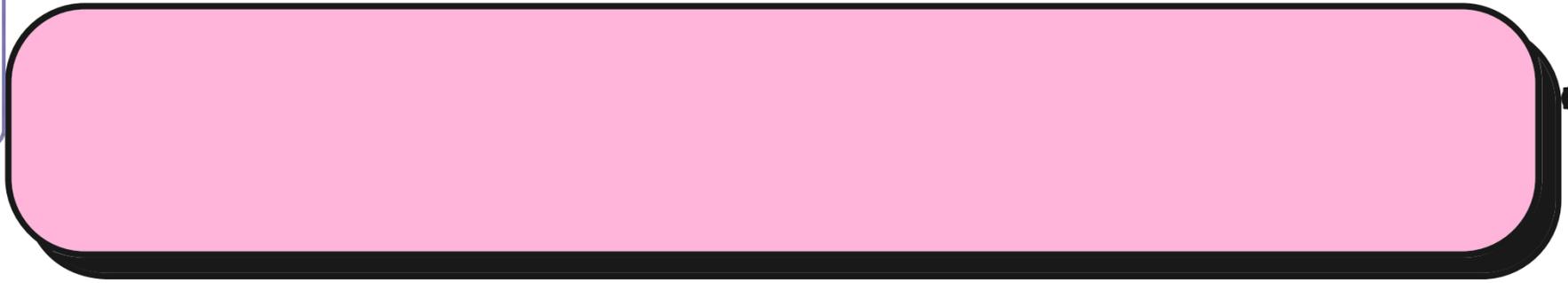
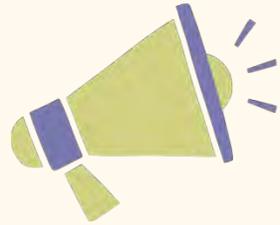


# CREATING ZERO TEXTBOOK COST COURSES

Money for support

ooo

Overall impact



# WHAT DOES IT MEAN TO CREATE A ZTC COURSE?

## FREEDOM



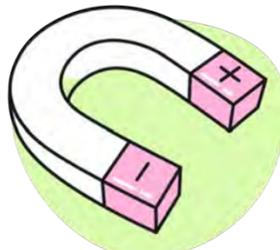
Teaching concepts instead  
of chapters

## DAY ONE



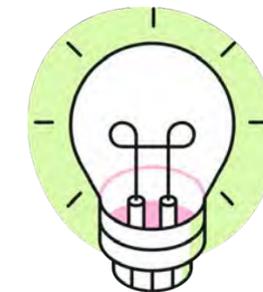
No more waiting for  
students to get access

