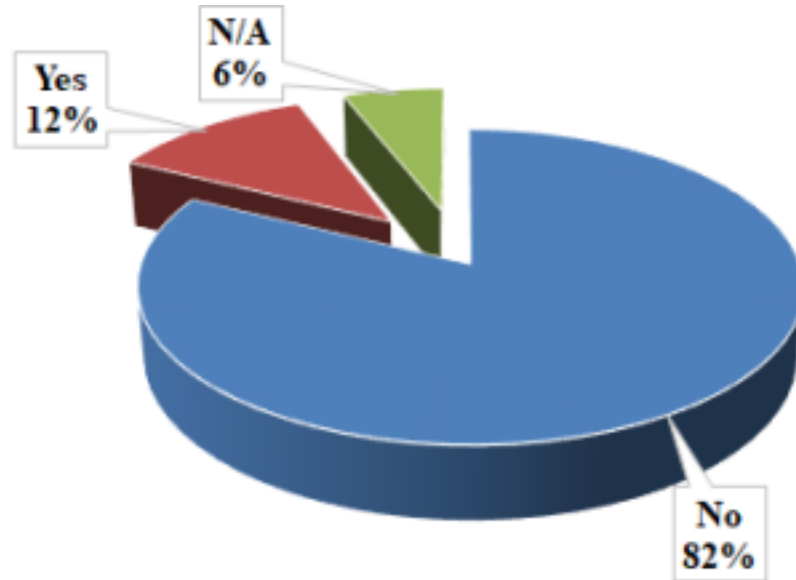
1. Attending/helping in OER information sessions / previous training in OER authoring software
2. Authorship of other types of OER
3. Online modules
4. Author





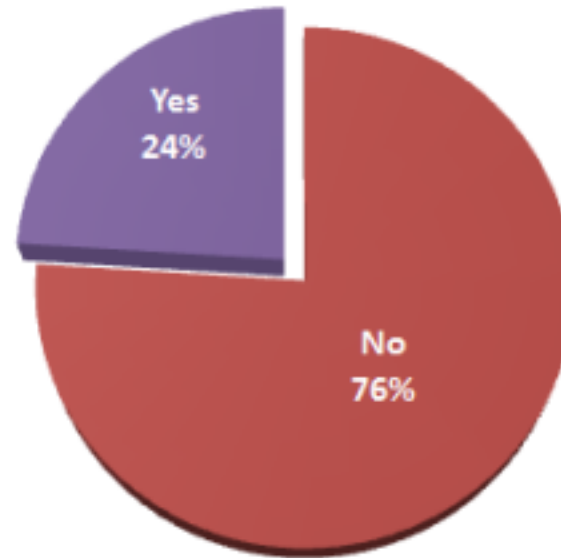
## Previous Use: Open Textbook in Courses

