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Open Educational resource (OER) Adoption in Higher education: Examining institutional perspectives

Rebekah E. Wright EdD
Nova Southeastern University, rw1061.nova@gmail.com

Jaime M. Goldman
hjaime@nova.edu

Jennifer L. Reeves PhD
Nova Southeastern University, jennreev@nova.edu

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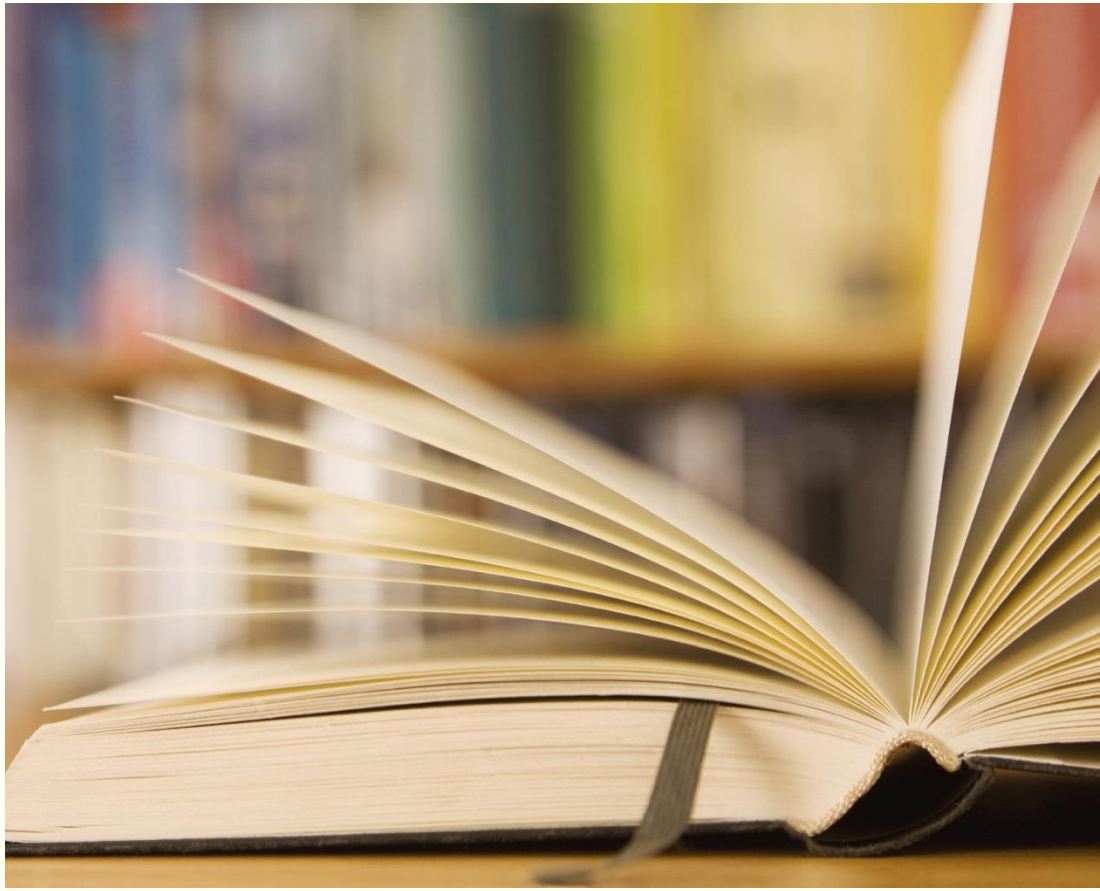
OPEN EDUCATIONAL RESOURCE (OER) ADOPTION IN HIGHER EDUCATION: EXAMINING INSTITUTIONAL PERSPECTIVES



NSU Digital Curriculum Conference

February 16, 2019

Rebekah E. Wright, EdD

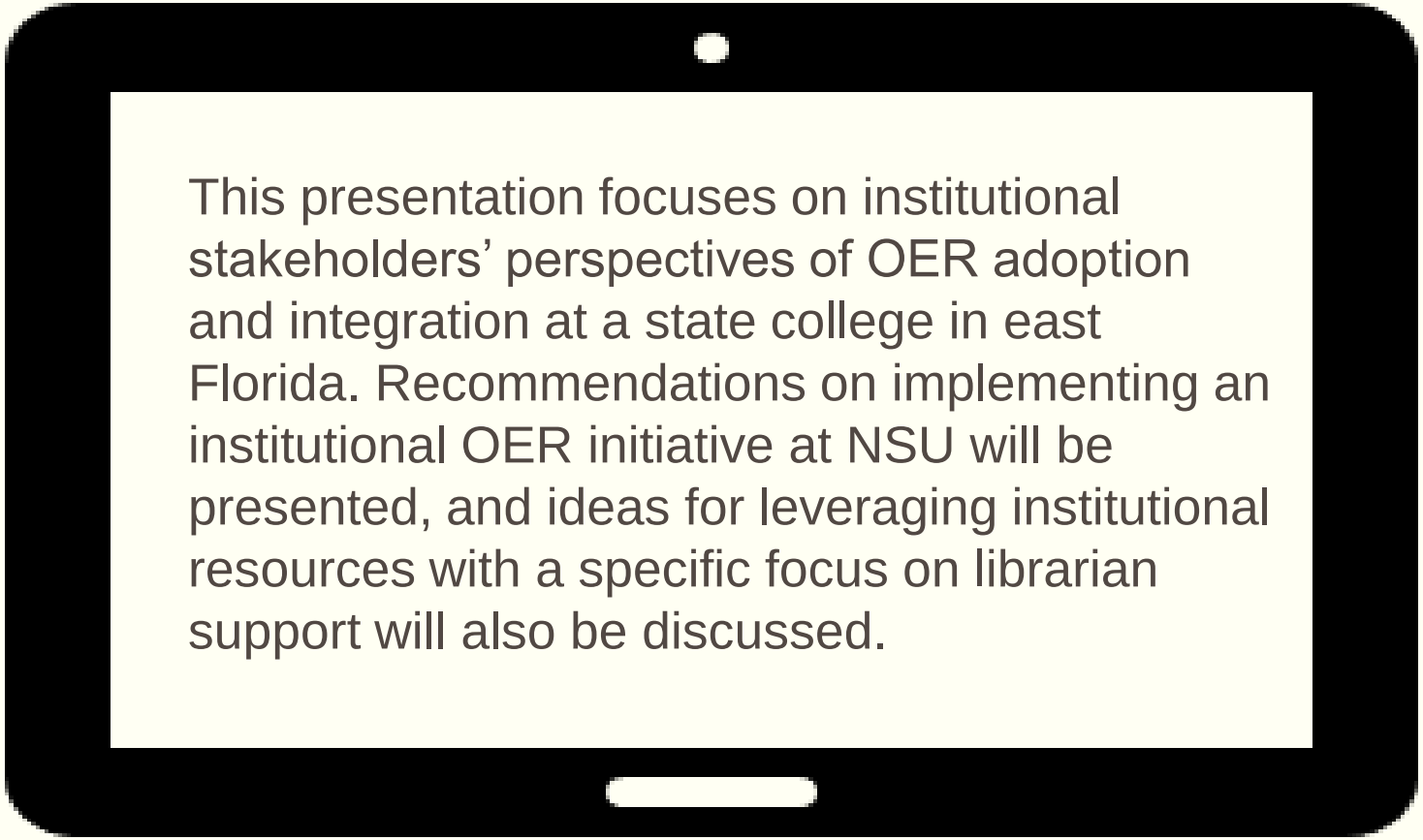
Jennifer L. Reeves, PhD

Jaime M. Goldman, MS

Nova Southeastern University

NOVA SOUTHEASTERN UNIVERSITY | NSU Florida

Introduction



Textbook Affordability and Textbooks in Higher Education

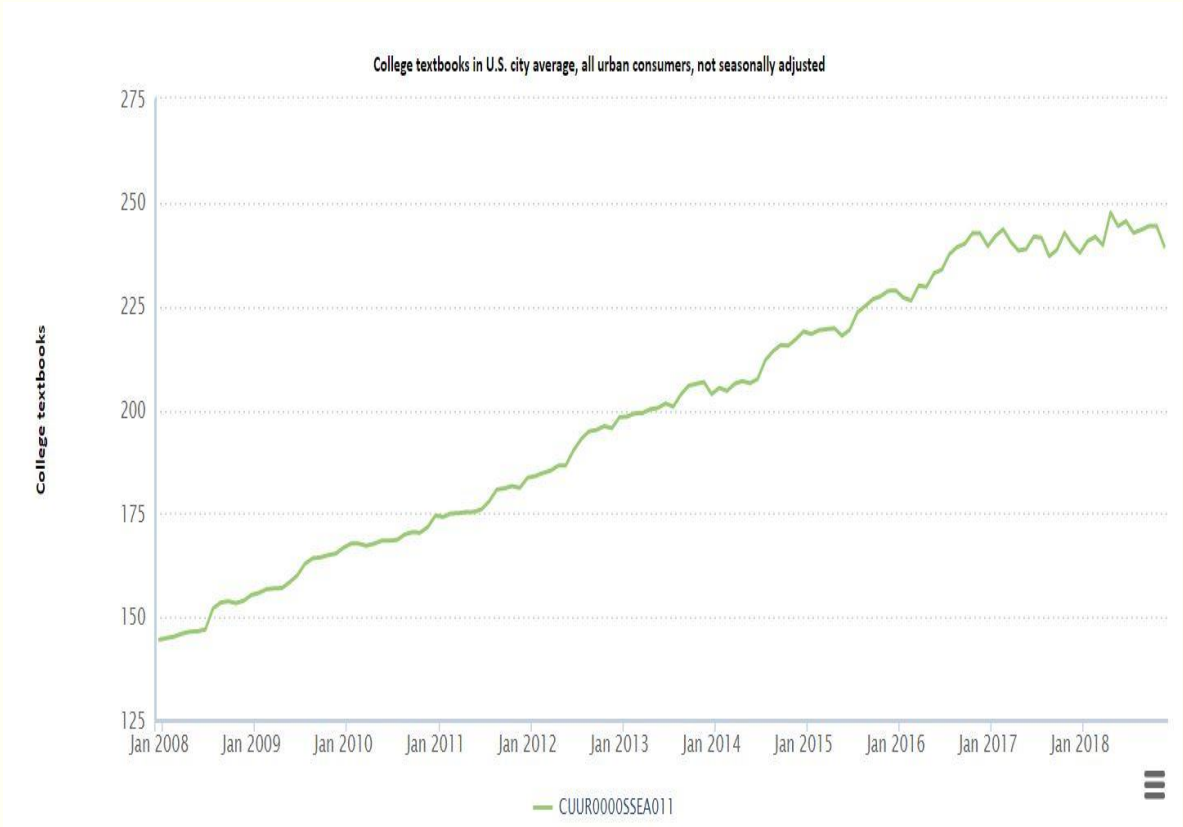
Due to this increase, many students have opted out of purchasing required textbooks for classes.

