

WELCOME TO TEACHING + LEARNING TUESDAYS

OER & Social Justice

August 18, 2020

2:30PM



Teaching + Learning Tuesday



ABOUT THE PRESENTER



Katie Miller
Aiken Technical College



OER & SOCIAL JUSTICE

Katie U. Miller

Aiken Technical College



“A student’s learning potential should never be limited by their purchasing power.”

- Jacob Jenkins

SOCIAL JUSTICE?

- We're looking at the issue from both social justice and socioeconomic points of view today. How do textbooks affect our students and why do they affect our students more in these categories?
 - Race
 - Family Education
 - Income status

LET'S LOOK AT SOME NUMBERS

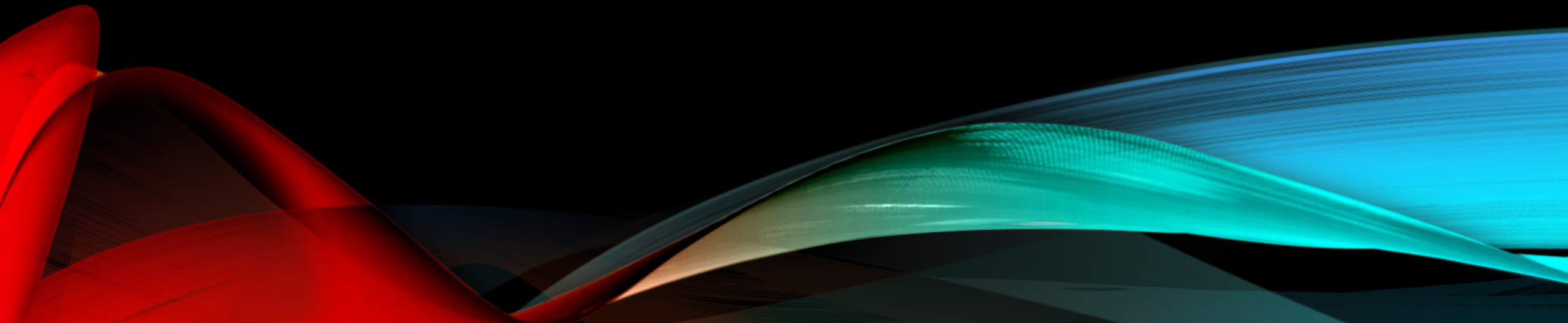
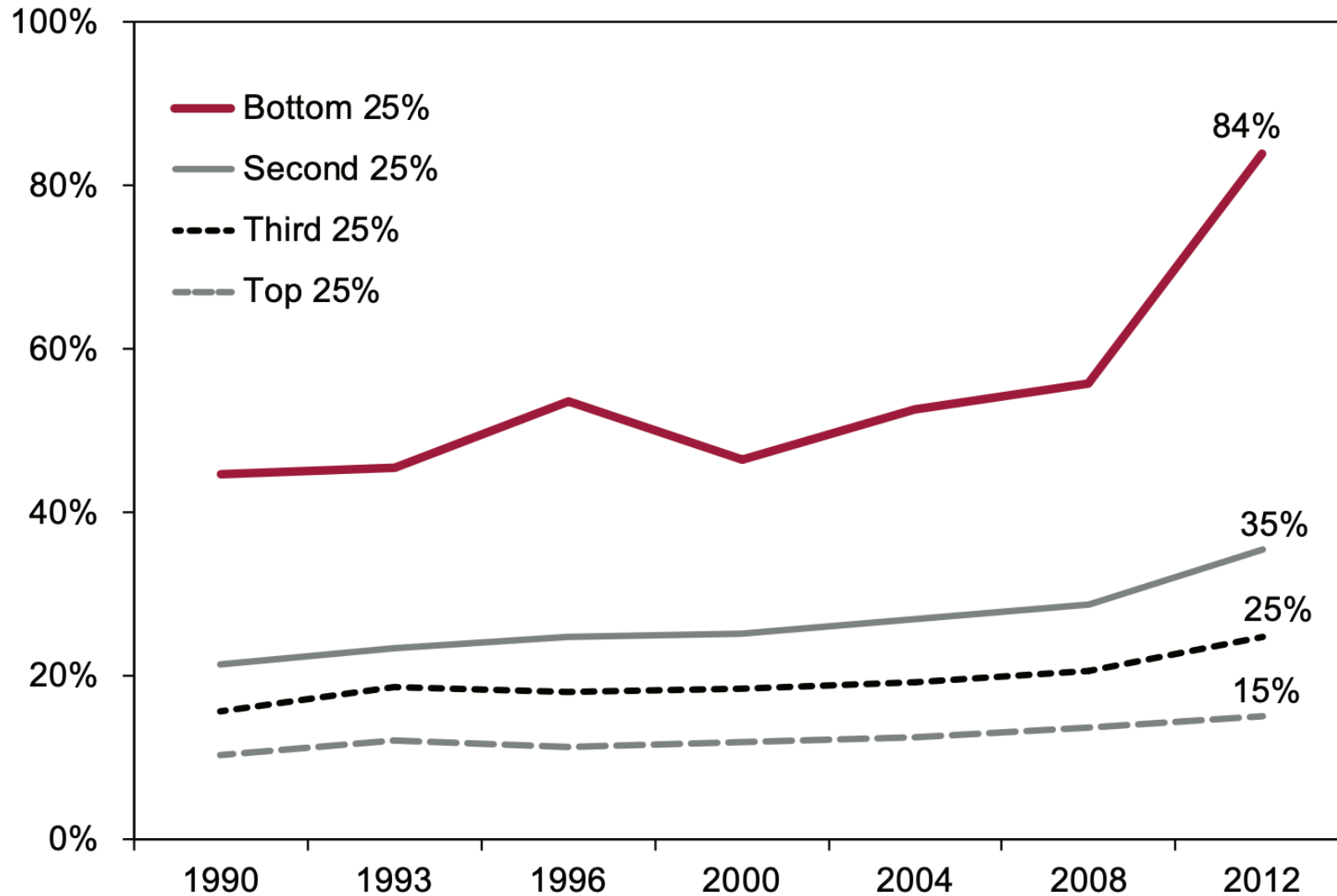


