

CAL  OER



AUGUST 4-6, 2021

**CAL OER
FREE VIRTUAL CONFERENCE**

Opening California
for Learning

Photo by Vishu
Unsplash

CONTENTS

WELCOME	1
Tribal Land Acknowledgement	3
Guidelines for Dialogue - Community Expectations	5
WEDNESDAY	6
Breakout Strands	6
Opening General Session 9:30 AM - 10:45 AM	6
Breakout Session 1 11:00 AM - 11:45 AM	7
Breakout Session 2 1:00 PM - 1:45 PM	9
Breakout Session 3 2:15 PM - 3:00 PM	12
Breakout Session 4 3:30 PM - 4:15 PM	14
THURSDAY	17
Breakout Session 5 10:00 AM - 10:45 AM	17
Breakout Session 6 11:15 AM - 12:00 PM	19
Interim Keynote 1:00 PM - 2:00 PM.	22
Breakout Session 7 2:15 PM - 3:00 PM	22
Breakout Session 8 3:30 PM - 4:15 PM	25
FRIDAY	27
Breakout Session 9 10:00 AM - 10:45 AM	27
Final Keynote 11:15 AM - 12:15 PM	29
Breakout Session 10 - OER Showcase 1:00 PM - 1:45 PM.	30
Keynote Speakers	32
Presenters	35
Sponsors	37
CAL OER Organizing Committee	37



WELCOME

Welcome to the inaugural event of Cal OER!

Over the past few years, the three segments of public higher education in California (the California Community Colleges, California State University, and the University of California) have collaboratively worked toward reducing the cost of textbooks for our collective students through the development, curation, and adoption of Open Educational Resources (OER). These efforts have focused on not only reducing costs, but supporting faculty creativity as we strive to address student needs through open pedagogy and the development of resources that address the diversity of our students. The need for a California-focused OER event was recognized long before the unique challenges of a global pandemic and a renewed commitment to ensuring that the education that we deliver truly meets the needs of – and speaks to – all students. This event is the result of those discussions.

Our theme, “Opening California for Learning”, was selected to reflect the event’s emphasis on OER and open pedagogy. But it also represents faculty’s

openness to OER that is a consequence of the teaching and learning challenges that OER readily addresses including being able to make course resources accessible from anywhere and allowing for the customization of those resources. Finally, we hope that this event will serve as an opportunity to celebrate the re-opening of California for learning.

Enjoy,

Cal OER Organizing Committee

TRIBAL LAND ACKNOWLEDGEMENT

In 2020, the California legislature adopted the *Tribal Land Acknowledgment Act of 2020*. As Cal OER is a virtual event, we wish to acknowledge all the peoples that were the original stewards of the land that is the state of California. We do so by sharing *this overview image* and this listing of the *existing land acknowledgements* made by institutions of higher education in the state.

Learn more about the land you currently occupy.

The preamble to the *Tribal Land Acknowledgment Act of 2020* explains what a land acknowledgment is and why they are made.

(a) Tribal land acknowledgment is a formal statement that recognizes and respects Native American peoples as traditional stewards of this land, and the enduring relationship that exists between Native American peoples and their traditional lands.

(b) To recognize the land is an expression of gratitude and appreciation to those whose homelands we reside on, and is a recognition of the original people and nations who have been living and working on the land since time immemorial.

(c) The teachings of United States history in schools, museums, and the media have left out the voices of the original nations and peoples. California native people have endured colonial efforts to erase their existence, cultures, religions, languages, and connections to ancestral territories. Despite the importation of the mission system and genocidal action during California's statehood, native people have maintained their presence in, and stewardship of, their homelands. California is home to nearly 200 tribes. Had the 18 original treaties with California Indian tribes been honored by the state and federal government, California Indian tribes would possess over 7,500,000 acres of land. Today, California Indian tribes collectively possess about 7 percent of their unratified treaty territory. Despite federal and state efforts to erode ownership, control, and visibility, California Native American people remain actively engaged in cultural revitalization, resource protection, and self-determination within every region of California. Systematic denial of Native American knowledge, cultural authority, and historical experiences perpetuates the colonial structure of oppression.

(d) Tribal land acknowledgment statements encourage individuals to think about what it means to occupy space on Native American lands. These statements recognize the traditional land of the Native American people in this state who called, and still call, the land home before and after the arrival of settlers.

(e) Tribal land acknowledgment provides a learning opportunity for individuals who may have never heard the names of the tribes that continue to live and learn from the land. Land acknowledgment is Native American tribal protocol, and the practice establishes a respectful routine and habit of offering reconciliation. Tribal land acknowledgment is a transformative act that works to undo the intentional erasure of indigenous peoples from the nationalist colonial narrative, and is the first step in decolonizing land relations.

