Affordable Instructional Materials – ID Handbook

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JAMES PARADISO, AIMEE DENOYELLES, JOHN RAIBLE, DENISE LOWE, AND DEBRA LUKEN
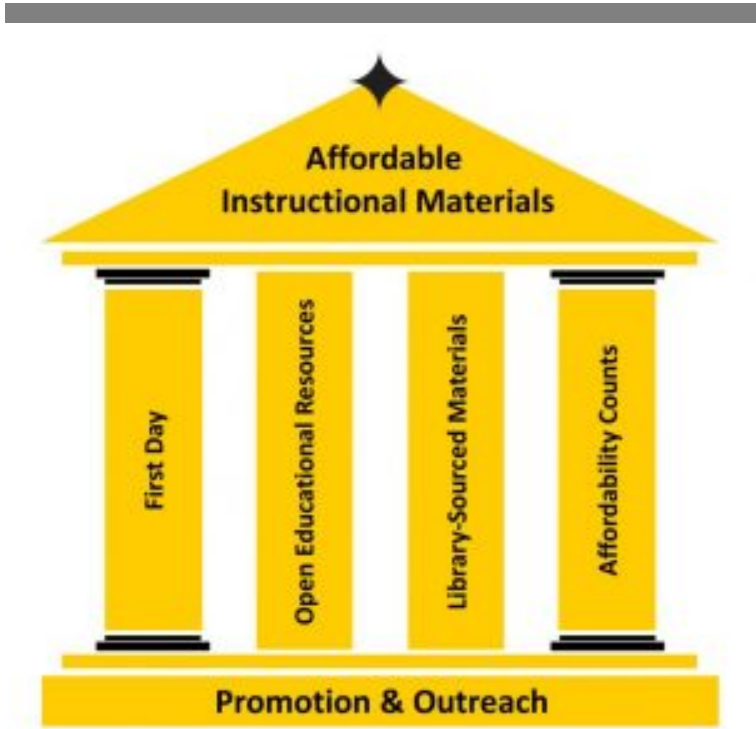
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Contents

A little background on UCF's AIM Initiative...

UCF's Affordable Instructional Materials Initiative

UCF strives to support instructional material affordability through reduced costs to students. The Affordable Instructional Materials

(AIM) Initiative focuses on efforts in the areas of First Day, Open Educational Resources, Library-Sourced Materials, and Affordability Counts. These efforts combined provide a comprehensive (two-fold) structure to reduce course materials costs for UCF students by removing barriers around access to the educational content required to help them succeed academically, while also establishing a mechanism by which to recognize faculty who make an effort to help scale this important work.

What's Being Done?

The AIM Initiative is a University-wide collaboration that includes the Division of Digital Learning, the UCF Libraries, the Faculty Center for Teaching and Learning (FCTL), the UCF Bookstore, and other University stakeholders. The ***strategic approach*** of the AIM Initiative can be illustrated by four pillars, which individually contribute to reducing the cost of instructional materials to students while jointly supporting a unified effort to bring AIM to scale. The four pillars are First Day, Open Educational Resources, Library-Sourced Materials, and Affordability Counts.

First Day

Commercial publishers and other for-profit entities are working with UCF to offer students discounts on educational content and/or courseware solutions. Currently, the initiative is focusing on implementing an

inclusive access program through the UCF Bookstore called [First Day](#). "Inclusive access" means that theoretically, a student can opt-in to the discounted price during the first week of class, and gain immediate access to course materials.

Resources

- [UCF Recommended Best Practices for Textbook Affordability](#)

Open Educational Resources (OER)

"Open Educational Resources are teaching, learning, and research materials that reside in the [public domain](#) or have been released under an [open license](#) that permits no-cost access, use, adaption, and redistribution by others with no or limited restrictions." (cf. [Hewlett Foundation, OER Defined](#))

The [Center for Distributed Learning](#) (CDL) and the [UCF Libraries](#) are working collectively to support faculty and students in two principles areas: adoption and creation/adaptation of OER.

Resources

UCF Recommended Best Practices for Textbook Affordability

- [UCF Libraries](#) (Adopt)
- [UCF Pressbooks](#) (Adapt/Create)

Library-Sourced Materials

The UCF Libraries are working with faculty to identify library eBooks available as one·to·one replacements of course texts and resources. The library will check for eBook candidates that allow unlimited users and offer favorable digital rights management (DRM).

Contact your [Subject or Campus Librarian](#) for more information.

Affordability Counts

The [Affordability Counts program](#), managed by Florida International University (FIU), was created as a direct response to the [increasing costs of textbooks](#) in higher education. FIU Online's team established the initiative to recognize faculty who actively make changes to their courses in an effort to advance course material affordability across state universities and colleges.

Textbook Reporting Requirement

During the State of Florida's 2016 Legislative Session, House Bill 7019 was passed, amending Section 1004.085. It requires universities to post lists of required and recommended textbooks and instructional materials for at least 95 percent of all course sections at least 45 days before the start of classes for each term.

Detailed information for faculty can be found on the Division of Teaching and Learning's [Textbook Adoption](#) page.

A little background on the AIM ID Workflow...

Purpose

In your ID role, do you have a faculty member who likes their textbook well enough but is concerned about the high price? Or someone who wants to create their own resource but has few technical skills? Or maybe someone else who is interested in open educational resources but has no idea where to look?

