

Open Policy in Washington State: How We Got To The Open Course Library, and Where We Go From Here

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Developing a Digital Textbook Strategy for Your Campus
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Iron Triangle

“In the view of many college and university presidents, the three main factors in higher education—cost, quality, and access—exist in what we call an iron triangle. These factors are linked in an unbreakable reciprocal relationship, such that any change in one will inevitably impact the others.”

- Public Agenda research on opinions of higher education presidents

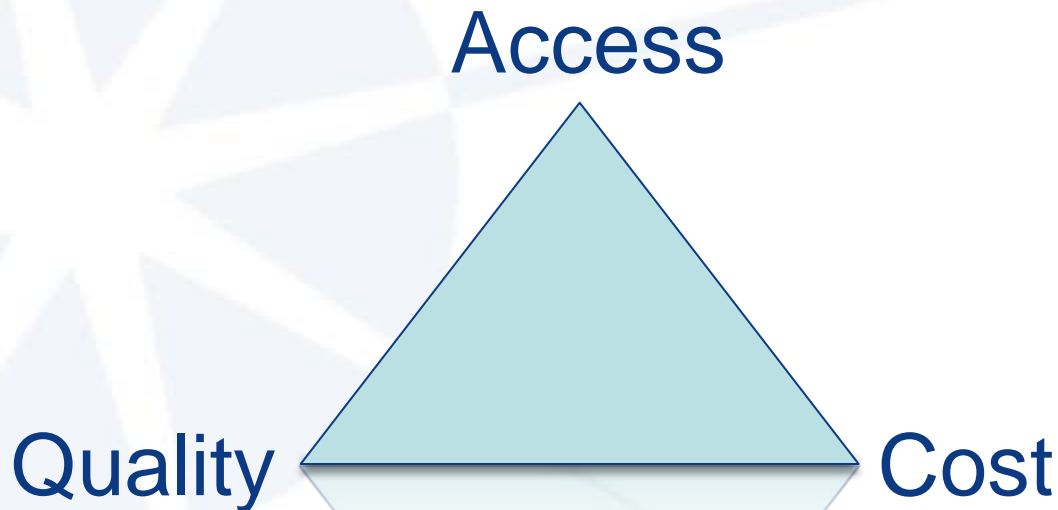
Source: *The Iron Triangle: College Presidents Talk About Costs, Access, and Quality*, Public Agenda, October 2008.



Iron Triangle

Quality vs. Cost vs. Access

The “Iron Triangle” suggests institutions are constrained in their ability to adapt.



Affordances of Digital Content



Vs.

Rivalrous vs.
Non-Rivalrous
Resources

A screenshot of the CNN website homepage from July 24, 2011. The page features a red header with the CNN logo and navigation links for Home, Video, NewsPulse, U.S., World, Politics, Justice, Entertainment, Tech, Health, and Living. The main content area includes a large article titled 'U.S. leaders struggle to reach debt deal as clock ticks' with a photo of Barack Obama. To the right, there is a 'THIS WEEKEND' section with an opinion piece 'Why political polarization has gone wild' and a video thumbnail 'Zakaria: Politics has changed'. At the bottom, there is another opinion piece 'Short life of contradiction' and a footer for the Washington State Board for Community & Technical Colleges.

How do we currently attempt to harness digital networked technologies?

Global Trends

Internet + Digital Content =

Lower Cost
Greater Access
Greater Quality

Right?



Global Trends

Internet + Digital Content =

Lower Cost
Greater Access
Greater Quality

WRONG!





OPEN

Access



Making the Case for “Open”

**Internet + Digital Content +
Open License**

=

**Lower Cost
Greater Access
Greater Quality**

Making the Case for “Open”

Open Educational Resources (OER)

US Dept. of Ed. Definition:

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 or repurposing by others.

Making the Case for “Open”

Why is “Open” Important in Education?

1. Efficiency: Build on existing investments
2. Affordability: Many students can't afford textbooks
3. Quality: We do our best work when we know our peers can see it
4. Self-interest: Increased faculty exposure, reputation, and new opportunities



What is Creative Commons?

A simple, standardized way to grant copyright permissions to your creative work.

> VIEW ALL COURSES

- > Course Home
- > Syllabus
- > Calendar
- > Readings
- > Lecture Notes
- > Assignments
- > Exams
- > Projects
- > Study Materials
- > Related Resources

> Download Course Materials

Archived Versions

> Fall 2002

- > Send us your feedback
- > Cite this course
- > Email this page
- > Newsletter sign-up
- > Donate

SHARE

Home > Courses > Aeronautics and Astronautics > Aerodynamics > Course Home

16.100 Aerodynamics

As taught in: Fall 2005



Sketch of a blended-wing-body aircraft. (Image courtesy of NASA.)

Course Features

- > Lecture notes
- > Exams (no solutions)

> Assignments

OPEN COURSEWARE CONSORTIUM

Getting Started

- > What is OpenCourseWare?
- > Become a Member
- > See Current Members
- > Visit OCW Websites
- > Find Courses
- > Get Involved
- > Contact Us

Newsletter

CLICK HERE TO SUBSCRIBE

Events Calendar



Search Courses

find courses about...