Yes	2
No	14
Not applicable	1

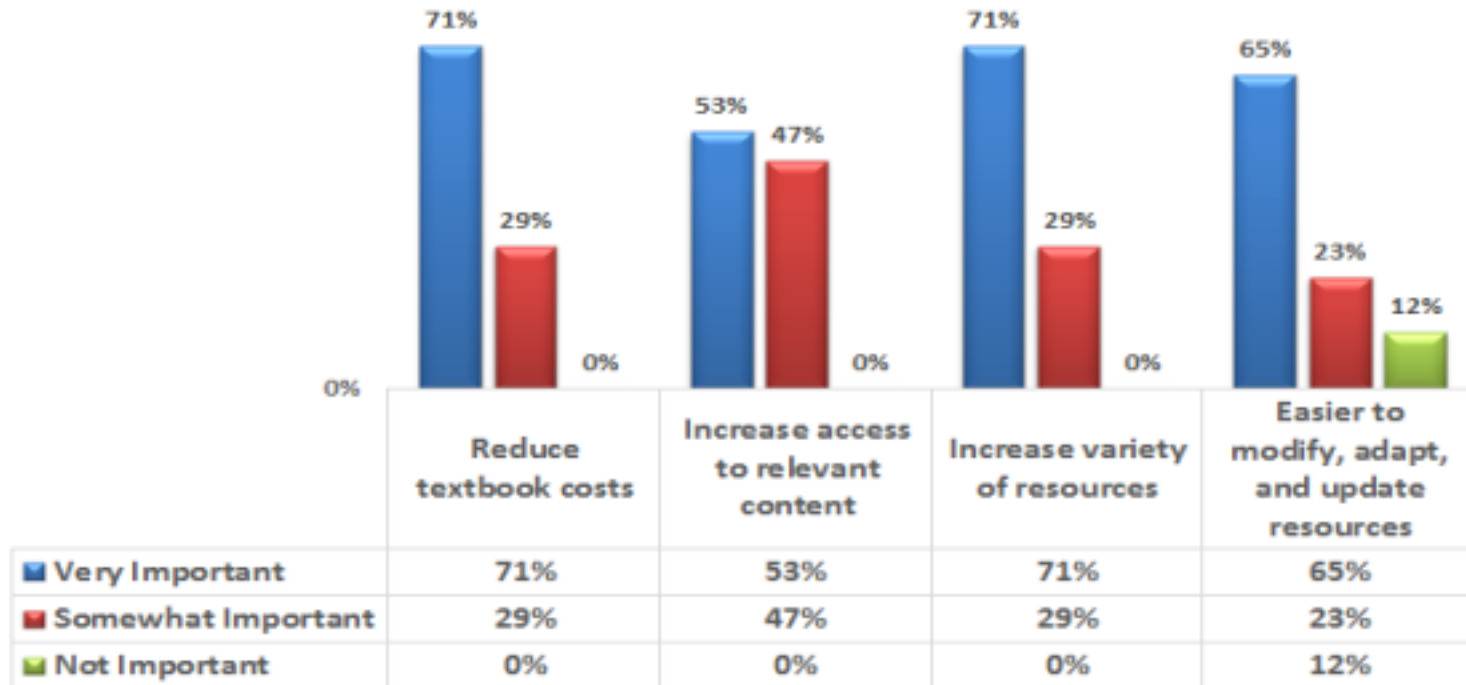


## Previous Experience: Authoring/Coauthoring Commercial Textbooks

Yes	13
No	4
Total	17



# Reasons for authoring Open Textbooks



# Reasons for Authoring Open Textbooks

- Supporting resource-constrained settings
  - International graduate students
  - Capacity building in research
  - Course instructors
- Creating flexible opportunities for content: Canadian content, integrating skills
- Allowing for more interactive resources to enhance learning
- Facilitating flipped/blended classroom
- Become familiar with the authoring process

