

AUSTRALASIAN OEP SIG DIGEST 2020 OCTOBER EDITION

[Curated by Nikki Andersen, Adrian Stagg, members of the Australasian OEP-SIG, and selected content from SPARC's OEP Digest]

New open texts

GEMS AND NUGGETS: MULTICULTURAL EDUCATION FOR YOUNG CHILDREN edited by Eseta Tualaleli and Karen Hawkins (University of Southern Queensland) is the result of a pedagogical shift that connects students with early childhood educator professionals. As open assessment, students created resources that met immediate professional learning needs in the community, and [released the book as an open resource](#). The assessment will run again in Semester 2, and the second volume is due in late 2020.

OPEN AT THE MARGINS: CRITICAL PERSPECTIVES ON OPEN EDUCATION edited by Maha Bali, Catherine Cronin, Laura Czerniewicz, Robin DeRosa, and Rajiv Jhangiani. This [book](#) represents a starting point towards curating and centering marginal voices and non-dominant epistemic stances in open education. It includes the work of 43 diverse authors whose perspectives challenge the dominant hegemony.

WRITING ABOUT LEARNING AND TEACHING IN HIGHER EDUCATION by Mick Healey, Kelly E. Matthews, and Alison Cook-Sather. [Writing about Learning and Teaching in Higher Education](#) offers detailed guidance to scholars at all stages—experienced and new academics, graduate students, and undergraduates—regarding how to write about learning and teaching in higher education. It evokes established practices, recommends new ones, and challenges readers to expand notions of scholarship by describing reasons for publishing across a range of genres, from the traditional empirical research article to modes such as stories and social media that are newly recognized in scholarly arenas. The book provides practical guidance for scholars in writing each genre—and in getting them published.

OPEN PEDAGOGY APPROACHED: FACULTY, LIBRARY AND STUDENT COLLABORATIONS by Alexis Clifton and Kimberly Davies Hoffman. This [open text](#) covers topics such as textbook replacements, open student projects and open course design.

RESEARCH METHODS: GO-GN, the Global OER Graduate Network, released a [Research Methods Handbook](#) aimed at newer open education researchers and those starting out on their doctoral projects. The Handbook presents an overview of scientific methodology for open research and features contributions by 28 network members who are doctoral or postdoctoral researchers working in the field of open education.

NURSING PHARMACOLOGY: Chippewa Valley Technical College recently published [Nursing Pharmacology](#), an open textbook designed for entry-level undergraduate nursing students. The material explains basic concepts of pharmacology and describes

common medication classes. The book is available for download in multiple formats, but the online version is required for interaction with the adaptive learning activities included in each chapter.

CLIMATE TOOLKIT: A RESOURCE MANUAL FOR SCIENCE AND ACTION: by Frank D. Granshaw. Book Description: [The Climate Toolkit](#) is a resource manual designed to help the reader navigate the complex and perplexing issue of climate change by providing tools and strategies to explore the underlying science

COMPARATIVE RELIGION READER: by Alan Lenzi is an Open Educational Resource (OER) [of primary source materials and study questions](#) for the RELI30: Comparative Religion course taught at the University of the Pacific.

PARENTING AND FAMILY DIVERSITY ISSUES: by Diana Lang (Iowa State University) has been created for students and all individuals who work with children and families (e.g., educators, parents, caregivers, direct support workers, etc.) in diverse contexts. It is imperative to understand how and what factors may influence child outcomes across the lifespan. Therefore, key concepts related to parenting, child-rearing, care-giving, and parenting education are outlined in this textbook to provide historical, theoretical, and practical perspectives across vast settings and developmental domains.

Open resources

NOBA – PSYCHOLOGY TEXTBOOK BUILDING RESOURCE (shared by [Australia Open Textbooks](#))

[Noba](#) is an online platform that allows psychology lecturers to build their own textbooks from materials that are already available in the website, including multiple books that have already been written by academics. Lecturers can adapt ready-written open-licensed and free digital psychology textbooks available in Noba or customise it by adding, removing, writing and re-arranging resources readily available.

RESOURCES FROM THE UNIVERSITY OF CALIFORNIA (shared by Angus Cook).

- [Pathways to Open Access Toolkit](#) - Laying out UC's overarching strategy, the Pathways toolkit analyses the many approaches for advancing the large-scale transition to OA, and identifies action steps for UC system-wide investment and experimentation.
- [Publisher Negotiation Toolkit](#) - A North American framework for creating transformative change in the scholarly publishing industry based on initial insights from the University of California's 2018-19 negotiations with Elsevier.
- [OA Tipping Point Public Affirmation](#) - A statement with signatures from 36 library leaders and faculty members from 17 universities and consortia affirming the importance of leveraging publisher negotiations to advance OA.