A Florida study found that 67% of students opted out of purchasing textbooks for class (Florida Virtual Campus, 2016)

Not purchasing textbooks may have a negative impact on a student's academic performance, achievement, and completion.

Institutions are seeking affordable and accessible solutions to the textbook affordability problem.

The cost of traditional textbooks and materials has risen by as much as 103% over the past decade (U.S. Bureau of Labor Statistics, 2018).



What are OER's?

Open Educational Resources (OERs) are 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 re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. (Atkins, Brown, & Hammond, 2007, p. 4)

Context

2016

- A faculty librarian began spearheading an OER initiative at the state college in Florida to support the institutional adoption of OERs in an effort to replace costly traditional textbooks (Wright, 2018).

2017

- By 2017, only 3% of institutional faculty had adopted and integrated OERs into the curriculum as full textbook replacements.
- Also in 2017, the faculty librarian began offering faculty incentives in the form of a stipend to encourage a higher participation rate among faculty (Wright, 2018).

2018

- By the Spring semester of 2018, 23 courses were actively participating in the OER initiative at the institution, offering textbook free options for students (Wright, 2018).

Methodology

Design

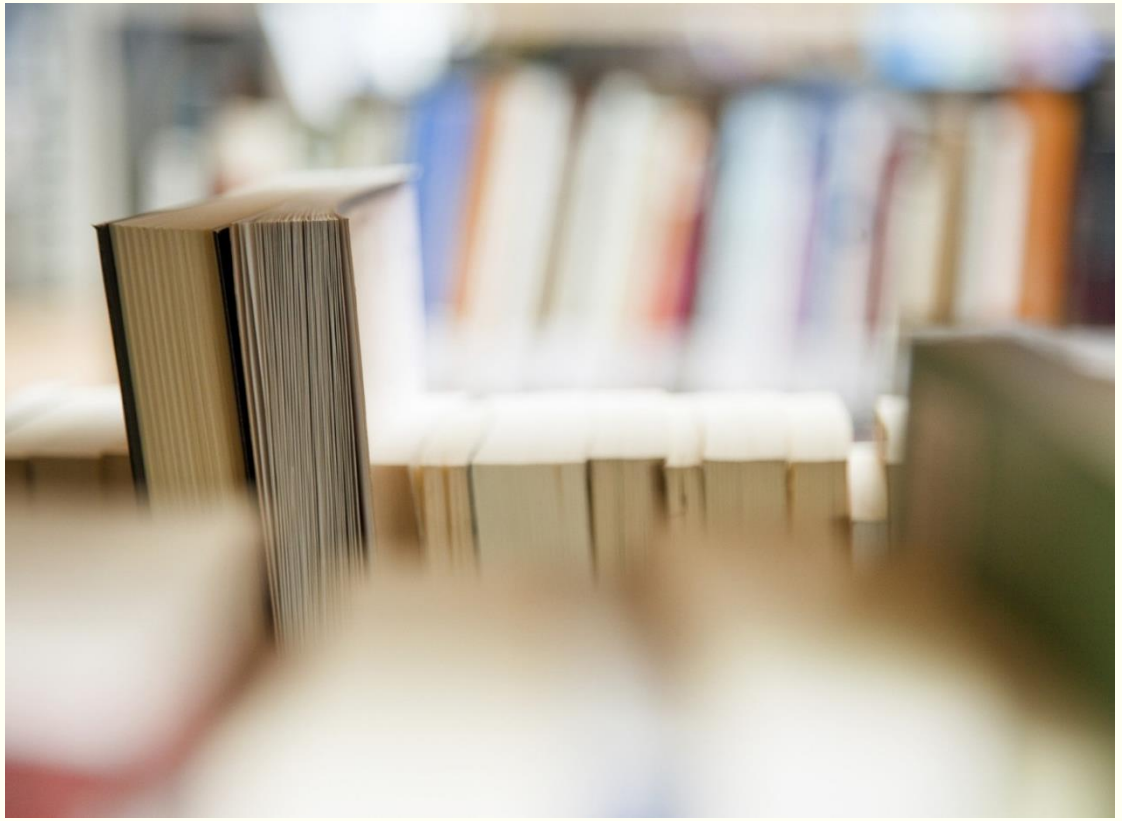
An embedded single-case study design was used to collect data for the study.

Interviews

14 interviews were conducted with (7) institutional faculty, (3) librarians, and (4) instructional designers.

Survey

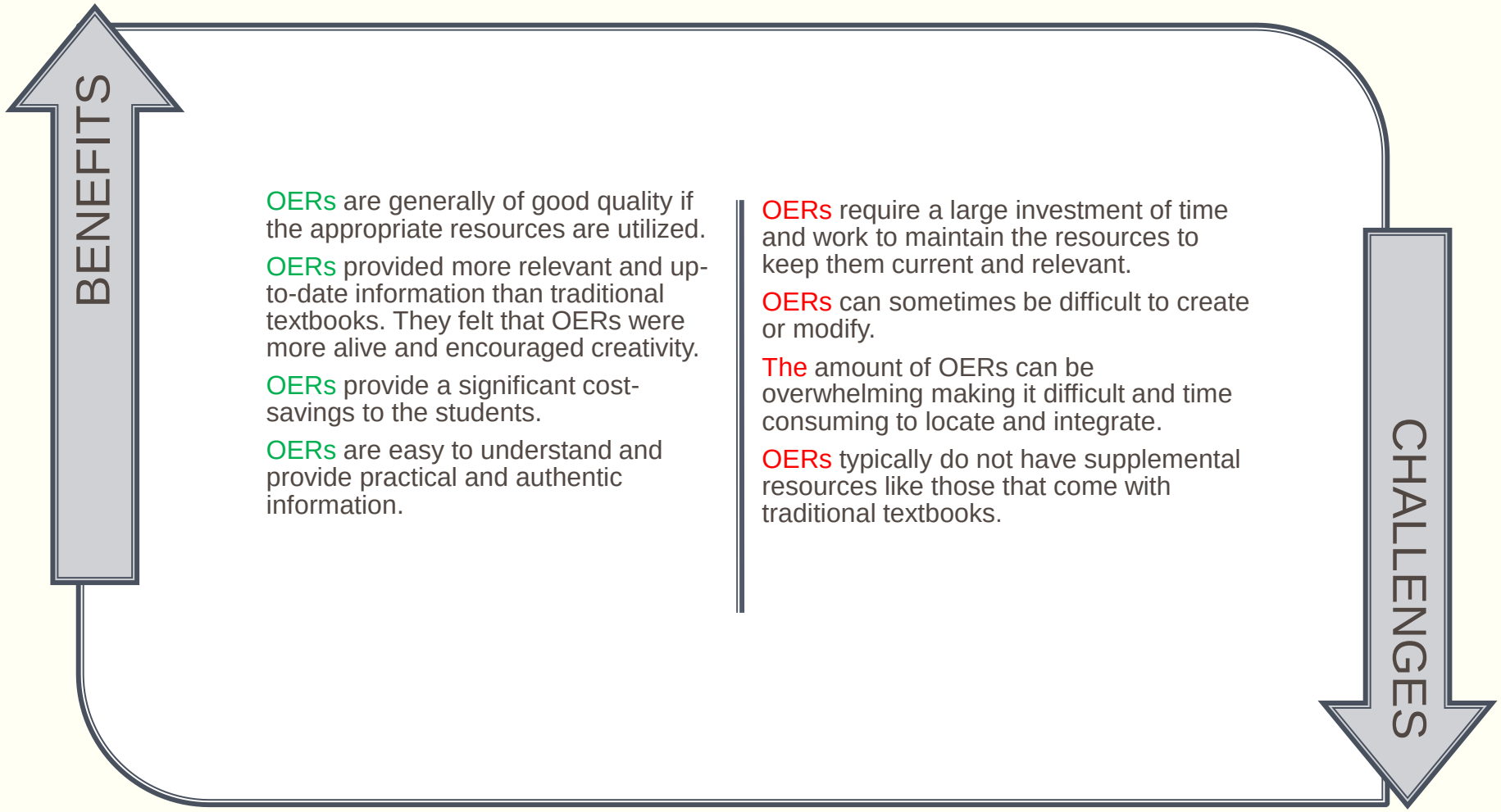
A survey was distributed to all students enrolled in one or more OER inclusive courses at the institution.



