An Action Plan for Building a Statewide Infrastructure to Support OER in Florida's Public Institutions of Higher Education

The Final Report of the Open Access Textbook and Educational Resources (OATER) Task Force

The OATER Task Force
9/21/2016

Contents

Executive Summary

This report combines the recommendations made to the Florida Virtual Campus (FLVC) in *A Preliminary Report of the Open Access Textbook and Education Resources (OATER) Task Force*, November 10, 2015, with the results from OATER's *OER Survey of Statewide Efforts to Reduce Textbooks Costs* conducted from February 29 through March 25 of 2016.   The goal of both the preliminary report and the survey was to determine how best to build a statewide infrastructure to support the successful implementation of Open Educational Resources (OER) in Florida's public institutions of higher education. The recommendations in this report focus on building an OER community and Knowledge Base. Key recommendations are:

- FLVC should become active members in or partners with national OER organizations such as MERLOT II and OpenStax College at Rice University.
- FLVC should work with its Members Council on Distance Learning and Student Services (MCDLSS) and Members Council on Library Services (MCLS) to identify one librarian and one instructional design/technology staff member from each institution to pair up and serve as official FLVC OER liaisons and campus OER points of contact.
- FLVC should establish a website to serve as a central Knowledge Base for OER and related topics, to include directories of official FLVC institutional OER liaisons, faculty peer-to-peer OER advisors, training and professional development materials, and provide organized pointers to OER content.
- FLVC should work with campus leaders in the FCS and SUS to clarify policies regarding copyright and faculty created instructional materials, and the ability of faculty to license such content under Creative Commons licenses so they may be openly shared.
- FLVC should develop a "re-mix" tool that would allow the integration of disparate content, such as OER resources, library materials, and video formats, into a single presentation platform.
- FLVC should work with the OER liaisons and others to develop introductory workshops on using OER and other resources to reduce the cost of textbooks.
- FLVC could seek state funding that could be awarded as regional grants to institutions for "demonstration projects" for faculty to develop OER texts to be shared.

Introduction

Background

As Congress prepares to overhaul the Higher Education Act, issues of college affordability are much in the news, and a significant affordability factor is the cost of textbooks and other instructional materials. A survey conducted by the U.S. Public Interest Group in 2013 found that the average student spends about $1,200 a year on textbooks and materials. For the average community college student this equals about 39% of total annual costs, and for the average student in a four-year public institution, about 14%.[1]

One solution emerging to combat the high costs of textbooks is Open Educational Resources (OER), defined by the Hewlett Foundation as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open education resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."[2]

In addition to OER, institutional libraries have also been stepping into the education affordability space by finding new ways to leverage their existing investment in online library resources in the classroom. Libraries license a wide range of electronic materials, including journals, e-books, encyclopedias, datasets, and videos that support the curriculum in multiple subject areas.

FLVC's Role in OER

The 2015 Florida statute[3] mandates that FLVC:

> "Promote and provide recommendations concerning the use and distribution of open-access textbooks and education resources as a method for reducing costs and work with public postsecondary education institutions in developing a standardized process for the review and approval of open-access textbooks and education resources."

To address this requirement, FLVC, in conjunction with its Member Council on Library Services (MCLS) and Members Council on Distance Learning and Student Services (MCDLSS) established the Open Access Textbook and Educational Resources (OATER) Task Force. (See Addendum A for a list of the task force members.) The OATER task force has focused on the aspects of promotion of open access resources, or OER, as well as providing a set of practical, actionable recommendations with the goal of creating a statewide infrastructure for support of their use and development. The emphasis is on building partnerships and a statewide infrastructure to support the use of OER and

---

[1] http://www.usnews.com/news/articles/2014/01/28/report-high-textbook-prices-have-college-students-struggling

[2] http://www.hewlett.org/programs/education/open-educational-resources

[3] Title XLVIII, Statute 1006.73, 4(c).

other resources to reduce educational costs to students. It lays out a roadmap for how, with FLVC playing a centralized leadership role, Florida can create a sustainable, vibrant, OER community.

Since the publication of *A Preliminary Report of the Open Access Textbook and Education Resources (OATER) Task Force*, additional language has been introduced into Florida statute that addresses the issue of affordability in public higher education, and calls for an expansion of the use of open-access textbooks and instructional materials[4]. This mandate further emphasizes the importance of addressing this issue on a statewide basis. In addition, new reporting requirements request that state universities and colleges report "specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials" by September 30 of each year, beginning in 2016[5]. Active engagement on an institutional level in the action plan developed by OATER could be an important part of this reporting.

Report Organization

This report has three sections. Section one is an environmental scan, of sorts, and provides a review of the "best of the best" national and international OER projects and organizations, with recommendations on how FLVC might partner with or otherwise benefit from their resources. Section two builds upon the findings of a report published by the Washington State Board for Community and Technical Colleges that provides a model for support and implementation of OER use. OATER has drawn from the findings of this excellent report to make recommendations to FLVC on establishing a statewide OER support infrastructure. These recommendations, first published in *A Preliminary Report of the Open Access Textbook and Education Resources (OATER) Task Force*, have been supplemented here with selected findings of the OATER OER survey, text provided in italics. Section three of the report discusses the results of the OATER OER survey of FCS and SUS librarians, instructional design staff, and teaching faculty in detail, and suggests additional steps for moving forward based upon those results.

I. Major National/International OER Projects and Organizations

This section of the report provides a brief overview of some of the top OER projects and organizations and makes recommendations on how FLVC might partner with or otherwise benefit from the resources they make available. OATER also identified some of the top state-based projects, but did not have specific recommendations for building on those efforts other than what is reflected in the section on MERLOT, below. State-based projects of note are listed in Appendix B.

Community College Consortium for Open Educational Resources (CCCOER)
URL: http://oerconsortium.org/about/

---

[4] Title XLVIII, Statute 1004.085, 7(g)2.
[5] Title XLVIII, Statute 1004.085, 8(4).

This is a joint effort by individual community colleges, regional and statewide consortia, the Open Education Consortium, the American Association for Community Colleges, and many other educational partners to develop and use open educational resources.

CCCOER states their primary goal is to create awareness of OER and help colleges use OER to improve teaching and make education more accessible.

Recommendations:

- Currently the CCCOER lists the Florida Distance Learning Consortium as a member, and lists the 28 colleges in the FCS. FLVC should update this membership information to reflect the new organization that absorbed the legacy FDLC, and include the Florida SUS institutions in its membership.
- The CCCOER website has a wealth of material available under a Creative Commons license that FLVC could repurpose, including a tutorial on OERs, information on model policies, professional training tutorials and information on designing for universal accessibility.

MERLOT II (Multimedia Educational Resource for Learning and Online Teaching)
URL: http://www.merlot.org/merlot/index.htm

MERLOT describes itself a community of staff, volunteers, and members who work together in various ways to provide users of OER materials with a variety of services that can enhance the instructional experience. MERLOT holds an annual conference; provides faculty development information, including the MERLOT Pedagogy Portal, which provides web services to customize websites to include MERLOT functionality; assists with the integration of MERLOT search functionality and MERLOT resources into learning management systems; and provides an infrastructure for the creation and peer-review of OER materials.

Recommendations:

- FLVC (or the Florida Distance Learning Consortium) does not appear to be a member or partner of MERLOT. FLVC should explore the opportunities that being a Community Partner of MERLOT would provide. For example, the MERLOT database feeds organized information into California's COOL4ED project, which provides a user-friendly portal to OER materials. Georgia's Affordable Learning Georgia project does the same. Florida could explore following this model. MERLOT Partner benefits are detailed at their website: http://info.merlot.org/merlothelp/index.htm#become_a_partner.htm.
- MERLOT has a searchable public database of its members. FLVC could mine this database to identify faculty members in Florida who are active MERLOT users and or contributors. A preliminary search finds Florida faculty members who are submitting content to MERLOT, acting as peer reviewers, and serving as members of MERLOT's virtual speaker's bureau.

OpenStax College at Rice University

URL: https://www.openstaxcollege.org/

OpenStax College is a nonprofit organization that started at Rice University and is now supported by multiple foundations. OpenStax is considered by many to set the standard in quality textbooks. OpenStax textbooks are free to view online or download with print available at very low cost. OpenStax texts can be customized for interested institutions through their "Institutional Adoptions" program, under which they will work with the interested party to make the institutional process as smooth as possible.

Recommendations:

- Complete Florida Plus Program (CFPP) work with OpenStax through their Institutional Adoptions program to adopt texts for courses in the CFPP program as appropriate.
- Identify the top five courses given in the SUS and FCS and work with OpenStax through their Institutional Adoptions program to make appropriate texts available as an option for those teaching the course. *The need for an organized, course/subject specific portal to OER and library content was rated by 67.9% of survey responders as support that FLVC could provide centrally. This was the highest rated support activity.*

OER Commons

https://www.oercommons.org/

OER Commons is a project created by the Institute for the Study of Knowledge Management in Education (ISKME), an independent education nonprofit. ISKME provides a number of OER services, including Open Author, a publishing tool that assists in the creation, description, and discoverability of OER and Application Programming Interface (API) integration tools for the LMS. Their OER Commons, funded by the Hewlett foundation, is a free teaching and learning network of over 50,000 educational resources, mostly developed for the K-12 sector and some specific to the Common Core. The OER Commons repository contains textbooks within subject areas including arts, humanities, social sciences, sciences, etc.

Recommendation:

- FLVC should include the OER Commons Open Author tool among a collection of other tools as a solution to those looking to create simple documents such as tests, resource guides, and other ancillary materials.

II. Developing a Statewide Support Infrastructure for OER

This section of the report provides recommendations to FLVC on developing a statewide support infrastructure for OER that will ensure efforts are both sustainable and acculturated. Taken together, these recommendations provide a roadmap to OER becoming part of the fabric of higher

education in the state. Most of the recommendations made are based upon the excellent report, *A Qualitative Investigation of Faculty Open Educational Resource Usage in the Washington Community College and Technical College System: Models for Support and Implementation,*[6] published in January 2015 by Boyoung Chase and Mark Jenkins of the Washington State Board for Community and Technical Colleges (SBCTC)*.* This report addresses issues of OER policies, training and professional development, the need for local OER expertise, and funding. We've expanded the roadmap to include marketing, a critical piece in raising awareness of the importance of OER, and their increasing availability.