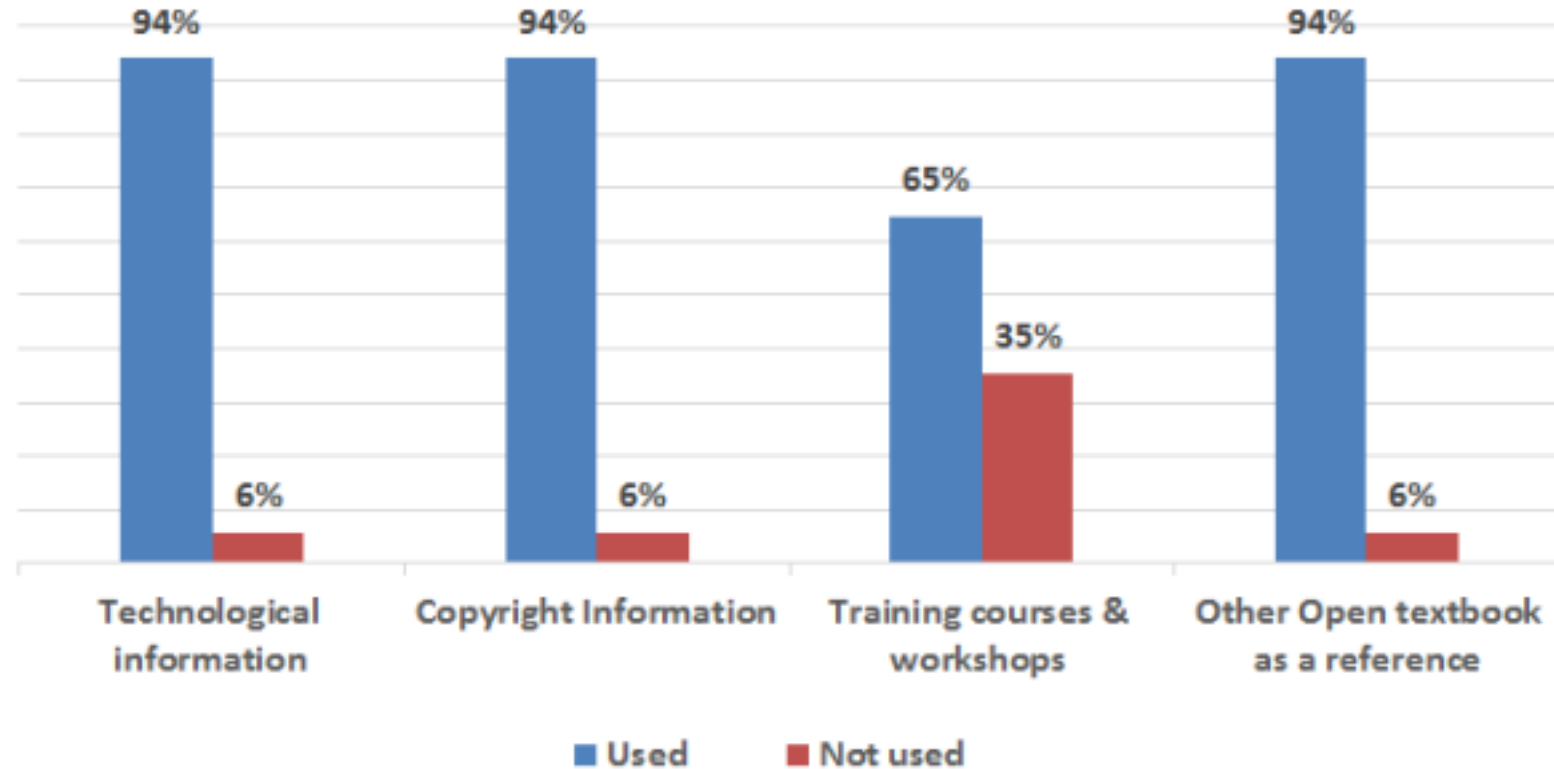
# Supports Provided for OER development

Training Supports	Process Supports	Technical and Production Supports
<ul style="list-style-type: none"><li>• Technological info</li><li>• Copyright info</li><li>• Training courses on OER</li><li>• Other Open textbook as reference</li></ul>	<ul style="list-style-type: none"><li>• Instructional Design</li><li>• Project Management</li><li>• Budgeting</li><li>• Library support</li><li>• Peer review and evaluation</li></ul>	<ul style="list-style-type: none"><li>• PressBooks</li><li>• Image Creation</li><li>• Image Research</li><li>• Video production</li><li>• Animation production</li><li>• Interactive elements</li><li>• Accessibility audit</li><li>• Copyediting</li><li>• Book formatting</li></ul>

# Utilization of Each Group of Supports

	<b>Training Supports</b>	<b>Process Supports</b>	<b>Technical and Production Supports</b>
Used	87%	71%	64%
Not used	13%	26%	33%
Not applicable	0%	3%	3%

# Training Supports

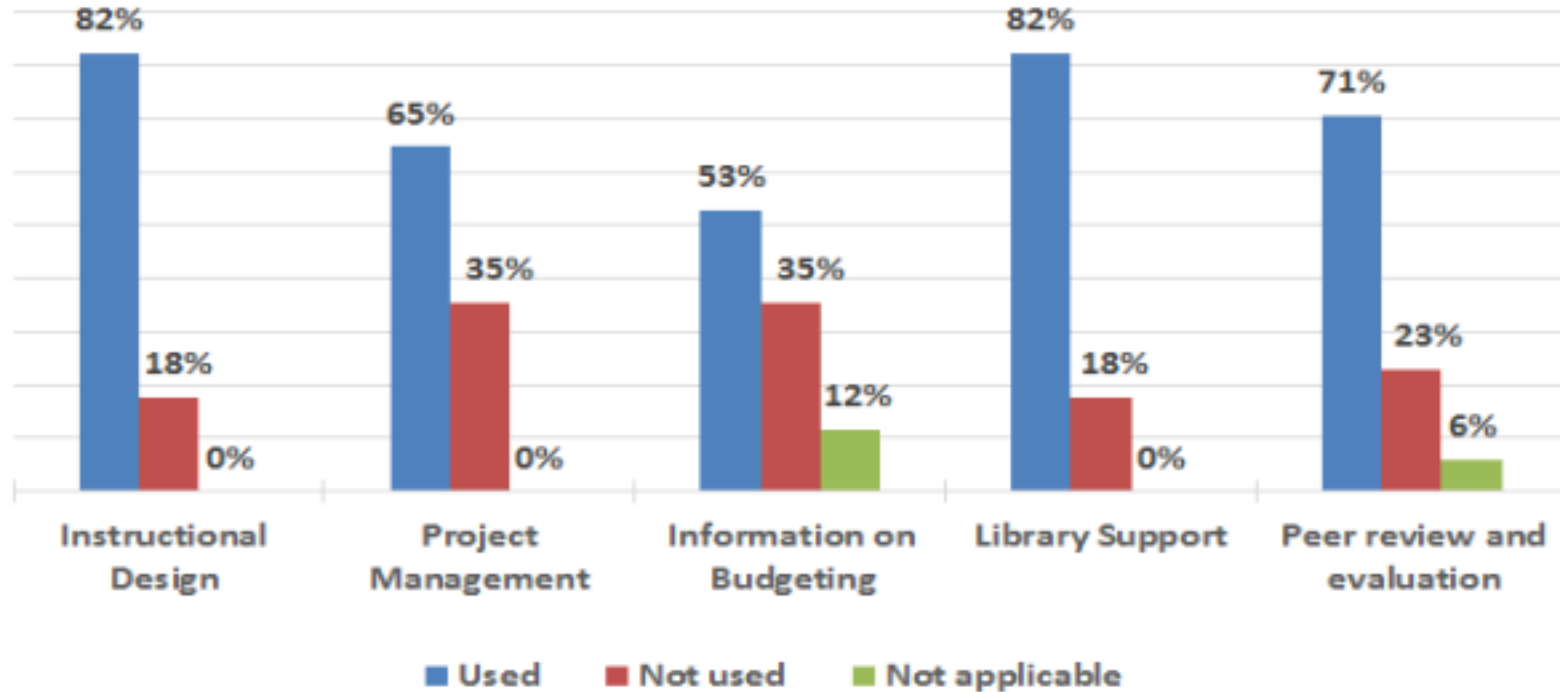


# Recommendations for Training Support

- Workshops for new OER authors, to get more familiar with the flow and supports & resources
- Providing specific examples of writing styles