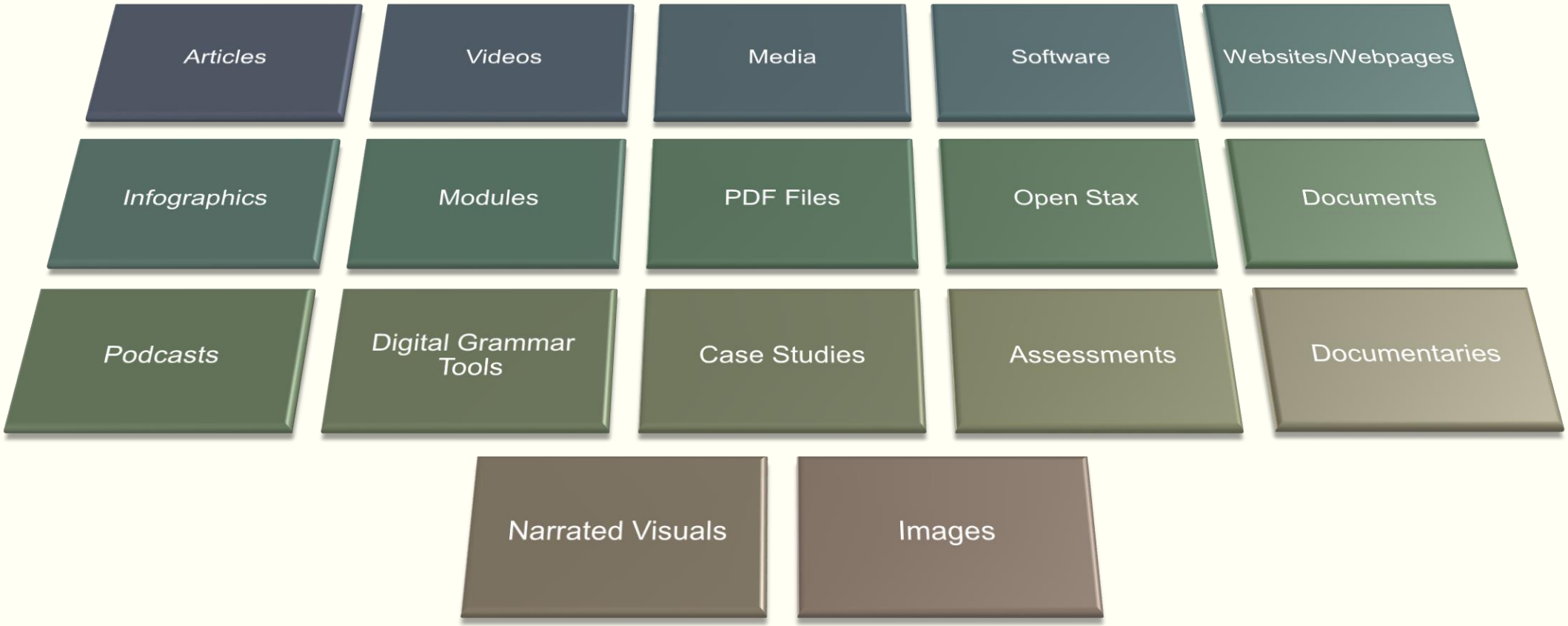
STAKEHOLDER PERSPECTIVES

What did the data reveal?