The SBCTC report is the result of a survey of 780 faculty members on their use of OER, and extensive follow-up interviews about the extent and types of OER use. Based upon their finding, the authors developed a graphic[7] to depict the types of support needed for faculty to successfully implement OER in their classrooms. The OATER task force has identified particular areas in which FLVC could provide centralized support for OER development across the state. These areas are outlined in bold. Marketing has been added to the graphic by the task force, as they believe this is a critical factor in OER success, and is part of the legislative mandate to promote OER.   The task force encourages readers to further explore the SBCTC report in greater detail, as it includes many insightful comments from the faculty members interviewed. Also, the reader should note that partnership is not specifically addressed, as in the SBTCTC report it is very institution specific. The theme of partnership, however, is central to the recommendations OATER makes in this document.
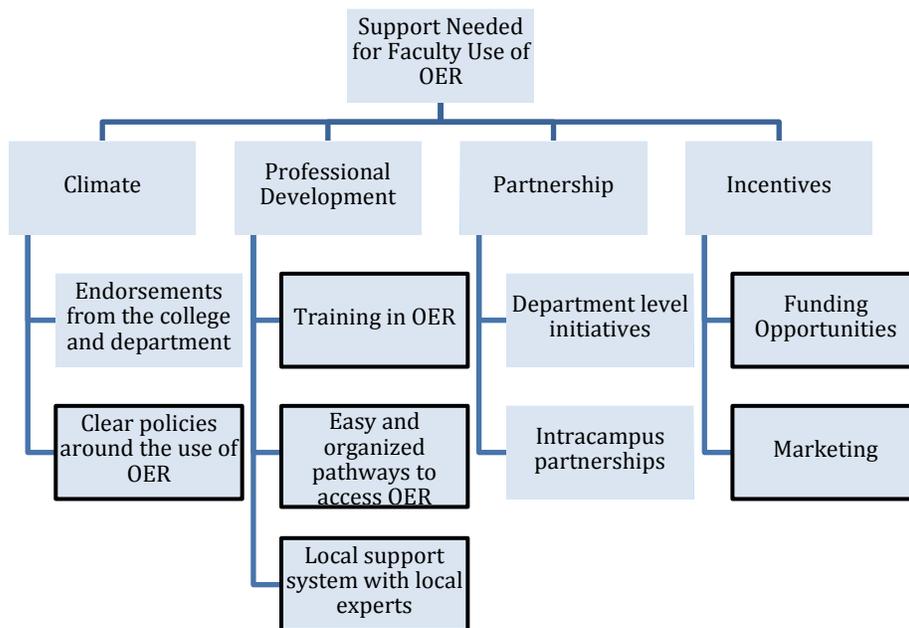

Figure 1: Adapted from *A Qualitative Investigation of Faculty Open Educational Resource Usage in the Washington Community College and Technical College System: Models for Support and Implementation.*

---

[6] https://drive.google.com/file/d/0B4eZdZMtpULyZC1NRHMzOEhRRzg/view?pli=1
[7] SBCTC Report, page 27.

Develop Clear Policies Regarding the Creation and Use of OER

The SBCTC report notes that faculty members are often uncertain regarding the ownership of materials they create for use in the classroom. Policies that consider faculty-created materials as "work for hire" prevent the faculty from employing a Creative Commons license that makes the material readily adaptable by others. In addition, the lack of policies that sanction the use of OER materials can serve as a barrier to their use.

Recommendations:

- FLVC leadership could facilitate statewide discussion at the Provost level on developing policies that support and sanction the use of OER, and clarify ownership issues of faculty created OER. *In the OATER OER survey, 26.4% of respondents using OER materials and 20% of respondents using library materials in their class reported uncertainty about copyright and licensing issues when doing so.*

Develop a Network of Local Experts to Provide Local Support

The SBCTC report notes that many faculty felt that a local support system with local experts was critical to their success, and preferred to have "a local OER service unit on campus and a go-to person who can help in finding, using, and designing a course with OER.[8]" The specific experts and resources that faculty identified were "early adopters in the department, OER-trained librarians, and OER-specific instructional design support and consultation.[9]"

Recommendations:

- FLVC, in conjunction with the MCDLSS and the MCLS, identify one librarian and one instructional design/technologies staff from each institution to pair up and serve as the official FLVC OER liaisons and campus OER points of contacts. These OER liaisons would:
  - Be listed on the FLVC OER Knowledge Base website as the points of contact for their institutions.
  - Refer faculty to other librarians and instructional design staff on their campusus as appropriate.
  - Serve as the official liaisons to FLVC's OER development efforts.
  - Provide a formal, statewide network of OER experts.
  - Guide and assist FLVC in the development of OER training materials and informational tools required for professional development and training.

The OATER task force feels that this is one of the two most critical recommendations in this report. By establishing this infrastructure of OER experts, FLVC would lay the groundwork for building a strong OER community that could provide leadership, training opportunities, peer-to-peer support,

---

[8] SBCTC Report, page 31.
[9] SBCTC Report, page 32.

and the sharing of best practices.   A number of the other recommendations in this report assume that this system of OER liaisons has been established.

Training in OER

The SBCTC report identifies four areas where training was most requested by faculty members wanting to integrate OER into their classrooms. These are "(1) basic training that defines what OER are, as well as how to find and cite them, (2) course design training on specifically OER-based course development processes, (3) accessibility and UDL (Universal Design for Learning) focused training sessions on building more accessible and flexible learning environments with OER, and (4) basic copyright and fair use training."[10] The local support liaison team could be a critical piece in the providing local training. Librarians are skilled at finding information, and most have knowledge of copyright and fair use issues.

Recommendations:

- FLVC work with the OER liaisons and others to develop introductory workshops on using OER and other resources to reduce the cost of textbooks. *In the OER survey, 48% of respondents felt that the provision of introductory workshops on finding and using OER resources was among the type of support that FLVC could provide on a statewide basis.*
- FLVC coordinate meetings and communication among local support system groups to share best practices across the state and grow the OER community. *In the OER survey, 29.2% of respondents felt that it would be useful support for FLVC to coordinate statewide meetings and communication channels about OER among Florida institutions for sharing best practices and growing the OER community.*
- Through the upcoming OATER survey and other means, FLVC could identify and create a database of faculty experienced in using OER who are willing to serve as peer-to-peer advisors. *In the OER survey, 26% of the respondents who agreed to self-identify for follow-up purposes were interested in serving as a peer-to-peer advisor.*

Establish easy and organized pathways to access OER

The SBCTC report stressed that faculty desired to have "a one-stop referral mechanism with pre-selected resources, curated with critical information about OER, including all the available resources at their disposal."

Recommendations:

- Develop a website to serve a central Knowledge Base for OER and related topics. *In the OER survey, 59.7% of respondents thought that the development of a website by FLVC to serve as a central Knowledge Base for OER and related topics would be a productive use of statewide resources.* A suggested name for this web site that had resonance with OATER task force

---

[10] SBCTC Report, page 29-30.

members is "Open Florida." This site would help facilitate many aspects of the recommendations in this report, by:

- o Listing the OER Liaisons by institution.
- o Providing a database of peer-to-peer OER advisors.
- o Assembling a tool set of technology and software useful in the creation and incorporation of OER materials.
- o Incorporating training materials and inspirational videos from faculty employing OER.
- o Acting as a one-stop portal to vetted OER materials.
- o Serving as a repository for marketing and other materials for repurposing at the institutional level.

- ● Explore doing something similar to California's COOL4ED project, which provides an organized, course/subject specific portal to content in the MERLOT repository. *In the OER survey the provision of an organized, course/subject specific portal to OER and library content was rated highest (67.9%) when asked what FLVC could do to support OER on a statewide basis.*
- ● Consider further development and use of the Orange Grove as a repository for OER materials. *In the OER survey, 23.4% of respondents felt this was the type of support that FLVC should provide on a statewide basis to facilitate the use of OER.*

The OATER task force feels that this is one of the two most critical recommendations in this report. By establishing a statewide Knowledge Base for OER and related topics, FLVC would create a meaningful space where faculty, librarians, and instructional technology/design staff, among others, could come to get material and support for all aspects of OER. Such a site would also greatly facilitate the achievement of a number of the other recommendations in this report.

Funding Opportunities

As a central statewide agency, FLVC may have a role to play in seeking and administering statewide grants that support OER adoption and development across the state.

Recommendations:

- ● FLVC should identify and apply for appropriate OER-related grants that could be used to fund some of the recommendations in this report, as well as the adoption and creation of OER across the state. *In the OER survey, 37.2% of respondents thought this was the type of support that FLVC could provide to facilitate the use of OER on a statewide basis.*
- ● FLVC could seek state funding that could be awarded as regional grants to institutions for "demonstration projects" for faculty to develop OER texts to be shared. *In the OER survey, 37.9% of respondents thought this was the type of support that FLVC could provide to facilitate the use of OER on a statewide basis.*

Marketing OER

FLVC is perfectly positioned to promote OER across the state. FLVC communications and marketing staff could be called upon to create materials that introduce the concept of OER, highlight the benefits of their use, and demonstrate the impact that their use has upon the individual student. For example, one FCS faculty member who uses an OER textbook in his class was told by a student that the money he saved by not having to buy the expensive science textbook normally required for that course allowed him to put food on his table for a month.

Recommendations:

- FLVC work with faculty using OER to systematically collect these stories for use in marketing materials and materials designed to inform legislative staff.
- FLVC create promotional materials that could be adopted by individual institutions for use on their own campus.
- FLVC develop materials directed toward faculty that promote OER that parallel the types of marketing materials textbook publishers use.

III. OER Survey

In *A Preliminary Report of the Open Access Textbook and Education Resources (OATER) Task Force*, November 10, 2015, it was noted that the recommendations made in that report were based upon the expertise and experience of task force members and research in the field, and that a forthcoming survey would be conducted in order to validate those recommendations and collect more information specific to Florida. It further noted that the goals of the survey would be to identify:

- Existing OER efforts.
- To what extent library licensed resources are being used to offset the cost of instructional materials.
- The main challenges faced incorporating these OER and library resources into the course, both from a content and technological perspective.
- What type of support FLVC could provide on a statewide basis to facilitate the use of OER.
- Technologies being developed around the state that support the integration of library and OER content in learning management systems and other platforms.

In addition, the OATER task force determined to use the survey to invite respondents to self-identify for future interviews, and to express their interest in being involved in statewide OER efforts through serving as OER peer advisors, campus advocates, providing training or presentations, and developing and reviewing OER materials.

The survey was conducted from February 29 through March 25 of 2016. A total of 817 responses were received, of which 72% of the respondents identified as teaching faculty, 11% as administrative, 9% as library staff, and 2% as instructional technology/design staff.

The remainder of this report discusses the highlights of the survey results. The complete survey, sans the section where respondents self-identify, is available in Appendix C.

Existing OER Efforts

One of the major goals of the survey was to identify existing OER efforts. As noted in the Executive Summary, the focus of the task force has been on building an OER community to establish a centralized and sustainable base on which to build statewide OER efforts. To that end, we wanted to target those who are currently working with OER in the state. Of the 817 respondents, 72% reported having not used or explored OER. The results in this section of the report reflect the responses of the remaining 27% who reported using OER.

How people are working with OER
One of the primary goals of the survey was to determine how widespread use of OER is across the SUS and FCS, and what those efforts looked like. Respondents were asked if they were actively involved in OER efforts, and, if so, if they were working with others. As one of our two most critical recommendations is that FLVC identify one librarian and one instructional design/technologies staff from each institution to pair up and serve as the official FLVC OER liaisons and campus points of contacts in order to facilitate OER efforts, we wanted to see how many faculty were already working with librarians and instructional design/technologists. Of the 123 individuals who responded to the question of whether they were working with others on campus in their OER efforts, 32.7% reported working independently of others. However, most of the 123 reported working with others: 25.1% with librarians, 23.3% with instructional technologies/design staff, 15.7% with an administrator, and 1.3% with a graduate assistant.

Types of OER being used
The most commonly used format of OER was by far streaming video, with 72% of respondents reporting having used it. Next in frequency of use was open-access journal articles (56.6%); textbooks (47.3%); images (45.7%), homework exercises (34.1%); and audio podcasts (25.6%). The use of entire courses and tests were reported with an equal amount of use (18.6%) with "other" (14%) and "none of the above" (2.3%) rounding out the reporting.

In the category of "other," seven of the 18 respondents reported using information from public domain websites that made available governmental and international organization information and professional standards.