Figure 3. The average net price of college has increased as a share of average family income, particularly for low-income households.



Source: Adapted from Mortenson, *Indicators of Higher Education Equity in The United States: 45 Year Trend Report*.

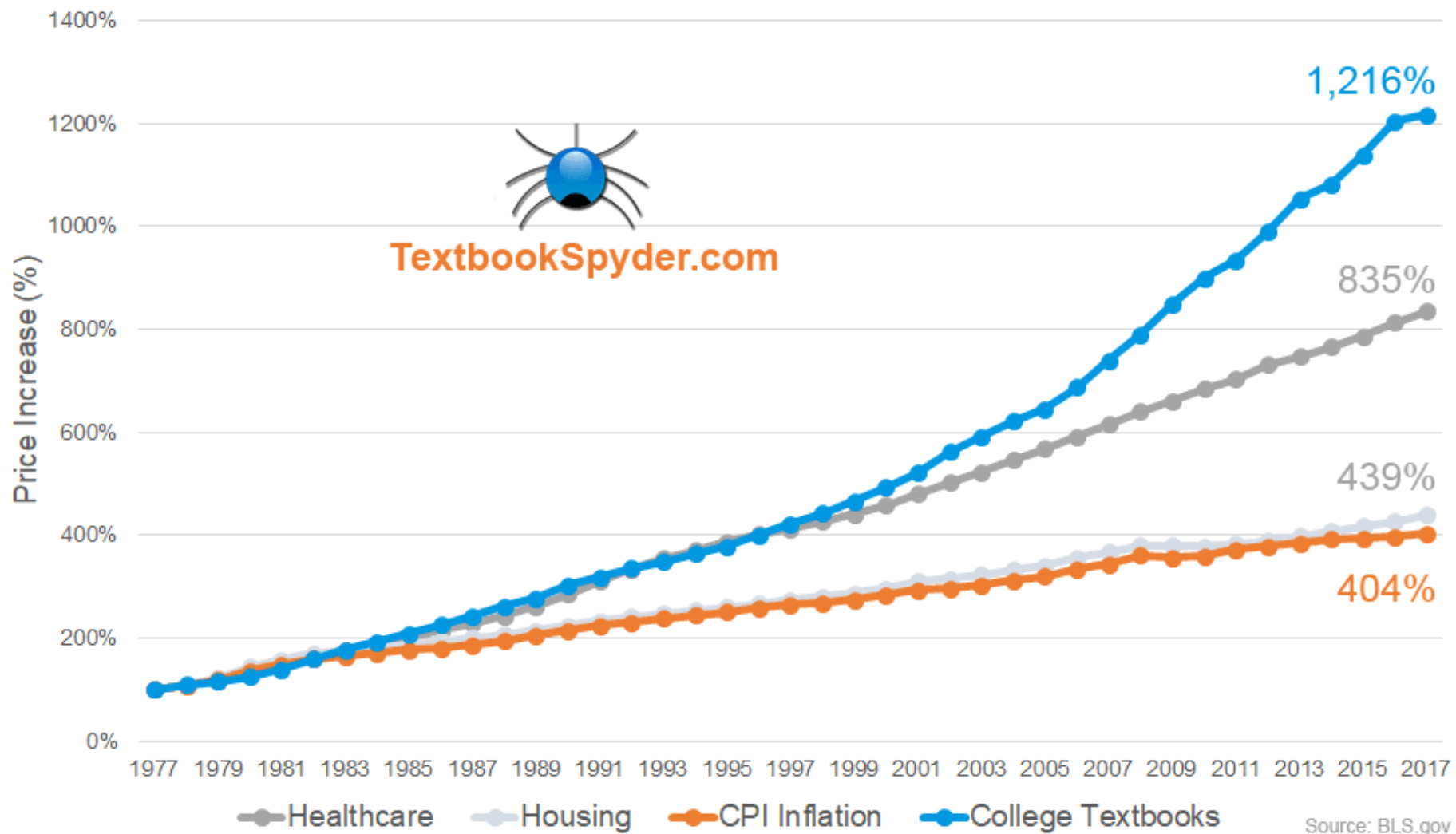
ECONOMIC IMPLICATIONS

- When students can't pay out of pocket for college, loans become the fall back. What does that mean for future success?
 - 36% less likely to own a home
 - For every \$5,000 in student loan debt, 5% decrease in attaining career goals
 - More likely to live at home with parents
 - More likely to take a lower paying job
 - Credit scores are worse.