Are you now concerned because you aren't sure how to guide these faculty members? Don't worry. This handbook was created for people just like you. The purpose of the *AIM – ID Handbook* is to serve as a companion for instructional designers at CDL to use in consultation with their faculty. By utilizing this handbook, IDs will be able to:

- recall the four pillars of the Affordable Instructional Materials (AIM) initiative at UCF
- define terms associated with the AIM initiative, such as open educational resources and First Day
- guide faculty as they explore alternatives to their existing course materials
- identify the resources (materials and people), internal and external to UCF, that can facilitate the faculty process

How to use this workflow

This handbook is designed to facilitate a dialogue between you and the contents of AIM. You will likely begin with a topic of interest and be led through the resource in a (primitively) intuitive fashion until you arrive at your solution. Because this resource was designed from a workflow, the chapter structure is fluid, meaning there are multiple trajectories you might take, depending on the way you answer the embedded questions.

    For instance, one of the first questions is "Are course goals being met with existing materials?" Saying "no" will immediately take you on a journey to explore the alternatives; saying "yes" will result in some follow-up questions, such as "Is cost a concern?" You may very well end up at the same destination, but answers to each question helps guide the personal journey.

AIM ID Handbook Flowchart [CC BY-SA]

AIM Essentials

> 📄 *An interactive or media element has been excluded from this version of the text. You can view it online*

here:
[*https://pressbooks.online.ucf.edu/aimidworkflows/?p=311*](https://pressbooks.online.ucf.edu/aimidworkflows/?p=311)

GETTING STARTED

The *Getting Started* chapter will conceptualize how to first approach the subject of affordable instructional materials with faculty.

This chapter...

- provides an overview of the basic terms you need to know
- poses questions that help establish a foundation for you and the faculty member in an initial consultation
  - What course materials are currently being used?
  - Are course goals being met with existing materials?
  - Is cost a concern?

Talking with faculty...

One of two things will have likely occurred to spark this conversation with a faculty member...

Scenario 1

A faculty member has approached you and is curious about some aspect of the Affordable Instructional Materials (AIM) initiative...or maybe s/he just wants your support in choosing their course materials.

Perhaps they heard about "First Day" in a campus presentation, or a colleague told them about a free resource they were using.

Scenario 2

You found a(n) free or open resource that aligns with one of your faculty member's area of expertise, so you want to reach out and share this resource.

Building a baseline...

Before diving into repositories or contacting the library, it is a good idea to first gauge the faculty member's working knowledge in the area of affordability.

This page is, therefore, designed to touch on AIM at a high-level, while supplying enough detail to answer any preliminary faculty inquiries.

UCF Stats

Citing actual numbers regarding the UCF student population is always helpful, and can help faculty make more informed decisions about course materials. Here are some stats from a survey that we've distributed in select UCF courses for three years now:

- 68% of students have chosen not to purchase a textbook at least once due to cost
- 86% of students have delayed the purchase of a textbook at least once due to cost
- 22% of students decided not to take a specific course section because the materials were too expensive

These results usually get faculty's attention. As librarian Rich Gause says, "You can't learn from materials you don't have." Not having access to course materials from day one can negatively impact course performance. In addition, a large-scale research study has

shown that students using no-cost course materials in a semester enroll in significantly more credits the next semester, even when controlling for other factors. You can see that both faculty and the university would have something to gain by adopting low-cost/no-cost materials.

You Have Their Attention, Now What?

Hopefully, they are starting to understand that lowering the cost of course materials is one way that they can personally help students to more optimally perform in their course, as well as complete their degree. Now they need to understand the options at a higher level.

Now would be a good time to show them the four pillars and give a high-level overview of each. (Access the printable version of this page: Building a baseline...)

First Day (Barnes and Noble)

First Day is a program out of Barnes and Noble, which is UCF's official bookstore provider. UCF's contract with Barnes and Noble states that B&N is the exclusive seller of course materials at UCF; however, there is some wording that indicates that other options can be explored in the name of affordability.

First Day is an example of an 'inclusive access' model, which means that students can opt-in to purchase course materials at a discounted rate until the add/drop

date. Opting in quickens their access to the course materials. If they do not opt in, they are responsible to purchase the materials on their own.

Faculty should contact the UCF bookstore or their publisher representative if they'd like more information about this program.

- **Advantages:** Immediate access to course materials; discount on price.
- **Considerations:** Sometimes the discount is not terribly significant; faculty are not encouraged to explore alternative course materials which may save more money.

Open Educational Resources

Open educational sources (OER) are materials that are free and openly licensed, giving users the legal permission to retain, reuse, revise, remix, and redistribute the material. The material can be different types such as text, images, videos, test banks, simulations, and other digital assets that are useful for teaching and learning. They can come in various file formats, but the most common are ePub, html, and .doc(x).

One common misconception is that as long as it's online and it's free to access, then it's an open educational resource. That is not true; OERs are *openly licensed*. By applying a license for the work, the creator of the resource can choose what kinds of permissions to give others who are using the resource.

Open licenses are created through [Creative Commons](). The most permissive one is CC-BY, which lets others distribute, remix, tweak, and build upon the original work, even commercially, as long as they credit the creator for the original creation. The most restricted one is CC BY-NC-ND, which only others to download the works and share them with others as long as they credit the creator, but they can't change them in any way or use them commercially. To review the six different licenses, visit [About the Licenses](). This is a helpful page when you need to decipher what a particular license means.

Is your head spinning? Creative Commons has an awesomely simple [License Chooser](), which guides the creator to choose the license that makes sense for them.