Use of OER repositories to locate materials
When asked what OER repositories people have used to locate materials, a fairly high percentage (45%) said none. The next most frequently provided response was "other" (24%). Of these 22

specific resources were listed, with only YouTube (3), MyOpenMath (2) and TED & TEDx (2) having a repeat mention. Twelve of the other resources listed included resources made available through the library (10). Behind other came the use of OpenStax (20.9%); The Florida Orange Grove (17.1%); Merlot (14.7%); OER Commons (14.7%); Flat World Knowledge (11.6%); and CCCOER (4.7%).

Presentation of OER materials to students
By far the platform used most frequently to present OER content to students is the institution's Learning Management System (80.6%). Next in frequency was via a website (27.9%) and LibGuides (18.8%). The responses "other" (9.3%) and "none of the above" (6.2%), followed, with "other" a mixture of responses that included mention of pdfs and use of the institutional repository.

Use of Licensed Library Resources
Of the 817 responses to the survey, 134 respondents said they have incorporated library resources into their courses. E-journal articles were used most frequently (75.4%), with streaming videos (62.3%) and reference databases (60.8%) following. Subject specific LibGuides (50.8%) and E-books (50.0%) were used nearly equally. The use of print course packs was reported by 3.8% of respondents, and 0.8% said they were using none of the content types listed. Of the 10% who said "other," half of the responses related to the involvement of librarians or use of some library related component.

Presentation of library materials to students
As with the presentation of OER materials to students, the majority of respondents reported using the institution's Learning Management System (60.8%) to present library materials to students. However, the use of LibGuides was reported by 16.2% as the presentation platform, and websites by 11.5%. An additional 11.5% reported using other platforms. These responses indicated that their institution uses multiple platforms to present material to students. This was a fault of the survey instrument, which should have allowed respondents to select more than one answer from the list.

Challenges faced incorporating OER and library resources into courses

OER Materials
The OER survey asked respondents to provide information on the challenges they faced incorporating OER materials from both a content and technological perspective. The challenges faced when incorporating OER from a content perspective clustered very closely together in frequency of response. The greatest challenge reported was the concern about the availability of materials over time (32.6%), followed closely by the issue of insufficient content being available in their topic area (31.8%) and the fact that material is difficult to find (28.7%). Ranked next as a challenge was an uncertainty about licensing and copyright issues (26.4%) and that OER materials do not include the ancillaries provided by traditional publishers (25.6%). Concern about the

accuracy of content (22.5%) and currency of content (18.6%) also garnered a good number of responses.

Despite the set of challenges presented in the survey, 24.8% of respondents were not facing any of the challenges in incorporating OER materials into their courses from a content perspective. Another 20.2% provided additional challenges that they faced. The majority of these were related to issues of time to locate and organize materials.

The challenges reported in incorporating OER into courses were much fewer from a technological perspective, with 46.5% of respondents selecting "none of the above" from the list of challenges, and only 8.5% selecting "other."   The greatest challenge reported was concern about the accessibility of materials (25.6%). The remaining challenges listed clustered fairly closely together in response rate, with lack of technological support (17.1%), difficulty in changing or editing content (14.7%), lack of a good platform in which to "remix" disparate content (14%), and lack of technological skills required to incorporate the open resources (13.2%). A smaller number, 9.3%, reported that it was difficult to integrate content into their Learning Management System.

Library resources
The OER survey asked respondents to provide information on the challenges they faced incorporating library materials from both a content and technological perspective.   From the content perspective, nearly half (46.9%) reported experiencing no challenges. As with OER materials, concern about the availability of content over time (24.6%) was fairly substantial, as was the level of uncertainty about licensing and copyright issues (20%). Challenges rated almost equally were that insufficient content was available on their topic (16.9%) and difficulty in finding materials (16.2%). Those who responded with "other" (15.4%) cited issues of the time required to locate resources, poor information literacy skills on the part of students, and limitations of the online library resources themselves (e.g. e-books limited to one reader at a time.)

The challenges reported in incorporating library resources into courses were even fewer from a technological perspective, with 53.1% reported facing no challenges. Over a quarter of respondents expressed concern that not every student has access to the equipment/bandwidth to support use of online library resources (25.4%). Lack of technological support (13.1%) and the lack of technological skills or training to incorporate library resources (12.3%) rate very closely to one another as challenges, with the lack of a good platform in which to "remix" disparate content 10.8%) coming fairly close behind. A relatively small number of respondents (6.9%) felt it was too difficult to integrate library resources into the Learning Management System. The responses of those who said "other" were mixed, without any one theme standing out.

Positives experienced in using OER

As might be expected, the majority of those who responded to the question of what positives were experienced when using OER cited cost savings to students (79.1%). Next in frequency of response were increased student engagement with content (52.7%) and the ability to edit and restructure content (44.2%). Almost a quarter of respondents (23.3%) said that using OER materials re-

energized their teaching, and 10.9% said that it increased student retention rate. Of those who provided "other" as a response, the majority of reasons given had to do with the currency of content that use of OER provided.

Use of various technologies

One of the goals of the survey was to identify technology being developed around the state to facilitate the use of OER and online library resources in the classroom. Consequently, the survey asked if respondents were aware of any such technology at their institution. Of the total survey respondents, 390 responded to this question. The majority of respondents (63.9%) reported not being aware of any such technology being developed. The development of tools to facilitate the incorporation of disparate content in the Learning Management System (19.8%) and the development of repositories for digital learning objects (19.3%) garnered almost equal mention. Some respondents reported that their institution was or had developed platforms for publishing OER or other content (9.7%). While only 4.4% of respondents selected "other", this resulted in 24 individual responses. The majority of these mention specific technology being used but not necessarily being developed. Others felt that existing textbooks were sufficient, didn't feel they had enough knowledge to respond to the question, or didn't understand the question.

The survey also sought to identify tools or software currently being used to create course materials or otherwise support teaching efforts. The results show that a wide variety of tools are being used. Of the 525 different tools or software products given, only 18 were listed by at least five respondents. The tools or software listed by 10 or more people were Microsoft Office Products, Blackboard, Canvas, Camtasia, YouTube, Pearson MyLabs, Google Products, and LibGuides.

FLVC statewide support to facilitate the use of OER

One of the major goals of the survey was to identify the type of support that FLVC could most effectively provide for the use of OER on a statewide basis. The results of this query aligned very closely with the recommendations made in OATER's preliminary report. Rated very highly were the provision of an organized, course/subject specific portal to OER and library content (67.9%) and the development of a website to serve as a central Knowledge Base for OER and related topics (59.7%). Next in ranking came the provision of introductory workshops on finding and using OER resources (48%) followed by grants to fund OER pilot projects in each region as exemplars (37.9%) and grants to fund collaborations to create OER content for common core classes (37.2%). Following fairly closely in popularity was the development of a platform that would facilitate the "remixing" and organization of OER and other content (29.2%) and the coordination of statewide meetings and communication channels about OER among institutions in Florida for sharing best practices and growing the statewide OER community (29.2%). Finishing off the specific support options given was the further development of the Orange Grove as a repository for OER materials (23.4%). "Other" was selected as a response by 9.8% of respondents. The 56 responses given in this category are varied and difficult to summarize here, but should be further mined for additional ideas on how FLVC may best provide statewide support for the use of OER.

Additional considerations

The second-to-last question on the survey invited respondents to share any additional information or thoughts about the use of OER in the classroom. Many of the comments reflected the concern about the accessibility, relevancy, and currency of OER.   As elsewhere in the survey, the issues of the time required to locate OER materials, and the quality of OER materials were mentioned repeatedly.

Willingness to serve and support OER efforts

The final question of the survey invited respondents to self-identify and express their willingness to undergo a follow-up interview or otherwise volunteer to support OER efforts. Of the 817 survey respondents, 16.4% expressed a willingness to undergo a follow-up interview. In addition, respondents to this question were willing to review OER materials (53%), develop OER materials (37%), serve as an OER advocate on their campus (34%), serve as a peer advisor (26%), provide OER training (26%), or do a presentation on OER on their campus (22%). Of the 16% who responded "other," the majority of respondents expressed a willingness to serve once they gained additional expertise.

Conclusion

The results of the OER survey aligned with many of the recommendations made in the OATER Preliminary Report. The survey results also indicate that the timing to implement a systematic approach to a statewide OER effort is good. While the use of OER is in a relatively nascent state of development in Florida, involvement with and interest in their use is growing.   Although the majority of faculty members currently using OER materials are working independently rather than with a partner or in response to a mandate on their campus, the number of respondents who volunteered to provide support for OER in some way suggests that there is a community ready to be formed around this movement.

Of the faculty who did report working with others in OER efforts, approximately a fourth cited the involvement of librarians and instructional technology staff. This suggests that one of the two recommendations OATER felt critical to FLVC – that, in conjunction with the MCDLSS and the MCLS, identify one librarian and one instructional design/technologies staff from each institution to pair up and serve as the official FLVC OER liaisons and campus OER points of contacts – may indeed be an important pillar in establishing a statewide OER community.

The second recommendation to FLVC that OATER expressed as critical is the development of a website to serve a central Knowledge Base for OER and related topics. The majority of survey respondents agreed that this would be beneficial in furthering statewide OER efforts. Elements of the proposed website – to act as one-stop portal to vetted OER resources and provide training resources – were rated very highly by survey respondents.

Another theme that emerged from the survey was the issue of interoperability of platforms and the need to develop a "re-mix" tool for disparate content. Given that FLVC expertise spans the LMS, LibGuides, ILS, and general web environment, FLVC is well-positioned to address this issue and perform some development work to build a platform or tool to facilitate integration of library, OER and other materials into a cohesive format.   The design of this tool could address the need to provide information in as accessible a format as possible, as the issue of accessibility was expressed frequently as a concern in using OER materials by survey respondents. In addition, the platform could be designed to provide the option of a printable version of the contents where possible, so that students with limited computer access or who lacked the necessary bandwidth could have off-line access to the content.

The results of the survey and the roadmap built upon the insights of the SBCTC report suggest that FLVC, as a statewide entity, is well-positioned to take a leadership role in building a statewide infrastructure to support the successful implementation of OER in Florida's public institutions of higher education. OATER suggests that FLVC establish a collaborative effort between its Member Council for Library Services and Member Council for Distance Learning and Student Services to begin implementation of the recommendations made in this report, and to develop a plan to follow-up with survey respondents who expressed interest in being part of organized efforts to build a statewide OER community.   By establishing this community and facilitating systematic use of OER and library materials to offset the cost of instructional materials, FLVC could have a meaningful impact of reducing the cost of education for students in Florida's public higher education system, and thereby contribute to student success.

