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How Open Licensing Improves Textbooks and Careers

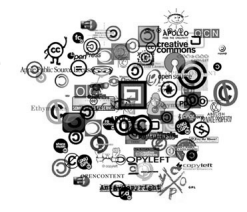
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De Anza College
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What are Open Educational Resources?

- High quality educational content and tools
- Freely available from the internet, anytime, anywhere
- Available in multiple languages
- Sharable
- Usable and re-usable






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What are Open Textbooks?

- Openly-licensed (Creative Commons) textbooks offered online by its author(s)
- Open license sets open textbooks apart from traditional textbooks by allowing users to read online, download, or print the book at no cost
- Licensed in a way that grants a baseline set of rights to users that are less restrictive than standard copyright










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What are Open Textbooks?

- Minimum baseline rights usually allow users to:
 - Use the textbook without charge
 - Copy the textbook, with appropriate credit to the author
 - Distribute the textbook non-commercially
- Many creators also grant rights to:
 - Add, remove or alter content in the textbook
 - Copy and distribute the textbook without giving credit to the author/creator
 - Use the textbook commercially

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Textbook Cost Comparison

■ Previously:

Publisher: "big" then self

Downloadable version: N/A

Printed bound version: \$127 then \$50 new



Open: Connexions & QOOP

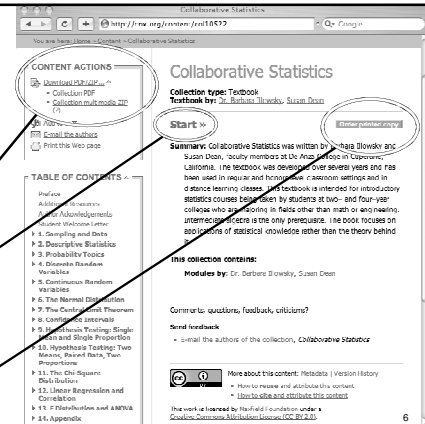
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- 2. The Normal Distribution
- 3. The Central Limit Theorem
- 4. Confidence Intervals
- 5. Confidence Testing: Single Means and Single Proportion
- 6. Hypothesis Testing: Two Means, Two Proportions
- 7. The Chi-Square Distribution
- 8. Linear Regression and Correlation
- 9. Chi-Square Tests and ANOVA
- 10. Appendix
- 11. Index

Summary: Collaborative Statistics was written by Barbara Illowsky and Susan Dean, faculty members at the Open Source in California campuses. The textbook was developed over several years and has been used in regular and nonregular classroom settings and in distance learning classes. This textbook is intended for introductory statistics courses beginning with students at two- and four-year colleges who are studying in fields other than math or engineering. Intermediate statistics is the only prerequisite. The book focuses on acquisition of statistical knowledge rather than the theory behind it.

This collection contains:

Modules by: Dr. Barbara Illowsky, Susan Dean

Comment to questions, feedback, citations?

Send feedback

- Email the authors of the collection, Collaborative Statistics

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Sample Chapter

Click here to print out

Navigate table of contents

Key term links to definition

Collaborative Statistics
Textbook by Dr. Barbara Blomby, Susan Dean

Frequency
Module by Susan Dean, Barbara Blomby

Summary: This module introduces the concepts of frequency, relative frequency, and relative cumulative frequency, and the relationship between them. Students will have the opportunity to engage data through a sample problem provided.

Twenty students were asked how many hours they worked per day. Their responses, in hours, are listed below.

• 2, 4, 2, 2, 2, 2, 4, 4, 7, 5, 2, 2, 3, 5, 2, 2, 4, 4, 2, 2, 2, 2, 4, 3

Below is a frequency table listing the different data values, naming the code, and their frequencies.

DATA VALUE	FREQUENCY
2	11
3	5
4	2
5	6
6	2
7	1

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- 1. Sampling and Data
- 2. Descriptive Statistics
- 3. Probability Topics
- 4. Discrete Random Variables
- 5. Continuous Random Variables
- 6. The Normal Distribution

Why did you write your first unpaid "article"?

Reasons:

-
-
-

Why did you write your first textbook?

Reasons:

-
-
-

Why did you write your additional textbooks?

Reasons:

-
-
-

What are the benefits of being a textbook author?

Benefits:

- \$\$\$\$
-
-

Student Benefits

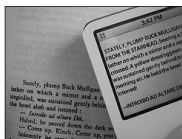
Reasons:

- Save \$
- Multiple reading formats
- Embedded hyperlinks
- Accessibility

Accessibility



- Free access online
- Free access offline (PDF)
- Accessible via PC + web-enabled handhelds
- Print out part or all
- Purchase a hard copy



Savings 2008 - 2009



One course, one OER text,
one college*, one year:

Estimated student savings of over

\$250,000



*Elementary Statistics using *Collaborative Statistics* at
De Anza College in 2008-09 academic year



My benefits from Open Licensing of *Collaborative Statistics*



- \$\$ - sold the copyright
- increased use
- recognition
- improved text
- professional development
- \$\$ - consulting



General Benefits of OER



- ☺ Lowers the costs of educational materials for students
- ☺ Fosters pedagogical innovation and relevance that minimizes “teaching from the textbook”
- ☺ Gives faculty tools to gain control over learning content and delivery



More Benefits...



- ☺ Share and remix learning materials for customized and localized use
- ☺ Fast feedback loop on quality and relevance of learning materials => continual improvement and rapid development




Opportunities for Teachers and Learners - Use



- Navigate and view content with ease
- Modify, mix and remix content to meet individual and classroom needs
- Communicate with peers around content
- Join workgroups with peers around content
- Tailored content
- Students and teachers as co-creators of knowledge
- Enhanced engagement and interaction with materials
- Increased student-teacher, teacher-teacher, and teacher-student communication around curriculum



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- Smoking and Data: Data Collection lab (Teegarden)
- Descriptive Statistics: Descriptive Statistics lab (Teegarden)
- Probability: Probability...

Labs For Collaborative Statistics - Teegarden

Collection by: Mary Teegarden

Start > Order printed copy

Summary: This is a collection of labs from Collaborative Statistics by Illowski and Dean which have been edited to include Minitab activities. In addition the labs are to be done as individual activities.

This collection contains:

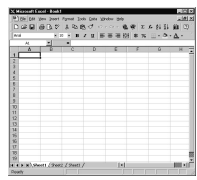

Modules by: Mary Teegarden

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- Email the author of the collection, Lab For Collaborative Statistics - Teegarden

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Questions?

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