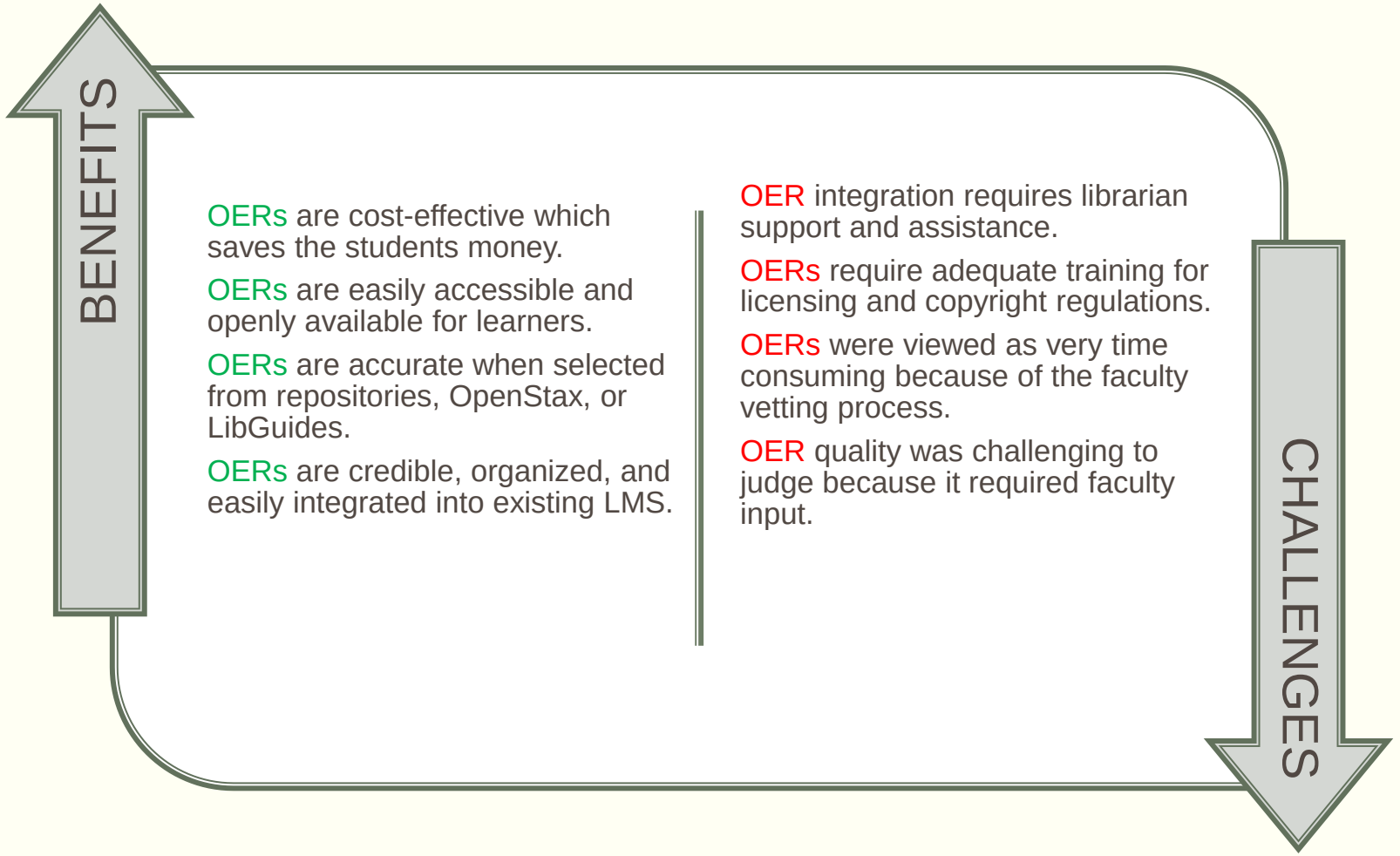
Faculty Perspectives



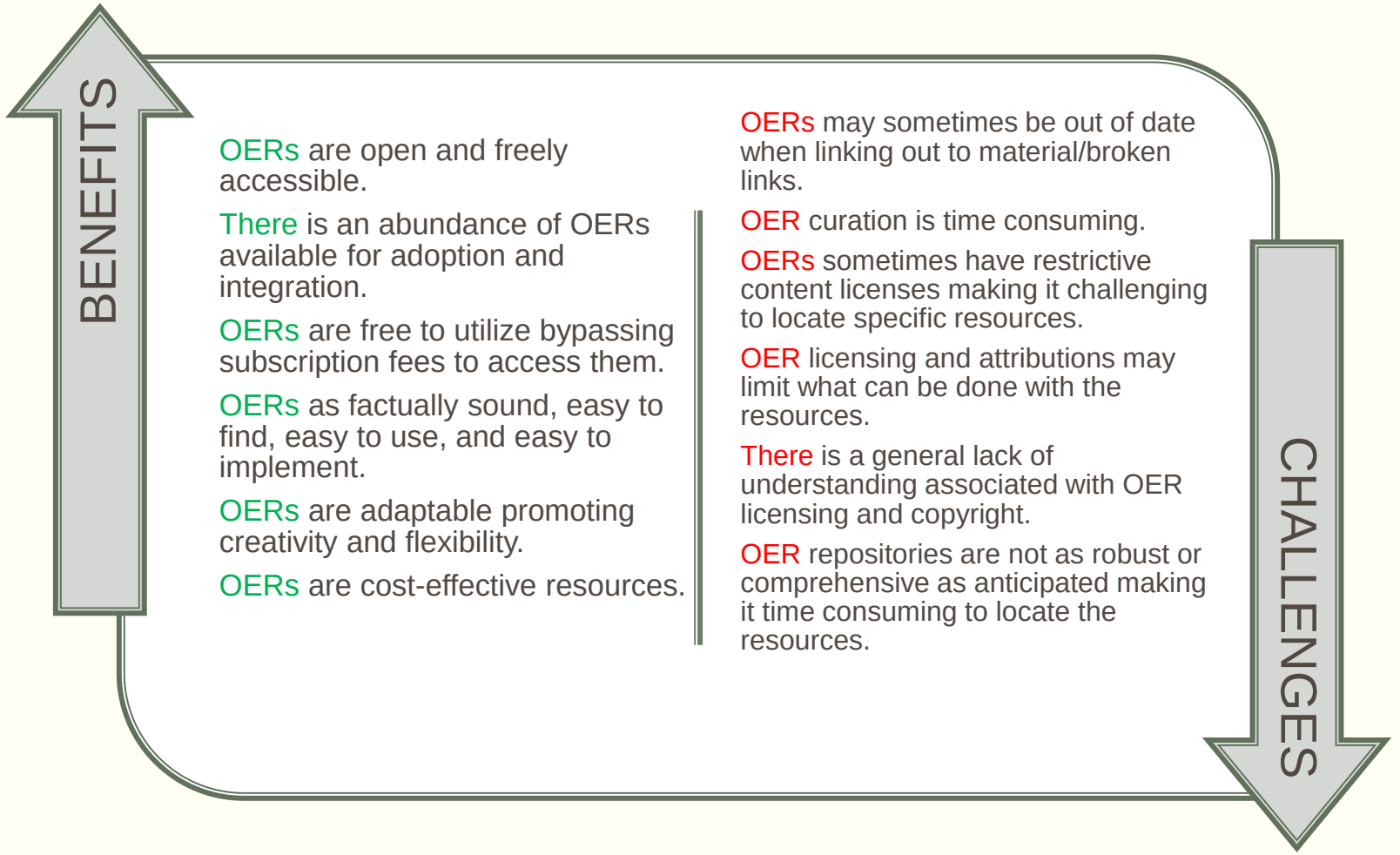
Types of OERs Used by Faculty



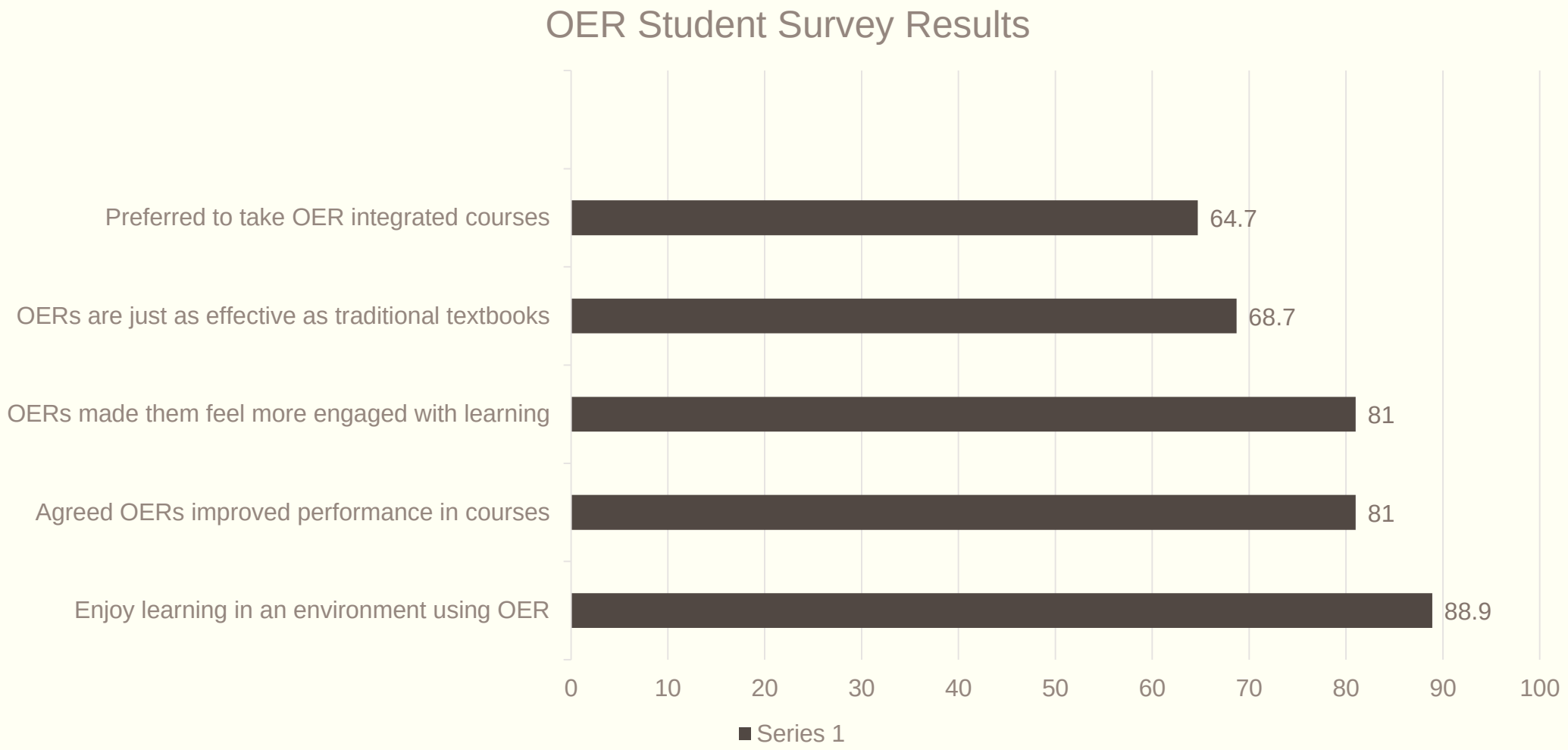
Instructional Designer Perspectives



Librarian Perspectives

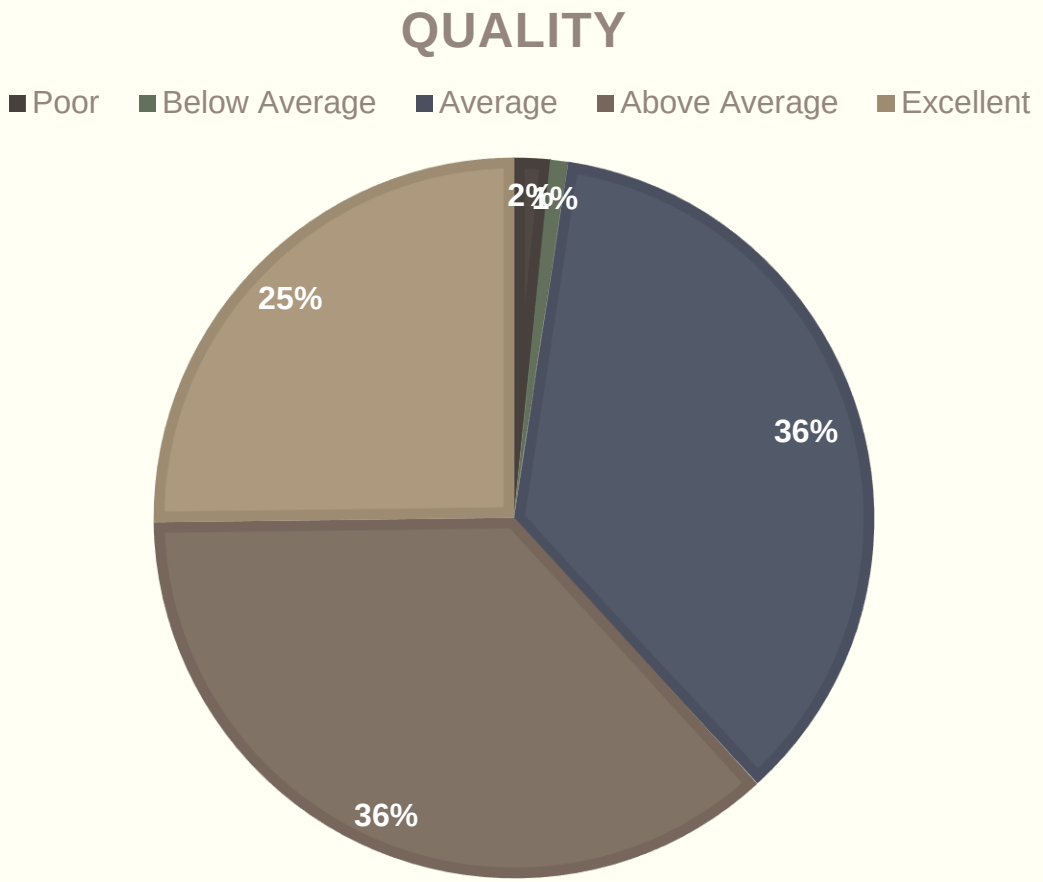


Student Perspectives



Student Perspectives – OER Quality

The students also commented on the overall quality of the OERs integrated into their courses.



Student Perspectives

Overall, learners were generally satisfied with the OERs integrated in their courses. The students perceived the OERs as engaging, advantageous, cost effective, easily accessible, and just as beneficial as traditional textbooks.

Learners also indicated that they prefer to learn using OERs and that they would recommend OER integrated courses to their peers.

Additionally, data indicated that students found OERs to have a positive impact overall on their learning.

Converging Themes

OER’s are cost effective which benefits the students by saving money on required materials.

OERs are accessible. Having early access to course materials may benefit students and increase overall success rates.

The successful adoption and integration of OERs largely depends on faculty utilization of institutional resources, specifically, institutional librarians.

LIBRARIAN ADVOCACY FOR OER ADOPTION

Leveraging Institutional Resources and OER

Why You Should Use OER in the Classroom

Free

- OERs are available online at no cost. They significantly reduce how much money is spent on textbooks.

Diverse

- OERs are available for courses across all majors and consist of a wide range of materials: assessments, assignments, books, case studies, courses, journals, primary sources, reference materials, simulations, tutorials, tests, textbooks, and more!