TEXTBOOKS

Increases In College Textbook Prices Over 40 Years



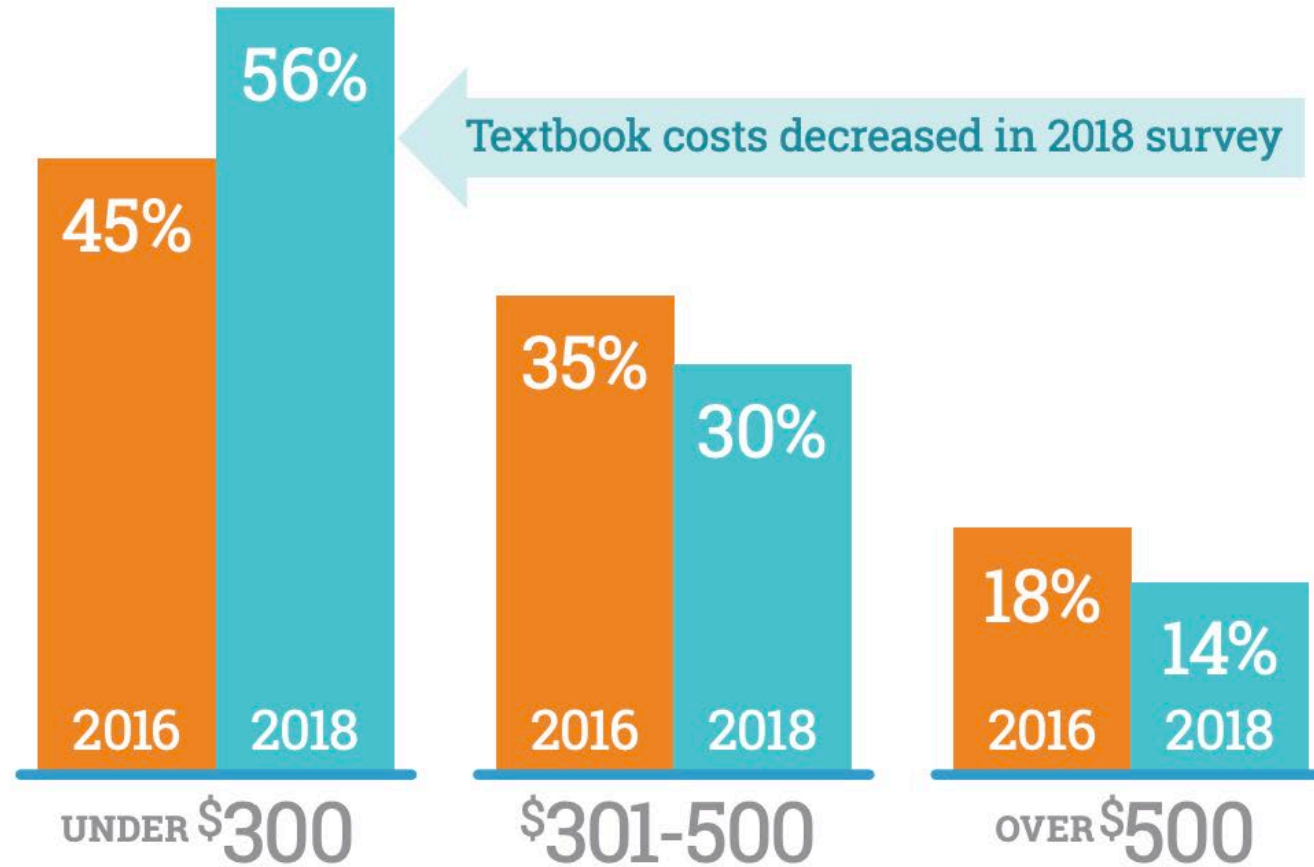


FLORIDA SURVEY

TEXTBOOK COSTS TO STUDENTS

How much are students spending on textbooks?

21,400 STUDENTS SURVEYED

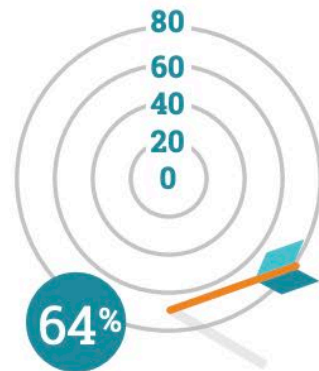




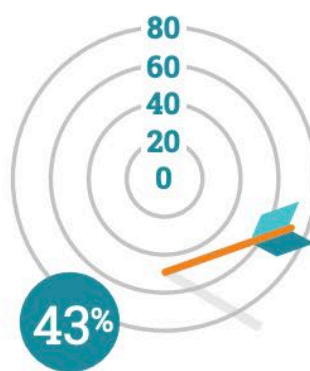
IMPACT OF TEXTBOOK COSTS ON STUDENT PROGRESS

The high cost of textbooks is negatively impacting students' academic progress.

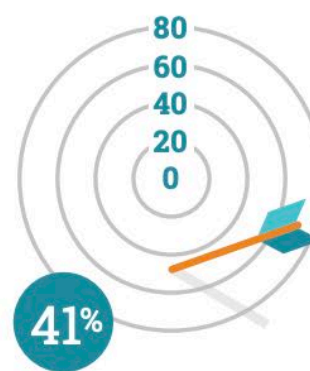
How are they coping?*



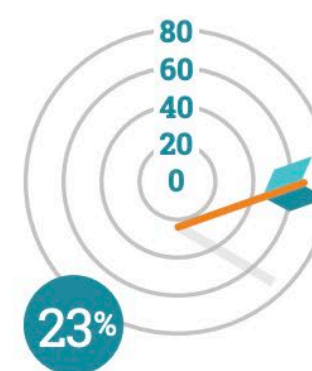
Don't buy
required books



Take fewer
courses



Don't register
for a course



Drop a
course

How are these choices impacting their learning?

36%



Earn a poor grade

20%



Fail a course

Are all required books used at some point in an academic career?

3.6
required
textbooks

average number
purchased but NEVER used



	2018 Percent	2016 Percent	Difference (2018-2016)
I do not attempt to reduce textbook costs	4.4	3.2	1.2
Buy used copies from the campus bookstore	53.0	48.8	4.2
Buy books from a source other than the campus bookstore	66.0	63.8	2.2
Rent digital textbooks	41.4	29.6	11.8
Buy lifetime access to a digital version of a textbook	5.6	3.1	2.5
Rent only the digital textbook chapters needed for the course	7.7	5.4	2.3