## HERO



YOU have the power

## PASSION



Reignite your passion

# SCCCD OER Allocations

MAKING IT  
HAPPEN

Board  
Support

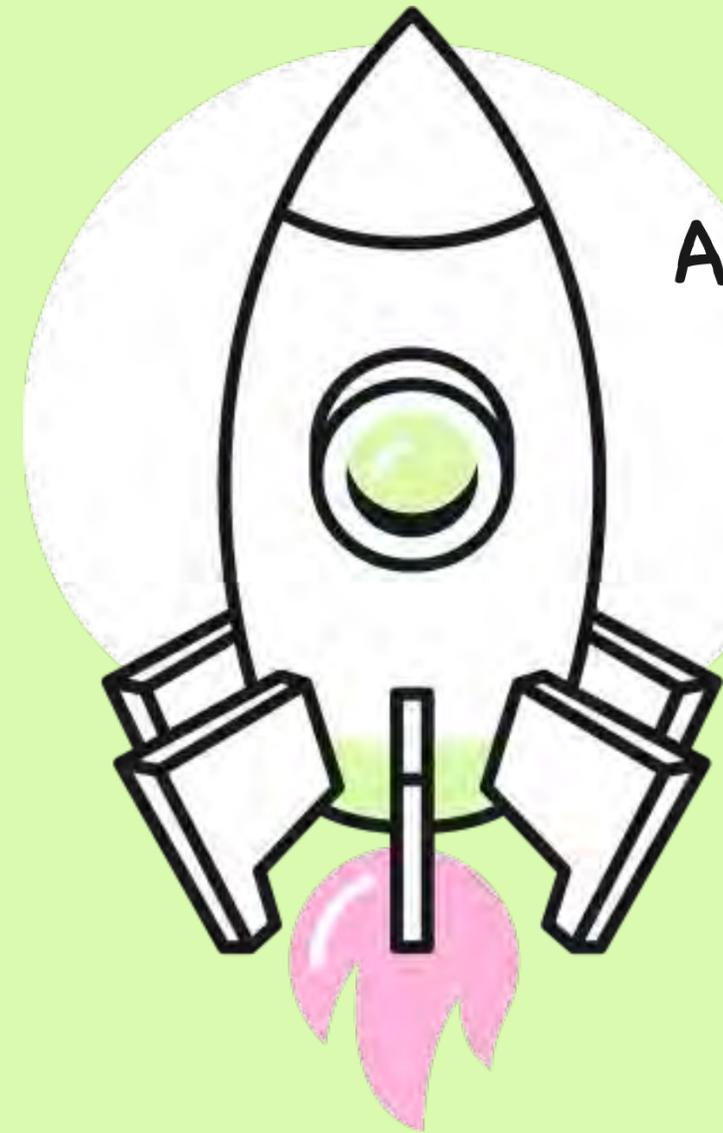
CCCCO  
ZTC

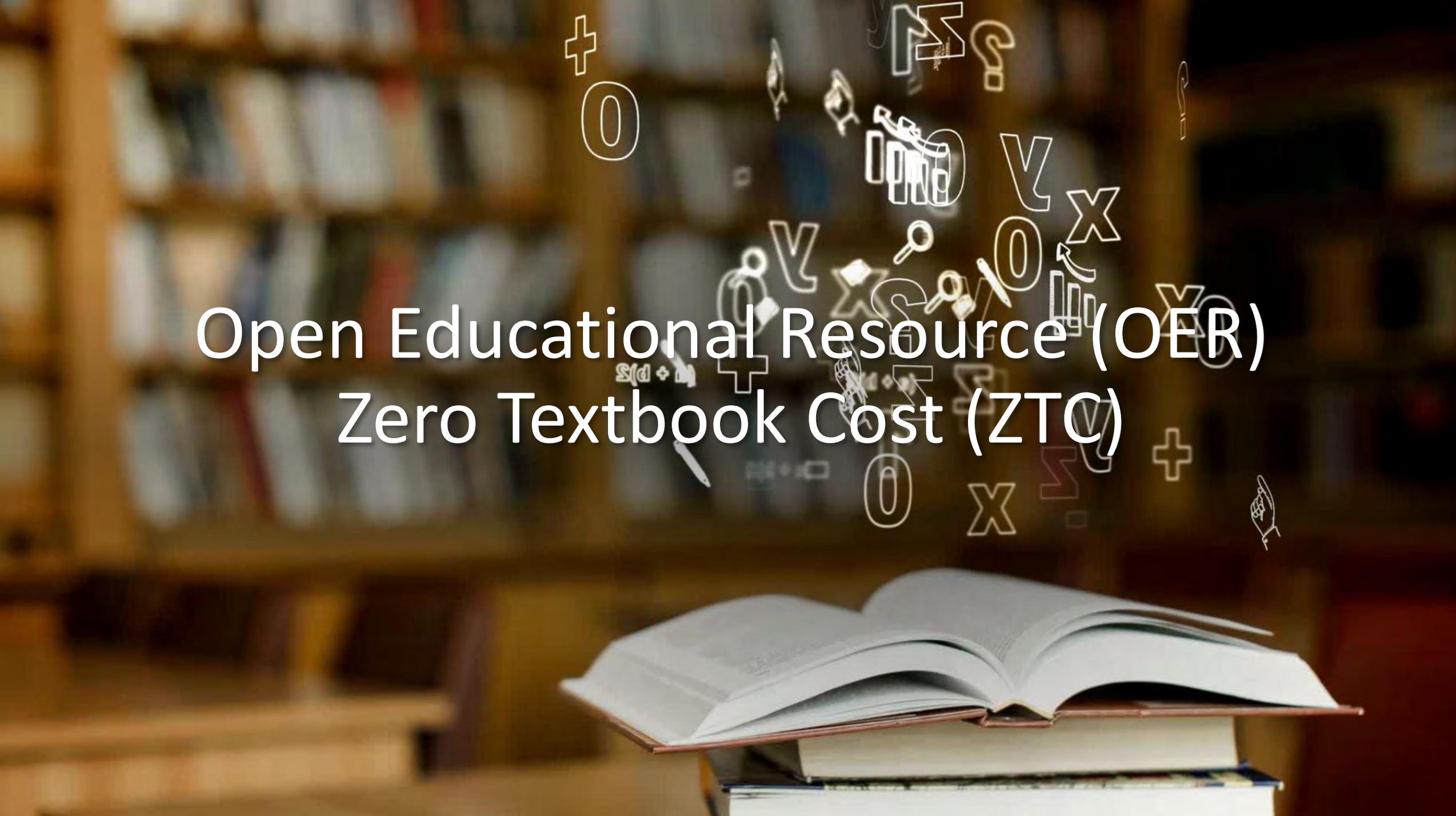
Allocations

College  
structures

Grant  
Funding

Operationalize



The background is a blurred image of a library with bookshelves. Overlaid on this are various white, hand-drawn style icons representing education and mathematics, such as a plus sign, a zero, a question mark, a bar chart, a magnifying glass, a pencil, a person, and a hand pointing. The text is centered in the middle of the image.

# Open Educational Resource (OER) Zero Textbook Cost (ZTC)

# Things that are coming up for OER

---

- In Progress Activities

- CCCCO ZTC Phase 1 grant, this includes faculty training and mapping of ZTC Degree Options (\$20,000)
- Submitted a grant proposal for the Department Education – Engineering / Physics (\$2 million)
- CCCCO ZTC Phase 3 grant, \$180,000 to create a Degree
- SCCCD OER grant, Maximum award to a college: \$200,000/year  
Minimum award to a college: \$ 75,000/year

- Future Activities

- CCCCO ZTC Phase 2 grant, highly competitive (unsure of the funding)





# SCCCD OER Block Allocation

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- Advocated to board by Chancellor