Appendix A: OATER Task Force Members

David Brightbill
Manager of Research and Development
Florida Virtual Campus
dbrightbill@flvc.org
850-922-3152

Erik Christensen
Dean, Applied Sciences and Technologies
South Florida State College
ChristensenE@southflorida.edu
863-784-7424

Elizabeth A. Curry
Dean, Thomas G. Carpenter Library
University of North Florida
e.curry@unf.edu
904-620-2587

Claire Dygert, Chair
Assistant Director of Licensing and E-Resources
Florida Virtual Campus
cdygert@flvc.org
352-415-6829

Tracy Elliott
Director of Libraries
State College of Florida, Manatee-Sarasota
elliott@scf.edu
941-752-5399

Janice Henderson, MCLS Liaison
Director of Learning Resources
Northwest Florida State College
hendersj@nwfsc.edu
850-729-5392

Michelle Kazmer
Professor
Florida State University School of Information
mkazmer@fsu.edu

Brian Kelley
Director of Library Services
Palm Beach State College Library
kelleyb@palmbeachstate.edu
561-868-3800

Lisa M. McDonnell
Associate Professor
St. Petersburg College
McDonnell.Lisa@spcollege.edu
727-394-6039

Robert Saum
Dean, College of Online Studies and Faculty
Innovation Center
Daytona State College
saumr@daytonastate.edu
386-506-3484

David Shulman
Campus President
Broward College Online
dshulman@broward.edu
954-201-7933

Micah Vandegrift
Digital Scholarship Coordinator
Florida State University Libraries
mvandegrift@fsu.edu

Jennifer Veloff, MCDLSS Liaison
Associate Dean of Academic Technology
Pasco-Hernando State College
veloffj@phsc.edu
727-816-3769

Francisca Yonekura
Associate Department Head
Univ of Central FL, Center for Distributed Learning
francisca@ucf.edu

Appendix B: Statewide projects and organizations

California: COOL4ED
COOL4ED, the California Open Online Library for Education, was developed by the three State of California Higher Education Systems to provide faculty with easy access to quality free open eTextbooks. The COOL4ED portal provides an organized front end to content stored in the MERLOT repository by CID number, complete with recommended free eTextbooks. More information is available at http://cool4ed.org.

New York: Open SUNY Textbooks
Open SUNY Textbooks is an open access publishing initiative of the State University of New York libraries, supported by a SUNY Innovative Instruction Technology Grant. More information is available at http://textbooks.opensuny.org/opensuny-textbooks-project/.

Washington State - Open Course Library and OPEN Washington
OPEN Washington is an OER website with the goal of making OER work for faculty. The website provides an OER tutorial, tips on finding OER resources. More information is available at http://openwa.org.

Oregon: PDXScholar: Open Access Textbooks at Portland State University
The well-known pilot project funded by the Provost's Challenge reTHINK PSU project, resulted in the publication of five open access textbooks. More information is available at http://pdxscholar.library.pdx.edu/.

Affordable Learning Georgia
This University System of Georgia (USG) initiative "provides a one-stop service to help faculty and staff identify lower-cost, electronic, free, and open educational resources (OER), building on the cost-effective subscription resources provided by GALILEO and the USG libraries." This excellent web-site does much of what is suggested in the "Roadmap" section of this document, and would provide an excellent model to follow when laying out a similar site for the Florida SUS and FCS. More information is available at http://affordablelearninggeorgia.org.

Maryland Open Source Textbook Initiative (MOST)
MOST is a collaboration between the University System of Maryland (USM) Student Council, and the USM's Center for Academic Innovation (CAI).   The mission of MOST is to "facilitate faculty efforts to explore the promise of freely available, open source instructional materials to reduce students' cost of attendance while maintaining, or perhaps even improving learning outcomes." More information is available at http://www.usmd.edu/cai/maryland-open-source-textbook-most-initiative.

Florida Projects

Textbook Affordability Project (TAP), University of South Florida
TAP aims to promote awareness of textbook affordability issues and provide solutions to finding course materials that are current, appropriate, and affordable. TAP has three components: 1) a website and blog, 2) An e-books program where the USF Libraries will purchase electronic versions of books if available and 3) Atlas-Ares Course Packs of readings and other materials to be delivered through Ares software and integrated into Blackboard with full copyright management. More information is available at http://tap.usf.edu/.

The Orange Grove
http://florida.theorangegrove.org/og/access/home.do

Florida's digital repository for instructional resources. The repository provides an environment for educators to search for, use, remix, share, and contribute educational resources. The repository can also be integrated with your Learning Management Systems (e.g., Blackboard, Brightspace, Canvas).

The State University System and Unizin
http://unizin.org/solutions/content/production/

Unizin OER:
As a system member of Unizin, the Florida State University System is monitoring the OER efforts of this consortium. In June 2016, Unizin released the OER Content Authoring Framework (CAF) report in which its OER task force proposed an authoring plan highlighting the need for institutional strategic efforts to encourage faculty to author open educational resources. The task force also recommends providing a post-production, publication, and professional development process for the successful production of OER content. Third, the report emphasized the need to clearly define the distribution and discovery mechanisms in which licensing, reuse and remix, exporting and delivery, as well as distribution channels are addressed. Lastly, the report listed items of interest to be measured specifically in the areas of OER delivery, usage, and impact.

Appendix C: OER Survey

Table of Contents

1) Please select the category that best describes your primary area of responsibility:

	Percentage	Number of Responses
Teaching Faculty	72.2%	590
Librarian	8.7%	71
Instructional Technology/Design Staff	1.8%	15
Administrator, Director, or Dean	10.5%	86
Other (please specify)	6.7%	55

2) Are you involved in efforts to provide courses that replace traditional textbooks with Open Educational Resources (OER) or other materials?

	Percentage	Number of Responses
Yes	28.3%	231
No	71.7%	586

3) What stage of development best describes your efforts?

	Percentage	Number of Responses
Learning more about possibilities	30.5%	68
Actively using OER materials	30.0%	67
Other (please specify)	12.6%	28
There is a committee, group, or task force working on this	10.8%	24
Individuals are working together but not a group effort or plan	9.0%	20
Just starting to formulate a plan	7.2%	16

Other:

Actively using OER

I provide students with excerpts from books (on a fair use basis) and articles from various databases that the university subscribes to.
I choose high quality low cost scholarly books that are not text books and are not controlled by the big publishing houses like Pearson whom I refuse to support.
My students buy second hand books on-line for under $8.

Using resources not from major publishing houses at a much reduced cost. Text used is $45.00 but previous text used was 85.00.
The library subscribes to/purchases e-books that are course textbooks.
We have our own e-text and e-text lab manual available only to students who are registered for Introduction to Biology.
I use OpenStax textbooks.
I am using open resources.
Using open resource materials I use a 'textbook' created through a wiki thus no cost to students.
Using digital resources.
I use documents from the United Nations and other international organizations in one of my classes.
I use research and documented sources off internet.
I do not use texts, I pass hand-outs.
I don't always use textbooks in my classes because the subject matters is specialized and many times there are not the perfect texts available. I sometimes use research articles supported by workbooks.
Actively using other materials.
We've changed over pretty rapidly from hardcover to hole-punched to e-books in a very short amount of time.
Proposed and designed courses using OER.
Depends on the course; in some I use OER, in others it is not possible.

Creating OER

I am the author of a web-text but I am unable to use it because Pearson has a contract with my university.
I have created many of my own course materials and make them available free on Blackboard to my students. I also use multiple free websites that provide relevant materials for the courses I teach.
I create my own materials and post on the Web for students.
I assemble materials for all my classes from academic journals and online media. I do not use or assign any textbooks or materials that students would have to pay for.
Creating online textbooks using Library materials, helping Faculty find eBooks for their courses.

Process Comments

I lead the Clinical Simulation Committee at the Association for Directors of Medical Student Education in Psychiatry and I do research work on clinical simulation; I use online simulation when I teach.
Faculty recommend the library purchase one copy of the textbooks they are using to place on RESERVE. Many are authors and donate one RESERVE copy. Most other materials are online or linked to Blackboard, our LMS.
Worked with individual faculty to identify materials.
Working with College's Instructional Technologist to promote OER resources. We are offering an OER workshop to faculty members

Other Comments

However, we are focusing on the wrong part. Yes books cost too much, but the people who write them should get paid too. We have stopped paying faculty and often even textbook writers and material writers are not compensated. I am sick of living in poverty with students earning much more than I do. Can you cut administrative costs? Pay people who actually make the material?
We've considered every year for the past few years and students don't like them and we haven't moved that way. We've tried.

4) Are you working with others on campus on these efforts?

	Percentage	Number of Responses
Faculty	55.2%	123
I'm not working with others	32.7%	73
Librarian(s)	25.1%	56
Instructional technologies/design staff	23.3%	52
Administrator(s)	15.7%	35
Other (please specify)	3.6%	8
Graduate Assistant(s)	1.3%	3

Other

Virtual College faculty and staff.
Online campus.
Bookstore manager in terms of rental books.
The company I authored the web text and course for has been meeting with universities.
Textbook representatives and publishers.
I create casebooks that instructors use.
All of the above are working together.

5) Have you or your partners incorporated any OER into courses?

	Percentage	Number of Responses
Yes	65.9%	147
No	34.1%	76

6) What types of OER have you used?

	Percentage	Number of Responses
Streaming videos	72.1%	93
Open access journal articles	56.6%	73
Textbooks	47.3%	61
Images	45.7%	59
Homework exercises	34.1%	44
Audio podcasts	25.6%	33
Entire course	18.6%	24
Tests	18.6%	24
Other (please describe below)	14.0%	18
None of the above	2.3%	3

Other

Linked to library book chapters
Selected journal articles and reading on appropriate topics
Literary selections from public domain works
Textbooks were recommended but not required extra resources if students wanted them.
Faculty edited course reader provided to all students

Web links to materials
Creative Commons web resources
Public Domain Music from imslp.com and scribd etc.
Professional standards that are available online
Online Learning Objects created by FSCJ's Center e-Learning.
Some content for modules
Non academic journal media
Games, interactivities, videos, animations
Casebooks obtained online
Interactive video case studies
Case studies
Annual Messages of the US Presidents to Congress, available through UCSB website.
Government and international organization websites.

7) What repositories of OER have you used to locate materials?
(check all that apply)

	Percentage	Number of Responses
None of the above	45.0%	58
Other (please list)	24.0%	31
OpenStax	20.9%	27
The Florida Orange Grove	17.1%	22
Merlot	14.7%	19
OER Commons	14.7%	19
Flat World Knowledge	11.6%	15
CCCOER (Community College Consortium for Open Educational Resources)	4.7%	6

Other

	Percentage	Number of Responses
Specific Resources	51%	20
Using Resources Made Available by Institution/Library/FLVC	31%	12
Various Free Resources	10%	4
Other Comment	8%	3

Specific Resources

Resource	Number of Responses
YouTube	3
MyOpenMath	2
TED & TEDx	2
ADMSEP website	1
Blackboard xPlor	1
CALI.org	1
Church Health Center	1
ck12.org	1
College Open Textbooks	1
EMS Reference	1
Google Books	1
LON-CAPA	1
MIT Sloan case studies	1
Noba project	1
University of Minnesota Open Textbook Library	1
Webcourses	1
Wikimedia Foundation	1

Using Resources Made Available by Institution/Library/FLVC

We maintain our own repository of OER materials (Scholar Commons).
Our own collections of e-books without DRM.
Material from our subscription databases & eBook collections.
Campus library resources.
Created and put my own out there.
eResources introduced to us by the library team.
FAU library.
FAU Library Databases.
FLVC databases.
Library Databases.
Campus and library resources.
Streaming and subscription services available through our library.

Various Free Resources

Books released into online versions by authors as wikis or downloads.
Internet
No source particularly dedicated to provide OER, but rather random, separate websites, apps, videos, images, and articles
Search engines
I have only used OER textbooks as a recommended but not required extra resource for students. We have not fully switched to OER books in our biology courses - only physics, astronomy, and chemistry in our department.
Can't remember.
Sorry I don't know!