Rent printed textbooks	47.8	47.0	0.8
Use a reserve copy from the campus library	11.7	10.4	1.3
Share books with classmates	27.1	23.7	3.4
Sell used books	37.4	39.0	-1.6
Other (please specify)	10.0	9.5	0.5



CSU-CI SURVEY

Major Results

Table 1. Results from All 705 Student Surveys

Experienced increased stress due to textbook costs	89%
Ratings of stress level caused by textbook costs, on a Likert-type scale of 1-10	7.0
Did not have a textbook on the 1 st day of class due to cost	80%
Did not buy a textbook at all due to cost	65%
Did not buy a textbook due to cost and later felt it limited learning	56%
Did not buy a textbook due to cost knowing beforehand it would limit learning	44%
Avoided taking a class due to textbook costs	27%
Dropped a class due to textbook costs	12%
Failed a class due to textbook costs	9%

Table 3a. Statistically Significant Results for Low-Income Students

	<u>No Financial Aid:</u>	<u>Financial Aid Dependent:</u>
Experienced increased stress levels due to textbook costs	84.4%	90.9%*
Ratings of stress level on a Likert-type scale of 1-10	6.3	7.1***
Did not have a textbook on the 1 st day of class due to cost	74.1%	82.5%*
Did not buy a textbook due to cost and later felt it limited learning	49.8%	58.6%*