- Funds awarded to each college
- Each college works towards operationalizing OER creation and maintenance
- Institutionalized collaborations
  - Creating Communities of Practice around ZTC Courses
  - Discipline Sharing
- Think outside the box

# Priority Areas



ZTC sequence for a certificate or degree.



“ease of access” on the CVC Exchange.



Programs that show intentional quality improvement. Colleges can build such process improvement as a regular component of their OER program.



Maintained for currency and shared content.



Funded teams of 3-5 per college that would act as district liaisons to serve as editorial support, conduits for districtwide review and adoption, etc. Proposals for district models are encouraged.



Minimal amounts should be spent on work already associated with current positions.



The program encourages widespread faculty engagement and review, adaptation, and regular updates/maintenance of existing, time-tested materials.

# SCCCD Faculty Experience

SCCCD Faculty Talk about creating a ZTC Course

**What  
makes OER**

---

**Retain.**

---

**Reuse.**

---

**Remix.**

---

**Revise.**

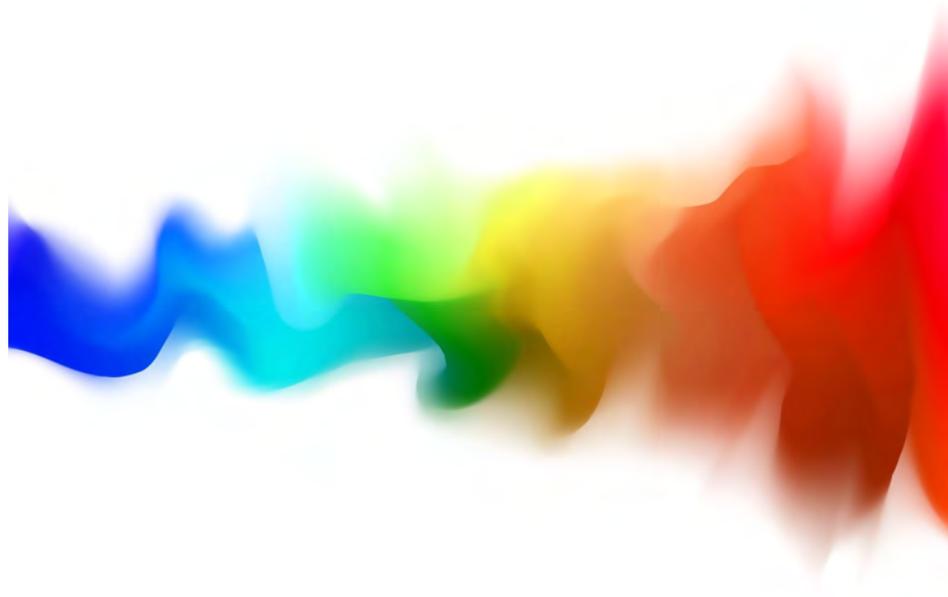
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**Redistribute.**