8) What platform did you use to present the OER content to your students?

	Percentage	Number of Responses
Learning Management System (e.g. Blackboard, Canvas, D2L, etc.)	80.6%	104
Website	27.9%	36
LibGuides	18.6%	24
Other (please specify)	9.3%	12
None of the above	6.2%	8

Other

Downloadable PDF
Text is a downloadable pdf file
Textbook; requesting source to consider e-book
MyOpenMath
https://www.myopenmath.com
Blackboard
LTI - RealizeIt (adaptive learning system)
Scholar Commons (IR)
LON-CAPA
Campus intranet
Institutional repository
Links through personal website

9) What were the challenges you faced in incorporating this material from a content perspective?

	Percentage	Number of Responses
Concern about the availability of content over time	32.6%	42
Insufficient content available on my topic	31.8%	41
Material is difficult to find	28.7%	37
Uncertainty about licensing and copyright issues	26.4%	34
OER do not include the "extras" provided by traditional publishers	25.6%	33
None of the above	24.8%	32
Concern about accuracy of content and peer reviews	22.5%	29
Other (please specify)	20.2%	26
Concern for currency of content	18.6%	24

Other:
Time/Cost/Resource Issues

Time required to locate quality materials
Need to create much of my own content.
Concern about time spent sourcing all the material for each of my separate lessons/topics (not all found in one place)
The materials are not hard to find, it just takes time to find the best among the many sources for materials.
Time needed to develop the course to meet the limits of the materials and to design appropriate assessments.
material is hard to ferret out of a large number of cases
It takes time and effort to find the best reading each week associated with a topic but it is worth it and I have learned along with the students from the diverse range of materials.
Cost of some OER - not all is free
The fact that you now expect everyone to make material for free or as private contractors who are not subject to minimum wage laws. Availability of educational games is also low. I know you want things cheaper for students. Focus on cutting administration. This is where the inflation in the cost of education is from. You are just focusing on textbooks as students can see the cost of them.

Finding Appropriate/Accurate/Relevant Resources

Finding material targeted appropriately for the audience.
Much of the available material focuses on low level skills and concepts
Concerned about author's qualifications.
Some areas of the textbook could use more detail
Mistakes in the test bank.
Orange Grove links are dead or out of date. FLVC eliminated a database that had been used for course content.
unsure of where to find materials
I would be interested in an OER textbook for Allied Health Sciences Microbiology (MCB 2010 equivalent) but there is not one as of yet.

Student Issues

Getting the students to go on the web and read the messages
Some students want paper copies of a textbook.
The content is too brief for the students to get a full understanding.

Process Issues

Faculty and curriculum leaders must become comfortable with resources first
The tradition of textbooks
I've incorporated these materials very smoothly, and https://www.myopenmath.com DOES have many of the "extras" provided by traditional publishers.
Challenges are dependent upon person using material and the format of material
I teach a specific topic course Faith Community Nursing and due to the fact that publishers texts are >8 years old, I was forced to seek out more current material
Having an approach and experts in place circumvented these challenges. We rely on our library team to guide us.

10) What were the challenges you faced in incorporating this material from a technological perspective?

	Percentage	Number of Responses
None of the above	46.5%	60
Concern about the accessibility of materials	25.6%	33
Lack of technological support	17.1%	22
Too difficult to change or edit the content	14.7%	19
Lack of a good platform in which to "remix" disparate content	14.0%	18
Lack of technological skills or training required to incorporate open resources	13.2%	17
Too difficult to integrate into the Learning Management System (LMS)	9.3%	12
Other (please specify)	8.5%	11

Other:

It is not "too difficult" to adapt the content, but it is very time consuming.
Time needed to design the course to the materials and develop assessments.
ADA compliance.
State funding is not reliable enough to ensure stable access.
Need more training on embedding videos in Power Points.
Videos are not captioned and campus resources do not help in my efforts to caption the product before I use them.
Students prefer the regular textbook. Some not techno savvy with online texts. Some cannot afford Internet or a computer.
I had a blind student, and the online homework problems had some graphics without descriptions.
It is easy to use Blackboard as the location for the material or simply to provide a link from Bb.
College is only now migrating to Canvas which will make it easier for faculty.
FMG continues not to work as well as one would like.

11) What were the positives you experienced in using OER?

	Percentage	Number of Responses
Cost savings to students	79.1%	102
Increased student engagement with content	52.7%	68
Ability to edit and restructure content	44.2%	57
Re-energized my teaching	23.3%	30
Increased student retention rate	10.9%	14
Other (please specify)	7.0%	9
None of the above	4.7%	6

Other

Providing a variety of options to students that meet their preferred learning styles.
Bringing relevant current events content into the classroom
Content is always fresh and up-to-date
easier to maintain currency of materials assigned
Increased currency of information versus traditional print media.
My students appreciate not having to buy a text
Accessibilities, our population is amongst the most impoverished in the state. This is about access for all students.
Haven't used it enough to say what are the benefits. Mainly considering it to reduce student costs but the biology faculty have to agree on textbooks that we share.
Just now implementing. no outcomes seen yet.

12) What other issues have you experienced in your use of OER?

	Percentage	Number of Responses
It takes more time to use OER than to use traditional resources	41.9%	54
My institution does not provide financial incentives	35.7%	46
None of the above	30.2%	39
My institution does not provide the extra time required to incorporate OER into my courses	29.5%	38
Not every student has access to the equipment/bandwidth to support OER	24.0%	31

Lack of opportunity for training on the use of OER	23.3%	30
Policies on the use of OER needed at my institution	17.1%	22
The use of OER is not encouraged/supported at my institution	11.6%	15
Other (please specify)	9.3%	12

Other

Are financial incentives warranted each time we enhance our curriculum?
Using it is easy. Developing it takes a LOT of time and effort. Need re-assign time or some $$ compensation.
Cost and manpower to create resources.
It is time consuming to edit the OER, but not to add to D2L.
Campus does not have the bandwidth required to use content while on campus.
Adjuncts have little incentive to innovate.
Getting hard copies of the materials for myself, especially text books.
Students don't seem to value the OER materials as much as they do traditional textbooks.
Some students like hardcopy and thus they must print the materials.
OER is supported by President but not by tradition or departmental procedures.
Because many open textbooks are very basic in content, I have to find and vet images, examples, activities, and videos to supplement the basic information in the somewhat comprehensive book I use.
I haven't used it enough to have fully informed opinion.

13) For what reasons are you using OER?

	Percentage	Number of Responses
Reduction of costs to students	82.2%	106
I believe in the philosophy of open resources	65.1%	84
OER offer increased flexibility in the way I am able to use/structure content	45.7%	59
Other (please specify)	10.1%	13
My institution has mandated the use of OER	4.7%	6
None	1.6%	2

Other

Best meets the needs of students taking my course.
I use awesome material when I find it.
As a historian, I believe in the high value of reading the historical source documents and many are available on the web.
At times the quality is better.
Lack of availability of good finance casebooks.
Used to teach specialized elective course.
Ability to bring timely current content into the classroom to connect learning to current context in real life outside of our university.
The class is about trending issues in healthcare and no textbook will be able to keep up with the most current issues.
Do not like the common textbook for the course.
Students don't read textbooks.
Allows me to completely customize my course (Research Methods).
Many faculty, including my department, are actively promoting us switching to OER content.
Time savings? For adaptive systems, there needs to be a lot of content - it becomes a question of the time it takes faculty to create the content vs spending time trying to find the right OER

14) Have you incorporated any library resources into your courses?

	Percentage	Number of Responses
Yes	66.0%	134
No	34.0%	69

15) What type of library resources have you incorporated into the course(s)?

	Percentage	Number of Responses
E-journal articles	75.4%	98
Streaming videos	62.3%	81
Reference databases	60.8%	79

Subject specific LibGuides	50.8%	66
E-books	50.0%	65
Other (please describe)	10.0%	13
Print course packs	3.8%	5
None of the above	0.8%	1

Other

Routine visits by librarian to help students with communication projects.
We also embed librarians when we are able as we find that they are a live OER!
We have a specific library for our students to check out books.
Library Guides.
WorldCat catalog.
Archival materials.
Online testing.
Plagiarism prevention videos are great and get the message across.
Specified readings.
Author provided resources and creative commons.
Pdf scans of chapters posted onto Blackboard.
Individual students learning how to do individual academic research.

16) On what platform were those library resources presented to students?

	Percentage	Number of Responses
Learning Management System (e.g., Blackboard, Canvas, D2L, etc.)	60.8%	79
LibGuides	16.2%	21
Website	11.5%	15
Other (please specify)	11.5%	15

Other
Most of the "Other" responses to this item indicated that the respondent's institution uses multiple platforms to present this material to students:

All of the above. LibGuides are on the open web; however, library resources are also presented through the LMS.
All of the above.
All of the above (should not be a forced choice question).

All of the above -- LMS, LibGuides, and the website via our discovery tool and databases.
All of the above.
Canvas, LibGuides and our website.
Canvas and libguides.
Canvas and Libguides.
Through Blackboard, LibGuides, and print.
Blackboard and web based; specific resources as provided by the Church Health Center.
From Blackboard, email and in class instruction
LMS and in person in class and via email. (Need to have multiple options for respondent here on this question.)
Library Instruction.
A three ring binder catalog in our department office.

17) What challenges did you experience in incorporating this material from a content perspective?

	Percentage	Number of Responses
No challenges	46.9%	61
Concern about the availability of content over time	24.6%	32
Uncertainty about licensing and copyright issues	20.0%	26
Insufficient content available on my topic	16.9%	22
Material is difficult to find	16.2%	21
Other (please specify)	15.4%	20

Other

Student awareness of how to use these resources is poor.
Often too academic for students.
Student issues concerning off campus access.
Students use academic resources that are free on the internet.
Students' fear of the library .
Same as before: finding material pitched well for student learning.
Concern about format of instructional videos and usefulness to students (old recordings, ~ 1 hour each).

The time it takes to scan chapters from books that are not available online.		
Very time-consuming (for instructor) to locate, explain, link, and use non-textbook material.		
Sorting through all the materials available.		
Cost is an issue, particularly with streaming video.		
Some literature pieces were not available for "free access".		
Sometimes the material is not available for the library to license electronically.		
Current or recent information		
FMG continues not to work as well as one would like. Providing links to other items that work off campus.		
E-books limited to one reader at a time.		
We work with librarians re: the concern about the availability of content over time.		
These are concerns that have been expressed to me by faculty but were not impediments.		
Library staff has been extremely helpful in finding materials.		

18) What challenges did you experience in incorporating this material from a technological perspective?

	Percentage	Number of Responses
No challenges	53.1%	69
Not every student has access to the equipment/bandwidth to support use of online library resources	25.4%	33
Lack of technological support	13.1%	17
Lack of technological skills or training required to incorporate library resources	12.3%	16
Lack of a good platform in which to "remix" disparate content	10.8%	14
Other (please specify)	9.2%	12
Too difficult to integrate into the Learning Management System (LMS)	6.9%	9

Other

Faculty complaints about difficulty of placing items on course reserve- system too complicated. Not enough support.
Faculty resistance to approve the change of textbook for my course that no-one else is certified to teach.

Student resistance to doing what may be perceived as unrequited work even if it will help them succeed.
Previously, these all were issues; new LMS will make it easier but we still need more technological support and the students do not have access to proper bandwidth (many do not have computers but are taking online classes by coming to the library).
Blackboard is so clunky and annoying to use.
Time constraints.
State funding cuts eliminated database.
Accessibility of materials (captioning).
I had assistance from CITT to incorporate those free sources into my online courses.