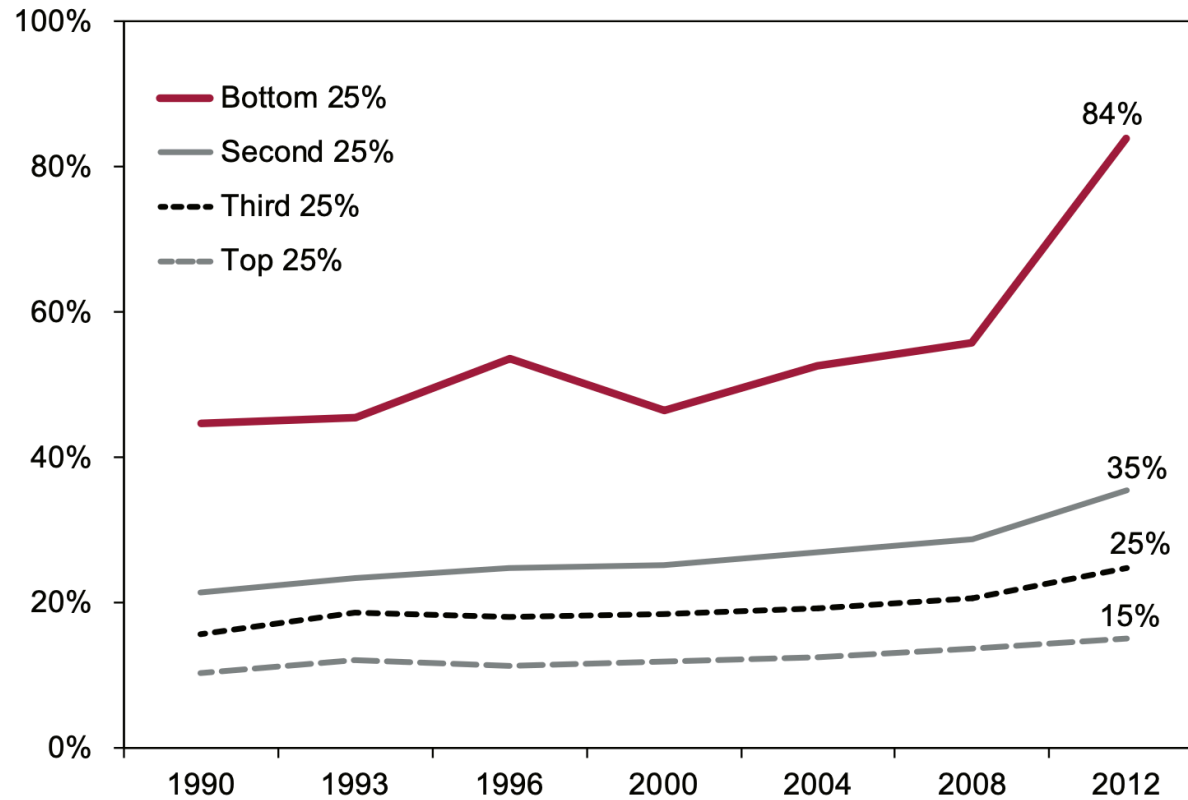
Table 3b. Bivariate and Multivariate Results for Low-Income Students

	<u>Bivariate:</u>	<u>Multivariate:</u>
Did not have a textbook on the 1 st day of class due to cost	1.75*	1.59*
Did not buy a textbook due to cost and later felt it limited learning	1.56*	1.53*

The background features abstract, flowing, wavy lines in shades of red and blue against a dark background. The red lines are on the left side, and the blue lines are on the right side, creating a sense of movement and depth.

WHY ARE
FINANCIAL AID
DEPENDENT
STUDENTS MORE
AFFECTED?

Figure 3. The average net price of college has increased as a share of average family income, particularly for low-income households.



Source: Adapted from Mortenson, *Indicators of Higher Education Equity in The United States: 45 Year Trend Report*.

Table 4. Statistically Significant Results for First-Generation College Students

	<u>Non-First- Generation</u>	<u>First- Generation</u>
Experienced increased stress due to textbook costs	85.9%	91.0%*
Ratings of stress level on a Likert-type scale of 1-10	6.5	7.1**
Did not have a textbook on the 1 st day of class due to cost	60.5%	67.9%*
Did not buy a textbook at all due to cost	73.4%	84.3%***
Did not buy a textbook due to cost and later felt it limited learning	48.7%	60.8%**
Did not buy a textbook due to cost knowing it would limit learning	38.5%	48.2%*
Failed a class due to textbook costs	6.3%	11.2%*

WHY ARE FIRST
GENERATION
STUDENTS MORE
AFFECTED?