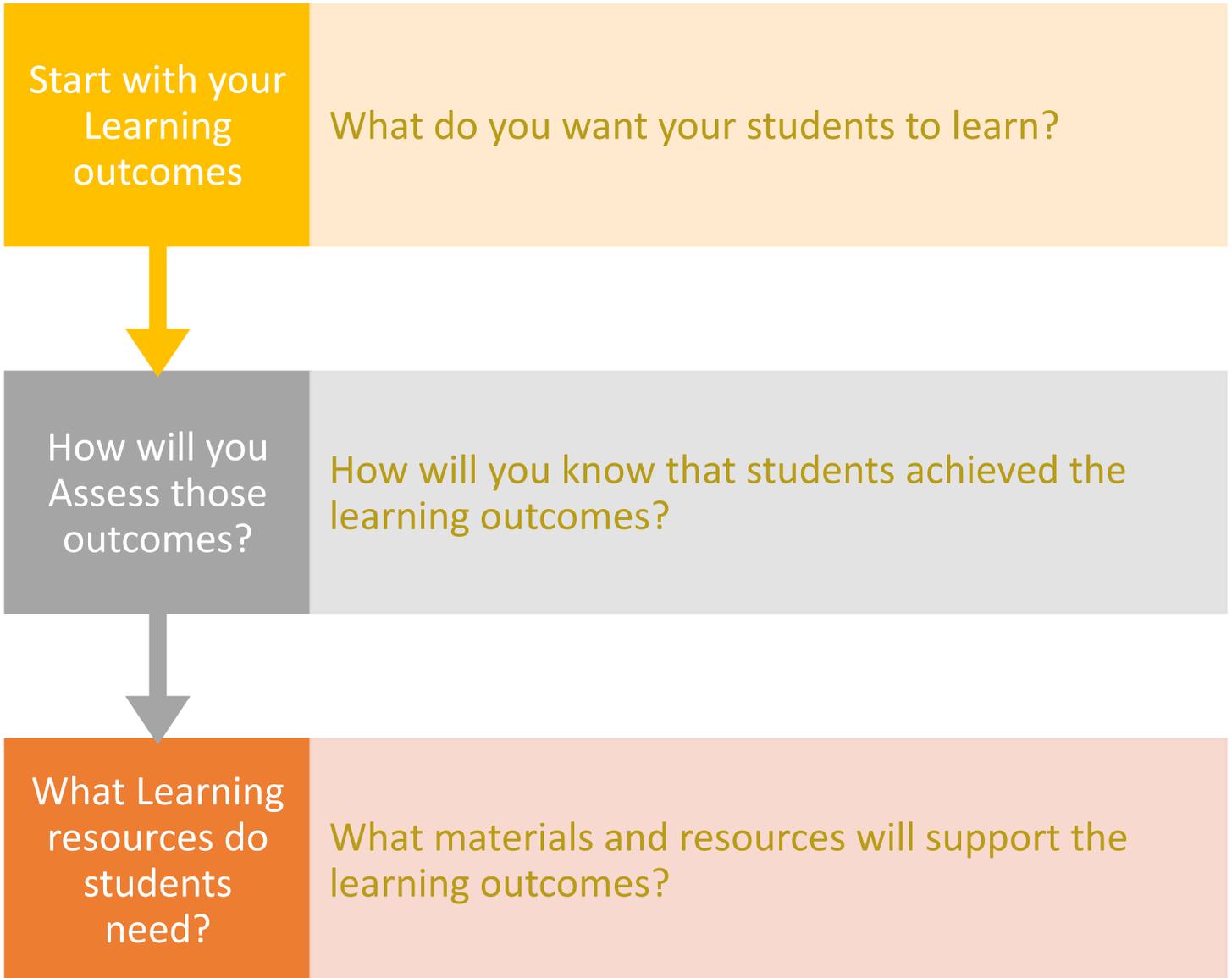
# How do I get started....