- **Advantages:** Absolutely free for student. Faculty can use existing content or adapt existing content to fit the personalized needs of students. Faculty can create brand new materials and share widely, receiving attribution through the open license.
- **Considerations:** There are so many resources to explore online. How to find the right one? Choosing an open resource as a textbook replacement can prompt a whole redesign of a

course, which the faculty may not be inclined to do. Usually there are few created ancillary materials, so faculty has to take the time to create assessments.

(Just a few) Examples of OER

- [American National Government](#) – Openly licensed book from OpenStax which has been adapted for UCF professors and is available through Pressbooks
- [An Introduction to the Theory of Numbers](#) – Located in the Open Textbook Library
- [OER Commons working groups](#) – Working groups are organized in OER Commons, where faculty can share supporting material they have created for the [OpenStax](#) textbooks, such as test banks.

Library Resources

The [UCF Library](#) has an amazing wealth of resources which are free to the student (yes, some of the tuition

costs factor in there, but in students' eyes, library resources are 'free').

Note there are two librarians very helpful in the affordability arena: [Katy Miller](#), Textbook Affordability librarian, and [Sarah Norris](#), copyright expert.

The library does not carry publisher textbooks, but they do have a print textbook reserve collection. Faculty are encouraged to donate a print copy of their textbook so students can check it out for a limited time.

We have seen many instances in which the books faculty require are already digitally available in the library. Each eBook in the library has specific digital rights – for instance, sometimes only one user can 'check it out' at a time, which isn't helpful for a whole class. It's encouraged to consult with the [subject librarian](#) in order to see if permissions can be altered, in that case.

Librarians do not create brand new content, but they are adept at exploring library resources and making recommendations. Perhaps a publisher textbook is not available in the library, but there is an alternative book that fits the bill. Subject librarians can help with that.

- **Advantages:** We have a close relationship with librarians and a common goal to support faculty and students; the library has many resources.
- **Considerations:** They do not carry many publisher textbooks. They do not create resources.

Affordability Counts

[Affordability Counts](#) (AC) is a recognition program, which was originally developed by Florida International University. Quite simply, a faculty member submits their course information on the AC website, and if the course materials cost $20 or less per credit hour (e.g., less than $60 for a 3 credit course) for each student, then their course is designated 'affordable', and they receive the AC digital medallion, which they can then display within their course. Their course will also be featured on the AC website, making it easy for other faculty to adopt the same or similar low-cost materials. UCF, as well as other state universities and colleges in Florida, have partnered with FIU to achieve larger reach, scale, and exposure through this program.

Note: You are not forced to choose just one of these avenues. These have simply been provided to establish a firm base for the interactions and materials you will encounter as you progress through the AIM experience.

Course Materials Check

Before jumping into something new, it's good to get a firm understanding on what materials are currently being used by the faculty member.

It is possible that the materials are strong but the price is high, or perhaps the materials are inadequate altogether independent of the cost.

Five Questions to Ask Faculty

Question 1

What materials do you require students to purchase in your course?

Purpose: *This may be a mix of items, such as a print textbook, courseware (such as McGraw-Hill Connect), or homework systems (such as WebAssign).*

Question 2

If you added up the cost of the course materials, about how much do student spends in this course?

Question 3

What are the strengths of each resource?

Purpose: Perhaps it does a great job at communicating with students at the undergraduate level. Maybe it gives some great examples that students can relate to. Maybe it comes with awesome media.

Question 4

What are the weaknesses of each resource?

Purpose: Perhaps it's a book that isn't organized in the way the faculty member would like. Perhaps it doesn't cover the topic the way the faculty member would have covered it.

Question 5

Do you ever get the sense that students are not purchasing the materials?

Follow-up: *If 'yes', you can ask: "Why do you think that is?"*

Note: Hearing the answers to these questions can help determine whether the existing resource should continue to be considered.

Are course goals being met with existing materials?

> Now is the time to work your instructional designer magic skills: Let's explore the relationship between the course materials and the overall goals for the course.

Review the Syllabus

First, ask if you can review the syllabus. If this can happen before a consultation, that is preferred. Are there objectives or goals listed in the syllabus? If so, note them. If not, you may want to stress the importance of having those in the syllabus (cf. [Required Elements of the Course Syllabus](#)).

Questions to Ask Faculty

- What should students be able to do upon completing this course?
- What key takeaways and/or big ideas should students be walking away with?
- How are the existing course materials helping students meet the goals and/or develop the big ideas you want them to?

Are course goals being met with existing materials?

[Yes](#)[No](#)

Which areas are lacking?

You indicated that course goals are not being met with existing materials. Sorry to hear that, but thankfully, there are a number of options to help fill any such void(s) in the curriculum.

A Question for Faculty

If you had to choose which area was more lacking, would it be the **content** (i.e., what you'd find in a textbook) or the **assessment** (i.e., materials that test students' knowledge)?

ContentAssessment

Is cost a concern?

You indicated that course goals are being met with existing materials. Great!

Going back then to the question previously asked about cost of course materials…Is the faculty member concerned about the course materials cost?

This can be a tricky question, as your faculty may not be concerned with their course materials costs (or it may have never crossed their mind).

Consider the following:

1. Make sure faculty understand how much their assigned materials actually cost.
2. Share those stats (again), which state that the majority of UCF students haven't purchased textbooks because of cost.

If they still aren't concerned, that's okay! Saying 'yes' or 'no' below will eventually lead you down the most appropriate path in terms of what affordability option(s) we can offer (if any).

Is cost a concern?