19) If you are aware of any technology developed at your institution meant to facilitate the use of OER or library licensed materials in the online course environment, please select all that best describes that technology:

	Percentage	Number of Responses
I'm not aware of any such technology	63.9%	390
Tools to facilitate incorporating disparate content in the Learning Management System (LMS)	19.8%	121
Repositories for digital learning objects	19.3%	118
Platforms for publishing OER or other content	9.7%	59
Other (please specify)	4.4%	27

Other:
Specific Technology

I created to educational apps, which I integrate into the classroom to supplement my textbooks.
Digital Repository Content Development
I currently teach a class using readings from Harvard Business Review. There is a small fee for the use of these materials.
Use of an online health assessment learning tool called Shadow Health.
Yes in math there is and we want to do that to replace textbooks for teaching math.
Internal D2L.
Single sign on with Canvas, though it only half works right now.

UCF's TOPR.

I know our library started an initiative to have one course textbook on reserve for some classes. It would be amazing if there was funding for this opportunity to increase.

I believe that FSCJ's Open Campus, the developer of our online courses, will take OER materials and put them into classes when courses are being developed.

These are being added to Canvas now; launch this summer.

Using Textbooks or Existing Technology or Approach is Sufficient

Since I have not had any difficulty using OERs or library resources in the online environment, I would venture to say that existing technology is sufficient.

Textbook in my course currently necessary

I use textbooks to teach my classes and do not plan to change that. I use technology in other ways to educate and fulfill my mission academically. students when they come to college are required to purchase the materials they need to succeed and that includes textbooks.

Am involved because we are being given little choice. Many of my students do NOT like to use the systems...they tell me that they learn better from traditional texts....they are consistently impressed by the technology but revert to hard copies and share these for study.

Not Aware or Unable to Say

Not able to respond; I am a teaching-research faculty member focused on fundamental scientific and engineering subject matter so non-refereed technologies are unacceptable.

They may have mentioned some repositories in one of our professional development meetings a few years ago. But I haven't looked at them and don't remember much about it. Hasn't been high on my priority list.

I am not aware of any available OER technology.

I am barely aware that there might be some of these things.... but I know absolutely nothing about them.

Unsure

I don't understand the question. Any LMS can access online content. Why are other tools needed?

I am referring to Moodle?

Do you mean Canvas??

What does OER stand for?

Not sure what some of the terminology means....sorry.

20. Please list any technological tools or software that you use to create course materials or otherwise support your teaching efforts:

A wide variety of specific tools and general descriptions are in use by respondents. Overall, 149 different specific tools and 51 unique general descriptions were listed.

Of the specific tools that were identified, many are in use by one or just a few respondents. Eighteen tools were listed by at least 5 respondents. See page 54 for the complete list.

Tool	Number of Responses
Microsoft Office Products	88
Blackboard	74
Canvas	29
Camtasia	26
YouTube	26
Pearson MyLabs (e.g., MyMathLab, MyStatLab)	17
Google products	12
LibGuides	12
D2L	9
Adobe Products (non-specified)	8
SoftChalk	8
McGraw Hill Connect	7
eLearning	6
TED.com	6
Webcourses	6
Adobe Creative Suite	5
Moodle	5
SnagIt	5
All others combined	176

Of the general descriptions given, once again many were offered by just one or a few respondents. Six descriptions were listed by at least 5 respondents. See page 54 for complete list.

Description	Number of Responses
Free internet sites and online content	40
Streaming video/other videos	20
Library resources including licensed content, reserves, general collection, etc.	18

Original materials- including videos, handouts, past course materials, animations or any other course materials made by the instructor.	18
Learning management system – not specified	8
Images/pictures	6
All others combined	69

21. What type of support do you think FLVC could provide on a statewide basis to facilitate the use of OER?

	Percentage	Number of Responses
Provide an organized, course/subject specific portal to OER and library content	67.9%	414
Develop a website to serve as a central Knowledge Base for OER and related topics	59.7%	364
Provide introductory workshops on finding and using OER resources	48.0%	293
Grants to fund OER pilot projects in each region as exemplars	37.9%	231
Grants to fund collaborations to create OER content for common core classes	37.2%	227
Develop technology/platforms that facilitate the "remixing" and organization of OER and other content.	34.9%	213
Coordinate statewide meetings and communication channels about OER among Florida institutions for sharing best practices and growing the Florida OER community	29.2%	178
Further develop The Orange Grove as a repository for OER materials	23.4%	143
Other (please specify)	9.8%	60
None of the above	7.2%	44

Other

Provide workshops via webinar AND archive them so they are on demand.
Online webinars and white papers .
Create OER online homework platforms that are as robust as that offered by publishers.
Organization of content and standards for quality OERs.
State wide access to software as service for: Adobe CC ThingLink BeFunky.com Haikudeck Camtasia Cloud to load larger objects to so as to have link to provide.
A better search engine for students using the library search interface. As currently designed, the OneSearch feature is inefficient and frequently generates faulty links to materials that are not relevant to the search.
There needs to a website that allows professors throughout the SUS to collaborate on the text, price of text & supplements, etc. The site could be organized by course code), denote type of class (in class, hybrid & varying degrees of hybrid, or DL), success rates, materials used, time in class & time on computers, and any other relevant material along with a comments section to talk about success/what worked in a class and what did not.
Use webtexts
Promote Unizen Engage or similar tools/repositories.
It would be wonderful if we had access to videos around common topics that were CLOSED CAPTIONED and accessible for all.
Curation and editing. There is a lot of crap and I need some help sorting through what is good and what is not.
The facilitation in creation of the class is the most important.
Partner with state/national ESOL organizations to solicit, develop and make available appropriate content and resources.
Any and all programs that deliver services succinctly and efficiently.

Support/Provide Incentives for Faculty/Staff to Develop

I believe most faculty should be more than capable of locating relevant material for their courses. Yes, it takes time and sometimes the fit to the topic you want is not perfect but it is better than a textbook determining the entire structure of a course at a huge expense to students.
Provide payment for faculty to develop these materials fit their own courses.
Provide small grants so that universities and colleges can have teacher workshops on these sources. Just a little money to buy coffee and fruit, for instance.
Support faculty via grants and release time to develop relevant materials.
Somehow get faculty to be receptive to new ideas...most aren't yet they demand it of their students??
Provide faculty pilot level incentives
Faculty incentives that do not require excessive grant applications -

Support for research faculty to allow them to take time away from research and publishing to work on OER projects without being penalized for "lack of productivity" issues.
Faculty release time to learn about resources and integrate into classes; significantly fund staff additions to assist departments
Work with faculty to develop courses for use state wide using OER materials - or - partner with other schools / organizations who already have complete courses ready to go

Orange Grove Suggestions/Issues

Let's use the soon to be implemented discovery system as the portal. Although The Orange Grove has a distinct name, its potential has been unrealized for a variety of reasons.
I would support further development of Orange Grove if it utilized an open source platform. Currently Equella is a proprietary Textbook owned publishing platform and I believe this contradicts the movement toward Open Educational Resources
Utilize Canvas Commons as a portal rather than Orange Grove -- OG needs to be weeded; tools that facilitate engaged learning activities and instructional design would be helpful to small colleges that lack those resources
Provide recorded webinar on how to find and use current OER resources. I was not familiar with The Orange Grove but checked it out. It had information that would be useful in my course.
Move away from Orange Grove. It has not kept pace with need and could be replaced with a turnkey alternative.

State Level Suggestions

Fully fund LibGuides for all colleges, with options for additional components
Work for stronger legislative language at the state level.

Student Suggestions

Students need to learn how to do individual documented research.
Students have access to YouTube with a wealth of information. We need to develop a desire in students to access resources that are available to them.

Concerns about Larger Context of High Textbook costs

I think it is a non issue that only exists to avoid the real problem, it is a misdirect. Yes, there are great OER materials but not paying faculty and not paying anyone to develop the material you use is not the answer. Deal with the real issue- inflated administrative costs.

There is no lack of inexpensive textbooks.   But expensive textbooks come with convenience & benefits.   If you guys are serious about reducing textbook costs, you need to go after instructors who adopt expensive textbooks. This will not be easy because you have well-funded enemies.

The rising cost of textbooks is directly related to the fact that students are being provided with rentals and used books. These initiative are the worst thing to happen to academic publishing and are contributing to inflated costs!

Discourage resale of textbooks, since that is the major factor driving up costs. Authors and publishers receive not one penny for resold books, so the first purchase is higher as a result. Everyone would get a fair deal if resale were not encouraged or if royalties applied to resale books.

The quality of many of these resources is questionable at best. Additionally the proposition that faculty members should use their time to create such material if there are no suitable alternatives is counter to the promotion and tenure timelines set forth by the university. If faculty did this, they would be unable to attain tenure since educational material take years (7+) to create.

two problems with developing courses based on free available material : 1- links go dead so need manpower to update frequently. 2- students online are now at times out of the country and availability of material differs by country.

Did you ask the students what they spent their money on instead of books? To me this effort devalues scholarship and contributes to the anti-intellectual feeling in this country. Why should education be something that we are always looking to cheapen? This has not helped test scores. The idea that books aren't valuable enough to be purchased and open source is problematic.

FLVC Should Not Provide Support, or Not Yet

I do not want to support because you directly interfere with my method of Education which is successful by the way all of my students get jobs at the end of the day

How does any of this help if the best textbook for the course is a hardcopy text that must be purchased? Sometimes I wonder at all these resources being spent, like those to support the FLVC and wonder if the money wouldn't be better spent just outright subsidizing or covering the entire cost of traditional textbooks for all students.

Because I do not support OER, I would have to say the less the better.

Bad idea that will result in poor quality, limit use materials.

I do not like to see the government legislating what types of materials we use in our courses. Faculty should decide what texts to use for their courses.
Need to have qualified licensed staff that understand the subject matter prior to allowing technologies to permeate our education system at the expense of core materials of instruction (e.g. the formal textbook)

Not Sure/Not Enough Information to Say/No Opinion/Not Familiar with FLVC

I'm not familiar with all the FLVC has, perhaps there lies the problem. This is the first I heard of it.
I don't know enough.
No idea what's needed here.
What is "The Orange Grove?" Are we supposed to know? Because if we are, you need to work on your PR efforts.
I have never heard of FLVC.
Provide education and training so that I know what you're talking about. I don't mean to be flippant, but if there are tools available that I know nothing about, much more effort needs to be made to make me aware of the tools and how to use them.
I'm not sure as it would be difficult to make sure all disciplines are adequately covered and represented.
I do not have an opinion on this.
I feel that I do not have enough knowledge about OER to answer this question.
Not sure.

22. Please share any additional information or thoughts about the use of OER in the classroom.

Generally Positive Comments

I would be happy to participate in planning/implementing the use of OER at state/univ level
As long as the material is relevant to the class online textbooks are a great way to save students money.
I encourage the use of OER provided that these resources are accessible to students with print disabilities and other learning needs. Often, "free resources" sound wonderful, but they are inaccessible to students with disabilities – a concern that no one addresses until the entire free system has been adopted. I want access needs to be a concern at the outset of this project.
As a parent of kids who will soon be in college, I fully support the move from expensive textbooks to open source materials!
I am for it if the textbooks are of sufficient quality.