GUIDELINES FOR DIALOGUE - COMMUNITY EXPECTATIONS

1. **Be true to yourself.** We want to create an atmosphere for open, honest exchange.
2. **Commit to learning from each other.** Listen to each other and acknowledge that we all come from different backgrounds, skills, interests, abilities, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
3. **Acknowledge each other's experiences.** We will not devalue people for their experiences, lack of experiences, or difference in interpretation of those experiences.
4. **Trust that others are doing the best they can.** We will try not to 'freeze people in time' but leave space for everyone to learn and change through our interactions with one another.
5. **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
6. **Speak your discomfort.** If something is bothering you and you are open to sharing, please share it with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
7. **Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

(adapted from the University of Michigan Program on Intergroup Relations, IGR)



WEDNESDAY
AUGUST 4, 2021

BREAKOUT STRANDS

- | | | | |
|---|--------------------|---|-------------------------|
| 1 | Student Focused | 4 | OER Exploration |
| 2 | Advancing OER | 5 | OER Impact and Efficacy |
| 3 | OER Sustainability | 6 | Open Pedagogy |

OPENING GENERAL SESSION 9:30 AM - 10:45 AM

What We Do is What We Teach? ZTCs: Building a Faculty-Led Digital Master Plan for Higher Education in California

Hal Plotkin, Institute for the Study of Knowledge Management in Education,
Senior Scholar

Theresa Dykes, California State University Operations and Fiscal Administrator

James Glapa-Grossklag, College of the Canyons, Dean

Delmar Larsen, University of California, Davis, Professor

Michelle Pilati, ASCCC OERI, Faculty Coordinator

Shelli Wynants, Cal State Fullerton, Faculty, Child & Adolescent Studies
& Director, Online Education and Training

Hal Plotkin will review the origin and goals of California's ZTC program in the context of the state's original Master Plan for Higher Education, with a focus on

how this new effort will help end the humiliation of students who need financial assistance and build a prosperity that is more widely shared.

BREAKOUT SESSION 1 11:00 AM - 11:45 AM

3 AggieOpen: Building a Self-Sustaining OER Program at UC Davis

Delmar Larsen, University of California, Davis, Professor

Peter Brantley, University of California, Davis, Director Online Strategy

This presentation outlines our efforts in building AggieOpen as a self-sustaining OER program at UC Davis and its expansion to the greater community. An overview of the difficulties in starting up an OER program at a UC campus, the steps AggieOpen took to address them, and the initial impacts will be discussed.

2 Where are the Holes? Determining OER Needs Across 115 Colleges

Michelle Pilati, ASCCC OERI, Faculty Coordinator

Jennifer Paris, ASCCC OERI, Regional Lead

How do you determine what OER needs exist in the largest system of higher education in the United States (or the known universe)? How do you differentiate between real needs - and faculty preferences? Join us to explore this complicated topic.

4 Creating Interactive Textbooks with XIMERA

Milica Markovic, California State University Sacramento, Professor

Ximera is an OER development platform created by Ohio State University under an NSF grant. An interactive online textbook created using Latex, Linux, GitHub, and Ximera will be discussed, as well as types of OER software used in the book, such as Desmos, Geogebra, Tikz, and Youtube.

1 Student Equity Centered Course Design

Christina Trunnell, Treasure State Academic Information & Library Services (TRAILS), Statewide OER Coordinator

Presenting a framework for building inclusive content into open educational resources with a focus on integrating student equity and mental health needs into the structure of the course. This session will share a model for implementing this practice as well as examples from a variety of institutions.

Lunch 11:45 am - 1:00 pm

2 A Brief Overview of the US Department of Education investment in Open Education in California

Delmar Larsen, University of California, Davis, Professor
Ron Oxford, West Hills College Lemoore, Librarian

This presentation summarizes the activities and impacts of the US Department of Education inaugural Open Textbook Pilot award to LibreTexts at UC Davis in 2018 and the CC ECHO Consortium lead by West Hills College Lemoore in 2021. LibreTexts will provide an overview of the current state of construction, curation, adaptation, and adoption efforts, with an emphasis on activities in California. The CC ECHO consortium, made up of four California Community Colleges, is creating culturally relevant OER materials for 20 courses with high LatinX enrollments. The OER that is developed will have a diversity, equity, and inclusion lens and fill OER gaps at community colleges.

2 Lightning Round A: Topic 1 - Extending UTAUT Toward Acceptance of OER in the Context of Higher Education.

Samia Almousa, University of Leeds & PNU, PhD student & Lecturer

This presentation will report the findings of the first phase of my PhD research which was a questionnaire method used to evaluate the developed Unified Theory of Acceptance and Use of Technology (UTAUT) model, which were, information quality, culture, and sharing. This model has been tested using SEM AMOS which has the ability to estimate and present the model.

Topic 2 - OER - IN or OUT? Can Affordable Learning Solutions Contribute to Student Resilience and Learner Success?

Elaine Correa, Bakersfield, Professor and Chair, OER Ambassador
Alexander Reid, California State University, Bakersfield, Assistant Professor of CAFS

What do Open Educational Resources (OER) offer students who experience limited access to technology to learn? In a global pandemic, how can affordable learning solutions sustain academic quality, ensure affordability, and contribute to high degree completion rates for all students?

4 Lightning Round B: Topic 1 - OPoliSci.com

Josue Franco, Cuyamaca College, Assistant Professor

Open Political Science, or OPoliSci for short, explores open educational resources (OER) and practices (OEP) for political science faculty and students. The mission of OPoliSci is to serve as a stable repository of political science OER materials, promote the curation and creation of political science OER materials, and facilitate the exploration of OEP.