[YesNo](#)

Zero-Cost Pathways

> Time to start exploring! Which avenue would you like to explore first?

Explore UCF Libraries if your faculty are using a book that they want to continue using, or they are interested in using a collection of journal articles.

Explore OER if your faculty are ready to move away from their existing material/s, or they are teaching a course that is well-supported by open resources. (GEP and STEM courses often fall into this category.)

Explore UCF LibrariesExplore OER

FIRST DAY

Are the materials eligible for First Day?

You've arrived on this page for a couple of reasons:

1. Cost is not a principal concern
2. You've explored all other content alternatives and have not found a reasonable option (as of yet).

Therefore, you must now address a critical question as to whether accommodations can be made with the current content or if some deeper thought about which content (provided by the publisher or otherwise) is appropriate for their course(s).

If both of the above are true (and you haven't come up with a way to work through the 'alternative content' issue, yet), you may still find value in offering a non-invasive (i.e. little to no work involved) cost-savings mechanism to your faculty.

If you'd like to pursue this item a bit further, take a moment to determine if your faculty member's materials are eligible for First Day and consider some of the benefits:

How can faculty participate?

If a faculty member wants to participate in First Day, they should contact their local publisher representative or the UCF bookstore to determine the eligibility of the course materials. Most of the major

publishers (i.e., McGraw Hill, Pearson, Wiley, and Cengage) already have contracts in place with Barnes & Noble. However, even if the publisher does not have a contract in place, you can inquire with Melissa Yopack (Asst. GM at B&N) to get the ball rolling.

How might faculty benefit?

- Reduced amount of student emails (especially in the first week) about learning materials and access codes, as First Day eligible courses almost always provide 'codeless' access to the learning content.
- Students are more apt to participate in the first week activities because they have access to the content.

Would your faculty member like to participate in First Day?

YesNo

Publisher Integration and Support

With First Day, faculty continue to deliver their course(s) in the same way they always have (unless they decide to change their materials or the type of integration they have).

Therefore, under most circumstances, there is very little to do besides make sure everyone (i.e. publisher, faculty, bookstore, and maybe even the ID) is communicating clearly with one another.

This may sound like a 'given', but it is not, and a lack of communication the first time through with can result in undesirable consequences for everyone involved, including the students.

How the **publisher** supports faculty...

Have your faculty member reach out directly to his/her publisher representative for questions related to content eligibility and delivery.

How the **UCF bookstore** supports faculty...

Have your faculty member reach out to Melissa Yopack

(Melissa.Yopack@ucf.edu) for questions about the First Day program (e.g., ISBN submission deadline), the student purchasing experience (e.g., attaining a print/looseleaf copy of the book) or billing.

How **DDL** supports faculty...

Have your faculty member reach out to iLab@ucf.edu for any questions that cannot be answered by the publisher or the bookstore.

The end of the road, for now...

If your faculty member's course materials do not quality for First Day at the moment or they wish to pursue other areas of interest, wish them well and offer your support (should they need it at any point in the future) related to their course content and delivery.

ZERO-COST CONTENT

Explore Existing Open Content

Exploring existing open content can take time, as it's spread widely across the internet. However, we've aggregated a number of resources (below) to facilitate your search.NB. *While all open content may be free to use, the license type can vary anywhere along the [Creative commons license spectrum](#) between [public domain](#) (top) and [all rights reserved](#) (bottom), so you would likely do well to get familiar with the [various license types](#) before proceeding.*

Open Content Resources

OER Portals

- [Mason OER Metafinder](#)

- [OASIS (SUNY Geneseo project)](#)

- [B.C. Open Textbook: Self-Publishing Guide (Assorted Resources)](#)

- [UMW Libraries: OER](#)

- [UMass Amherst Libraries](#) (cf. left sidebar)

- University of Witwatersrand

- Community College Consortium for OER

  ◦ working document – by discipline

- UCLA: Affordable Course Materials

- Open Oregon (search by discipline)

- Humboldt State University Library: OER

- Grand Valley State University Libraries: OER

- UCF Libraries: OER

  ◦ Online@UCF Diigo Outliner

- Open Professionals Education Network (OPEN)

- Classroom Aid: OER

- HathiTrust Digital Library

- The Internet Archive

- Go Open Michigan (K-12)

- Center for OER and Language Learning
  (COERLL – UT-Austin)

Full Textbooks & General (GEP) Resources

- [Rice University (OpenStax)](#)

- [LibreTexts](#)

- [Lumen Learning Catalog (Pressbooks-based)](#)

  - [Boundless series](#)
  - [Lumen Learning Portal](#)

- [BCcampus OpenEd](#)

  - [SOL*R (by fields of study)](#)

- [UMN Open Textbooks](#)

  - [UMN Library – Collection](#)

- [Affordable Learning Georgia (USG Gen.Ed. Path)](#)

- [2012 Book Project (Various Well-done Textbooks)](#)

- [Virginia Tech OER (by discipline)](#)

- [Open Oregon](#)

- [Oklahoma (OU) OER](#)

- [Open SUNY Textbooks](#)

- [Saylor (Curated Gen. Ed. + Electives)](#)

- [Open Culture (200+ Textbooks)](#)

- ◦ [(Free [not always OER] media)](#)

- [Scientific Inquiry in Social Work](#)

- [American Institute of Mathematics](#)

- [Open Washington](#)

  - ◦ [State of Washington (Course Materials)](#)

- [Carnegie Mellon University](#)

- [Utah State University (OpenCourseWare)](#)