---

This seems like a lot of hard work



# Let's start with Backward Design



# Search OER Repositories S

Search OER Repositories and Collections to find materials that you could potentially adopt, remix, or curate. *If you cannot find materials, you might want to consider creating your own.*

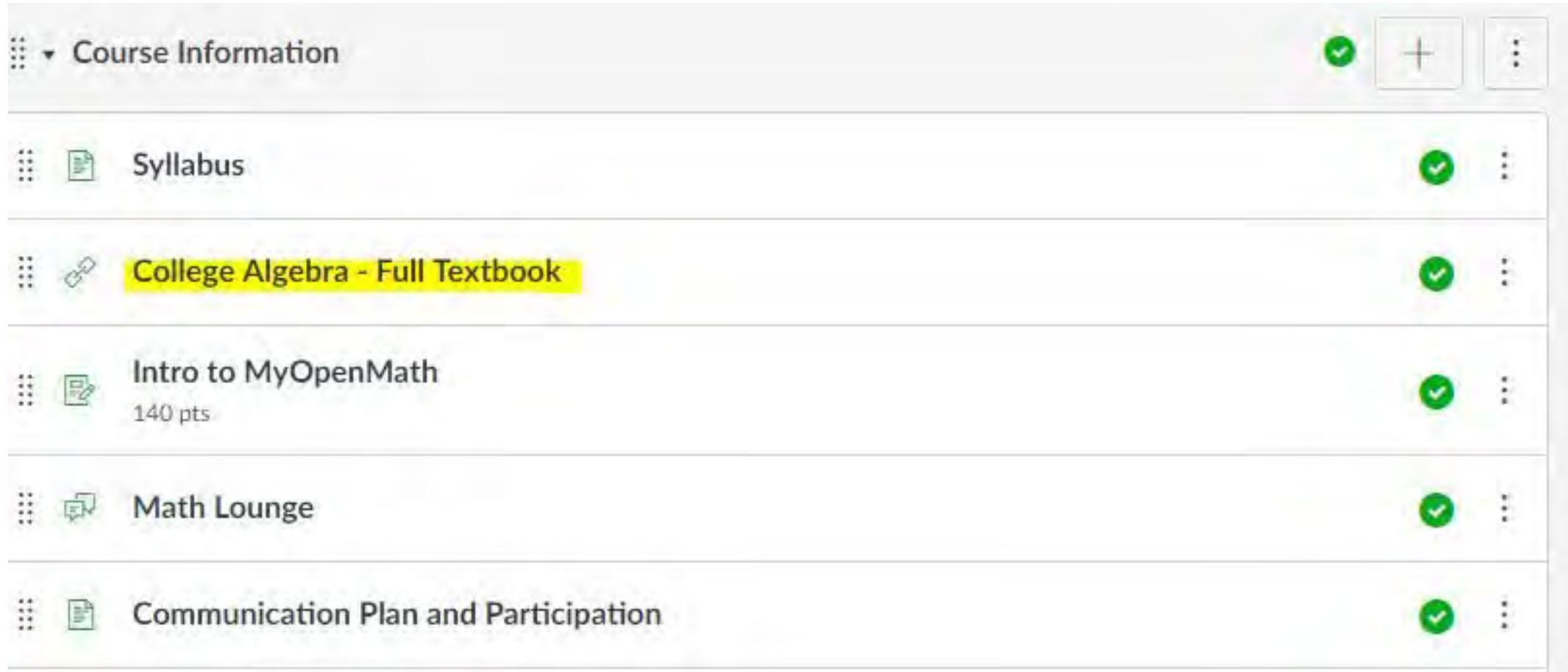
“How Do I Find OER?” Handout

Access the handout here:

**[bit.ly/OERSearching](https://bit.ly/OERSearching)**



# Linking the Textbook in Canvas



The screenshot displays the 'Course Information' section in Canvas. At the top right of this section, there is a green checkmark, a plus sign icon, and a three-dot menu icon. Below this, a list of items is shown, each with a three-dot menu icon on the left, a document icon, the item name, and a green checkmark on the right. The item 'College Algebra - Full Textbook' is highlighted in yellow.

Item Name	Status
Syllabus	Linked (Green Checkmark)
College Algebra - Full Textbook	Linked (Green Checkmark)
Intro to MyOpenMath 140 pts	Linked (Green Checkmark)
Math Lounge	Linked (Green Checkmark)
Communication Plan and Participation	Linked (Green Checkmark)

# Building Your Course

• Week 1: Start Here Jan 9 - Jan 15



• Week 2: Observation Jan 16 - Jan 22



• Week 3 Jan 23 - Jan 30 Documentation and Assessment



• Week 4 : Social and Emotional Development Jan 30 - Feb. 6



• Week 5: Attachment and Respectful Caregiving



• Week 6 & 7: Supporting relationships: Primary Care, Small Groups and Continuity of Care Feb. 13- Feb. 26



Choose Language ▾

🔍 How can we help you?