# Process Supports



# Recommendations for Process Improvement

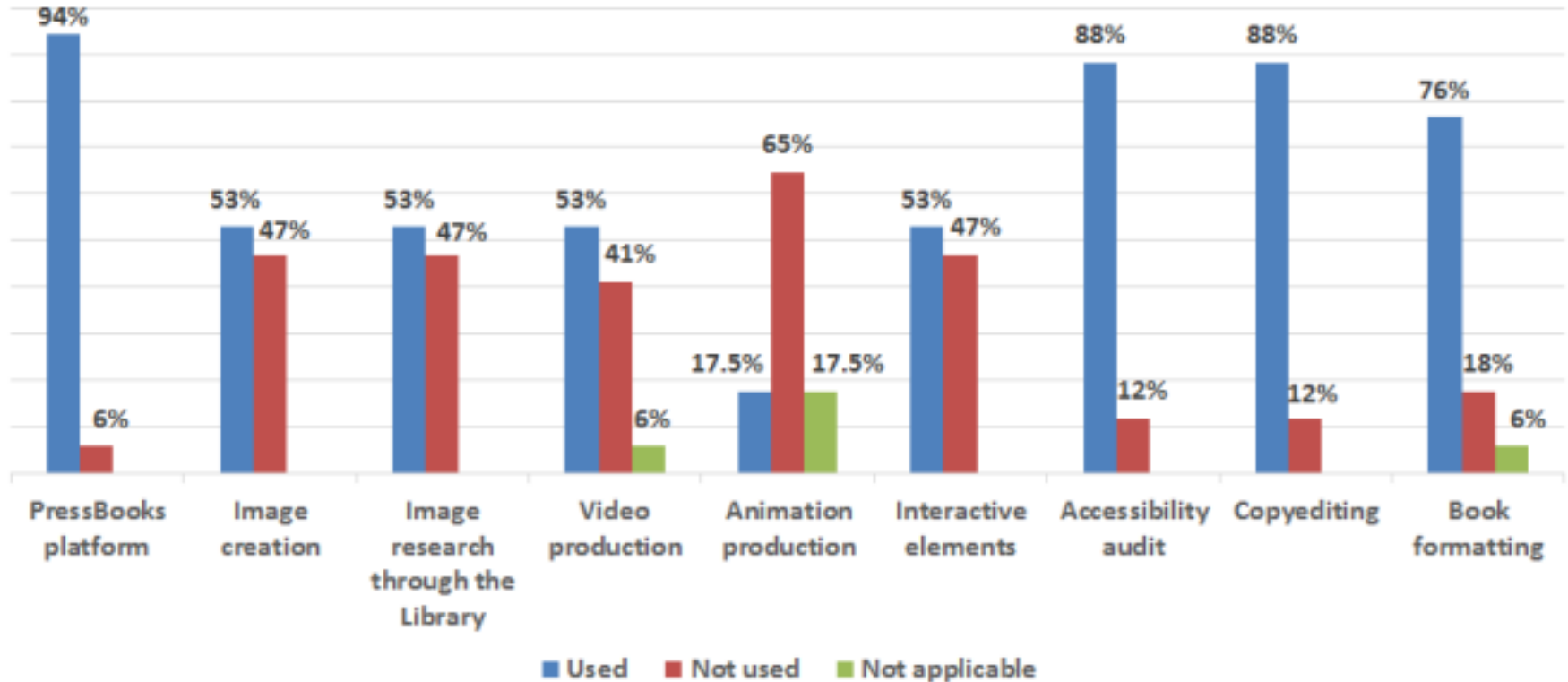
## For Us

- Teamwork (with both faculty and student advisory committees)
- Regular team meetings (conducive work environment, mutual support, inspiring)
- Constant communication
- Timeline reminders
- Support for project leads not used to managing large projects
- Standard chapter layout before starting the project
- Start early with a solid plan, map out potential bottlenecks in workflow

## For Funder

- Longer project timeline to allow for content updates
- Budget for acquiring supplemental copyrighted material
- Timeline flexibility for phase overlap and budget cycles

# Technical & Production Supports



# Participants' Recommendations for Production

- PressBooks improvements
  - Better way to display code
  - More interactive elements: animated gifs, valuable for explaining concepts, animations vs. static images only
  - Integrate interactive web elements through tools such as Articulate Storyline
- Base this on a lecture series that has been modified through time to create an organic story