Topic 2 - New OER: Information Literacy for Any Discipline

Cynthia Mari Orozco, East Los Angeles College, Librarian
Aloha Sargent, Cabrillo College, Librarian
Kelsey Smith, West Hills College Lemoore, OER Librarian

The presenters will showcase the new OER textbook, Introduction to College Research, highlighting the ways librarians and other faculty? who teach students about research and information literacy can adopt this book and its supplementary Canvas modules in their courses.

1 Lightning Round C:

Topic 1 - Incorporating Student-Generated OER into Organic Chemistry Labs

Krystal Grieger, North Dakota State University, Graduate Student

This presentation addresses integrating a student-generated OER project into a chemistry majors' organic chemistry laboratory. This scaffolded project consisted of six phases, each with peer review, thus allowing for multiple opportunities for peer feedback and engagement. Further details about this project including student perceptions and cognitive gains will be presented.

Topic 2 - Journey of an OER Student Advocate

Gloria Carbajal, Skyline College, Student/ZTC Student Advocate

Ame Maloney, Skyline College, Faculty Services Librarian

OER programs aim to reduce financial barriers to higher education, ensure day-one course material access, and ultimately facilitate equitable student degree attainment in higher education. Skyline College OER Student Advocate, Gloria Carbajal, shares her OER journey and demonstrates the integral role students hold in campus OER program outreach and success.

6 UDL, SLO, OEP - the Alphabet Soup of Good Course Design

Amanda Taintor, Reedley College, Student Learning Outcomes Coordinator, DE Coordinator

Suzanne Wakim, ASCCC OERI, Project Facilitator

How can we design courses to engage and provide diverse mechanisms for students to demonstrate learning accurately? The answer? Open Educational Practices (OEP), Universal Design for Learning (UDL), and Student Learning Outcomes (SLO). This session provides a framework empowering learners through designing content, increasing student choice, and encouraging critical thinking.

4 Leveraging OER to Explore the Impact of Student Engagement With In-Context Online Discussion

Marc Facciotti, University of California, Davis, Associate Professor

We describe the construction and use of an introductory biology library in the LibreTexts platform and our use of this resource to explore how in-context discussion, facilitated by the NotaBene toolkit, can impact student engagement and learning.

4 New OER Textbooks in Political Science

Dino Bozonelos, Victor Valley College, Professor, Political Science

Josue Franco, Cuyamaca College, Assistant Professor

Kau Vue, Fresno City College, Lecturer

Masahiro Omae, San Diego City College, Academic Senate President

Panel discussion on two recent OER textbooks in Political Science.

2 OLI: An OER Learning Platform That Can Work For You

Robert Hoople, SUNY-Oneonta, Psychology Professor

A general overview of the Open Education learning platform by Carnegie Mellon University known as Open Learning Initiative (OLI) using specifically the Introductory Psychology course. The presentation will include a synopsis, demonstration, and discussion of application not only to the Introductory Psychology model, but information as to several different OLI courses available among many academic disciplines such as Computer Science, Data Science, Language, Life Sciences, Physical Sciences, Social Science, and Technology and Design.

5 Pressbooks and LibreTexts: Juxtaposing Different Approaches for at-scale Creation, Curation, and Distribution of OER

James Glapa-Grossklag, College of the Canyons, Dean
Delmar Larsen, University of California, Davis, Professor
Hugh McGuire, Pressbooks, Founder and CEO

This panel focuses on a comparative discussion of the similarities and differences of the two most-popular OER textbook platforms available today - LibreTexts and Pressbooks. Emphasis will be placed on how each platform facilitates construction, curation, adaptation, and adoption of OER content.

1 Teaching Open: Active Strategies for Bringing Students Into Working Open

Cynthia Mari Orozco, East Los Angeles College, Librarian/Associate Professor

Informed open pedagogy is teaching that actively engages students in concepts around open education so that students can decide on their own how to participate in working open. This session covers strategies for libraries and instructors to teach open education concepts with particular attention to guided pathways.

2 Equity From the Start - Accelerating Access to Materials that Students Need to Succeed

Maritez Apigo, Contra Costa College, OER Coordinator, DE Coordinator, & English Professor

Edward Haven, Contra Costa Community College District, OER Manager

Scott Hubbard, Los Medanos College, OER Coordinator

Joanna Miller, Contra Costa Community College District, Dean of Distance Education

Rick Robison, Contra Costa Community College District, Dean of Library and Distance Education

Lindsey Shively, Contra Costa Community College District, Librarian

Faculty and staff from three colleges describe how they joined forces to transform small, independent OER efforts into a \$500,000 districtwide program for student equity that is supported throughout the district. The presentation includes the program description, evolution, funding, success data, student comments, and take-aways for other colleges.

6 Information and Communication Technology Literacy for Women in Sustainable Employment

Lesley Farmer, CSULB, Professor of Library Media

ICT literacy is increasingly vital in the workplace, To address that need, WISE (Women in) Sustainable Employment Pathways builds digital equity for women seeking nontraditional careers. As part of this effort, MERLOT's ICT literacy project developed training modules, self-paced tutorials, and bookmark collections to support workplace ICT AND media literacy.