ESD

Username

Password

Sign in



☰ Contents | 🏠 Home >> 📖 Bookshelves >> 📖 Early Childhood Education

## Early Childhood Education

Donate

Early childhood education a branch of education study and application that focuses on the instruction and learning of children from birth up to the age of eight.



Child Growth and Development (Paris, Ricardo, Rymond, and Johnson)



Infant and Toddler Care and Development (Taintor and LaMarr)



Infant and Toddler Education and Care (Eliason)



Introduction to Curriculum for Early Childhood Education (Paris and Beeve)



# Curating and Creating Content: Textbook

## Relationships and Social Development

+ Table of contents

Children's experiences of relationships contribute to their expanding repertoire of social skills and broadened social understanding. In these relationships, children develop expectations for specific people (for example, experiences that lead to secure or insecure attachments to parents), acquire knowledge of how to interact with adults and peers, and create a self-concept based on how others respond to them.[1] Relationships with parents, other family members, and caregivers provide critical context for infants' social development. Parents and caregivers are an infant's initial social partner, and the quality of this early caregiver-infant relationship has been linked to many different positive outcomes. Establishing close relationships with adults is related to children's emotional security, sense of self, and evolving understanding of the world around them. Interactions with adults are a frequent and regular part of infants' daily lives, and infants as young as 3 months of age have demonstrated the ability to discriminate between the faces of unfamiliar adults (Barrera & Maurer, 1981). By 4 months of age, a child's power in relationships, along with the impact of these relationships, is evident. Infants become more skilled at reading others' behavior and adapting their own behavior. They also gain skills to make themselves more engaging and effective socially. 4-month-olds will send clear messages, become quiet in anticipation as someone comes near to care for them, seek adults' attention with smiles and laughter, participate in extended back and forth interaction with others, and engage in simple social imitation.[2]

Close relationships with adults who provide consistent nurturance strengthen a child's capacity to learn and develop. These special relationships influence the infant's emerging sense of self and understanding of others. Infants use relationships with adults in many ways: for reassurance that they are safe, for assistance in alleviating distress, for help with emotion regulation, and for social approval or encouragement. These relationships play a crucial part in development across all domains. For example, parental responses to the infant's vocalizations support language development (see Tamis-LeMonda et al., 2014 for reviews) and direct gaze sharing between a parent and infant promotes connections and communication (Leong et al., 2017).[3]

## Social Understanding

Remarkably, young children begin developing social understanding very early in life. Before the end of the first year, infants are aware that other people have perceptions, feelings, and other mental states that affect their behavior and that differ from their own mental states.[1]

Children begin to understand other people's responses, communication, emotional expression, and actions during the infant and toddler years. These developments include an infant's understanding of what to expect from others, how to act, and which social scripts are used for specific social situations. Recent research suggests that infants' and toddlers' social understanding is related to how often they experience adult communication about the thoughts and emotions of others (Taumoepeau & Ruffman, 2008).[2]

"At each age, social cognitive understanding contributes to social competence, interpersonal sensitivity, and an awareness of how the self relates to other individuals

# Curating and Creating Content: Textbook

## Relationships

### Relationships and Social Development

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### Social Understanding

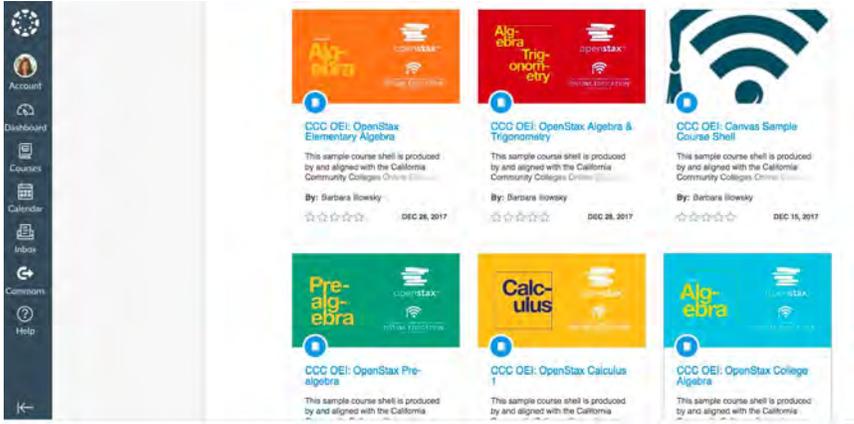
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*\*At each age, social cognitive understanding contributes to social competence, interpersonal sensitivity, and an awareness of how the self relates to*

