Open Educational Resources (OER)

Multiple studies have reported students not buying textbooks due to their cost.¹ These students report negative impacts on their success at school. The solution: *Open Educational Resources*.

What are OER?
Open Educational Resources are teaching and learning resources that permit *free use and repurposing*.

Why use OER?

- **Financial savings**: Over the past two years, the switch to more affordable classroom materials has saved HSU students over $1 million and counting.
- **Student success**: Textbook costs are “negatively impacting student access to required materials (66.6% did not purchase the required textbook) and learning (37.6% earn a poor grade; 19.8% fail a course).”¹
- **Graduation rate**: Because of the cost of textbooks “students reported that they occasionally or frequently take fewer courses (47.6%); do not register for a course (45.5%); drop a course (26.1%), or withdraw from courses (20.7%).” ¹
- **Equity**: A soon-to-be-released study by the University of Georgia reports a one-third reduction in DFW rate among minority and Pell-eligible students in courses which switched to OER.
- **Class design**: Requiring students to buy a textbook means an obligation to use the textbook and teach to its goals. Conversely, OER can be edited to meet the course-specific goals for the class.
- **Recruitment**: A course or department offering zero-cost courses will be able to market this to current and incoming students.

Where to find OER?
The [Humboldt State Library OER Research Guide](#) lists OER content by department. Contact a librarian to locate additional resources or an instructional designer to integrate them into your course.

How to create OER?
Integrating students in OER development is a high-impact practice with real-world deliverables. Here is a sample assignment modeled on a capstone course offered by Professor Scott Paynton:

1. Match teams with topics, define a rubric, and set deadlines.
2. Teams build resource lists and bibliographies. Quiz students for knowledge.
3. Monitor progress and encourage peer advice through weekly presentations.
4. Teams peer-review each other’s works. Allow teams time to integrate edits.
5. Revise, repeat if needed, and publish.

¹ Research provided by the [2016 Florida Student Textbook and Course Materials Survey](#). Studies by the [Oregon Higher Education Coordinating Commission](#) and [Student Public Interest Research Groups](#) corroborate the findings.