3 Open Education Networks are Vital to the Sustainability of OER

Karen Cangialosi, RLOE/CCCOER, Program Director, Regional Leaders of Open Education

Kim Grewe, Northern Virginia Community College, Instructional Designer/Professor
Deidre Tyler, Salt Lake Community College, Professor of Sociology

The OE Global/CCCOER Regional Leaders of Open Education Network (RLOE) network brings together leaders from across North American institutional and regional boundaries to support the implementation of Open Ed initiatives. Networked leaders collaborate to build strategic plans and continue to work to sustain long-term institutional goals for open education.

6 Open for Antiracism: Using Open Education to Support Antiracist Teaching

Una Daly, Open Education Global, Director, Community College Consortium for OER
James Glapa-Grossklag, College of the Canyons, Dean
Kim Grewe, Northern Virginia Community College, Instructional Designer/Professor
Joy Shoemate, College of the Canyons, Educational Administrator, Director of Online Education, Division of Learning Resources

The Open for Anti-Racism program supports faculty aiming to leverage Open Education to make teaching antiracist. During this session, you will learn about the genesis of the Open for Anti-Racism program, examples of changes that participants made to their teaching and how they used OER to make their classes antiracist.

2 Saddleback College: Building Zero Textbook Cost Momentum Over 5 Years

Nicole Major, Saddleback College, Assistant Professor, Sociology/Aging Studies;
ZTC Co-Chair

Jennifer Pakula, Saddleback College, Asst.Professor, Economics; ZTC Co-Chair

The OER/ZTC movement has grown exponentially at Saddleback. Join us for a presentation on how we started with only six OER faculty and advanced OER/ZTC on our campus to now offer 22 ZTC Degree/Certificate Pathways. Topics include: beginning stages, building relationships around campus, stipends, marketing, and data.



THURSDAY
AUGUST 5, 2021

BREAKOUT SESSION 5 10:00 AM - 10:45 AM

3 Creating a Sustainable Faculty Oriented OER Process to Transition Classes to OER

Kevin Flash, Sacramento City College, Dean Learning Resources
Rebecca Goodchild, Sacramento City College, Librarian
Antonio López, Sacramento City College, Public Services Librarian

This presentation discusses creating a sustainable OER infrastructure that supports faculty engagement in OER at a California Community College. As part of the US Department of Education grant with LibreText Sacramento City College developed a process assisting instructors to understand OER, and to create OER Textbook maps to transition their classes.

2 Cultivating Your Village of OER Support

Ame Maloney, Skyline College, Faculty Services, Librarian
Bianca Rowden-Quince, Skyline College, Faculty Instructional Designer

What's in a village of OER support? Skyline College's OER village includes commitment to student success, outreach, & partnership. Our village thrives on equity, courage, and intention toward cultivating a flourishing OER community.

OER awareness, knowledge, and skill-building positively influences student choice and faculty voice. Ready to cultivate your OER village?

4 Easy Pathways for Finding Free and Open Educational Resources with MERLOT

Gerry Hanley, MERLOT-SkillsCommos, Executive Director

MERLOT's SmartSearch makes it easy to find OER resources for you to reuse/revise within MERLOT and simultaneously searching over 75 other free and open online libraries - a one-stop shopping spot for OER. The workshop will walk participants through the multiple filtering strategies to target the type of instructional materials they want.

1 Open Pedagogy/Antiracist Pedagogy

Sharon Sampson, Grossmont College, Asst. Professor
Cindy Stephen, College of the Canyons, Faculty

This session will feature an interactive opportunity for participants to explore Antiracist Pedagogy by interrogating whose voices are amplified and erased in the creation and adoption of knowledge. This session will illustrate how to decolonize one's curriculum to actualize epistemological disruption in the course design. Through an Open Pedagogy framework, participants will learn how to realign the power dynamics in the classroom between faculty and students.

5 Put Yourself Into It! A Case Study of Personalizing OER for a Research Methods Course

Shelli Wynants, Cal State Fullerton, Faculty, Child & Adolescent Studies
& Director, Online Education and Training

This case study examines student experiences and learning outcomes derived from replacing a commercial textbook with OER (remixed by instructor into interactive

lessons) in an undergraduate research methods course. Quantitative and qualitative study results, the benefits of OER for both instructors and students, and future recommendations will be shared.

BREAKOUT SESSION 6 11:15 AM - 12:00 PM

3 A Process for Sustaining OER

Josue Franco, Cuyamaca College, Assistant Professor

OER adopters and creators need to see themselves as sustainers. Sustaining OER requires maintaining a network of collaborators, an online presence, version updates, and support for new adopters and creators. This presentation shares two use cases for sustaining an OER textbook and OER textbook equivalent.

2 California Dreaming - Non-monetary Incentives to Encouraging Faculty Adoption of OER

Shagun Kaur, ASCCC OERI, Project Facilitator

Michelle Pilati, ASCCC OERI, Faculty Coordinator

Shelli Wynants, Cal State Fullerton, Faculty, Child & Adolescent Studies
& Director, Online Education and Training

Despite the potential of OER to not only decrease costs for students, but to increase student success, OER efforts are often not well-funded. How do California's public higher education systems create incentives for faculty to adopt OER? This presentation will share approaches employed by California colleges and universities.