- [Social Science Project (HQ in Dept. Of Sociology)](#)

- [MIT](#)

- [(Multi-University Adopted WikiBook)](#)

- [California State University – Merlot](#)

- [Open Scholarly Articles](#)

- [UCF Guides (Some open texts & other linkable – not copiable – items)](#)

- [Apex Calculus (covers Calc.1, 2, & 3)](#)

- [Calculus (w/problem sets for quizzes etc.)](#)

- [Contemporary Calculus](#)

- [World Regional Geography](#)

- [Ohio OpenEd Collaborative](#)

- [CORE (Economics)](#)

Partial/Add-on (Open) Solutions

- [cK-12 (open-access STEM learning)](#)

- [U.S. Army Center of Military History](#)

- [Arts & Humanities (videos)](#)

- [UC – Irvine (textbooks & lectures / videos)](#)

- [SpringerOpen (Reliable/Peer-Reviewed Journals)](#)

- [Directory of Open Access Journals](#)

- [Oral Roberts University (Open-Access Theological Journals)](#)

- [Journal of Religion & Society (Open-Access)](#)

- [Digital Humanities Quarterly (CC-BY-NC-ND)](#)

- [SmartHistory (Open Art History)](#)

- [World Digital Library (Library of Congress – Authentic Cultural Texts/Images)](#)

- [MIT (Readings in American History Since 1877)](#)

- [Feedbooks Public Domain (Classic Literature)](#)

- [The Metropolitan Museum of Art (Open-Access Art Resources)](#)

- [Humanities & Social Sciences [History] (open-access, scholarly portal)](#)

- [Gen.Ed. Videos (MATH videos + other)](#)

- [Art throughout History (video + image + text)](#)

- [Open Education Consortium](#) (hit or miss insofar as quality/reliability)

- [OER Commons](#) (K-12 + Higher Ed)

Independent Study (Open Courses + Open Journals)

- [EdX (Free online courses)](#)

- [Open Yale Courses (Resource Rich / Downloadable / NC-BY-SA)](#)

- [Open Michigan (Uni.)](#)

- [Wiley Journals (Open/mostly scientific)](#)

- [Oxford Journals (Open Access)](#)

- [ScienceDirect (Open Access Journals)](#)

- [Elsevier (Open Access Journals)](#)

- [OpenDOAR (Open Access Repositories)](#)

- [IOPScience (Open Access Scientific Journals)](#)

- [InTech (Open-Access Science, Technology, and Medicine)](#)

- [Carnegie Mellon OLI](#)

- [John Hopkins School of Public Health](#)

- [Digital Commons Network (Open Scholarly Journals)](#)

- [Orange Grove Texts Plus (UF Project)](#)

- [Nanohub (Open Science + Technology)](#)

Did you find existing content?

[Yes](#)[No](#)

Do you want to adapt or adopt the content?

You indicated that the faculty did in fact find existing content. That is excellent news!

Now consider: *Does your faculty member want to **adopt** or **adapt** the resource?*

Adopt means faculty will use the resource outright, with little or no changes to the content. This may be the way to go if they are truly happy with the resource or if they are just getting their feet wet. They can always try it out and make changes in later semesters if they want.

Adapt means they will be using the resource, but also adapting it. Perhaps they will add in an extra section of their own writing (to make it more relevant to their student demographic), or they will take out significant parts of an existing chapter. Either of these (and more) are excellent reasons to adapt a resource, rather than simply adopting it.

[AdaptAdopt](#)

Adapt Content

You have indicated that the faculty member is interested in adapting some OER content. This is excellent news!

Below are some considerations to make when **adapting** open content.

When Adapting Content...

- Talk faculty through what needs to be adapted and why.
- If your faculty have big ideas, ask them to consider adapting one chapter or section before doing the entire resource.
- Are your faculty going to create new content to add to an existing resource?
- Are your faculty going to try and find other OER to use in addition to this resource? What licenses do those resources have?
- The more restrictive the license, the more considerations will have to be given when adapting the content. (cf. [Creative Commons licenses](#))
    - Public Domain = You can do anything you'd like with the content.
    - Creative Commons Attribution (CC BY) = You can do anything, but have to attribute original work (like citing a paper).
    - Creative Commons Attribution-ShareAlike = You can do anything, but have to release it under same CC license.
    - Creative Commons Attribution-NonCommercial = You can modify, but can not sell it (i.e., print copies can not be sold by the bookstore).

- Creative Commons Attribution-NoDerivatives = You can **not** modify; have to use as is. **(Adapting is NOT an option here.)**
    - ...or any mixture of the above.
- Make sure the appropriate licensing and attributions are applied to this new, adapted resource.
- Determine the format of these resources to plan appropriately for adapting them. (Some common file types are listed below.)

    - PDF
    - HTML
    - Word
    - Images
    - ePub

Adapting PDFs

PDFs are the most difficult file format to adapt. They can be either image-based or created from other products such as HTML or Microsoft Word.

- For the latter, you can copy the text and paste it into Word, Pressbooks, a plain text editor, et al.
- For image-based documents (i.e., you are unable to select the text), use [Adobe Acrobat Pro's OCR (Optical Character Recognition)](#) feature to turn the image into text. This process is not 100% effective depending on the quality of the image. OCR likes to switch b's and d's, and i's for ! marks.

Adapting other file formats

With the exception of PDF documents, all other file formats (listed

below) can be imported and modified directly in Pressbooks (https://guide.pressbooks.com/chapter/tools/#importtool or https://networkmanagerguide.pressbooks.com/chapter/getting-content-into-pressbooks/).