COMMUNITY COLLEGE STUDENTS


- According to the Revealing Institutional Strengths and Challenges (RISC) [survey](#), here are the top five challenges that community college students say impede their academic success:
 1. Work (34%)
 2. Paying expenses (34%)
 3. Family and friends (30%)
 4. Online classes (21%)
 5. Parking on campus (21%)

TOP FINANCIAL STRESSORS

- 71% living expenses
- 58% books, software, and other supplies
- 55% tuition and fees
- 11% childcare

WHAT HAPPENS
WHEN WE PUT UP
BARRIERS TO
SUCCESS?





“When faculty use OER, we aren’t just saving a student money on textbooks: we are directly impacting that student’s ability to enroll in, persist through, and successfully complete a course.”

- Robin DeRosa & Rajiv Jhangiani
Digital Pedagogy Lab, 2017



HOW CAN OERS
HELP?

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%

CASE: VIRGINIA COLLEGE OF BUSINESS

- In a one-year pilot program to replace commercial textbooks with OER:
 - 30-40% increase in GPAs
 - More than \$200,000 in student savings

OPENSTAX SURVEY

In an Open University student survey:

- OER textbook replacements improved grades for 47% of respondents
- 66% had an increase in the subject's interest after using OER in courses
- 64% of respondents had an increase in learning experience satisfaction in OER courses over other courses
- 45% reported an increase in lesson engagement with OER courses



QUALITY

PENN STATE SURVEY

- A 2015-2016 Penn State research study found that over 70% of faculty surveyed said that open resources offer the same or better quality as traditional textbooks and many faculty preferred open resources because they can be adapted to their needs and are more likely to be updated.

STUDENT OER SURVEY

- When questioned about the quality of OER
 - 63% of respondents rated their OER as above average or excellent quality
 - 33% of respondents rated the quality as average
- Additionally, when asked whether they would have preferred to purchase a traditional textbook for their course, 56% of respondents disagreed slightly or strongly, citing cost savings, immediate access, and convenience as positive factors.

Welcome to SCALE | South Carolina Affordable Learning (SCALE), is an initiative of the [Partnership Among South Carolina Academic Libraries](#) that seeks to reduce the overall cost of higher education for students by promoting the use of quality low-cost and no-cost learning materials.



About
Affordable Learning



Programs &
Resources for Faculty

News

- [PASCAL Launches SCALE Affordable Learning Grant Program](#)
- [PASCAL to Host Open Textbook Network Workshops for SC Faculty](#)
- [Case Study: Affordable Learning Lander](#)

[View More Results](#)



Find Textbooks



Resources For
Librarians

Affordable Learning Case Studies



<https://pascalsc.libguides.com/scale>



Finding Affordable Alternatives

Library Resources

General OER Collections

Find OERs by Subject

Open Textbook Collections

Top Picks:

- [OpenStax College](#)

Open source textbooks that are written by professional content developers who are experts in their fields and undergo a rigorous peer review process. All textbooks meet standard scope and sequence requirements.

- [Open Textbook Library](#)

The Open Textbook Library provides a growing catalog of free, peer-reviewed, and openly-licensed textbooks. The Open Textbook Library is supported by the Center for Open Education and the Open Textbook Network.

- [Openly Available Sources Integrated Search \(OASIS\)](#)

Openly Available Sources Integrated Search (OASIS) is a search tool that aims to make the discovery of open content easier. OASIS currently searches open content from 52 different sources and contains 155,375 records.

OASIS is being developed at SUNY Geneseo's Milne Library in consultation with Alexis Clifton, SUNY OER Services Executive Director.

More Options:



Open Textbook Library

[Browse subjects](#) [Our Textbooks](#) [About us](#)