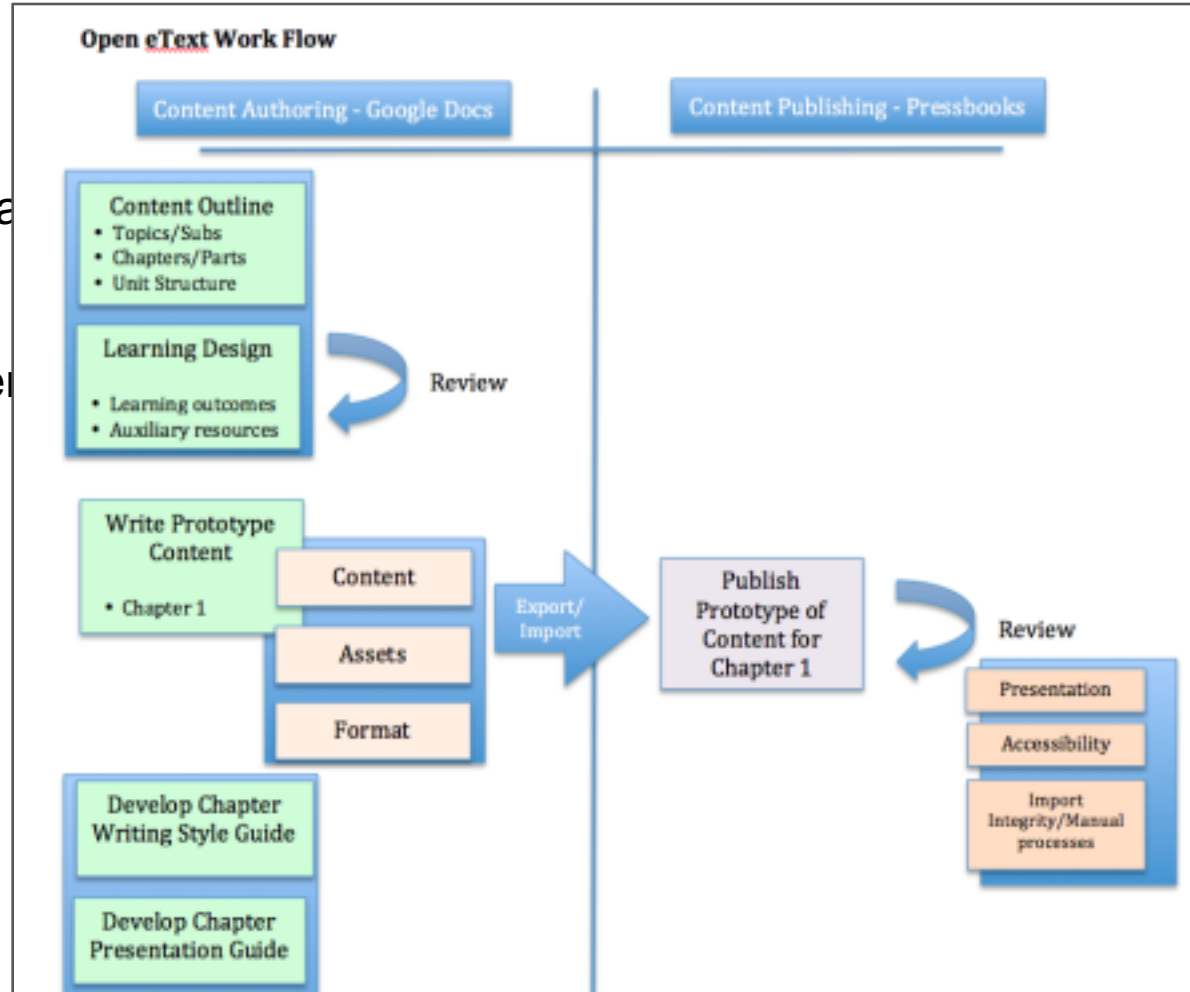
# Lessons Learned: Institutional

- U of T
  - The Workflow
  - Project Management
- Ryerson
  - Points of Challenge for Open

# Workflow

As Pressbooks is not an collaborative process, the following processes emerged.

Key task - prototype of content



# Project Mgt.

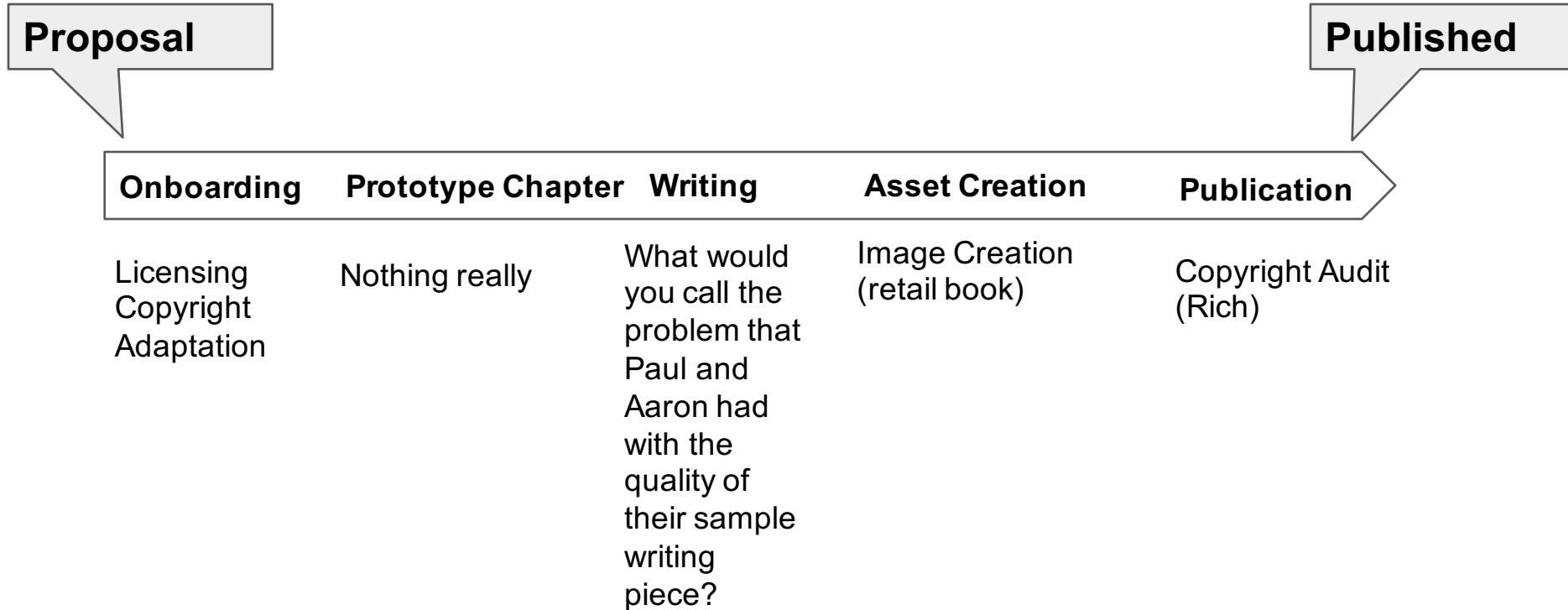
Instructors and Subject Matter Experts need simple project mgt. support and regular check-ins with a team.