Understand the importance for the institution and our students.
I am 100% on board with this project, and I am interested in learning more about how I can help provide Open Educational Resources to my students. As a new teacher, it is hard to see my students struggling in their finances while trying to go to school to make a better future for themselves and their families. I have often thought "I wish there was a cheaper textbook option for my students because classes are expensive enough as is, with or without financial aid." During my studies at USF Sarasota-Manatee, my research and education led to me realize that students who do not graduate on time are more likely to either drop out of school or have difficulties in their future education and careers. Students who fail to buy their books are normally dropped from the course, leading to more expenses while pushing back their graduation date, which also effects their employment and/or first day of employment. It truly snowballs into one setback after another. I am dedicated to student success and am all for these resources. Please contact me. I would love to discuss this further, and I would love to know the ways that I can get involved in this cause.
OER is excellent as students should not have to pay for the rising cost of textbooks but the concern for a course developer/professor is the checking on materials to see if they are current.
This is the future as textbooks become more expensive than their value.
It's a great resource.
Great Idea.
I find MIT's OER material helpful.
I like your idea about collaborations to fund OER for common core classes. How about Gen Ed, too? Students struggle most in their first 2 years, so providing their books in some shared fashion should help, and prime them so that they realize they need books and outside readings in their upper division courses.
I am very interested in using these resources vs. requiring my students to purchase books they will only use one semester.
It's time for OER.
We need to have OER materials for all classes. The cost of textbooks and the tactics used by major publishers (like replacing editions every couple of years) are contributing to the rising cost of education and the deselecting of less affluent students. I know that many students do not buy the textbooks for the classes I teach, so I've stopped relying on material from them as much, which is suboptimal teaching.
As long as open materials are of equivalent value to students, I'm willing to use them and forgo commercial materials that cost the students money.
It is tremendously needed
Increasing Use of library licensed Ebooks could be a great solution.
Glad to see this survey.

Comments related to textbook costs and using OER

Textbooks would be cheaper for students if we didn't use a for-profit on-campus bookstore. The University should negotiate a fixed-fee for course materials provided by the publisher.
Trying to match the quality of interactive web sites available by the big publishing companies may be counter-productive. The biggest outflow of money for many students is the rising cost of tuition.
Simply make textbooks cheaper by allowing the use of older books, capping costs from manufacturers, and granting teachers more freedom in choice.
I don't require textbooks in most of my classes, and the one I do require is $24 new, 14$ used. But I teach strat comm tech and really there aren't any good textbooks. I create my own websites, videos, and curate weblinks. I use LinkedIn, Facebook and various third party app programs. But then this is what I teach ... or variations on it. Just don't throw out the baby with the bathwater, some textbooks are important.
My students pay less in nominal dollars (let alone adjusted for inflation) for their math e-books (and the accompanying homework system) than I did just for a traditional textbook at the same institution 15 years ago. They pay triple the tuition, though...
Current text books cost more because they come with online resources to include tutoring and testing systems. In the presence of ever larger classes, I rely on these resources to perform the task that Teacher Assistants may have done in the past. I have had ONE teacher assistant in the past decade so the online testing and tutors have become critical. The cost of education is not rising because of rising cost of books and related online materials. Books and related online materials is just a manifestation of the TRANSFER of teaching resources OUTSIDE the educational institutions while educational institutions REDUCE resources devoted to actual education while INCREASING resources devoted to administration and support services.
We are also being encouraged to reduce paper copies to students. Students are being discouraged from using the WEPA system by multiple break-downs and lack of paper for printing. I think this is in part due to the increasing number of University Vice Presidents who have to be wined and dined and who demand plush offices in addition to the large number of sports programs that have to be supported.
Often, students and faculty are required to use expensive online resources like McGraw-Hill Connect. The "access codes" for these deluxe interactive resources are built into textbook prices, with the result that a simple grammar textbook may cost $150.
The largest cost addition to text books is the bookstore up-charge. Textbooks through online vendors (i.e. Amazon) are frequently much cheaper in my courses, especially when rented.

While the study suggests that students struggle with meeting costs, there are also opportunity costs involved when students intentionally choose not to acquire materials that are otherwise readily available to them. For each course that I teach, in addition to the online materials, the course textbook (s) is also placed on reserve in the library (often my own person copy) and students still do not use this resource. The course materials debate extends beyond simple cost, it is also about what students think they can achieve without actually using the materials, assuming that all sources are created equal and therefore, online materials of dubious scholarly quality are often substituted for readily accessible materials of greater quality, but require more reading, engagement, etc. than what students are willing to put into the course. I have conducted surveys to my students on this very subject and many will skip materials that look to be "too long" or require "too much time" to do - seeking fast and convenient methods over proven techniques.

Why is it that administrators are not taking their share of the responsibility for the problem of rising costs of textbooks? When individuals are assigned to teach courses out of field or there is too much variety in course load, we reach for support. In addition, administrators keep pressuring faculty for "more, more, more." We should use more technology, we should increase the amount of writing, we should have more "engaging" activities, we should involve students in community work. All of these (unending) demands result in faculty having less, less, less time to actually prepare classes. Inevitably, we turn to publishers for support, but that support is not free. So now there's concern about the rising cost of textbooks--and whose fault is that? Do administrators realize that they CREATED this problem that they now (unsurprisingly) want us to resolve. It's always the faculty--the ones who have to look at the students every day--who are supposed to fix the problems.

For many subjects there is little reason why basic knowledge in the discipline should not be freely available in the public domain. Putting such resources together (while making it easy for faculty to customize them as needed for their own situations) would go a long way towards reducing costs for students and their families.

Process comments and general comments on using OER

Need administrative and faculty buy-in to start OER initiatives
Partner faculty, instructional designers, and librarians when introducing OERs to curriculum. Each contributes a variable to the equation.
Needs further investigation. Larger problem is getting students to read anything whether it's their texts or online resources.
Work with local librarians and reiterate the importance of resources to students and faculty
Strong support for academic freedom and the empowerment of faculty to use OER in unique, creative and independent ways is required for the integrity of higher education.
I think that students particularly like the use of non-textbook sources, but there should be the ability to scan more of textbooks than is currently allowed.
Making it accessible over cloud storage and mobile devices is the most valuable to me. Google Drive integration seems to be the most efficient
Change is challenging; the more I know about OER and the more stability FLVC can guarantee (i.e., that I will learn technologies that will last more than two years), the better
Currently working with designing and developing online adaptive learning courses with faculty. Some systems provide publisher content which cannot be edited, however, our faculty chose a content agnostic system that enables them to create their own content or bring in content from other sources. Adaptive systems require quite a bit of content and questions to be beneficial to student learning. Our concern for faculty creating the content was the time involved. We see OER as the best possible solution at this time to help faculty mainstream the work load.
Faculty are challenged to used the most current technology while balancing research and service obligations. Educational research is not valued in all disciplines causing faculty to choose between educational and discipline approved research activities.
One of the biggest issues for me is time. I don't have the time to put together an entire textbook replacement for my students or gather other resources for them to do online homework, etc. And right now, the free textbooks I've found are not of high quality and don't cover the material I want. That's why I rely on traditional textbooks with accompanying websites that have online homework and other assignments. If there was something similar available in OER, I would use it if I didn't have to spend many hours constructing it myself.
For mathematics course, the professor can help the students to develop a comprehensive notebook from the class notes along with using a web site simple program contains the homework.
Please make sure that the OER is ADA friendly. Jaws and Zoomtext have a lot of limitation with graph for visually impaired students and make sure all videos are closed captioned for hard to hear students.
This is a time intensive initiative that requires incentives and administration's support and buy in. Difficult to implement from an individual unit level. Need funds to incentivize faculty and quality resources for courses. Also need stronger legislative language to override bookstore exclusivity contracts.

Consider asking students to curate OER learning materials. Since they will be the ones required to use the materials, they can provide feedback on content clarity and ease of use.

The concept and motivation is fine; however, even when I have provided textbooks on reserve in the Library, many students won't read the assigned readings. They'll state they didn't read because they don't have the book, but they also won't put out the effort to sit in the library and read the book on reserve.

I'm also interested in courseware using iBook format, which could be published for free, available on iPhone, iPad or PDF (for students without an Apple device)

In math, it needs to be supported by online homework, quizzes and tests.

It would be very helpful for online course reference material and for online discussions.

The materials must be high quality and be maintained to stay up to date.

Provide evidence as to success Develop algorithmic practice for math courses

Make it user-friendly

I would use it if it meets objectives of my courses

We need a great deal more information before we can implement further

Include adjunct instructors who facilitate many courses, sections and labs.

Give adjuncts more money and incentives for professional development.

Negative comments/unfavorable opinions of OER/Strongly prefer textbook based instruction

DO not support online books at all. I'm a quality outcome person. My quality outcomes are very good. Online textbooks have been a failure for my students. Everyone states they are easy to reference and review material, this is not true. Online texts are not student friendly. The majority of students using them had lower grades or failed. I think we should develop another approach to the cost of textbooks, and/or develop specific areas where online textbooks will be used. I love LMS, NOT online books.

I think the students need a real text book

I am all for adding materials to increase learning, but I am hesitant to remove textbooks as students do not seem to retain information from online sources as well as they do from textbooks.

Online textbooks rarely match the quality and depth of printed books.

In my experience OER materials are of consistently low academic / scholarly quality, and I remain highly unconvinced of their merit.

Do not socialize our academic system just because administrators and politicians believe it's important. Textbooks have a purpose so suck it up and pass the cost on to the students.

I have examined the available resources, and they lack depth and problem-solving. They do not compare to the capabilities produced by publishers in the sciences. In other reading/ research areas, this is not the case.

Quality of OER that I have seen in other states is below par and not suitable for advanced STEM courses.

Not particularly helpful to my subject.

I like my textbooks, which are not OER. Funding so our library could requisition and loan more copies would help.

Do not think it all it is touted to be...one can find evidence to support anything....

The economic advantages are obvious. However, I do not trust most materials that are out there to be correct, nor do I trust anyone but myself to decide that they are correct or are a good substitute for a traditional textbook. I fear that this could lead to "anti-education", promulgating common misunderstandings held by many writers of mathematics books, on a massive scale.

I think it's a nice idea, but most of the resources I've seen available so far haven't been of very high quality, so I haven't been willing to switch away from traditional textbooks (when I use them, which isn't that often).

OER resources are awful. They are of low quality and take away from the learning experience of students. Our goal should not be to reduce the quality of classroom resources for the sake of saving student's a little money-- ultimately, if students perform worse, the cost of using OER will outweigh the benefit.

Whatever the concept that will be used, let's make sure we do not start moving away from using textbooks at all. From what I have experienced, particularly with online schooling, from students is that they just want to get done and get paper in hand. This high-tech society of ours is forgetting that paper in hand means nothing when you do not know what you are doing. Smarten up folks.

I am not sure OER would be effective or efficient in large (150+) intro level classes.

I am somewhat concerned about dropping all concerns about quality to save money. I have seen some very poor OER.

My experience with OER materials is that they are not as thorough or as robust as that of publisher materials

Concern for quality of materials

I have a concern about the quality of an OER resource, which would require more extensive review of materials that are not peer-reviewed to consider using them.

I am ardently opposed to this and believe that such initiatives are the cause of inflated book prices!

Most of the texts I need for my courses are not in open digital format.

