Going Open: A Textbook Replacement Design Case

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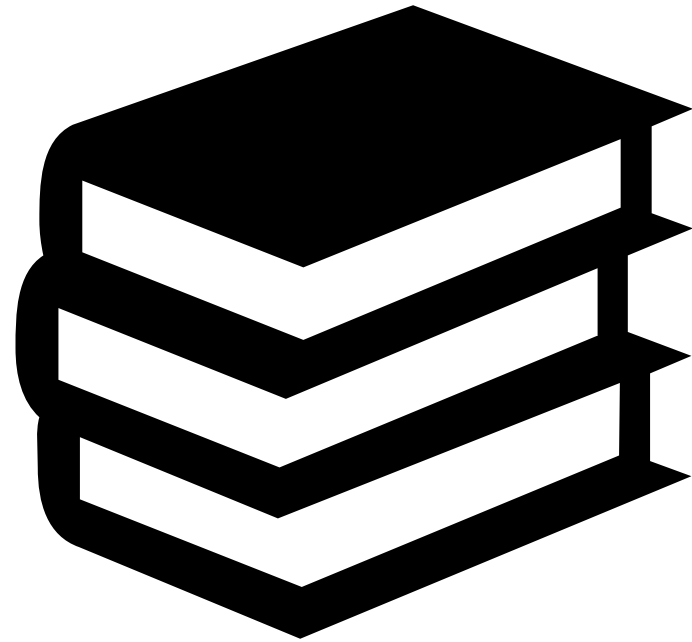
Florida State University

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Background

- Applied educational technology course
  - 5 face-to-face sections & 1 online section
  - Computer lab setting

- Learning objectives
  - Software skills
  - Design skills
  - Technology integration knowledge

- Learners
  - Undergraduates
  - Pre-service teachers
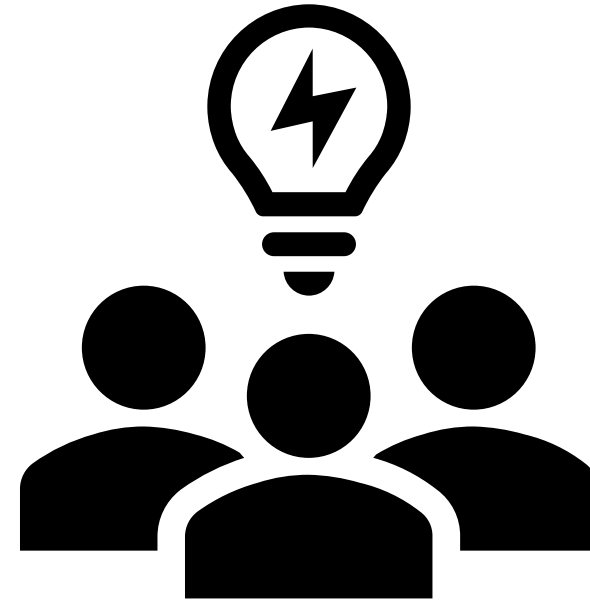
Problem: Course Textbook

- Cost
- Content
- Student Use

Alignment

Why do we require students to purchase an expensive paper-based textbook each term, while teaching about...

- The value of information access on the Internet

- Creative Commons licensing

- Open educational resources

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Needs Analysis: Spring 2018

Student Survey (n=52)

Current situation:

- 32 (62%) purchased the book

- 42 (81%) did not read or refer to the text
  - Comments: They could find information via course podcasts and the Internet

Future desires:
- Low cost (45; 87%)
- Online/electronic (42; 81%)
- Low-cost bound print version (9; 17%)
- Mobile access (19; 37%)

Needs Analysis: Spring 2018

Student Survey (n=52)

Preferred textbook content delivery methods:

- videos (44; 85%)

- reading materials (39; 75%)

- podcasts (31; 60%)

Additional comments suggested that many students preferred to not engage in lengthy readings.

D&D: Summer 2018

Core Design Team

- Course supervisor

- Lead course instructor

Development Platform

- Canvas

Support

- Additional course instructors

- University librarians

Hosting Technology

- Canvas

- YouTube
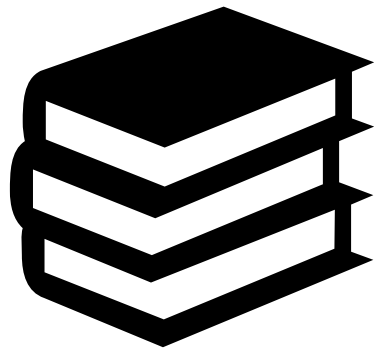
- Personal server

D&D: Summer 2018

Textbook Content Outline

- Start with the syllabus

- Identify topics related to course objectives and assessments

- Types of content
  - Technology integration concepts
  - Overviews of different educational technologies
  - "What teachers do"
  - Design skills
  - Authentic teacher examples

D&D: Summer 2018

Design Tension

"Book"   Modules

vs

Lessons Learned: Fall 2018

Student Survey (n=89)