- Log in to Pressbooks to use the above functionality. (All users who accessed this book through Webcourses had a user account automatically created.)

The clearest advantage of using Pressbooks to edit and compile content is that the platform is internally supported by the Techrangers and UCF's Pressbooks Network Manager (Jim), so any technical issues that arise or formatting issues you'd like take care of can be managed through a TBD submission (or by contacting Jim directly).

Learn more about these 'other' file formats

HTML

HTML provides the most flexibility in 1) styling via CSS, 2) including other artifacts (images, links, etc), 3) editing, 4) printing, and it's the easiest to make accessible for users of assistive technology. HTML files that can be linked and/or created in Webcourses@UCF, Webcourses@UCF Pages, or services like Pressbooks.

HTML documents can also be easily transformed into accessible PDFs and be imported into an ePUB editor such as [Sigil.](#)

Word

Many of the advantages of HTML can be found in Word. The major drawback is the lack of customized styling available in HTML. For example, specialized layouts and customized line numbering. [Accessibility resource for Word documents.](#) Any Word document, however, can be easily imported and styled in Pressbooks (https://guide.pressbooks.com/chapter/import-from-word-docx/).

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ePub

Another option is to create an ePub file. Think of it like a specially formatted zip file containing the materials and a table of contents. It is intended to be read on a tablet and sometimes on a laptop. Pressbooks and [Sigil](#) are both great open source ePub editors. Depending on your use case, you might choose one over the other.

Adopt Content

You indicated that the faculty member wants to adopt the content. All right!

Let's make sure the students will be able to access it simply.

Resource Format

First, what is the format of the resource in question? It might be a textbook offered in PDF, ePub, HTML, through Canvas Commons, or offered online in some other way.

If the resource is in Pressbooks, there is an LTI integration that places the content into direct view in Webcourses (so it appears just like a Webcourses *Page* would):

If the person wants to use a resource external to Pressbooks, it's usually pretty easy to point the students toward it. For instance, if a faculty member wanted to adopt this Engineering textbook offered

through Open SUNY, they could simply link to that webpage and ask students to download the PDF from there.

The faculty member may want to download the PDF from the site and upload it into their course as well. If you're really nifty like John Raible with this AMH2020 course, a big PDF could be broken into separate chapter PDFs and linked within each module. IDs aren't expected to do this work, but you can point faculty to resources that might help them (e.g., https://oir.ucf.edu/fmc/).

Note: If the resource also comes in a print version, this will be helpful in the Communication Plan section below.

Communication Plan

Next is to discuss how to communicate with students about access to the resource. It's recommended in the syllabus to clearly say that the resource is online and freely available. A direct link to the resource can be placed there.

If there is a print option, it should be mentioned in the syllabus (for instance, students could buy a print version of the Psychology OpenStax book if they really wanted to). In the case of print, list the ISBN number. When putting in an order to the bookstore, this ISBN can be listed but make sure that "come to class before buying book" is noted by the faculty member.

Here is the language used in the AMH2020 course which uses an OpenStax book: "U.S. History by OpenStax ISBN: 978-1-938168-36-9. The textbook is free and available online. Textbook download instructions. You can choose to print out the pages – free through Student Government – or if you insist, the book is for sale in the bookstore."

Pro Tip: Encourage the faculty member to make their syllabus visible within PeopleSoft by using the Course Preview Feature before students register for the course, so students can see that the materials are free. Also consider sending out an email to the class

[roster](#) before class starts so that students understand they don't have to buy a copy.

Do you want to look into creating your own?

The faculty member has explored existing open and library-sourced content, but they have not located the perfect resource. Time for the faculty member to consider showcasing their own knowledge and expertise by creating their own OER. *Note: This doesn't have to be a whole textbook; perhaps it's one chapter about one topic, or maybe it's just one assignment.*

Does the faculty member want to explore creating their own OER?

[Yes](Yes)[No](No)

Create Content

Pre-creation considerations

Creating affordable content can be accomplished in a variety of ways.

Some faculty will embrace the idea of [open-licensing and the 5Rs](#), so for those faculty you'd do well to share information about [Creative Commons licenses](#).

In other circumstances, you will have faculty who want to save their students money and/or author their own materials, but don't necessarily want to openly-license their intellectual content. In such cases, faculty may decide to put an *All Rights Reserved* or *NonDerivative* license on their work, yet still offer it at zero ($0) cost to their students.

All of these choices are important and relevant in the affordable materials conversation.

Most of us have authored a document using Microsoft Word, and some of us have taken one step further to author content on a website or some other sort of web-based program like Canvas/ Webcourses@UCF or even Pressbooks.

Talking with faculty about authoring content can be as hands-off or involved as you'd like, depending on the type of resource the faculty member wants to create.

Allow me to provide a few faculty scenarios:

• Some faculty appreciate the familiarity and tightness of third-party integrations (e.g., Lynda) they have with Webcourses@UCF.

- Some faculty prefer using Microsoft Word or Google docs for their collaborative qualities and robust reviewing tools.
- Some faculty want to create content in a more flexible, web-based environment that provides tools to make their text more interactive (via annotations or inline formative assessments), such as Pressbooks.

There is no wrong answer when it comes to content creation, only different answers depending on the need.