One of the downsides of OER is the instability involved. An example is that we used Xtranormal to create animated teaching videos that were very popular with students. Xtranormal was sold and at least some of our work was lost since it hadn't been backed up to YouTube or another source. Of course vetting OER is essential to assure accuracy and reliability. Technical support is sometimes limited with OER, and sometimes, the OER status is temporary as the materials are later marketed.

My biggest concern is the stability and predictability of using such resources - we need to use things that we know will be available. Additionally, in math, we have become dependent upon being able to assign online homework - we would need to have such functionality to facilitate use of OER as our sole materials.

I use PDFs of peer-reviewed articles in my classes, and don't ever use textbooks, so don't see any use for OER

I currently do not use OER

I'm open to anything that will grant access to necessary information for my students at no or low cost. If it's good, I'll use it. Concerns about copyright infringement in the current climate leave me tethered to high priced textbooks, and I don't think students are buying them.

Negative comments about the process, other concerns about use of OER

There need to be more people with experience and education in specific disciplines writing open source materials related to those areas of expertise. Some of the open source texts I have found for writing were written by people whose primary discipline in not English though the books were textbooks for composition courses.

While reducing cost is a very important goal it is also quite scary because there is not much good quality items out there for all disciplines. Perhaps offering financial incentives to faculty to create resources for their disciplines that they would be able and willing to share would help solve this problem.

I think it is very important for professors in their respective fields to write course/subject specific content so that students do not conflate "free" content with content that lacks value. A student may wonder how trustworthy free online educational content, versus textbook-based content, actually is. Additionally, due to requirements for students with disabilities, institutions should be advised about how to efficiently make OER content available to students who wish--and who have the right--to acquire a hard copy of the material.

Many student still remark that they do not have internet or computer access at home. Textbooks are the only source they have for the course.

I believe that this effort was prematurely forced into the curriculum of some faculty at our institution; reducing course effectiveness and causing harm to the student's learning experience. There was no transition or training provided to faculty. I could go on...

My content area, HVAC, is too technical and broad for an open source text. The job of writing one would be too large to surmount. The only people would write it for free are too busy teaching. If several institutions would provide release time and stipends to a group of faculty to write a comprehensive text, it might work. Of course, that's never going to happen.

OER does nothing in my understanding to evaluate the writing capability of a technical professional.

I think that Florida's reliance on just a few textbook companies at the lower levels of education has caused the problem. Rather than eliminating textbooks, we should be creating laws that prevent price-gouging by textbook companies.

OER limits the resources faculty can draw upon for teaching subject matter. This "crisis," as it is called, seems to be students merely registering their objections at having to actually invest in their own education, with universities ambling behind them and saying "You're right, we're awful." Horrific.

There is an interest but no time/incentives to follow through. Also, big concerns about how to keep content fresh.

95% of students say they "suffered"? Typical of today's "I'm a victim!" battle cry. Guess they never heard of amazon or ebay. Granted, sometimes you do need the latest version at a hefty price, but deal with it, expect it, and save for it instead of waiting for more free money/free assistance, then blaming your substandard study habits and minimum enthusiasm and intellect on not getting the materials you are required to buy as a responsible college student. "Crisis"? A crisis is a natural disaster in which thousands go without food, water or shelter. Some college kid living on his parents' couch into his 30s who cries about not being given even more freebies is not a "crisis." They wouldn't know a book if it fell from the sky into their hands---don't they all want everything online anyway? I get it, the college textbook racket is one of the biggest scams going on and exploits those just trying to get an "education", but stuff costs money, deal with it or find ways to work around it and find things on the cheap when you can. It's like wanting the latest and greatest awesome vehicle, but not being able to afford the payments. You can want it all you want, but if you can't produce the cash, guess what? Pick another vehicle.

Thus far OER is not useful for my teaching; the appropriate books and source materials, or materials of comparable quality, are not published in this format in my discipline or subfield. I do not assign textbooks at all, because they are overpriced and generally of inadequate quality and coverage, and I make sure that total course material expenses do not exceed $85-$150 (a range comprising undergrad and grad courses) if students comparison shop and purchase competitively-priced used copies of the course books. One way to support affordability is to allow students to spend financial aid book allowances/vouchers at vendors other than the university bookstores that price-gouge students to the students' detriment because they know they have the monopoly on campus book sales and financial-aid voucher dollars.

Publishers spend lots of time and effort to get quality materials to faculty. That's why they cost money! Hence the choices for quality texts & software is amazing. There are very few OER choices for topics in math & almost no free software (where would the money be for tech support?). Updates to OER materials aren't really forthcoming and course content rarely lines up with the course content required by the university or departments.

As a textbook author myself, I spend at least 18 months of very hard work just to update a text and at least 2 years to create a new book. It seems unreasonable to expect authors to do that work and place it in the public domain so that they receive no compensation.

I have been wanting to replace one of the texts we use for PHY1020C with one published for significantly less cost, but have run into some resistance from the other faculty. There does not seem to be a good, general purpose text for this class that is freely available as yet. We have links to web-based texts (some sites require registration).
Locating and integrating materials is very time consuming.
OERs need better ancillaries.
Wish it was available for workforce classes.

FLVC Specific Comments

OER in the classroom happening with or without the FLVC and in cases where it is not happening that I have seen it is for pedagogical reasons and has nothing to do with what the FLVC could or could not be doing better. I really wish the headcount involved here would be reallocated to resources that are truly in desperate need, like MORE TENURE-TRACK RESEARCH FACULTY and more space to house them and their research labs.
Having a central organization handling these materials may be efficient, but it also may be exclusionary.
As noted above, the less the better. What the state could do is to work with the publishing companies to make real texts affordable, which means no gouging by the publishers and no kick-backs or artificial inflations by campus bookstores statewide.

Unfamiliar with OER and/or FLVC, or not working on OER

I'm really in the dark about all this.
I know that other colleges are doing this, but it's not even a blip on the radar here at my college.
I'm still not sure what this is for. Are you saying I should choose a textbook for my classes that is available in OER?
I have not been as aware about these specific efforts, especially before this survey, as I am now.
Heard of term OER, yet concept still unknown to faculty.
would like to know about it
I am completely unfamiliar with FLVC. Do not feel informed enough to provide feedback. As a social scientists, though, I can say that this survey is somewhat poorly designed. Question 3 should be a branching question, for example. Question 4 should have an option like 'Don't know."

Supplement: Full text of responses from item 20

Specific Proprietary Tools

Resource	Number of Responses
Microsoft Office Products	88
Blackboard	74
Canvas	29
Camtasia	26
YouTube	26
Pearson MyLabs (e.g., MyMathLab, MyStatLab)	17
Google products	12
LibGuides	12
D2L	9
Adobe Products (non-specified)	8
SoftChalk	8
McGraw Hill Connect	7
eLearning	6
TED.com	6
Webcourses	6
Adobe Creative Suite	5
Moodle	5
SnagIt	5
Adobe Acrobat	4
Apple products (iPad, iBooks, Apple TV)	4
Articulate	4
Audacity	4
Adobe Connect	3
Adobe Photoshop	3
Camtasia Studio	3
Captivate	3
imovie	3
Panopto	3
prezi	3
Respondus	3
Screen cast o matic	3
Socrative.com;	3

Adobe Publisher	2
AleKs online software	2
Blogger	2
Evolve online course modules	2
Hawkes online software	2
Jing	2
Keynote	2
MERLOT	2
OWL	2
Qualtrics	2
TestGen	2
Tumblr	2
Vimeo	2
Adobe InDesign	1
Adobe Premier	1
Adobe Presenter	1
AHIMA's virtual lab	1
Angel	1
Animoto	1
Aplia in support of the texts that we use.	1
BigBlueButton	1
Blendspace	1
Blogspot	1
CamStudio	1
Ceilo closed captioning	1
ChompChomp grammar MOOC	1
Collaborate Session Management	1
CreatorPro	1
dreambox	1
Dreamweaver	1
Drupal Web Development	1
Echo 360 an other recording equipment.	1
Edpuzzle	1
Educreations App	1
edutopia	1
Elsevier'sstudent portal products	1
Examity	1
ExamView: (https://www.turningtechnologies.com/products/examview);	1

Explain everything	1
Films on Demand	1
Flat World	1
GeoGebra	1
Geographic Information Systems Software	1
Gimp	1
GoAnimate!	1
Gradecam	1
Gunning Fog writing analysis	1
Hypersnap	1
iBooks	1
IDE	1
IHI	1
imslp.org	1
iready	1
Islandora Digital Platform	1
iSpring	1
ixl.com	1
Java	1
JSTOR products	1
Kahoot	1
Kaltura	1
KeepVid	1
LaTeX - I prepare and distribute my own notes to students via it	1
Learning Resources	1
Learnsmart	1
Lectora	1
LibApps from SpringShare	1
MEF Digital	1
Milestone Documents (online primary source document collection; customizable)	1
MindTap (Cengage)	1
MIT Open Courseware (which includes a Calculus textbook)	1
tacticPAK apps	1
Mycomlab	1
Pearson REVEL	1
MyOpenMath	1
MyStatLab	1

NBC Learn	1
NetBeans	1
No More Red Ink	1
Obojobo	1
OCR	1
omkega.net; .org	1
Open Campus	1
Orangegrove materials	1
Paradigm Education Solutions student portal	1
PrepU	1
ProProfs	1
QuickTime	1
Quizizz	1
quizlet	1
SC Cloud	1
Seesaw	1
SIMnet	1
Simu-Tech Simulations software	1
Sitepal avatars	1
Skype	1
SpringShare	1
SPSS	1
Starfish	1
SublimeText	1
SuperTracker website for two assignments	1
Sway	1
teacherpops...	1
Tegrity	1
The Point by LWW	1
Toontools	1
Tophat (in-class way of asking students questions using their cell phones, laptops, and tablets	1
Turn-it-in	1
VAST: Academic Video Online	1
Voki	1
VPython	1
Webassign	1
Wikispaces classroom.	1
Wordpress	1
Writer's Diet online writing analysis	1

Writing for Success open source textbook.	1
WritingSpaces.org	1
writingcommons.org	1

General Descriptions of Tools Used:

Description	Number of Responses
Free internet sites and online content	40
streaming video/other videos	20
Library Resources including licensed content, reserve, general collection, etc.	18
Original materials- including videos, handouts, past course materials, animations. Course materials made by the instructor.	18
Learning management system (LMS)	8
images/pictures	6
Publisher ancillary materials/resources	4
Smart Board/Smart Notebook	4
e-books	3
Professional Organizations' materials	3
social media	3
articles	2
Computer	2
Downloads	2
Institution tech staff assistance	2
HTML	2
Many/multiple	2
quiz/testing programs.	2
scan materials for students to use	2
Simulation software	2
slide shows	2
Video editing software	2
word processing software	2
academic peer reviewed webpages;	1
APA online course	1
apps	1
audio recording tools	1
copier	1

discussion boards	1
email	1
embed OER content	1
Evaluation Kit	1
game apps.	1
Government Agency resources	1
hands-on demonstrations	1
Inexpensive textbooks/cheap textbooks	1
infographics	1
laptop	1
lecture capture	1
MOOCS	1
Music performance instruction	1
Pod Casts	1
Printer	1
screen-casting software	1
software IDE's	1
Manufacturer-based technology software	1
technical software spreadsheets	1
Test generator	1
TI 84 calculator	1
Virtual patient systems	1
web cam	1