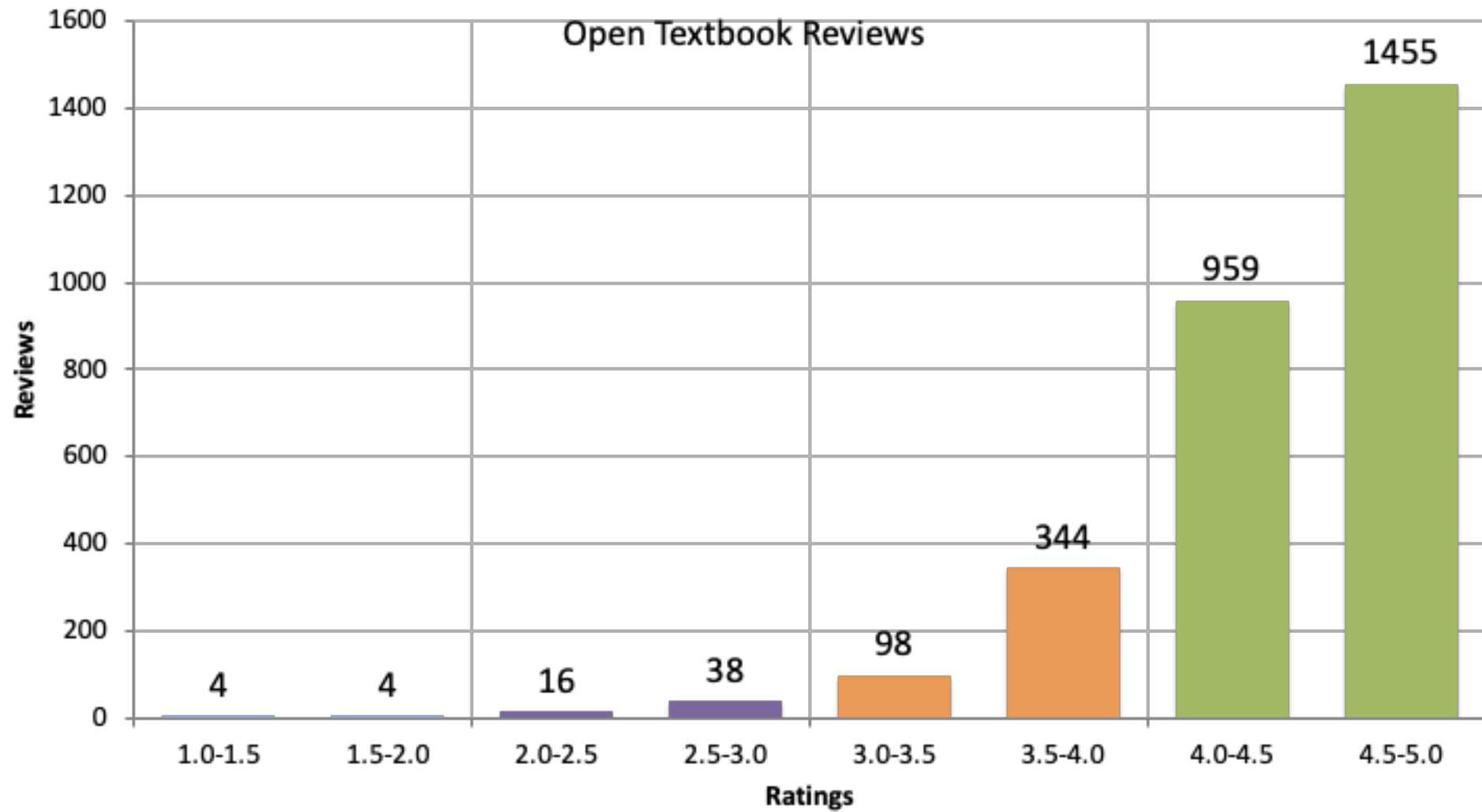
Make a difference in your students' lives with free, openly-licensed textbooks.