Open Content Examples

- [MAN4720 Strategic Management](#) *(authored in Webcourses@UCF)*

- [88 Open Essays: A Reader for Students of Composition and Rhetoric](#) *(authored in Google Docs)*

- [University Physics Volume I](#) *(authored by OpenStax, [imported .XML into UCF Pressbooks](#))*

- [Thermodynamics](#) *(authored in Pressbooks, [cloned and adapted in UCF Pressbooks](#))*

- [Chicana Art](#) *(authored directly in UCF Pressbooks)*

Can you get the resource(s) through the library?

Whether or not cost is a concern, a good first place to start would be checking with the UCF Libraries to see if they already possess or can gain access to the same or similar content.

Does the Library have the resource(s) in their [reserves](#)? This means that a student can at least check them out for a limited time.

Does the Library have the required resource(s) in a manner that suits the class (unlimited simultaneous users, etc.)? You can [take a look](#) yourself, but we recommend also contacting the library to make sure. It's even possible that a book or other resource can be purchased by the library in order to facilitate savings for students.

Who Ya Gonna Call?

Contact [Katy Miller](#), who is the Textbook Affordability librarian. Let her know the faculty's name, course, and required materials at a minimum. We'd recommend giving her as much detail as possible about the required materials, such as ISBN and edition number. Katy will either research it herself or consult with the person's subject librarian. She will get back to you with next steps. If the exact resource is not available, there may be alternatives to consider.

Were you able to find library resources?

[Yes](#)[No](#)

The library has it!

Congratulations! You now have access to the library-sourced content. Make sure 'how to' access this material is clearly stated to students via the syllabus and/or some other means of communication and that the faculty member understands any licensing terms and knows who to contact for resource support (i.e., the library) and pedagogical support (i.e., the ID).

ZERO COST ASSESSMENT

Explore Existing Open Ancillaries

The infrastructure and funding for open textbook creation has been years in the making, as is evidenced by the numerous open repositories and referatories that 'reference' them (e.g., Open Textbook Library, OASIS, and MOM).

Ancillaries, on the other hand, have been a bit slower to gain steam. This gap is lessening, though. Projects like The Ohio State University Content Camp and OpenStax Creator Fest have begun to pull together funding to host events that receive faculty from a wide-range of universities with the main goal of creating openly-licensed supplementary materials.

The resources below should hopefully provide you with a good basis to get your faculty moving in the right direction in terms of exploring, finding, and possibly creating their own supplemental content.

Open Acillary Resources

Homework and Labs

- Galileo Open Learning Materials (Ancillaries)
- LibreTexts (Homework Exercises and

Ancillaries)

- [OpenStax OER Hub](#)
- [MyOpenMath](#)
- [Ximera](#) (Calculus I, II, III)
- [American Institute of Mathematics](#) (Problem Sets)
- [WeBWorK](#) (Mathematical Association of America)
- [PhET Interactive Simulations](#)
- [ChemCollective](#)
- [OpenIntro Statistics](#) (Labs, Videos, Forum)

Multimedia Assets

- [Pexels](#) (Free Images)
- [Unsplash](#) (Free Images)
- [Images of Empowerment](#)
- [OpenStax College](#) (YouTube Channel)

Other Assets

- NotaBene (Annotation Project at MIT)
- OpenOregon (Mix of eBooks, Video Lectures, et al.)
- Smarthistory (Photo, Video, and Essay Supplements)
- Intellus Learning (Video, Slides, Text)
- OpenSimon (Software and Codebase)

Did you find existing open ancillaries?

YesNo

Do you want to adapt or adopt the ancillaries?

AdaptAdopt

Adapt Ancillaries

Depending on where the ancillaries originate, the level to which your faculty can adapt them and the portability of them from one platform to another might be limited. Each resource is going to have to be judged case-by-case, as there is such a wide variety of open ancillaries available on the open web. A few of them (along with their level of difficulty) are listed below.

PhET (level of difficulty to adapt: Hard)

A [PhET simulation](#) is somewhat flexible with a variety of pedagogical (how to...) support mechanisms built in to the hosted platform, but faculty may not want to delve too deeply into the [HTML configuration of this simulation](#) to try to adapt it.

H5P (level of difficulty to adapt: Medium)

An openly-licensed activity created in [H5P](#), might be within reach insofar as picking up the tool and exercising some creative control over the content:

When adapting resources in H5P, your faculty have access to an array of tools and a straightforward authoring interface to create and/or adapt what they may have found elsewhere. The platform supports LaTeX authoring (often used in STEM disciplines) as well. Create a free account.

Canvas Commons (level of difficulty to adapt: Easy)

Assessment items and learning activities shared through the Canvas Commons can be brought into faculty members courses and modified to their liking in a somewhat familiar platform:
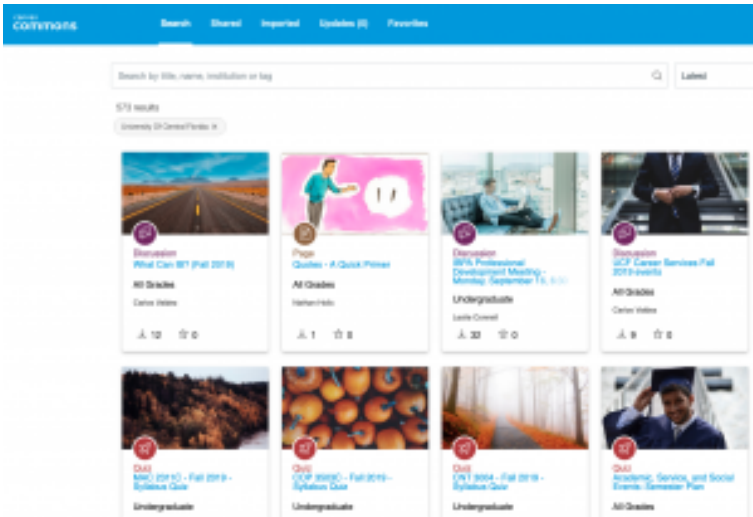
Microsoft Office (level of difficulty: Easy)

Documents created in Word can be converted into QTI files ([via Respondus](#)) and imported directly into Webcourses as a Quiz. Other file types in the Microsoft suite can be used as is and linked to or embedded into the course however faculty might see fit.