Steady progress is the goal.

\*\*Discuss instructional design strategy. \*\*

General Task	Description	By Whom	By When
Contract and Project Admin	<ul style="list-style-type: none"> <li>• <u>review</u> contract terms; deliverables</li> <li>• <u>communicate</u> financial reporting requirements with business office</li> </ul>	Instructor Business office	
Set Up Shared Team Space	Repository of <ul style="list-style-type: none"> <li>• Resources/notes</li> <li>• Drafts</li> <li>• Templates</li> <li>• Assets/records</li> </ul>		
Prepare General Outline for Text	<ul style="list-style-type: none"> <li>• Chapters and sections</li> <li>• Learning outcomes</li> </ul>		
Consensus on General Outline	<ul style="list-style-type: none"> <li>• Input from collaborators</li> </ul>		
Prepare Prototype Chapter (determine components/style/presentation)	<ul style="list-style-type: none"> <li>• <u>instructional</u> design considerations</li> <li>• <u>common</u> structure</li> </ul>		
Document style	<ul style="list-style-type: none"> <li>• <u>writing</u> style</li> <li>• <u>presentation/graphic</u> style</li> <li>• <u>accessibility</u> support</li> </ul>		
Consensus on Prototype Chapter	<ul style="list-style-type: none"> <li>• Input from Collaborators</li> </ul>		
Set up book site in <u>Pressbooks</u>	<ul style="list-style-type: none"> <li>• Technical implementation</li> </ul>		
	<ul style="list-style-type: none"> <li>•</li> </ul>		
<b>For each Chapter</b>	<ul style="list-style-type: none"> <li>•</li> </ul>		
Overall instructional design	<ul style="list-style-type: none"> <li>• Learning Outcomes and related learning design components (<u>ie scaffolding and learning supports</u>)</li> </ul>		

# Points Where *Open* Was Challenged/Challenging





# Insights about student involvement

- Students as authors
- Experienced learners as authors and contributors
- As research assistants
- As production assistants
- To provide feedback and improvement

# Insights from our authors

## **Professional Development**

- Ability to draw on first-hand experience when describing open textbook authoring process to other faculty members
- Expanding professional network
- Increased awareness/deeper insight: Open textbook authoring process

# Insights from our authors

## Learning about *Open*

- Commitment to open pedagogical tools
- Understanding of the affordances of OER
- Understanding of copyright issues in OER development
- Increased awareness of underlying factors when applying open pedagogy to teaching
- Re-conceive the open “textbook” as a platform



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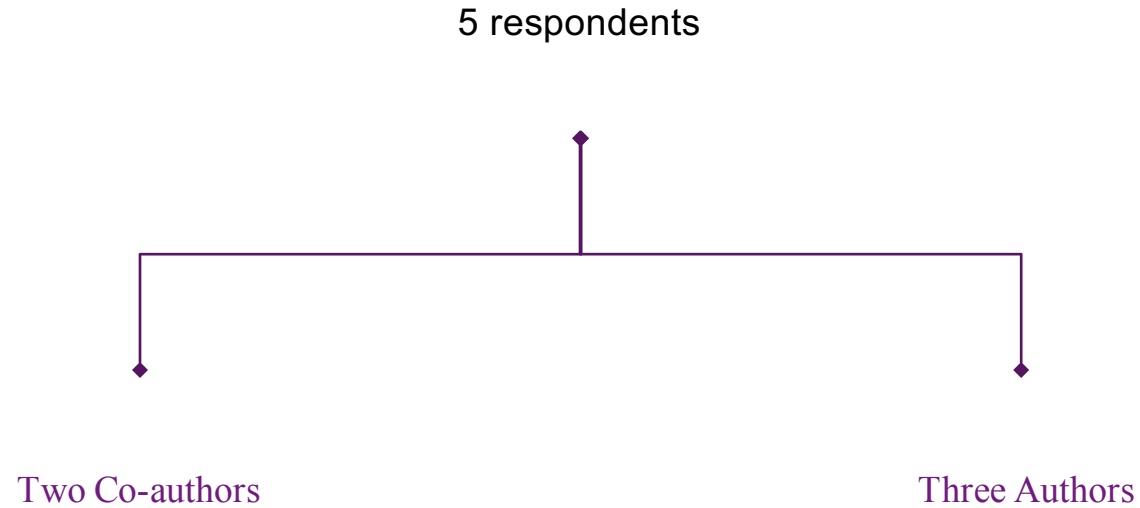
Thank you!