Lightening Round A:

Topic 1 - 5 Assessing the Impact of the Zero-Cost Course Materials (ZCCM) Grant

Elizabeth Salmon, University of California, Merced, Research Services Librarian

UC Merced's Zero-Cost Course Materials (ZCCM) grant program launched in 2018 to promote the use of OER and library e-resources. This lightning talk presents the challenges and successes of the ZCCM grant program, and preliminary data exploring cost savings, use and perception of zero-cost materials, and impact on student success.

Topic 2 - 3 OER/C-ID Global Climate Crisis: Sustainable Teaching-Learning Resources

Elaine Bernal, CSU Long Beach, Faculty

Tara Bunag, Modesto Junior College, Chemistry Instructor

Kevin Crane, Diablo Valley College, Student

Ana Garcia-Garcia, Monterey Peninsula College, Science Faculty

Fred Hochstaedter, Monterey Peninsula College, Faculty

Ngozi Oniya, Adelphi University, Lecturer

Ron Rusay, Diablo Valley College/Chemconnections.org, Principal Investigator/
Professor Emeritus

Sustainability is a crucial concern for not only OER, but for open education, students, and everyone on our planet. An OER/C-ID Global Climate Initiative is described that can offer relevance and currency to instructors for many of the more than 350 C-ID courses, beginning with C-ID Chem100, Chemistry & Society.

4 Lightning Round B:

Topic 1 - RedeSIGNING OER: A Closer Look at Digital Media in OER Development

Christopher Pinto, Citrus College, American Sign Language Professor

This presentation will showcase how to utilize current technological resources when designing OERs. As an American Sign Language instructor, Christopher has designed over 60 videos prioritizing a visually-centered education using multiple digital media platforms. This presentation will detail the useful strategies he has discovered as an OER content creator.

Topic 2 - Texas Learn OER

Judith Sebesta, Digital Higher Education Consortium of Texas, Executive Director

Join us (virtually) in the Lone Star State for a quick tour of Texas Learn OER, a set of ten peer-reviewed, openly licensed, self-paced modules for faculty, staff, and administrators that can be remixed and adapted for any college/university and/or state.

2 Making OER Discoverable in Alma/Primo

Ryan Edwards, West Los Angeles College, Systems and E-Resources Librarian

To increase the visibility and use of OER resources, I saw the opportunities to activate OER resources in Alma and exploit them in Primo's Resource Recommender service as well as submit a new idea to ExLibris's Content Idea Exchange to add LibreTexts vast collection to Ex Libris's CDI.

Lunch 12:00 pm - 1:00 pm

INTERIM KEYNOTE 1:00 PM - 2:00 PM

A New Frontier for OER: Notes from an Erstwhile Policymaker and Current Enthusiast

Lark Park, California Education Learning Lab, Director

Theresa Dykes, California State University Operations and Fiscal Administrator

James Glapa-Grossklag, College of the Canyons, Dean

Delmar Larsen, University of California, Davis, Professor

Michelle Pilati, ASCCC OERI, Faculty Coordinator

Shelli Wynants, Cal State Fullerton, Faculty, Child & Adolescent Studies
& Director, Online Education and Training

Lark Park will review how Sacramento considers state investments into open educational resources, and discuss how the waves of technology, post-pandemic pedagogy, and diversity, equity, and inclusion can intersect to accelerate a new frontier for OER.

BREAKOUT SESSION 7 2:15 PM - 3:00 PM

5 A People's History of Structural Racism in Academia: From A(dministration of Justice) to Z(oology) - An Open Educational Project Created by the People for the People

Erica Abke, Sonoma State University, Student

Eliana Dimopoulos, College of Marin, Assistive Tech Specialist Student Accessibility

Susan Rahman, College of Marin, Faculty

Prateek Sunder, College of Marin, Student

Structural racism played a large role in the creation and development of higher education in the United States. From its inception, it was created to better white

men in order to create a stronger nation. Along the way the doors opened to people of color and women but its foundation is rooted in white male supremacy. This project involved in depth research into the ways in which structural racism shapes the current iteration of higher education. From Administration of Justice to Zoology we explored examples of structural racism, demographics of faculty in specific disciplines, and how the maintenance and domination of whiteness as the norm has excluded others and limited the scope and breadth of specific disciplines as a result. This project highlights these findings and offers a path forward to a more inclusive academia.

1 Partnering Local to Create Statewide Impact : CalPIRG Students and Librarians Align to Motivate Action

Aanvi Jhaveri, University of California, San Diego, Student
Allegra Swift, UC San Diego, Scholarly Communications, Librarian

Textbook affordability mattered before the pandemic but is even more crucial to address as student financial instability increases and an all-time record-high number of applicants from traditionally marginalized groups apply to the UC. Learn how student activists and librarians inspire action on campus while advocating change to the UC Regents.

2 Supporting Student Success through OER for Online Learning and Beyond

Amee Evans Godwin, Institute for the Study of Knowledge Management in Education (ISKME), VP, Research & Development
Cynthia James, Institute for the Study of Knowledge Management (ISKME),
Director of Research
Kelsey Smith, West Hills College Lemoore, OER Librarian

ISKME, in collaboration with West Hills College Lemoore, will present research on how California's community colleges are meeting the heightened demand for flexible OER that can be immediately integrated into course management systems and adapted to meet learners where they are—culturally, financially, and academically.

