


**League for Innovation
2006 CIT Conference**

Creating 21st Century Community College Courses: Building Free Public Domain Textbooks for Students

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Foothill-De Anza Community College District

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ABOUT THIS SESSION

- The Open Educational Resources movement creates free, high-quality, college-level public domain learning materials. This session explores the recent policy enacted by the Foothill-De Anza Board that ensures administrative and faculty support for the organization, creation and use of materials to reduce education costs, and the reliance on commercial textbooks.


ABOUT FOOTHILL-DE ANZA

- Foothill-De Anza Community College District**
 - Foothill College, Los Altos Hills, CA -19,000 Students
 - De Anza College, Cupertino, CA - 25,000 Students
 - Five Member Elected Governing Board
 - Palo Alto, Mountain View, Cupertino, Sunnyvale, Los Altos, Los Altos Hills and parts of San Jose and Saratoga


FOOTHILL-DE ANZA'S BOARD POLICY

**Foothill-De Anza Community College District Board of Trustees
Policy on Public Domain Learning Materials
Enacted December 2005**

- The Foothill-De Anza Community College District encourages the creation, use, and ongoing maintenance of public domain-based learning materials in accordance with established curriculum standards for educational purposes of the district.
- The goals of this policy are to provide students with high quality learning materials that reside in the public domain to augment and/or replace costly textbooks, to create sustainable academic resources for students, faculty and staff, and to provide opportunities for professional growth of district employees involved in these activities.
- The Chancellor will provide periodic reports, not less than annually, to the Board that detail the progress made toward accomplishing the goals delineated by this policy.


PUBLIC DOMAIN LEARNING MATERIALS

- Digitized materials (text, images, audio files, streaming video, etc.)
- Focused on teaching, learning and research (courseware, full courses, modules, collections, journals, books, data, etc.)
- Tools for creating, using and re-using content - Freely available on the web
- Creative Commons

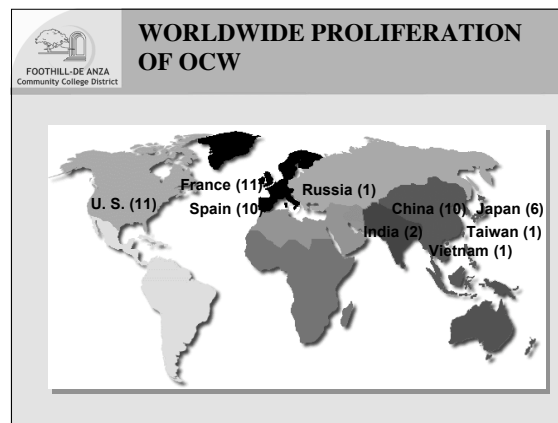

MIT OPENCOURSEWARE (OCW)

- 1,100 course to date
- 1,800 course by 2007
- 33 disciplines



FULL COURSES

- 12 courses to date
- 23 courses in progress
- AP High School
- Community Colleges

OPEN COLLECTIONS



CURRENT CHALLENGES & OPPORTUNITIES

- Lack of Faculty Incentives/Rewards
- Changing the Culture
- Moving from “Publish or Perish” to “Organize and Thrive”
- New Way for Faculty to Distinguish Themselves
- Identifying and Rewarding Stewards of Best OER in their Fields

CURRENT CHALLENGES & OPPORTUNITIES

- Adapting OER for Different User Groups
- Evaluating Learning Outcomes using OER
- Stimulating OER-related Philanthropy Through Existing Collegiate Processes

HOW YOU CAN HELP

- Educate Yourself and Others
- Circulate Policy Draft
- Implement Similar Policy
- Advocate for Similar Policy
- Adopt a Subject Area


**WHERE TO GET
MORE INFORMATION**

- [UNESCO Wiki](#)
- [Wikipedia OER Page](#)
- [New Hewlett Funded OER Portal](#)


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MAKING IT HAPPEN

**INTRODUCING PUBLIC DOMAIN
(OPEN EDUCATIONAL RESOURCES)
TO THE FACULTY AND STAFF**

- What is it?
- How will students benefit?
- Who's already creating and using OER?
- What is the rationale for encouraging faculty to develop OER and use it in their classes?
- Who are the naysayers and what are their concerns?
- How does it affect academic freedom and intellectual property agreements?


AN INQUIRY BASED APPROACH

- Campus conversations with the Academic Senate
 - To understand the board policy
 - To map a process to support faculty in learning about OER, using OER and creating OER


AN INQUIRY BASED APPROACH

- In collaboration with the Academic Senate
 - Engaged the Office of Institutional Research to design a study
 - Analyze the results
 - Discuss the findings broadly and widely


PUBLIC DOMAIN SURVEY

- Key Findings
 - 80% interested in using OER in their classes
 - 31% already using OER in their classes
 - 61% viewed them as high quality BUT
 - 39% viewed them as lacking in quality
 - Discuss the findings broadly and widely
- Link findings to current technology projects underway

FOOTHILL-DE ANZA
Community College District

Board of Trustees Presentation

ETUDES – Sakai – Sofia
Learning Technology
Collaborative Initiatives
&
Public Domain Report