# Old slides

U of T

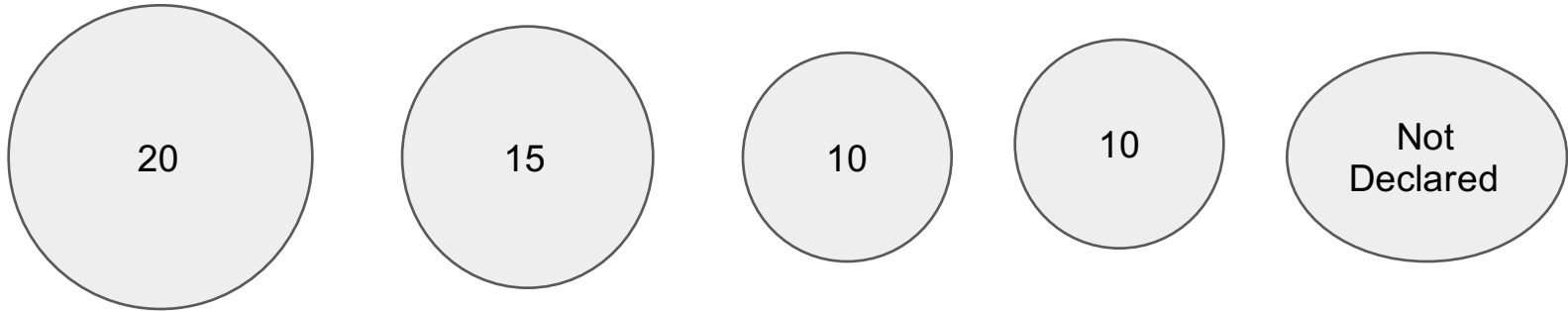
5 textbooks; 8 authors/co-authors

# Overview





# Teaching Experience



Authorship Experience

Open

Commercial

Commercial

Previous

Open textbook in their course

1 in 5

# Open Textbook Adoption: Home Institution

	Required Primary	Optional	No. Students
Grad		2	22
Undergrad	3	3	2375
No. Students	1480	895	

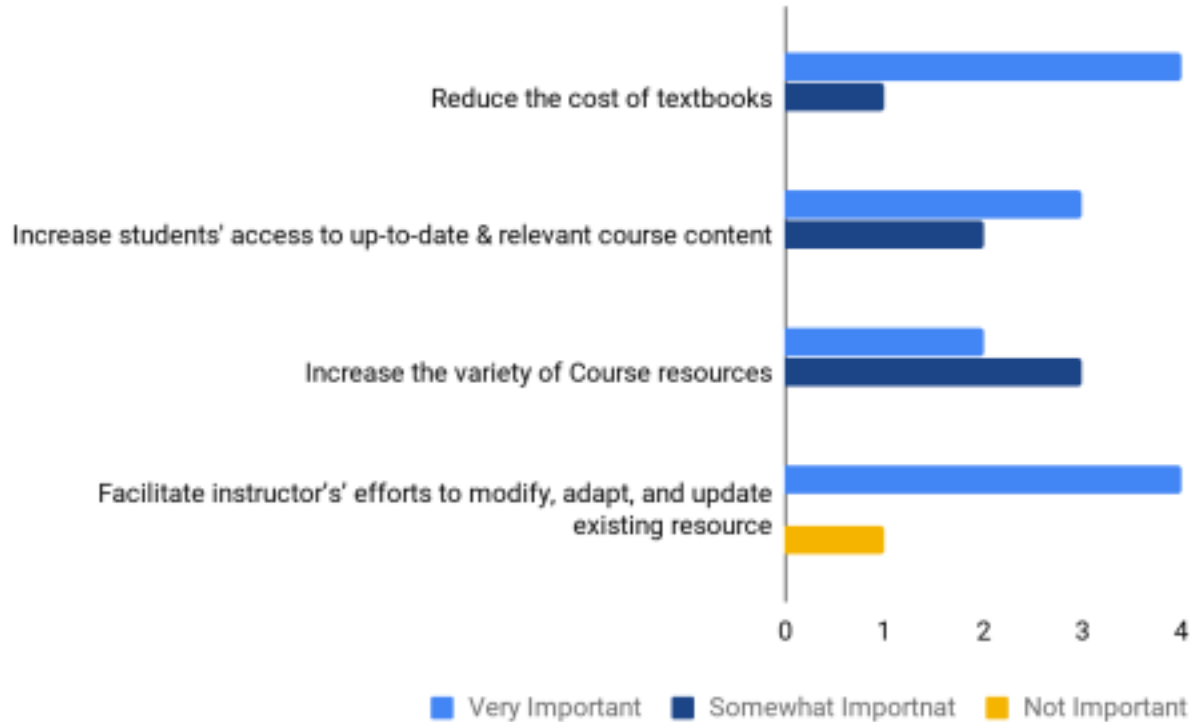
# Open Textbook Adoption

	Required Primary	Optional	No. Students
Undergraduate	5	4	2593
Diploma / Advanced Diploma	3	2	360
No. Students	2690	263	