4 The Textbook Moves in: Bringing OER into Canvas

Anna Mills, City College of San Francisco, English Instructor, English Discipline Lead for ASCCC OERI

Considering adopting an OER textbook? One benefit of OER is platform flexibility, which means we can bring these books right into the learning management system we and our students already know. There might be a textbook for you already available on Canvas Commons; we will show how to search for one. If there isn't, you can easily import one. I will show how to import any textbook available on LibreTexts.org into Canvas and embed specific pages into week-by-week course modules. That way, students can do their reading without leaving their Canvas course. They can move from textbook to coursework and back without leaving a module. Finally, I will show how to search for and share Canvas quizzes, assignments, and discussions to go with the textbook. We will have time to try these practices out and ask questions.

5 When Solutions Can't Be Bought: The Role and Importance of OER in Bridging Resource Gaps

Tomoko Bialock, University of California, Los Angeles, Japanese Studies Librarian
Jennifer Chan, UCLA, Scholarly Communication, Librarian

OER are frequently viewed as supplement or replacement to existing resources, but in fields where digital resources are scarce, OER serve as powerful foundations that expand and diversify the canon of academe. In this case study, librarians from UCLA will share their experience creating a Japanese-language OER of student-authored work.

6 Big Ideas in Cosmology: An Interactive Open-Access Curriculum for College Students

Kim Coble, San Francisco State University, Professor of Physics & Astronomy

Informed by our research on student understanding of the structure, composition, and evolution of the universe, Big Ideas in Cosmology is an immersive set of open-access learning modules that integrates text, figures, visualizations, interactive tasks, and astronomical data, transforming courses to an engaging format that builds important STEM skills.

2 Creating a Culture of Open with the Community College Consortium for Open Educational Resources (CCCOER)

Walter Butler, Pasadena City College, Librarian

Una Daly, Open Education Global, Director, Community College Consortium for OER

James Glapa-Grossklag, College of the Canyons, Dean

Barbara Illowsky, De Anza College, Professor, Emerita

Suzanne Wakim, ASCCC OERI, Project Facilitator

CCCOER is a community of practice, founded in California, whose mission is promoting open education to improve student equity and success. Members across North America collaborate on open education policies, practices, and educational materials. Learn about the opportunities to grow an open culture at your campus with our CCCOER panel.

2 OER For Career And Technical Education With Skillscommons: More Than Course Content

Gerry Hanley, MERLOT-SkillsCommos, Executive Director

SkillsCommons (www.skillscommons.org) provides easy access to OER that can be reused/revise in advanced manufacturing, healthcare, professional services, agriculture, construction, and many more CTE programs as they move online due to the COVID pandemic. SkillsCommons also provides OER for designing apprenticeship programs, career navigation, and other support services for student success.

4 OpenCommEd.org: “Opening” Communication Studies through Faculty Collaboration and Support Materials

Kristine Clancy, Golden West College, Professor, Department Chair, Campus OER Liaison

OpenCommEd.org was started to help faculty find Communication Studies OERs and share ancillary and support content. This presentation focuses on the process of curating and sharing materials showcasing what is available on the website and what was learned getting it up and running.

1 Student-Generated OER Through Collaborative Instructional Design

Lesley Farmer, CSULB, Professor of Library Media

OERs have greater impact when students can contribute to generative instructional design to act upon those OERs in personally meaningful ways and generate new information in the form of OERS. This session details how classroom teachers, librarians and students can collaborate to facilitate student-generated OERs.



FRIDAY
AUGUST 6, 2021

BREAKOUT SESSION 9 10:00 AM - 10:45 AM

2 ADAPT and LibreStudio: Building the Textbook of the Future with a Next Generation OER Homework System

Delmar Larsen, University of California, Davis, Professor

This presentation will showcase the ADAPT homework system with LibreStudio sponsored by the California Education Learning Lab. We will demonstrate how to use ADAPT to augment existing and newly constructed OER textbooks with summative exercises and embed them in LMSs, LibreTexts textbooks, in a stand alone application and in-class clickers.

5 Adopting OER Virtual Labs in Chemistry - Why and How

Elaine Bernal, CSU Long Beach, Faculty
Gerry Hanley, MERLOT-SkillsCommos, Executive Director

The workshop will review how to use MERLOT's virtual labs, how they were integrated into California State University, Long Beach Intro to Chemistry courses, and will present findings about the student learning benefits of using virtual labs.

6 An OER Virtual Resource Library is VITaL

Ethan Garcia, Instructional Designer/Educational Technologist | Librarian/Media Specialist, Media Production Specialist

Sean Hauze, San Diego State University Director, Instructional Design & Academic Media

Linda Woods, San Diego State University, Instructional Designer

The SDSU Virtual Immersive Teaching and Learning (VITaL) initiative led to the creation of several virtual reality applications and 3D simulations. Our latest AL\$ initiative explores options for enhancing the existing materials, creating supplemental support materials and lessons that are open and available to more users, and evaluating the impact on student learning.