Dynamic

- OERs can be changed at any time and quickly made available. This increases the timeliness and relevance of the resources.

Unique

- OERs provide an engaging, customized learning experience due to the variety and versatility of the resources.

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Impact of Using OER in the Classroom

OER Impact:

- Improve Student Learning
- Increase Access to Teaching and Learning Resources
- Expand Access to Learning

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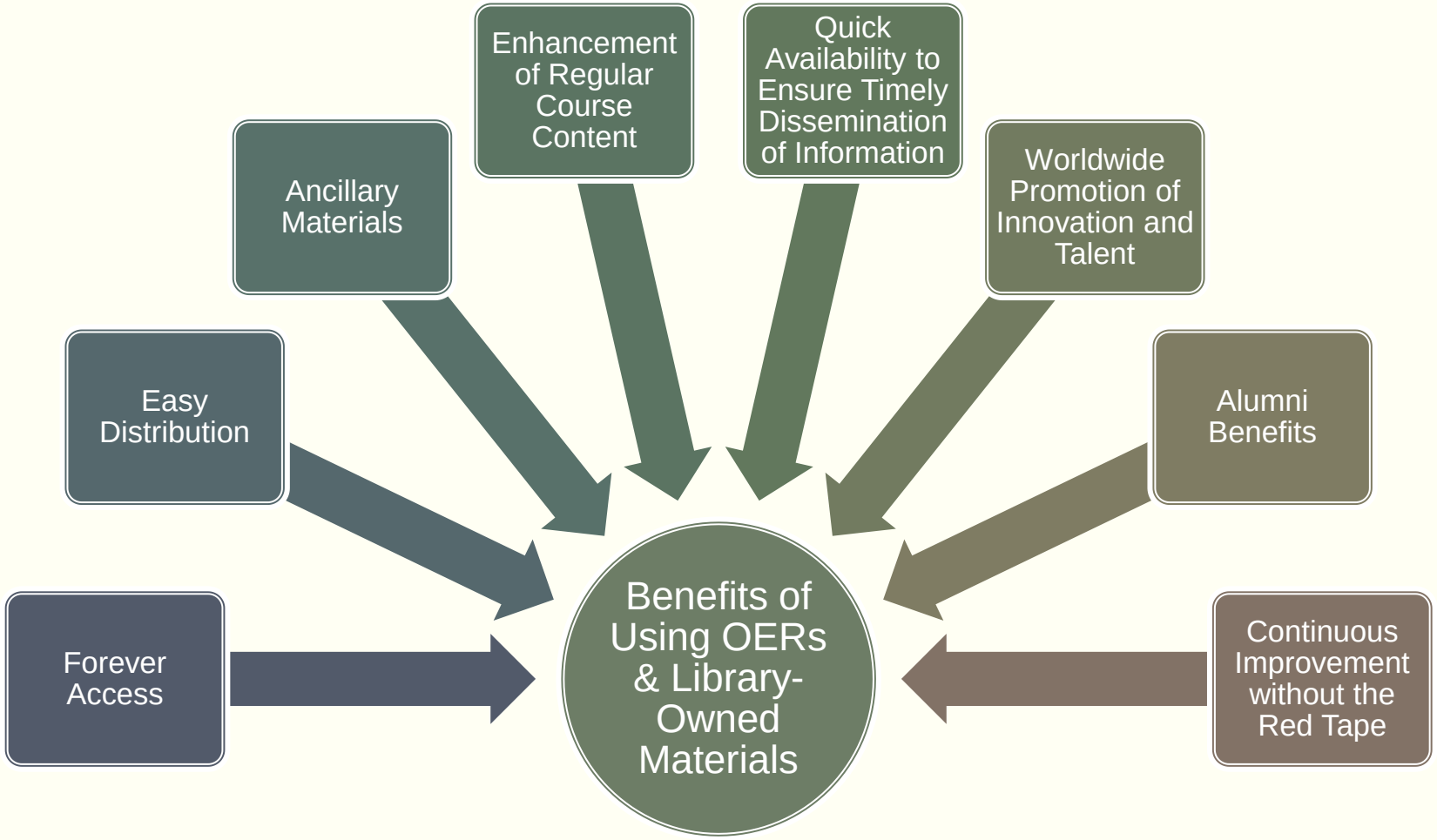
Benefits of Using OER and Library-Owned Materials



"Pros and Cons of Using OERs for Instruction" is licensed under CC BY-NC-SA 4.0

Finding OER

OER Repositories:

- MERLOT II
- OER Commons
- Open Textbook Library

Educational Institutions:

- University of Michigan
- Yale University

Books, Journals, Reports:

- Wikibooks
- Open Textbooks – SUNY
- Open Textbook Library – University of MN
- NSU Shark Search
- OER Commons
- Galileo
- Merlot

Multimedia:

- Open Video
- YouTube
- Podcasts (various)
- Ted Talks
- Moving Image Archive
- Free Stock Photography sites (Everystockphoto)
- Khan Academy
- Wikimedia Commons

Mini Lessons, Coursepacks, and Ancillaries:

- Merlot
- Galileo
- OER Commons
- Linked In Learning (Mini Lessons and Multimedia)

Full Courses:

- EdX
- Coursera
- Future Learn
- Open Classroom

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Evaluating OER

Quality

- Similar to traditional course materials, many OERs go through peer-review to ensure the quality of the resources. OER collections often state their peer-review processes as well as provide the reviews online. It is important to note whether or not an OER has gone through peer-review when evaluating the resource.

Accessibility

- OERs should be accessible to all students. Guides and tools are available to help you evaluate the accessibility of OERs.

Copyright

- For an online resource to be considered an OER, users must be able to retain, reuse, revise, remix, and redistribute it. Even though educators may be able to access an online resource, it does not mean that the creator has given them permission to adopt or adapt it for their courses. It is important to review the copyright and permissions of the resources before using them. If you do not see a clear permissions statement, you may need to contact the copyright holder and/or link to the resource without editing and/or uploading it.
- **Creative Commons licenses** are commonly attached to OERs as they clearly state how others are (not) permitted to use them.

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OER Evaluation Tools & Resources

- **OER Accessibility** (from https://libraries.etsu.edu/research/oer/evaluate)
  - OER and Accessibility lists a multitude of resources on evaluating and finding OERs, specifically through MERLOT II.
  - BC Open Textbook Accessibility Toolkit provides information on evaluating and creating open textbooks, including a checklist for accessibility.
  - Accessibility Module outlines how to evaluate and create accessible video, images, course materials, and textbooks.
  - Web Accessibility Evaluation Tool analyzes websites to determine if they meet accessibility guidelines.

- **Evaluation Rubrics, Checklist and Tools** (from https://scholarlycommons.pacific.edu/oer/pro-con-oer.html)
  - Achieve's OER rubrics
    - Achieve.org has developed eight OER rubrics as well as an evaluation tool to help users determine the degree of alignment of OER to the Common Core State Standards, and aspects of quality of OER. More OER Rubrics training materials can be found through Archieve.org website.
  - [Summarized] Rubrics for Evaluating Open Education Resources Objects
    - This 2-page rubric is a synthesis version of the eight (8) separate rubrics for the evaluation of OERs created by ACHIEVE.org. It is meant as a ready reference for quick evaluation of an OER.
  - Achieve Open Educational Resources Evaluation Tool Handbook
    - This handbook will guide a user through the process of evaluating an online resources using Achieve OER Evaluation Tool, which is hosted on OERCommons.org.
  - iRubric: Evaluating OER rubric
    - Questions to ask about the OER you are thinking of using. This rubric is developed by Sarah Morehouse with help from Mark McBride, Kathleen Stone, and Beth Burns is licensed under a Creative Commons Attribution 3.0 Unported License.
  - OER Evaluation Checklist
    - A short checklist to complete when evaluating an OER.

Creating OERs

A Guide to Adopting an Open Textbook (BCcampus) is a reference for individuals or groups wanting to adopt an open textbook. This guide provides details on finding and evaluating textbooks, steps on adopting them, and the use of Creative Commons licenses.

Adaption Guide (BCcampus) is a practical guide about how to customize — or adapt — an open textbook so that it better fits your needs in the classroom and elsewhere. This guide defines the term adaptation and discusses reasons for revising a book, why this is possible with an open textbook, and the challenges involved.

Open Education Self-Publishing Guide (BCcampus) is a reference for individuals or groups wanting to write and self-publish an open textbook. This guide provides details on the preparation, planning, writing, publication, and maintenance of an open textbook.

Modifying an Open Textbook: What You Need to Know (Open Textbook Network) is a five-step guide for faculty, and those who support faculty, who want to modify an open textbook. Step-by-step instructions for importing and editing common open textbook file and platform types are included.

Authoring Open Textbooks (Open Textbook Network) is for faculty authors, librarians, project managers and others who are involved in the production of open textbooks in higher education and K-12. Content includes a checklist for getting started, publishing program case studies, textbook organization and elements, writing resources and an overview of useful tools.

Creating and Modifying Open Educational Resources is a chapter-by-chapter informational tutorial for faculty and staff interested in creating or adapting open educational resources.

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Publishing OERs

For a work to be considered an OER, it is necessary to distribute it online and permit users to retain, reuse, revise, remix, and redistribute the resource.

- **Publication:**
  - Many platforms are available to distribute OERs online. For example, **OER Commons** and **MERLOT II** have free content builders for the creation of lessons, courses, and other types of OERs.
  - **NSUWorks**, our institutional repository, is also available for NSU faculty to upload their OERs. Based on the type of OER, it may be more appropriate to add your materials to YouTube, Vimeo, Flickr or other websites for video/audio. You do not have to limit yourself to one platform. If you initially upload your materials to NSUWorks, you can also submit your materials for inclusion in OER Commons and MERLOT II.
- **Permissions**: The **Creative Commons 'Choose a License' tool** helps in finding a license that supports how you want others to use your work.