Adopt Ancillaries

You indicated that the faculty member wants to adopt the ancillaries. All right!

Let's make sure the students will be able to access it simply.

Resource Format

First, what is the format of the resource in question? It might be a video, an image, a PowerPoint, a software tool (e.g., annotation tool), a mathematical question set hosted through a 3rd party server, an item available in the [Canvas Commons](#), or some other resource.

Communication Plan

Next is to discuss how to communicate with students about access to the resource. It's recommended in the syllabus to clearly say that the resource is online and freely available. A direct link to the resource can also be placed there.

Do you want to look into creating your own?

[Yes](Yes)[No](No)

Create Ancillaries

The availability of open ancillary materials is one of the weakest elements of OERs to date. Faculty who want to create ancillaries should consider the following.

Don't Start from Scratch

Ancillaries do not have to be new inventions. Publishing current ancillaries (presentations, videos, quizzes, assignments) under an open license is a valid option!

If the faculty want to start from scratch, select an OER textbook and build ancillaries that align with the text. Contribute the material back to the original textbook's repository.

Choose an Appropriate License

Refer to [Creative Commons](#) licenses.

A suggested license would be a Creative Commons Attribution Noncommercial license (CC-BY-NC). This would prohibit commercial companies from using the materials in their assessment platforms or trying to sell it back to students.

Consider the File Format

Presentations: .pptx (Microsoft) or .odp (Open Office)

Video: .mp4 If the video is in another format, Handbrake is a good tool to make an .mp4. If you have questions, ask the video team or FMC.

Images: .jpg or .png. Photoshop or even Microsoft Paint can be used to change the extension

Documents: .docx (Word), .odt (Open Office)

Quizzes: .txt in the Respondus format. Refer to the Quiz Formatting Guidelines. Another option would be to create the Quiz in Webcourses and export it as an .qti file

The end of the road, for now…

It's unfortunate that you could neither locate nor determine a way to create ancillaries with your faculty. This does not have to be the end of the line entirely, though. There are also low-cost commercial homework platforms (which often come bundled with or mapped to existing eTexts) that might meet their needs.

Low-Cost (Commercial) Homework Platforms

- [Edfinity](#)
- [Lumen OHM](#)
- [Rover by OpenStax](#)

If the aforementioned resources still don't seem to fit, please wish them well and carry on….

AFFORDABILITY COUNTS

Are the materials eligible for Affordability Counts?

Affordability Counts is a principal reporting arm for UCF's Affordable Instructional Materials (AIM) initiative, [Affordability Counts](#) serves as the mechanism by which faculty can earn recognition for their efforts to make learning more affordable.

To get started, faculty [submit a course](#) to have its required instructional material(s) reviewed. If the total cost of the instructional material(s) is less than or equal to $20 per credit hour (per course), the Affordability Counts medallion will be given to the faculty to place on their course home page, syllabus, or wherever they prefer, and their course will be added to the list of low-cost courses on the Affordability Counts website.

The Review Process

Faculty will either be contacted by a member of the AIM team or decide to submit their course(s) / course material(s) independently for consideration into the Affordability Counts program.

The submissions(s) will be evaluated according to the following criteria:

- The total cost of required course material(s) must not exceed $20 per credit hour (per course).
    - "Required" material(s) represent any item(s) classified as such in the UCF Bookstore catalog (e.g., textbooks, courseware/technology, lab materials, et al.).
    - "Total cost" represents the full market value for the required material(s) at the bookstore (or externally if the bookstore does not carry the item).
        - Therefore, if faculty submit the ISBN for an eTextbook and that is the only option for students to purchase, the value of the eTextbook will be used in the calculation. However, if faculty use the ISBN for a new print textbook, that will be the cost associated with the materials.

Additional notes:

- If the required course materials are made freely available to students through the UCF Libraries, no dollar amount will be attributed to the materials.
- If the students are asked to purchase the required course material directly from a vendor other than the UCF Bookstore, a link to that material (and its cost) should be provided on the "Submit a Course" form.

Are the materials eligible for Affordability Counts?

[YesNo](#)

The end of the road, for now…

<hr/>

If the course materials do not meet [the required standards](#) for the Affordability Counts medallion, an email will be sent in reply to the submission to request more information.

The faculty member can then 1) reevaluate their course materials and resubmit or 2) take no further action.

Make it count!

Congratulations!

Your course qualifies for Affordability Counts! A congratulatory email similar to the one below will arrive in your faculty's *Inbox* upon approval:

Approved

Dear _____,

Your Affordability Counts submission for _____ has been approved!

Your Affordability Counts medallion can be downloaded here, you can display the medallion on your syllabus and in your Canvas course shell. In addition, your course will be featured on the Affordability Counts website, confirming your commitment to this important initiative.

Once again, thank you for your efforts!

–

Affordability Counts Committee

support@affordabilitycounts.org
http://affordabilitycounts.org