CREATING ZERO TEXTBOOK COST COURSES

WHAT IS OER?

Money for Support

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
MAKING IT HAPPEN

SCCCD OER Allocations

Board Support

College structures

Operationalize

CCCCO ZTC Allocations

Grant Funding
Open Educational Resource (OER)
Zero Textbook Cost (ZTC)
Things that are coming up for OER

• In Progress Activities
  • CCCC0 ZTC Phase 1 grant, this includes faculty training and mapping of ZTC Degree Options ($20,000)
  • Submitted a grant proposal for the Department of Education – Engineering / Physics ($2 million)
  • CCCC0 ZTC Phase 3 grant, $180,000 to create a ZTC Degree
  • SCCC0 OER grant, Maximum award to a college: $200,000/year
    Minimum award to a college: $ 75,000/year

• Future Activities
  • CCCC0 ZTC Phase 2 grant, highly competitive (unsure of the funding)
SCCCD OER Block Allocation

• 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.
- Redistribute.
How do I get started....

This seems like a lot of hard work
Let’s start with Backward Design

Start with your Learning outcomes

What do you want your students to learn?

How will you Assess those outcomes?

How will you know that students achieved the learning outcomes?

What Learning resources do students need?

What materials and resources will support the learning outcomes?
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
What does this process look like?

• Example of Template: Course Organization Spreadsheet

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Evaluation/Assessment (How are students being assessed on the content?)</th>
<th>Resource Type (Image, Text, Video)</th>
<th>Resource Format (PDF, HTML, EPUB, Word doc., etc.)</th>
<th>Resource Title</th>
<th>License Type</th>
<th>Link to Original Resource</th>
<th>Attribution</th>
<th>Accessibility</th>
<th>Notes (Why do you like the resource?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Communication</td>
<td>Can I use the exercises at the end of the chapters?</td>
<td>Textbook</td>
<td>Multiple formats (online, PDF, Kindle, e-pub, mobi)</td>
<td>Communication in the Real World: An Introduction to Communication Studies</td>
<td>Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license</td>
<td><a href="http://open.lib.umn.edu/communication/">http://open.lib.umn.edu/communication/</a></td>
<td>Communication in the Real World: An Introduction to Communication Studies, CC BY-NC-SA 4.0</td>
<td>Still need to test.</td>
<td>Can use chapters 4-6</td>
</tr>
<tr>
<td>Learning, skills, motivation, specifically, study skills</td>
<td>Study journal, there might be supplementary materials to use for this resource. Includes many self assessments, exercises, etc.</td>
<td>Textbook</td>
<td>Multiple formats (online, PDF, Kindle, e-pub, mobi)</td>
<td>College Success</td>
<td>Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license</td>
<td><a href="http://open.lib.umn.edu/coursesuccess/">http://open.lib.umn.edu/coursesuccess/</a></td>
<td>College Success, (CC BY-NC-SA 4.0)</td>
<td>Still need to test.</td>
<td>Can use parts from many chapters. Book is much broader than just college success and includes chapters on finances, health, future plans. Also, resources has lots of self assessments and links to useful resources.</td>
</tr>
</tbody>
</table>
Linking the Textbook in Canvas
<table>
<thead>
<tr>
<th>Week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Start Here Jan 9 - Jan 15</td>
</tr>
<tr>
<td>2</td>
<td>Observation Jan 16 - Jan 22</td>
</tr>
<tr>
<td>3</td>
<td>Jan 30 - Documentation and Assessment</td>
</tr>
<tr>
<td>4</td>
<td>Social and Emotional Development Jan 30 - Feb. 6</td>
</tr>
<tr>
<td>5</td>
<td>Attachment and Respectful Caregiving</td>
</tr>
<tr>
<td>6 &amp; 7</td>
<td>Supporting relationships: Primary Care, Small Groups and Continuity of Care Feb. 13 - Feb. 26</td>
</tr>
</tbody>
</table>
Early Childhood Education

Early childhood education is 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, Rizardo, Rymond, and Johnson)
- Infant and Toddler Care and Development (Tainter and LaMarr)
- Infant and Toddler Education and Care (Elizon)
- Introduction to Curriculum for Early Childhood Education (Paris and Beeve)
Relationships and Social Development

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. 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.

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 James-LeMonda et al., 2014 for reviews) and direct gaze sharing between a parent and infant promotes connections and communication (Leong et al., 2017).

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.

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 (Taflovepeau & Ruffman, 2008).

*At each age, social sensitive understanding contributes to social competence, interpersonal sensitivity, and an awareness of how the self relates to other individuals.
Curating and Creating Content: Textbook

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Relationships with parents, other family members, and caregivers provide a critical context for infants’ social development. Parents and caregivers are an infant’s initial social partners, 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. Infants’ interactions with adults are frequent and regular part of their daily lives, and infants as young as 3 months of age have demonstrated the ability to distinguish between the faces of unfamiliar adults (Bornstein & Mauer, 1991). 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 acquire the ability to make themselves more engaging and effective socially. For example, they will spend more time with less attractive caregivers, become quieter in anticipation as someone becomes more unfamiliar to them, seek adult attention with smiles and laughter, participate in extended look and look-look interaction with others, and engage in simple social imitation.  

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’ social interactions with adults are ways for children to learn about people who are safe, for assistance in alleviating distress, for help with emotional regulation, and for social approval or encouragement. These relationships play a crucial part in development across all domains. For example, parent-infant interaction supports language development (see Sroufe & Carlson, 1983) and direct gaze sharing between a parent and infant promotes connections and communication (Saxe et al., 2017).  

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Building Modules

COURSE CONTENT

1. The Early Headstart - Foundations
2. Developmental Milestones: Introduction
3. Self-Encouraged Development
4. Genetic Regulation
5. Identity at Birth: Understanding Informed Consent
6. Sibling
7. Recognition of Infants
8. Referral: Current
9. Expressions of Emotion
10. Social Understanding: Skill Assessments
11. Culture and Emotions
12. Social Development: Introduction
13. Interaction with Adults
14. Relationships
15. Relationships with siblings
16. Interaction with Peers
OR Bring over whole course from Canvas Commons
4 Tests for Fair Use

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)
Build your own OER

• You’re already doing this!!!!
  • Lecture videos
  • Handouts
  • Quizzes
  • Homework and other assessments….

• Store in…
  • Microsoft Word
  • PDFs
  • Canvas
  • LibreTexts, etc.
OER on Each Campus

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