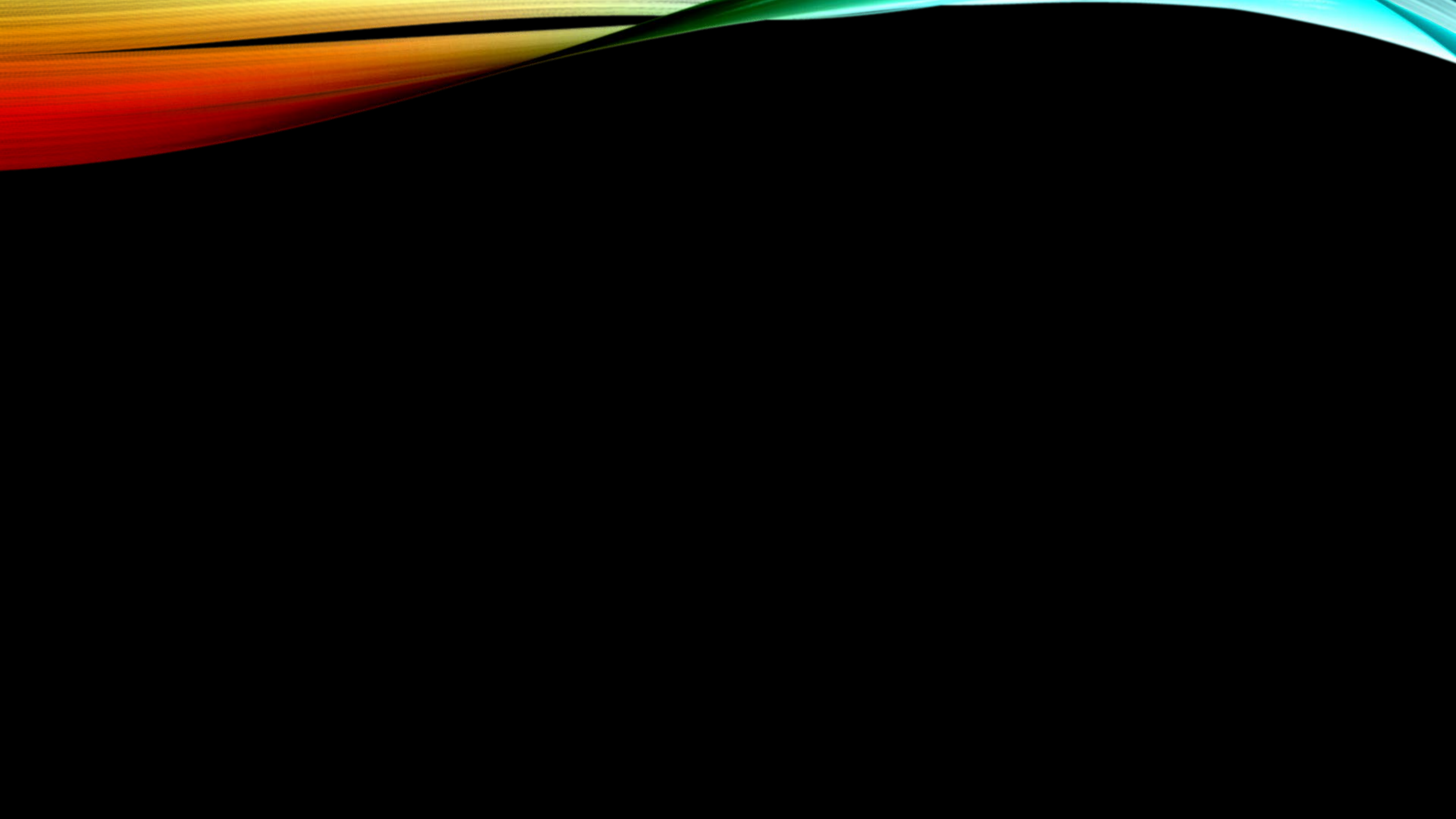
Textbooks every student can access and afford

Open textbooks are textbooks that have been funded, published, and licensed to be freely used, adapted, and distributed. These books have been reviewed by faculty from a variety of colleges and universities to assess their quality. These books can be downloaded for no cost, or printed at low cost. All textbooks are either used at multiple higher education institutions; or affiliated with an institution, scholarly society, or professional organization.

The Open Textbook Library is supported by the [Center for Open Education](#) and the [Open Textbook Network](#).

<https://open.umn.edu/opentextbooks>







WHY DOES IT MATTER?



QUESTIONS

SOURCES

- <https://www.csuci.edu/tli/openci/openci-white-paper.pdf>
- <https://scholarshipamerica.org/blog/the-far-reaching-impact-of-the-student-debt-crisis/>
- <https://hechingerreport.org/data-show-poorer-families-bearing-brunt-college-price-hikes/>
- <https://eab.com/insights/daily-briefing/community-college/the-5-most-common-barriers-for-community-college-students/>
- <http://www.aascu.org/WorkArea/DownloadAsset.aspx?id=6308>
- <https://openstaxcollege.org/news/oer-research-hub-student-survey>
- <https://oer.psu.edu/evaluate/>
- https://nebeconandbus.org/journal/EBJIP2018v9WalburnGuyotetalOER_42-55.pdf

2020 TLT SESSIONS

- September 15 – Youth Apprenticeships in Cyber Security, Michelle Byrd & Tameka Brown (GTC)
- October – Serving Veteran Students, Bob James (Henry Ford College)
- November – TBD
- Other topics include: dual enrollment, tech in the classroom, first year experience, distance learning, mental health

Want to showcase your expertise? Is there a teaching technique that has been effective in the classroom? Apply to be a TLT presenter!

For more information and full schedule:
www.sctechsystem.edu/tlt



GIVE US YOUR FEEDBACK

<https://www.surveymonkey.com/r/Aug2020TLT>