- Any Language -

GO

Advanced Search

My Account

DONATE NOW

ABOUT US

COURSES

COMMUNITY

MEMBERS



Project Showcase

Check out our new Project Showcase and see what great things our members are doing around the globe. [Read more ...](#)

The OpenCourseWare Consortium is a collaboration of higher education institutions and associated organizations from around the world creating a broad and deep body of open educational content using a shared model.

JOIN NOW

OCW Blog

- > **Tweeting 10 Years of OCW**
As a lead up to the OCW Consortium meeting in May, the Consortium is tweeting out events and user comments from 10 years ...
- > **Dow and MIT announce multiyear collaboration for innovative educational outreach**
Additional content to be added to MIT OpenCourseWare's Highlights for High School site CAMBRIDGE, MA — The Dow Che ...
- > **Free course on Open Content Licensing for Educators**
The Open Content Licensing for Educators workshop is scheduled for 21 - 25 March 2011 and will be

OCW in the News

- Thu 03 Mar 2011 // THE OTHER Side of 50**
[Thousand Oaks Acorn](#)
- Wed 02 Mar 2011 // Dow gives \$2M to MIT for outreach fund**
[Mass High Tech](#)
- Wed 02 Mar 2011 // Dow and MIT Announce Multiyear Collaboration for Innovative Educational Outreach**
[Business Wire](#)
- Sat 26 Feb 2011 // Turkish Academy of Sciences Launches MIT OpenCourseWare Translations**
[PR.com](#)
- Fri 25 Feb 2011 // FRV Online a**

Sponsors

THE WILLIAM AND FLORA
HEWLETT
FOUNDATION

Sustaining Members

- > African Virtual University
- > China Open Resources for Education
- > Japan OCW Consortium
- > Johns Hopkins Bloomberg School of Public Health
- > Korea OCW Consortium
- > Massachusetts Institute of Technology
- > Netease Information Technology (Beijing) Co., Ltd.
- > Open University Netherlands
- > Tecnológico de Monterrey
- > TU Delft



Textbook
Rebellion
.org

\$200
for ONE
Textbook?
It's INSANITY!
@textbookrebel

Textbook Affordability

The high cost of textbooks has reduced Washington citizens' access to higher education.

Full-time students spend over \$1,000 on textbooks every year.

Textbook Affordability

SBCTC Example: English Composition I

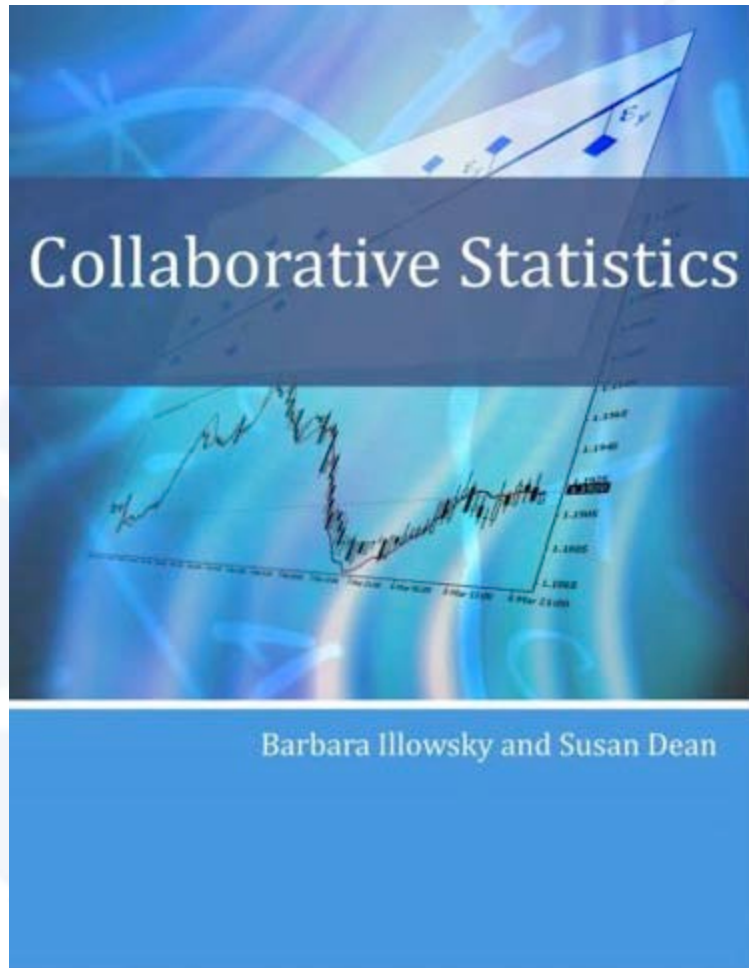
50,000+ enrollments / year
x \$100 textbook =
\$5+ Million every year

The Old Economics (Rivalrous)



Print,
warehouse,
and ship a
new book for
every student

The New Economics (Non-Rivalrous)



Upload one copy,
and everyone uses it
simultaneously

Making copies,
storage, distribution
of digital stuff =
“Free”

The cost of “copy”

Cost of “Copy” For one 250 page book:

- Copy by hand - \$1,000
- Copy by print on demand - \$4.50
- Copy by computer - \$0.00084

Where to begin?