# Building Modules

COURSE CONTENT	
The Early Months - Foundations	
Emotional Development: Introduction	
Social-Emotional Development	
Emotion Regulation	
Identity of Self in Relation to Others	
Empathy	
Recognition of Ability	
Impulse Control	
Expression of Emotion	
Social Understanding and Self-Awareness	
Culture and Emotions	
Social Development: Introduction	
Interaction with Adults	
Relationships	
Relationship with Adults	
Interaction with Peers	



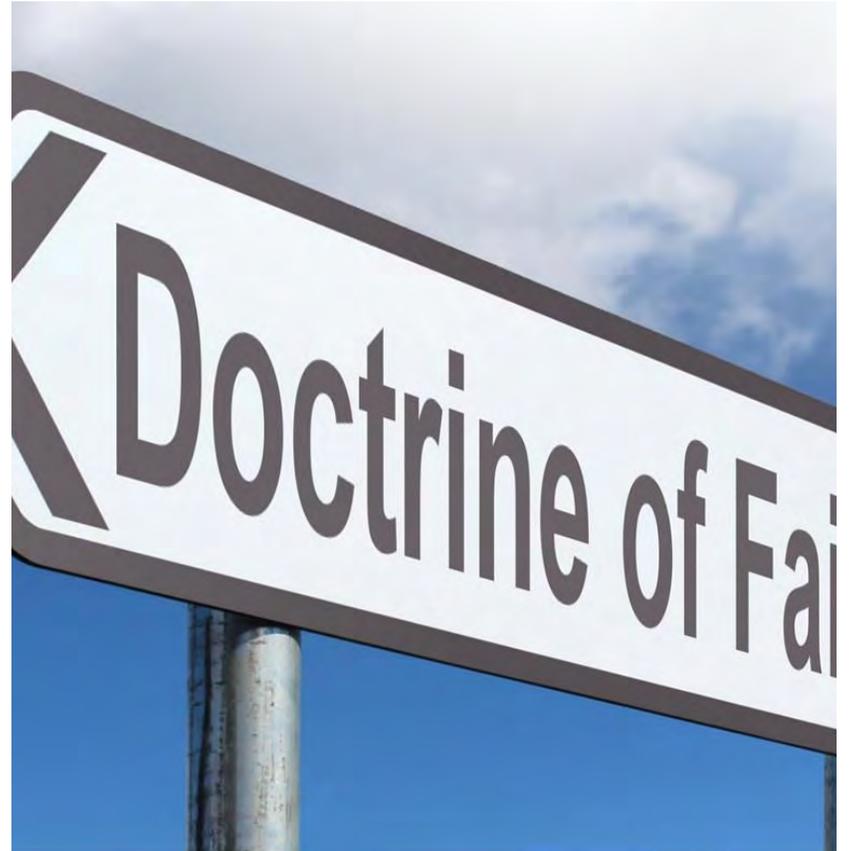
OR Bring over  
whole course from  
Canvas Commons

---

# 4 Tests for Fair Use

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1. Purpose and character of the use  
(education more likely than commercial)
2. Nature of the copyrighted work  
(fiction more likely than non-fiction)
3. Amount of work used  
(X%?)
4. Impact on the value of the work used  
(substitute for the original)





# OER on Each Campus

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ZTC Case Studies and Structures

# Show and Tell: Creating an ESL ZTC Course

Current OER and ZTC Structures

# Show and Tell: Creating a ZTC/OER Psychology Course

OER and ZTC Structures

# Show and Tell: Creating an OER/ZTC Science Course

OER and ZTC Structures

# Show and Tell: Creating an OER Math Course

OER and ZTC  
Structures

# SCCCD Student Experience

[SCCCD Students Talk about taking a ZTC Course](#)

# But what about.....

Q and A time



Thank you