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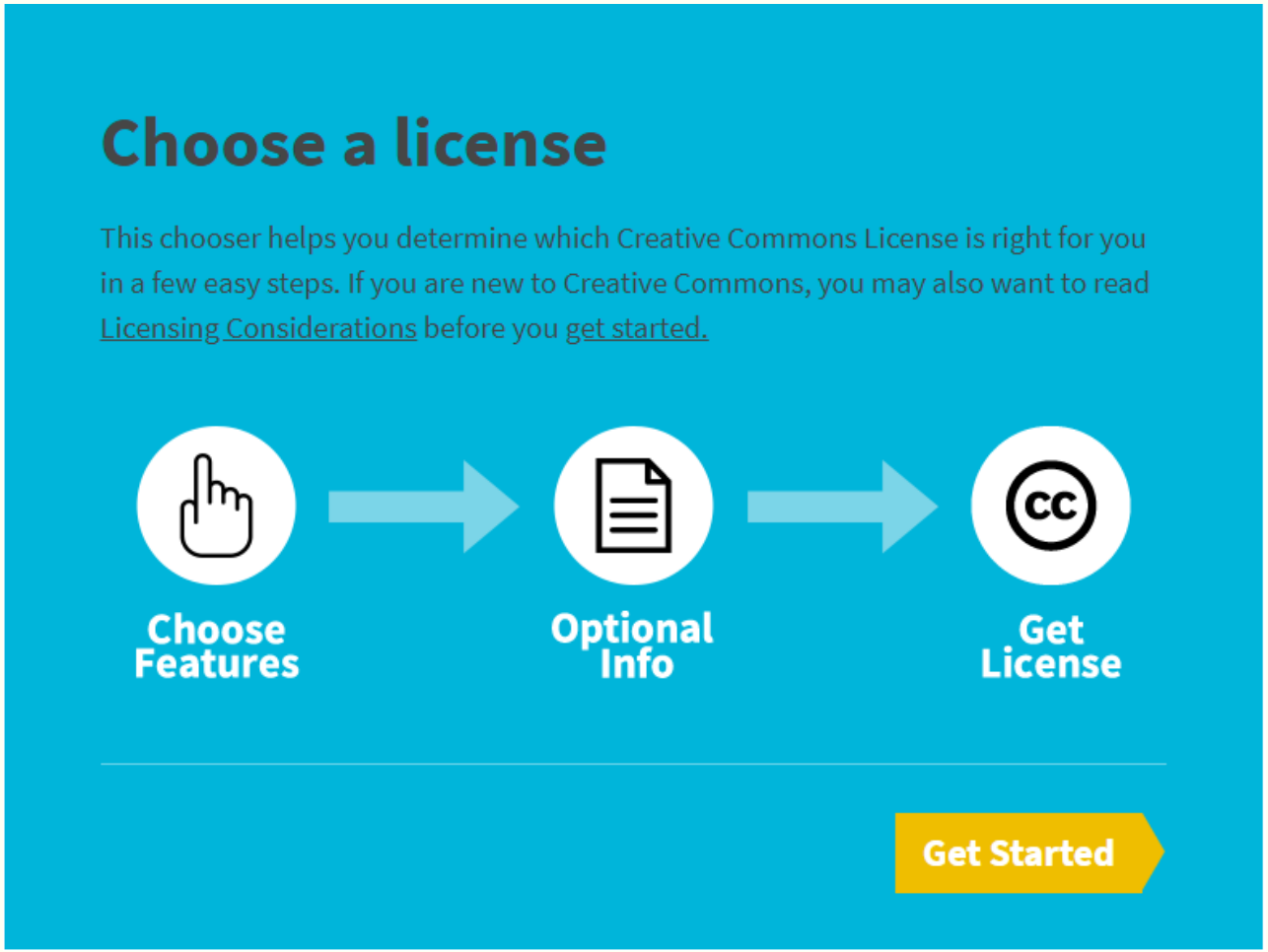


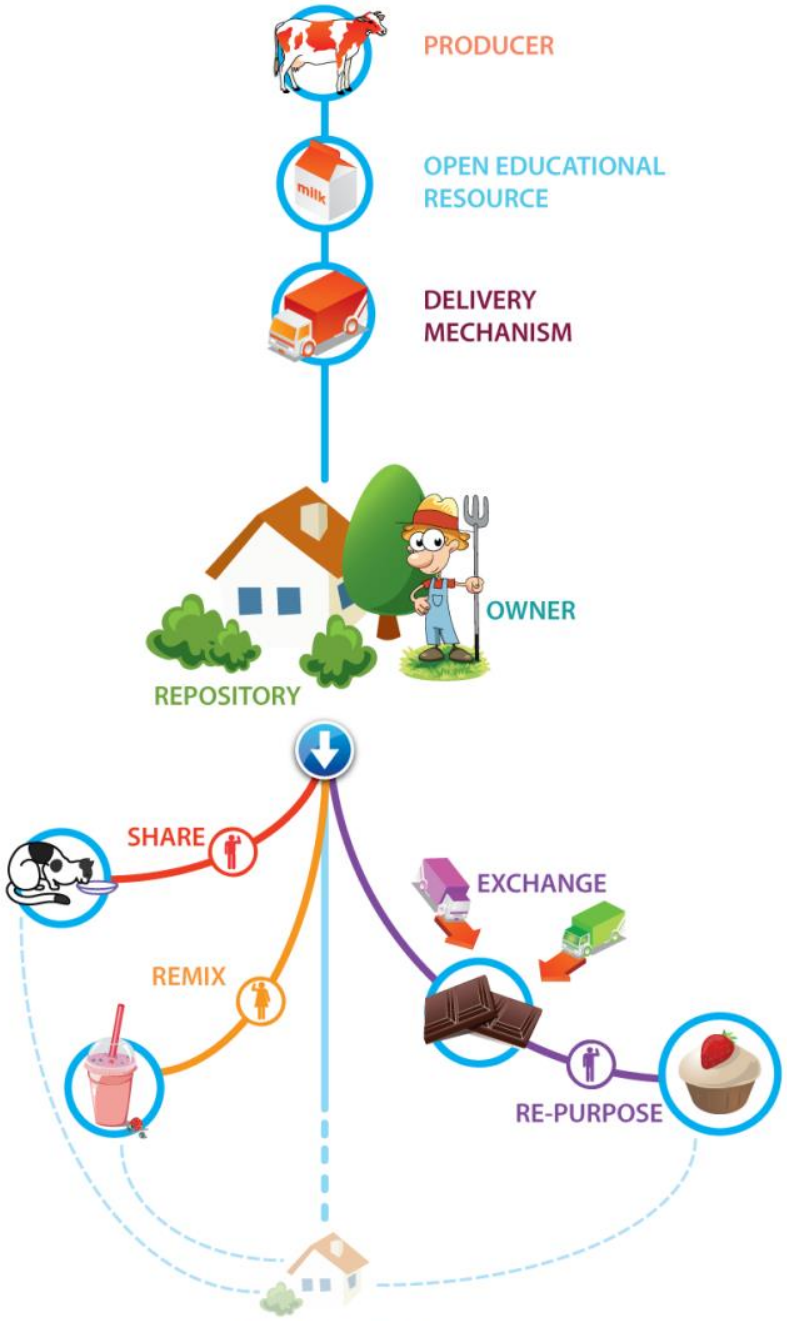
The 5 Rs of Using OERs

- Within the bounds of Creative Commons licensing there are 5 key points to consider when using OERs:

Image by BCOER Librarians CC 4.0 Taken From BCcampus

An interesting OER metaphor

Milk	Role	OERs
Cow	Primary producer/creator	Teacher/author
Calf	Primary consumer	Enrolled student
Farmer	Secondary producer/repurposer	Learning technologist/Course leader
Milk bottlers	Primary supplier	Learning technologist
Shop	Secondary supplier	deposit in institutional repository or open deposit
Human family	Secondary consumer	Teacher within or outside institution
Human family and pets	Sharers and re-users	Enrolled students of that teacher
Person with milk, Person with cocoa powder, Person with sugar – can make chocolate	Exchange and repurposers	other teachers within or outside institution
Chocolate in shop fridge	repository	deposit in different open repositories
Chocolate eaten	re-users/maybe sharing	potentially global learners
Chocolate added to cake mixture	further re-purposing	potentially global teachers



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Library-Purchased and Library-Housed Materials

NSUWorks Institutional Repository

- Creative Commons License and attribution/citation information included
- No need to reinvent the wheel - OERs are designed to be revised, updated, and shared by their users

Databased Articles, Books/ Book Chapters, and Reports

- Create coursepacks through OpenURL
- Statistical Resources
- Primary Source Materials

Multimedia and Streaming Content

- Video Databases
- Test Practices & Online Tutorials

Library-Assisted Curation

- Can Cherry Pick
- LibGuides / Course Guides

Library Curated Content Example - Course Guide with Books

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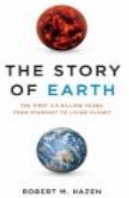
Marine Geology - Books by Course Module - Books Suggested by the Library are divided among all modules for this course

Module I: The Earth and R: An Introduction | Module 2: Basics of Plate Tectonics | Module 3: The Make-up of Earth | Module 4: Plates versus Plumes: Hotspots