November 7, 2005

FOOTHILL-DE ANZA
Community College District

ETUDES Alliance
... institutional investments

Antelope Valley College, CA
Bakersfield College, CA
Cerro Coso Community College, CA
Cogswell College, CA
Coastline Community College, CA
College of Alameda, CA
College of the Siskiyous, CA
Crafton Hills College, CA
De Anza College, CA
East Los Angeles College, CA
Foothill College, CA
Fullerton College, CA
Gavilan College, CA
Glendale Community College, CA
Harcum College, PA
Imperial Valley College, CA
Lake Tahoe Community College, CA
Laney College, CA
Los Angeles City College, CA
Los Angeles Harbor College, CA
Los Angeles Mission College, CA

Los Angeles Pierce College, CA
Los Angeles Southwest College, CA
Los Angeles Trade-Tech College, CA
Los Angeles Valley College, CA
Merritt College, CA
Porterville College, CA
San Bernardino Valley College, CA
San Joaquin Delta College, CA
Taft College, CA
Vista College, CA
West Los Angeles College, CA
Chabot College, CA
El Camino College, CA
Long Beach City College, CA
MiraCosta College, CA
Santa Rosa Junior College, CA
Skyline College, CA
Stephen F. Austin State University, TX
West Valley College, CA

■ Hewlett Foundation Support....

FOOTHILL-DE ANZA
Community College District

Sakai Project

- University of Michigan
- Indiana University
- Stanford University
- MIT
- Foothill College
- UC-Berkeley
- Sakai Educational Partners
- Commercial Affiliates Program

■ Sinou – Serves on Sakai Foundation Board of Directors

■ CC Representation

■ Institutional & Foundation resources

Sakai

portal by JASIG

IMS

KI

FOOTHILL-DE ANZA
Community College District

Open Source Community

- Control of **Code & Destiny**
- Delivering **sustainable economics** for satisfied users
- Advancing **innovation** for user expectations

Code

Core Values
Institutional *investment*
for institutional *outcomes*

Community

Coordination

FOOTHILL-DE ANZA
Community College District

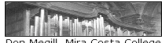
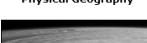
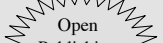
Open Educational Resources for
Community College Courses

- Facilitate the *methodical open exchange, publication, and access to community college-level* content via the internet
- Publish **quality** educational content
- Embrace **inclusive** participation – allow building on each other's work

Sofia
Sharing Of Free Intellectual Assets

FOOTHILL-DE ANZA
Community College District

Published Eight Open Courses

Introduction to Java Programming  Steven Gilbert, Orange Coast College	Creative Typography  Carolyn Brown, Foothill College	Musicianship II  Don Megill, Mira Costa College
Elementary Statistics  Susan Dean, De Anza College Barbara Ilwosky, De Anza College	Introduction to Macromedia Flash  Marcia Ganeles, Foothill College	Webpage Authoring  Jo Anne Howell, Gavilan College
Enterprise Network Security  Sukhjit Singh, De Anza College Mike Murphy, Foothill College	Physical Geography  Allison Lenkeit, Foothill College	

<http://sofia.fhda.edu/gallery>



Public Domain Report

■ **Public Domain - Board Policy 6141**

Goals

- To provide students with learning materials that reside in the public domain to augment and/or replace commercially available educational materials
- To create sustainable academic resources
- To provide opportunities for professional growth



Public Domain Report

■ **Progress to date**

- Public Domain Survey
- Public Domain Website
<http://faculty.deanza.fhda.edu/PublicDomain/>
- Public Domain Proposal Collaborative with Creative Commons
 - To design a web-based course and associated trainings to address the concepts and procedures associated with intellectual property, licensing, copyright and digital rights in the academic environment
 - To provide basic information for faculty interested in offering courses in the public domain and legally incorporating web-based materials, digital media and other electronic resources into their courses



Public Domain Report





Public Domain Report





More Information

- <http://www.foothillglobalaccess.org>
- <http://www.foothillglobalaccess.org/etudes2>
- <http://sakaiproject.org/>
- <http://sofia.fhda.edu/gallery/>
- <http://faculty.deanza.fhda.edu/PublicDomain/>

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NEXT STEPS

■ **Create Sustainable, Easily Available Learning Opportunities at our Colleges**

- Identify champions to introduce OER to the faculty
- Identify how OER is already being used through studies, seminars & campus communications
- Provide experienced faculty with venues to share what they are doing with other faculty and the Academic Senate
- Create workshops that describe the costs/benefits of using OER in the classroom



NEXT STEPS

- Charge to the Campuses
 - 2006-07 Action Plan based upon the research findings:
 1. How are the faculty who responded to the survey using public domain/open content materials in their classes?
 2. From the faculty who are using these materials, what, if any, outcomes can be identified (reducing cost of textbooks, better accessibility to higher quality materials, etc.)?
 3. What is the plan to introduce faculty to public domain/open content?
 4. Can we conduct an external scan of how these materials are being used by faculty elsewhere?



NEXT STEPS

- Continue Inquiry-Based Approach
 - Conduct and publish qualitative and quantitative studies of how faculty are using OER and how students are performing
 - Link the use of OER with Student Learning Outcomes research
- Create Collaborations with OER Content Centers and Interested Community College Districts
 - Connexions
 - MIT OpenCourseWare
 - Etudes Alliance
- Develop revenue streams to support the use of OER (legislation, philanthropy, staff development incentives)



NEXT STEPS

- Monitor and report progress, challenges and opportunities on a regular basis to the board of trustees and campuses through faculty champions and research studies



OPEN DISCUSSION

Questions and Answers