Build on existing goals:

Increase access and completion...

Where to begin?

Build on existing goals:

Increase access and completion...
...by providing high quality,
affordable, openly licensed
educational resources.

Build on existing success:

WA CTCs have a history of sharing content through system courses and “pooling” enrollments.

Look for policy opportunities:

“But using open educational resources – and contributing to them – requires significant change in the culture of higher education. It requires thinking about content as a common resource that raises all boats when shared (p.11).”

<http://techplan.sbctc.edu>

WA Legislation

- [SSHB1025](#)
- Faculty consider the least costly practices in assigning course materials, such as adopting the least expensive edition available, adopting free, **open textbooks** when available, and working with college librarians to put together collections of free online web and library resources, when educational content is comparable as determined by the faculty...

WA Legislation

- [SSHB1946](#) – two big ideas – share technology and share content.
- (v) Methods and open licensing options for effectively sharing digital content including but not limited to: Open courseware, **open textbooks**, open journals, and open learning objects...

State Board “Open” Policy

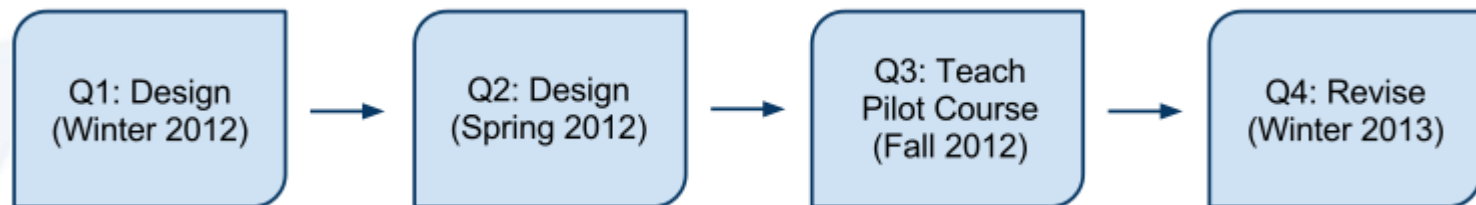
All digital software, educational resources and knowledge produced through competitive grants, offered through and/or managed by the SBCTC, will carry a Creative Commons Attribution License (CC BY).



- **Open Course Library Goals**
 - Design and share 81 high enrollment, gatekeeper courses
 - Improve course completion rates
 - Lower textbook costs for students (<\$30)
 - Provide new resources for faculty to use in their courses
 - Fully engage our colleges in the global open educational resources discussion.

Open Course Library

- Phase 1: 42 courses
 - Available October 31, 2011 at <http://opencourselibrary.org>
- Phase 2 : 39 courses
 - Available Spring 2013



Open Course Library

81 courses built by our own faculty

1. Define learning objectives
2. Use existing, quality OER
3. Fill in gaps with their own content



What about Quality?

1. Instructional Designer review based on Quality Matters rubrics
2. Double Peer Review
3. Accessibility & Global Education Reviews



Open Course Library

- **81 courses = 411,133 enrollments / year**
- Potential Impact: \$41M+ in textbook costs / year
- If adopted by 25% of the sections in the system (faculty decision), savings to students will be \$7.2M / year.
- Completions rates may also increase when all students can afford course materials

Educate More Citizens

Raise educational attainment to create prosperity, opportunity

- *Policy Goal: Increase the total number of degrees and certificates...*
- By 2018, raise mid-level degrees and certificates to 36,200 annually, an increase of 9,400 degrees annually.

More? Better? Faster?

How does OER help teach more students and teach them better?

1. Non-rivalrous, scalable, searchable
2. Allows students to preview and review
 - Paves the way for lifelong learning
3. Can be customized, translated, improved
 - Data feedback loops are useless without the ability to change the content

NEW HE Models are En Route

P2PU

CONNECTIONS[®]
CNX.ORG



saylor.org
FREE EDUCATION



OpenBadges

Get public recognition for your skills and achievements



Current Legislation

- What if publicly funded educational content was open access?
- **HB2337**: K-12 Open Textbooks Bill
- **HB2336**: Public access to publicly funded educational materials.

Only ONE Thing Matters:

- Efficient use of public funds to increase student success and access to quality educational materials.
- Everything else (including all existing business models) is secondary.

Conclusion:

We can break the “Iron Triangle” IF we:

1. Ask “what is best for students?”
2. Openly license and share our educational and scientific resources
3. Explore more affordable, scalable models for higher education using digital, networked, open technologies

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<http://tomcaswell.com>

<http://opencourselibrary.org>

Slides at: <http://slideshare.net/tom4cam>