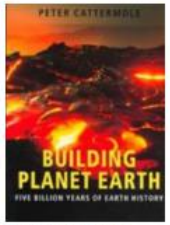
Module 5: Rocks Formed In/On Earth's Crust | Module 6: Shelf Sedimentary Processes | Module 7: Physics of Sediment in Air and Water | Module 8: Oceanic Sedimentation and Deep Sea Sediments

Module 9: Analysis of a Geological Dataset | Module 10: Stratigraphy and Earth History

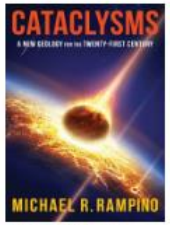
The Earth Machine by Edmond A. Mathez; James D. Webster
Call Number: QB631 .M32 2004
ISBN: 023112578X
Publication Date: 2004-06-01



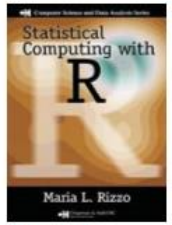
The Story of Earth by Robert M. Hazen
Call Number: QE501 .H325 2012
ISBN: 9780670023554
Publication Date: 2012-04-26



Building Planet Earth by Peter Cattermole; Patrick Moore (Foreword by)
Call Number: QE26.2 .C384 2000
ISBN: 0521582784
Publication Date: 2000-02-24



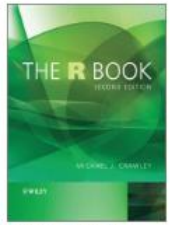
Cataclysms by Michael R. Rampino
Call Number: E-BOOK
ISBN: 9780231177801
Publication Date: 2017-08-22



Statistical Computing with R by Maria L. Rizzo
Call Number: QA276.45.R3 R59 2008
ISBN: 9781584885450
Publication Date: 2007-11-15

Discovering Statistics Using R by Andy Field; Jeremy Miles; Zoe Field
Call Number: HA32 .F537 2012
ISBN: 9781446200469
Publication Date: 2012-04-05

Beginning R by Larry Pace; Joshua F. Wiley
Call Number: E-BOOK
ISBN: 9781484203743
Publication Date: 2015-10-13



The R Book by Michael J. Crawley
Call Number: E-BOOK
ISBN: 9781118448960
Publication Date: 2012-11-07

No required textbook!

Library Curated Content Example - Course Guide with Articles

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MSMS 6211, BCOR 5585 Genomics: Course Readings

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Course Readings

Module 1 | Module 2

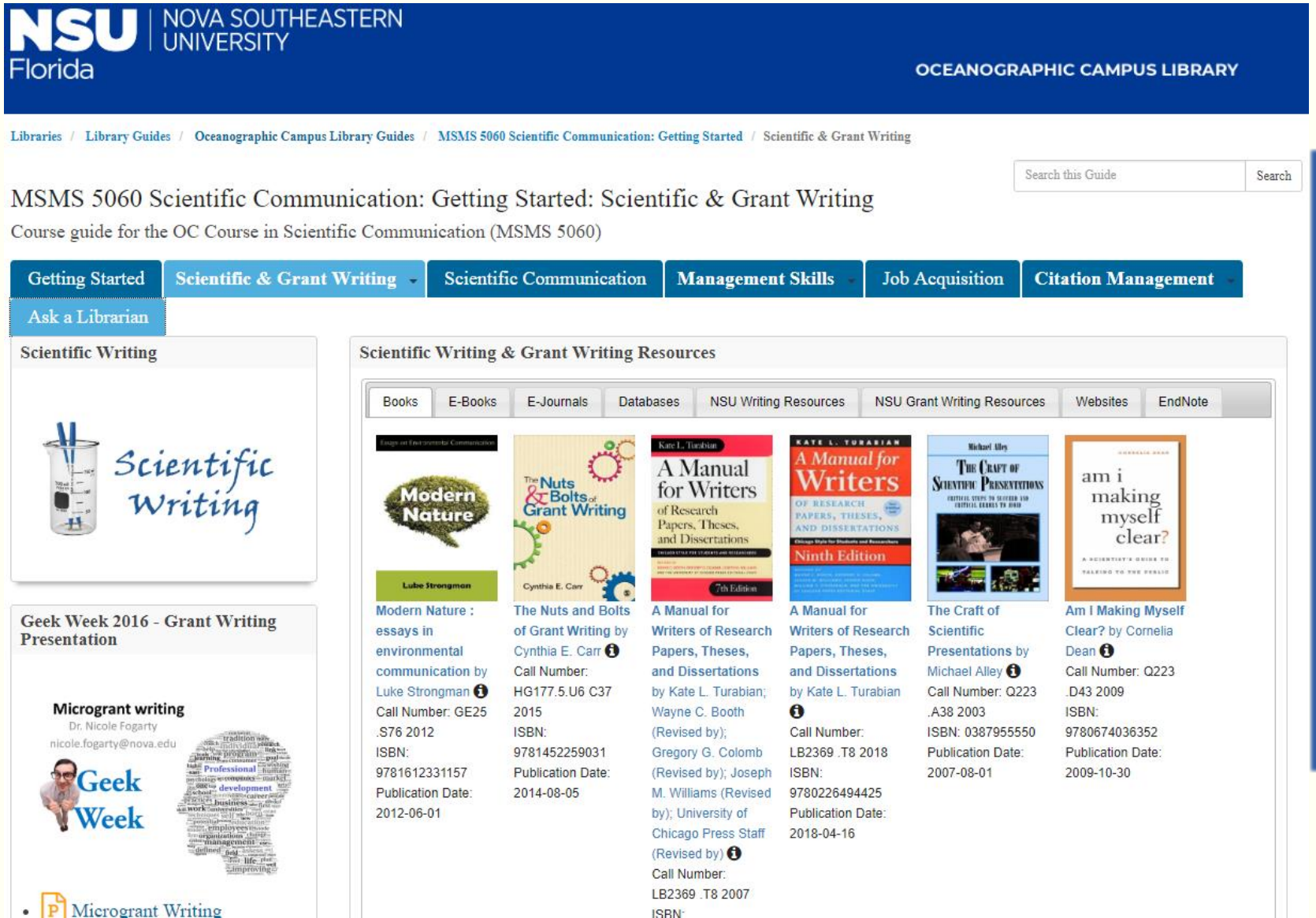
- Genomes in Three Dimensions
  A DNA sequence isn't enough; to understand the workings of the genome, we must study chromosome structure.
- The genome of the choanoflagellate Monosiga brevicollis and the origin of metazoans
  Choanoflagellates are the closest known relatives of metazoans. To discover potential molecular mechanisms underlying the evolution of metazoan multicellularity, we sequenced and analysed the genome of the unicellular choanoflagellate Monosiga brevicollis. The genome contains approximately 9,200 intron-rich genes, including a number that encode cell adhesion and signalling protein domains that are otherwise restricted to metazoans. Here we show that the physical linkages among protein domains often differ between M. brevicollis and metazoans, suggesting that abundant domain shuffling followed the separation of the choanoflagellate and metazoan lineages. The completion of the M. brevicollis genome allows us to reconstruct with increasing resolution the genomic changes that accompanied the origin of metazoans.
- The amphioxus (Branchiostoma floridae) genome contains a highly diversified set of G protein-coupled receptors
  Background
  G protein-coupled receptors (GPCRs) are one of the largest families of genes in mammals. Branchiostoma floridae (amphioxus) is one of the species most closely related species to vertebrates.

  Results
  Mining and phylogenetic analysis of the amphioxus genome showed the presence of at least 664 distinct GPCRs distributed among all the main families of GPCRs; Glutamate (18), Rhodopsin (570), Adhesion (37), Frizzled (6) and Secretin (16). Surprisingly, the Adhesion GPCR repertoire in amphioxus includes receptors with many new domains not previously observed in this family. We found many Rhodopsin GPCRs from all main groups including many amine and peptide binding receptors and several previously uncharacterized expansions were also identified. This genome has however no genes coding for bitter taste receptors (TAS2), the sweet and umami (TAS1), pheromone (VR1 or VR2) or mammalian olfactory receptors.

  Conclusion
  The amphioxus genome is remarkably rich in various GPCR subtypes while the main GPCR groups known to sense exogenous substances (such as Taste 2, mammalian olfactory, nematode chemosensory, gustatory, vomeronasal and odorant receptors) in other bilateral species are absent.
- Dark matter RNA illuminates the puzzle of genome-wide association studies
  In the past decade, numerous studies have made connections between sequence variants in human genomes and predisposition to complex diseases. However, most of these variants lie outside of the charted regions of thehuman genome whose function we understand; that is, the sequences that encode proteins. Consequently, the general concept of a mechanism that translates these variants into predisposition to diseases has been lacking, potentially calling into question the validity of these studies. Here we make a connection between the growing class of apparently functional RNAs that do not encode proteins and whose

Recommended textbook, but course readings are all online articles!

Library Curated Content Example - Course Guide with Everything!

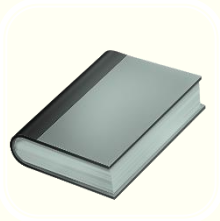


There is a required textbook for this course (which the library provides in print and e-formats) but there is also a lot of NSU and NSU Library ancillary content pulled into this course guide!