- Only 13 students (14.6%) indicated that they did not do the readings

- Students agreed or strongly agreed that the readings helped them with:
  - In-class activities (68; 76%)
  - Assignments (68; 76%)
  - Understanding how teachers use technology (72; 81%)

- Students reported accessing the readings across a variety of devices, including their phones

Next Steps: Content

- Refine current materials
  - Accessibility

- Add new materials
  - Teacher video examples
  - Podcasts

- Renewable assessments → Student contributions to the book
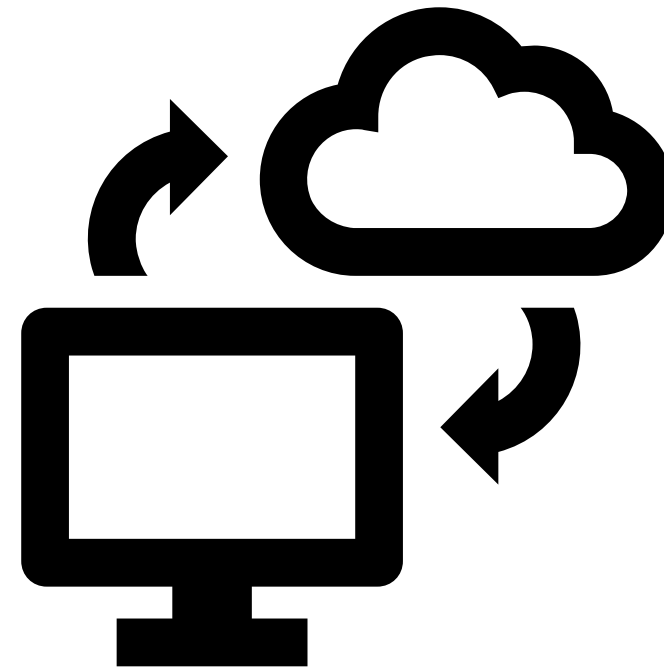
Next Steps: Sharing

- Add a Creative Commons License (BY-NC-SA)

- Supply two copies of the course materials:
  - Complete or "published" versions for use as-is (e.g., PDFs, videos)
  - Editable versions

- Share to Canvas Commons

- Host content in an alternate environment for non-Canvas users

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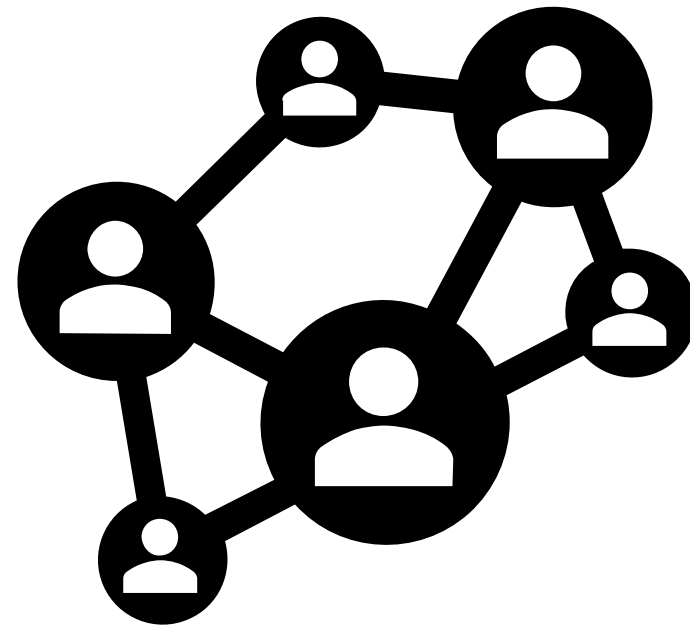
Discussion

- Benefits of shifting from traditional to OER textbook:
  - Content control
  - Quality control
  - Ability to edit, reconfigure, reorder, and add to learning resources over time
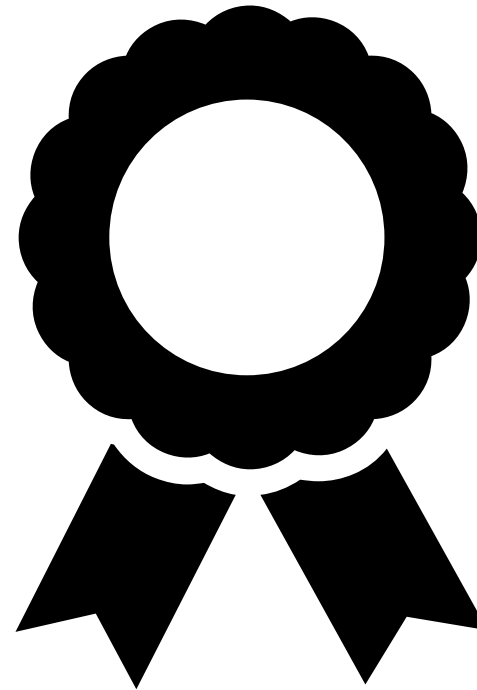
Thanks for joining our session

Any questions?

Email us if you would like follow-up when the book is ready for public sharing

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