TEXAS LEARN OER: DigiTex is so pleased to announce the launch of [Texas Learn OER](#), a set of ten peer-reviewed, openly licensed, self-paced modules for faculty, staff, and administrators.

OER RESEARCH KIT: The [OER Research Toolkit](#) is comprised of the OER Research Guidebook and several additional resources.

HACKING THE TEXTBOOK: PowerPoint slides from a presentation call '[Hacking the textbook in a weekend, well sort of](#)'...from the University of Otago.

NEW PUBLICATION SERIES: The National Forum for the Enhancement of Teaching and Learning in Higher Education has announced the creation of [new publication series](#) focused on OER and open educational practices. The widespread interest in [the National Forum Open Licensing Toolkit](#), published in June 2019, and accompanying webinar, '[Introduction to Open Educational Resources \(OER\) & Open Licensing](#)', prompted the National Forum to establish a series of guides and associated webinars focused on the topic of OER/OEP. The second guide in the series, '[How to Choose an Open Licence](#)', has now been published.

Articles

LEVERAGING LIBRARY EXPERTISE IN SUPPORT OF INSTITUTIONAL GOALS: A CASE STUDY OF AN OPEN EDUCATIONAL RESOURCE INITIATIVE by Stacy Katz (shared by Jane Angel). Incentivizing faculty adoption of Open Educational Resources (OER) as a method for reducing textbook costs to increase access and affordability of higher education has been an area of development in academic libraries. Read [full article](#).

COURSE MATERIALS SPENDING DROPS AGAIN: New data from the latest Student Watch report shows some [positive trends](#) in course materials continued during the 2019-20 academic year, but there are still some areas of concern that campus stores may want to explore with their institutions.

TEXTBOOK AFFORDABILITY IN THE TIME OF COVID-19: This [article](#) provides a background of the textbook affordability problem affecting students attending United States higher education institutions, both prior to and during the 2019 novel coronavirus disease (COVID-19) pandemic, as well as potential solutions to the problem

WHAT CAN OER ADVOCATES LEARN FROM THE TRADITIONAL FACULTY TEXTBOOK ADOPTION EXPERIENCE? Previous research has demonstrated the positive impacts that Open Educational Resources (OER) can have on student retention and learning, but these connections may not be compelling enough to persuade faculty to adopt OER resources in lieu of traditional textbooks and materials. What are OER advocates missing? What could OER advocates do better or differently? To be successful with OER, it is important to understand not only what OER are replicating or replacing in the classroom, but also understand the whole faculty experience, including the social aspects of textbook adoption. Read [full article](#).

NEWS

FROM ARKANSAS: The University of Arkansas Library's new course development project resulted in savings of over \$50,000 for students who take the required core curriculum two semester sequence in American history during the 2020-21 academic year. *"As a third of our first-year students from Arkansas are Pell eligible, this project further reduces the barriers students face to access our undergraduate courses,"* said James Gigantino, professor and chair of the Department of History. [Read more >>](#)

FROM ALBERTA: University of Alberta Libraries and other post-secondary institutions across the province are collaborating to provide students and instructors with the ability to access and create digital learning materials for free. The service, [Open Education Alberta](#), is a platform that enables the adaptation, creation and use of open education resources (OERs) in post-secondary courses. As universities move to online learning in the wake of COVID-19, *"Faculty [members] are already looking at ways to revisit how they're going to deliver their courses for the fall, and OERs might solve some of the problems that they're encountering in terms of student access to learning materials,"* said project co-lead Cari Merkley, a librarian at Mount Royal University. [Read more >>](#)

FROM NEW JERSEY: Rutgers University Libraries have created a program that incentivizes faculty to use free or low-cost learning materials that save students money. [The Open and Affordable Textbooks \(OAT\) program](#) is projected to save over 16,400 students a total of more than \$2.1 million in the cost of textbooks and other course materials over the next year. *"With the ongoing pandemic putting financial pressures on so many families, it is more important than ever to do what we can to keep our students' education affordable,"* said Krisellen Maloney, vice president for information services and university librarian. *"I'm proud that the Libraries can offer a program like OAT that not only helps relieve financial burdens for our students but can also help foster their academic success."* [Read more >>](#)

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