FY19 NSU Libraries Collection Development Policy

Libraries and Textbooks

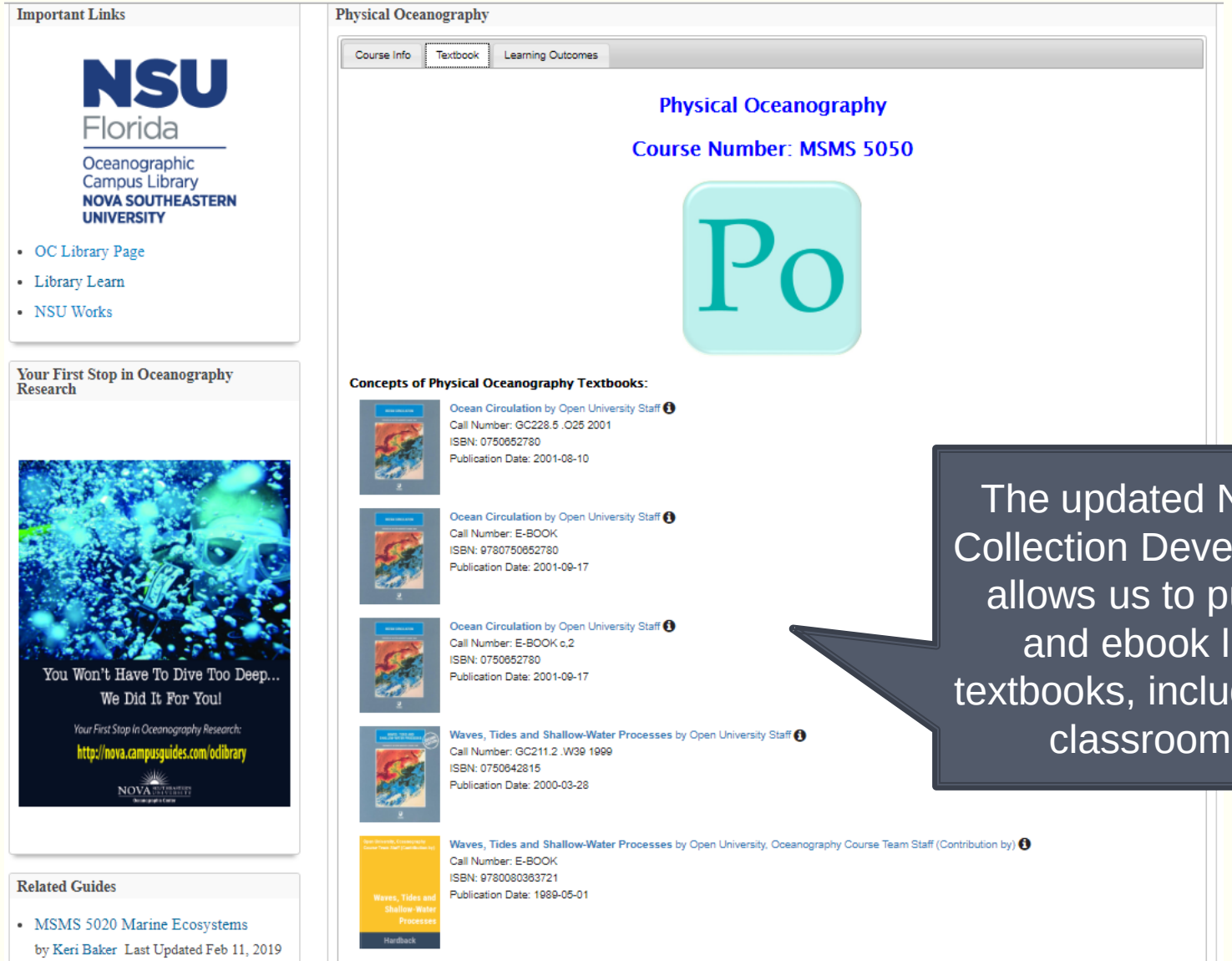
Traditionally, academic libraries do not purchase textbooks for the library collection due to high cost, frequent revisions, and loss/damage.



The newly adopted NSU Libraries Collection Development Policy allows the library to purchase textbooks for classes for checkout and reserve

NSU Libraries work closely with the NSU campus bookstore to evaluate a list of all textbooks for each upcoming term

NSU Libraries Support of Affordable/Free Textbooks for Students



Important Links

NSU Florida Oceanographic Campus Library NOVA SOUTHEASTERN UNIVERSITY

- OC Library Page
- Library Learn
- NSU Works

Your First Stop in Oceanography Research

Related Guides

- MSMS 5020 Marine Ecosystems
  by Keri Baker Last Updated Feb 11, 2019

Physical Oceanography

Course Info | Textbook | Learning Outcomes

Physical Oceanography

Course Number: MSMS 5050

Po

Concepts of Physical Oceanography Textbooks:

Ocean Circulation by Open University Staff
Call Number: GC228.5 .O25 2001
ISBN: 0750652780
Publication Date: 2001-08-10

Ocean Circulation by Open University Staff
Call Number: E-BOOK
ISBN: 9780750652780
Publication Date: 2001-09-17

Ocean Circulation by Open University Staff
Call Number: E-BOOK c.2
ISBN: 0750652780
Publication Date: 2001-09-17

Waves, Tides and Shallow-Water Processes by Open University Staff
Call Number: GC211.2 .W39 1999
ISBN: 0750642815
Publication Date: 2000-03-28

Waves, Tides and Shallow-Water Processes by Open University. Oceanography Course Team Staff (Contribution by)
Call Number: E-BOOK
ISBN: 9780080363721
Publication Date: 1989-05-01

The updated NSU Libraries Collection Development Policy allows us to purchase print and ebook licenses for textbooks, including multi-user classroom licenses!

Creating OER Content – What NSU Libraries Can Provide

UNLIMITED!

Hosting

- Textbooks
- Journals
- ETDs
- Data
- Conferences
- Streaming Video & Audio
- Photographs
- Student Projects

OpenURL

- For linking to journal articles that are not open access so that you can access them via your institutional login or IP authenticated location

Barnes & Noble College - NSU Bookstore

First Day Opt-Out Model

- 100% of students have the right course materials on day one
- Offer pricing below competitive market rates
- Allows students to opt-out if they have to drop a class
- Addresses day one material issue

Flat-Fee Inclusive Course Materials

- Flat-fee for all materials billed as part of tuition bill each semester
- Treated as rentals that are returned at end of semester, with a buy-out option if students wish to retain their materials for their personal library
- Addresses textbook affordability issue

BNED Advanced OER Courseware (via LoudCloud)

- An innovative new offering that lowers the cost of learning materials for a full suite of introductory courses, and assures frictionless first day of class delivery.
- Using a combination of high-quality, curated OER, original content created by faculty experts, and our state-of-the-art technology platform LoudCloud, BNED Courseware is a complete, turnkey course ready to be implemented “as is” or easily personalized by any instructor.

“Leveraging Course Material Affordability Options and Library-Subscribed Materials for Classroom Success” is licensed under CC BY-NC-SA 4.0

An NSU Faculty Perspective

Awareness of OERs

- I was implementing OERs before I even knew what an OER was.

Types of OERs

- Instructor Created Videos
  - (Flipped Classroom)
- YouTube Videos
  - (Survey Research EC)
- Various Websites
  - (IUB Plagiarism Quiz)

IMPLEMENTING AN OER INITIATIVE AT NSU

Recommendations for an Institutional Adoption

Myths of OER

- Open Means Free
- All OERs are Digital
- “You Get What You Pay For”
- Copyright for OER is Complicated
- OERs are Not Sustainable
- Open Textbooks Lack Ancillaries
- My Institution is Not Ready for OER

“OER MYTHBUSTING” by SPARC is licensed under CC BY 4.0

Recommendations for an OER initiative @ NSU

Incentivization

- Microgrants or other funding support (i.e. NSU PFRDG)

Support from library and faculty committees

- Group of experts that can provide resources and answer questions
- NSU Office of Copyright can address any copyright concerns through the NSU Copyright Officer, Stephen Carlisle, J.D.

Start small with ancillaries

- PowerPoints
- Audio/Videos

Partner with NSU Bookstore (Barnes & Noble)

- First Day Opt-Out Model
- Flat-Fee Inclusive Course Materials
- BNED Advanced OER Courseware (via LoudCloud)

Tips for Implementing OERs

Don’t try to find everything in one place

- Though there are companies that can help you do this (Lumen Learning)

Start small and don’t try to do it all at once (one course; one module)

Cater to different learning styles

Join/develop a professional learning community

Ask for help!

Conclusion

Ultimately, it is the acceptance of OERs by faculty which will drive implementation efforts for the institution.

It is important to understand faculty perspectives on the OER adoption process as well as their views on integrating these resources into the curriculum.

Faculty who wish to integrate OERs should build relationships with their institution's librarians in order to reduce the time and effort to adopt the resources.

Librarians and library resources can be leveraged by faculty and other institutional stakeholders to ensure a successful OER implementation.

References

Atkins, D. E., Brown, J. S., & Hammond, A. L. (2007). A review of the open educational resources (OER) movement: Achievements, challenges, and new opportunities. Retrieved from https://www.hewlett.org/wp-content/uploads/2016/08/ReviewoftheOERMovement.pdf

U.S. Bureau of Labor Statistics. (2018). *Consumer price index – All urban consumers: College textbooks*. Retrieved from https://beta.bls.gov

Wright, R. E. (2018). *OER adoption in higher education: A case study of stakeholders' perceptions at a state college in Florida* (Doctoral dissertation). Retrieved from ProQuest Dissertation and Thesis database (Accession No. 2172440420)

Questions?

Contact Information

Rebekah E. Wright, EdD

NSU Alumni

Nova Southeastern University

rw1061@mynsu.nova.edu

Jennifer L. Reeves, PhD

Director of Dissertation Support Services/Associate Professor

Nova Southeastern University

jennreev@nova.edu

Jaime M. Goldman, MS

Reference Librarian III

Nova Southeastern University Oceanographic Campus Library

hjaime@nova.edu