

# Traditional Textbooks vs. OER:

## What's the same and What's different?

	Traditional Textbook	Open Textbook	Open Educational Resources (OER)
<b>What is its purpose?</b>	Provides basic course content for student reading and reference	Provides basic course content for student reading and reference	Provides basic course content for student reading and reference
<b>What does it look like?</b>	A single one-size-fits all book (or e-book)	A: A single book (or e-book) adopted as-is B: A single book (or e-book) adopted with customization by the instructor	A: An online collection of resources curated, remixed and customized by the instructor B: The same as (A) above, in printable format for those students who prefer print
<b>How does an instructor choose it?</b>	A. Through evaluation of sample copy provided by the publisher, in print or online. B. Peer review by publisher often assumed but not shared.	A. Through evaluation of free online copy. In some cases a print sample copy is available. B. Peer reviews often available	A. Through searching and evaluating component resources found in OER repositories. Search is based on specific learning outcomes and content needs defined by the instructor B. Peer reviews are often available
<b>How is it adopted by an instructor?</b>	Selection is made and approved by colleagues, department head and/or dean, depending on the policies of the college. The bookstore is also included and notified of changes to text selection.	Selection is made and approved by colleagues, department head and/or dean, depending on the policies of the college. The bookstore is also included and notified of changes to text selection.	Selection is made and approved by colleagues, department head and/or dean, depending on the policies of the college. The bookstore is also included and notified of changes to text selection.
<b>How do students use it?</b>	A. Students bring the text (or e-book equivalent) to class and back as needed. B. Students may choose to read and annotate in print or with a mobile device	A. Students bring the text (or e-book equivalent) to class and back as needed. B. Students may choose to read and annotate in print or with a mobile device C. Customization ensures that the book is only as big as it needs to be.	A. Students print those portions that are needed for class. B. Students may choose to read and annotate in print or with a mobile device. C. Customization ensures that the resources shared are all relevant to the course
<b>How much do students pay?</b>	The average cost of a college textbook is around \$175 per course	A. Free for online access B. Around \$30-\$60 for printed and bound copies, or cost of printing PDF	A. Free for online access B. Cost of printing PDF

# OER Finding and Adopting Guide for Instructors

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<p><b>1. Define your need:</b></p> <ul style="list-style-type: none"> <li>a. Keywords for topic or learning outcomes (list to the right)</li> <li>b. Format preference</li> </ul>	
<p><b>2. Search:</b></p> <ul style="list-style-type: none"> <li>a. Try many different sites and many different keywords and strategies</li> <li>b. Keep track of sites you've searches and keywords you've used in a Word or Google Doc</li> </ul>	<p>For repository lists see:  <a href="http://oerconsortium.org">http://oerconsortium.org</a>  <a href="http://guides.kirkwood.edu/opentextbooks">http://guides.kirkwood.edu/opentextbooks</a></p>
<p><b>3. Identify &amp; Evaluate:</b></p> <ul style="list-style-type: none"> <li>a. This stage is perhaps the most different from the process for selecting a traditional textbook. Use the criteria listed to the right in your selection process.</li> </ul>	<p><b>Quality</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer review available</li> <li><input type="checkbox"/> Reputation of author and/or institution</li> <li><input type="checkbox"/> Pedagogy</li> </ul> <p><b>Appropriateness</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accuracy of content</li> <li><input type="checkbox"/> Alignment with course objective or learning outcome</li> <li><input type="checkbox"/> Appropriate reading level</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Technical quality (clear visuals, high production value)</li> <li><input type="checkbox"/> Clear licensing declaration (Creative Commons, Public Domain, etc.)</li> </ul>
<p><b>4. Adoption:</b></p> <ul style="list-style-type: none"> <li>a. What stakeholders in your college community need to be consulted or informed of your choice?</li> </ul>	<p><b>Possible stakeholders:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Department head             <ul style="list-style-type: none"> <li>o Articulation agreements with other schools?</li> </ul> </li> <li><input type="checkbox"/> Dean</li> <li><input type="checkbox"/> Bookstore</li> <li><input type="checkbox"/> Director of college LMS (technical considerations in loading or students' ability to accessing content)</li> <li><input type="checkbox"/> Learning Services or ADA Officer: will the content you've selected be accessible by those with vision, hearing or other disability?</li> </ul>
<p><b>5. Use:</b></p> <ul style="list-style-type: none"> <li>a. How will students access this resource?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does your bookstore provide a printing service for bound or printed &amp; 3-hole punch packets?</li> <li><input type="checkbox"/> Will you post materials to your own site (LMS or other)</li> <li><input type="checkbox"/> Will students have option of ordering a printed book or purchasing directly from your campus bookstore?</li> </ul>