Open Textbook Adoption: External

# 1 Graduate Program

# Reasons for Authoring Open Textbooks



# Resources & Support: Least used

- Not used:
  - Animation production
  - Interactive elements
- Used once
  - Image research through the Library;
  - Video production



# Resources & Support: Moderately used

- Used twice
  - Project management
- Used Three times
  - Information on budgeting;
  - Training courses/workshops on OER development;
  - Image creation;
  - Peer review & evaluation

# Resources & Support: Popular

- Used four times
  - Instructional design support;
  - Accessibility audit; Copyediting
  - Book formatting

# Resources & Support: Most Popular

- Information on copyright;
- Other Open textbook as a reference;
- PressBooks platform;
- Library support;
- Technological information

A project manager is essential. This project would not have been completed without our project manager in Ryerson University, absolutely vital.

Very positive learning experience for me with the supports in place at Ryerson.

Receiving support from the UofT Online Learning Strategies office was extremely important. It would have been impossible to complete the book in 6 months without such support.

# Requested Support

- Longer time frame for the use of resources. In American politics, textbooks need to be updated on a year to year basis.
- More interactive elements
  - animated gifs, valuable for explaining concepts, bridge animations (costly, time consuming) vs static images only (useful but limiting especially in an online environment).
  - Pressbooks platform did not seem to integrate interactive web elements well such as through eAuthoring tools such as Articulate Storyline.

# Open Textbook Development Time

writing phase	editing/revision	production
3m	1m	1m
3y	1y	Several months
1m	20d	1m
1y		

# Suggested Improvements

- More time dedicated to the project
- Re-conceive the open "textbook" as an open educational platform-- as opposed to conventional publications that are simply completed at a certain point in time.
- Basing the on a lecture series that has been modified through time to create an organic story



# Pedagogical Implications

- Increased awareness of potentials & challenges
  - Issues regarding copyrights
- Shared as much as possible online before this experience and published my own research materials before; it was not new for me.
- Definitely informative in understanding the strengths & weaknesses of OER

# Pedagogical Implications Summary (provided by Hedieh for UofT)

- Ability to draw on first-hand experience when describing open textbook authoring process to other faculty members
- Expanding professional network
- Commitment to open pedagogy: Making all pedagogical tools open
- Increased awareness of and deeper insight into the open textbook authoring process
- Increased understanding of the affordances of OER
- Increased understanding of copyright issues in OER development
- Increased awareness of underlying factors when applying open pedagogy to teaching

# Add Ryerson information on pedagogy and combine with above slide?

- Able to speak to the experience when explaining OER to faculty. Now able to draw on my own personal experience to describe the writing, editing and production process.\*

- I try to make all my pedagogical tools open.\*

- Yes I am very excited about OER use and plan to study the uptake of our OER with students.

- It's an eye-opener for me into the open textbook field, as I was not exposed to it meaningfully in years of higher education teaching, seriously.

- Yes, I have become aware of the whole process, and have met more professionals in the field and area at conferences, presentations etc \*

- Significantly

-

# Continued

The experience has significantly increased my understanding of open educational resource development process and factors to consider when open pedagogy is applied in teaching and teaching resource development.\*

- Very positive learning experience for me with the supports in place at Ryerson.
- Yes. I believe open education and pedagogy will only increase in importance in the coming years. I plan on being committed to open pedagogy for the rest of my career.\*
- It has provided more insight into the process, how to better structure future projects, the opportunities and limitations of various open license options.
- Very practical and allows us as instructors to conceive of higher-order operations when it comes to instructional design and delivery.

# Students' Feedback

- Too early to collect feedback
- In favor of the openness
- Context-situated:
  - “some students have suggested that they prefer more straightforward texts that are less historically focused. Others complained about previous dead-tree textbooks for being overly simplified”

# Students' Feedback

- Positive feedback on quality
- Students like that it's free
- Some compliments, no complaints
- Good to be accessible on various platforms

# Student Involvement

- A graduate student authoring two chapters
- Two students recorded videos about their perspectives about learning Qualitative Research
- Students worked as RAs as part of independent studies
- Helped with layout & provided insight. I used them extensively on my e-textbook
- Students can evaluate the text as part of their course work
- Will continue do include students in future publications.

# Cross Institutional Collaboration

- Cross faculties, didn't impact the process.
- Colleagues provided useful feedback, not interested in participating in the project beyond editing and providing suggestions. It is difficult and time-consuming to write the chapters, and there is no professional pay-off for doing so, and no real way to change this.
- suggestions from colleagues but the process was self-contained for me