4 Assessing OER Needs for High Enrollment Classes at Institutions of Higher Learning.

Angela Chikowero, UCSB, Research & Engagement Librarian

This presentation aims to share information on how institutions of higher learning can utilize assessments to determine various Open Educational Resources (OER) initiatives.

1 Inclusion, Diversity, Equity, and Anti-Racism - Developing a Process for Improving OER

Michelle Pilati, ASCCC OERI, Faculty Coordinator

Sharon Sampson, Grossmont College, Asst. Professor

Suzanne Wakim, ASCCC OERI, Project Facilitator

One of the benefits of adopting OER is the ability to make it better. The ASCCC OERI has developed a process for reviewing and improving existing OER with respect to Inclusion, Diversity, Equity, and Anti-Racism (IDEA). Join us to learn about the ASCCC OERI's IDEA Audit and our next steps in improving OER and instruction.

Online Educational Resources 2035 or Sooner, but Now is Preferred

Keith Curry, Compton College, President

Theresa Dykes, California State University Operations and Fiscal Administrator

James Glapa-Grossklag, College of the Canyons, Dean

Delmar Larsen, University of California, Davis, Professor

Michelle Pilati, ASCCC OERI, Faculty Coordinator

Shelli Wynants, Cal State Fullerton, Faculty, Child & Adolescent Studies
& Director, Online Education and Training

What does the future of OER look like at your institution? How can aspirational goals create momentum in the OER movement? In this keynote address, Dr. Keith Curry shares Compton College's OER goals as well as how constituent groups are working together to identify the barriers to universal OER adoption and take the necessary steps to draft a realistic implementation plan. In achieving its OER goals, Compton College will serve as an example of how to advance the widespread use of OER in the California Community Colleges and beyond.

Lunch 12:15 pm - 1:00 pm

5 Lightening Round A:

Topic 1 - OER - The Gateway to Inclusive Classroom Collaboration.

Joel Nkounkou, ecoText, Inc, CEO

Nelson Thomas, ecoText, Chief Marketing Officer

Kolby Tracey, ecoText, VP of Growth

This workshop will introduce how ecoText brings OER to life and aids in creating more learning moments. With an emphasis on the 5 R's of OER (retain, reuse, revise, remix, redistribute), this workshop will demonstrate the impact of technology that enables dynamic collaboration, customization of OER, and contributions of derivatives.

Topic 2 - OER in the LMS for Concurrent Enrollment

Dan McGuire, SABIER, Executive Director

Lisa Lucas Hurst, Southwest Minnesota State University, Assistant Professor of English

OER used in Concurrent Enrollment courses provide significant benefit to all parties involved - the sponsoring university, the university faculty, the high school, the high school teacher, and most importantly, the high school student. This session will demonstrate how to ensure those benefits are realized.

4 How to Customize, Remix, and Distribute Textbooks of the Future within the LibreTexts Platform

Delmar Larsen, University of California, Davis, Professor

This presentation will focus on how faculty and authors can leverage the largest repository of living OER content available today with over 300,000 online pages of content for building customized textbooks. After a general overview of the project, audience will learn how to use the OER Remixer to drag-and-drop existing content into new organizations and learn of the new Content Modulation Editing (CME) infrastructure to guide effective, legal, and ethical remixing of content from different licensing. We will debut the new “LibreLens” application that facilitates intra-page cross-licensing remixing efforts that tracks content origin, authorships, and attributions.

2 The OER+ Model, A Pathway to Widespread OER Adoption

Lora Elliott, panOpen, VP of Sales

Julie McBurney, panOpen, Learning Solutions Specialist

Faculty are more interested than ever in using OER, but it’s growth is impeded by its lack of technology and human support. panOpen addresses these challenges by delivering peer-reviewed OER along with the tech, ease-of-use, and support that faculty and students expect from their learning materials.

End of event. Thank You!

KEYNOTE SPEAKERS

HAL PLOTKIN

Hal Plotkin is a writer, journalist, activist and former government official at the local and federal levels. During the Obama administration, Mr. Plotkin served as the Senior Policy Advisor in the Office of the Under Secretary of Education, which oversees all federal higher education programs and policies.

Mr. Plotkin was one of the early leaders of the international OER movement. In 2003, he authored the first board policy at a community college in the United States that promoted the use of OER while serving as a member and then president of the Silicon Valley-based Foothill-De Anza Community College District Governing Board. He is currently Senior Scholar at ISKME.

Mr. Plotkin has authored more than 650 articles for a variety of outlets, including Harvard Business School Publishing, Inc. magazine, SFGate.com, the website of the San Francisco Chronicle, and International Business magazine. He was a founding editor of the public radio program Marketplace, the former Silicon Valley Correspondent for CNBC.com, and Senior Open Policy Fellow at Creative Commons USA from 2014-2017. Mr. Plotkin earned his A.A. from Foothill Community College and his B.A. from San Jose state University. He is the first graduate of Foothill College ever elected to its governing board.

LARK PARK

Lark Park is the director of the California Education Learning Lab. Lark was a senior advisor for policy in the Office of Governor Edmund G. Brown Jr. until October 2018, where she worked on higher education, workforce development and childcare/early learning issues since 2015. Between 2011 and 2015, Lark served as a deputy legislative affairs secretary in the Governor's office, focusing on health and human services issues. Between 2002 and 2010, Lark worked for the California State Legislature, primarily as

a policy consultant. She has worked in business and technology journalism, management and technology consulting, and also served as a writer in the White House during the first Clinton administration. She holds a Master of Arts in English from Georgetown University, and a Bachelor of Arts in English from the University of California, Berkeley. Since June 2017, she has served on the University of California Board of Regents.

KEITH CURRY

Dr. Curry is the President/CEO of the Compton College and Compton Community College District (CCCD). Compton College is the 114th California Community College, achieving initial accreditation status on June 7, 2017. Dr. Curry is responsible for overseeing all departments and functions of Compton College and Compton District. He brings an abundance of energy and innovative ideas to Compton College, along with a wealth of experience as a postsecondary education administrator.

As President/CEO for Compton College, Curry is responsible for promoting student enrollment, success and retention, while working with the college's vice presidents to develop strategic plans and procedures that enhance their academic and student services programs. Curry is dedicated to the development of new programs and the redirection of existing programs to meet the instructional and student services needs of Compton College students. He is personally invested in delivering on the mission of Compton College, which is to offer a welcoming environment where the diversity of its students is supported in pursuing and attaining academic and professional excellence.

Dr. Curry is an active member of the Foundation for Compton Community College District, the Association of California Community College Administrators, the California Community College Athletic Association, the Statewide Association of Community Colleges (SWACC), the Hope Center for College, Community, and Justice Advisory Board, and the President's Roundtable. He has participated on Accrediting Commission for Community and Junior Colleges (ACCJC) Visiting Teams, most recently for San Quentin University Prison Project.

In 2018, Dr. Curry received the Harry Buttimer Distinguished Administrator Award. It is the most prestigious award given by the Association of California Community College

Administrators (ACCCA), paying tribute to those administrators who demonstrate integrity, principle, compassion, strength in leadership, and who have made significant contributions to the college district and community. At the 2019 Community College League of California (CCLC) Annual Conference, Dr. Curry was honored as one of three 2019 Champions of Equity by the Campaign for College Opportunity and the National Association of Latino Elected and Appointed Officials (NALEO) Educational fund.

In June 2020, Dr. Curry was invited by Governor Newsom's Senior Policy Advisor for Higher Education Lande Ajose to serve on the California Higher Education Recovery with Equity Task Force.

Dr. Curry earned his doctorate in educational leadership from the University of California, Irvine, and a bachelor's degree in American studies from the University of California, Santa Cruz.

PRESENTERS

Erica Abke, Sonoma State University, Student
Samia Almousa, University of Leeds & PNU,
PhD student & Lecturer

Maritez Apigo, Contra Costa College, OER
Coordinator, DE Coordinator, & English
Professor

Elaine Bernal, CSU Long Beach, Faculty

Tomoko Bialock, University of California, Los
Angeles, Japanese Studies Librarian

Dino Bozonelos, Victor Valley College,
Professor, Political Science

Tara Bunag, Modesto Junior College, Chemis-
try Instructor

Walter Butler, Pasadena City College, Librarian

Karen Cangialosi, RLOE/COCOER, Program
Director, Regional Leaders of Open Education

Gloria Carbajal, Skyline College, Student/ZTC
Student Advocate

Jennifer Chan, UCLA, Scholarly Communica-
tion Librarian

Angela Chikowero, UCSB, Research
& Engagement Librarian

Kristine Clancy, Golden West College, Profes-
sor, Department Chair, Campus OER Liaison

Kim Coble, San Francisco State University,
Professor of Physics & Astronomy

Elaine Correa, Bakersfield, Professor and
Chair, OER Ambassador

Kevin Crane, Diablo Valley College, Student

Keith Curry, Compton College, President

Una Daly, Open Education Global, Director,
Community College Consortium for OER

Eliana Dimopoulos, College of Marin, Assistive
Tech Specialist Student Accessibility

Ryan Edwards, West Los Angeles College,
Systems and E-Resources Librarian

Lora Elliott, panOpen, VP of Sales

Amee Evans Godwin, Institute for the Study
of Knowledge Management in Education
(ISKME), VP, Research & Development

Marc Facciotti, University of California, Davis,
Associate Professor

Lesley Farmer, CSULB, Professor of Library
Media

Kevin Flash, Sacramento City College, Dean
Learning Resources

Josue Franco, Cuyamaca College, Assistant
Professor

Ethan Garcia, Instructional Designer/Educa-
tional Technologist | Librarian/Media
Specialist, Media Production Specialist

Ana Garcia-Garcia, Monterey Peninsula
College, Science Faculty

Rebecca Goodchild, Sacramento City College,
Librarian

Kim Grewe, Northern Virginia Community
College, Instructional Designer / Professor

Krystal Grieger, North Dakota State
University, Graduate Student

Gerry Hanley, MERLOT-SkillsCommos,
Executive Director

Sean Hauze, San Diego State University,
Director Instructional Design & Academic
Media

Edward Haven, Contra Costa Community
College District, OER Manager

Fred Hochstaedter, Monterey Peninsula
College, Faculty

Robert Hoople, SUNY-Oneonta, Psychology
Professor

Scott Hubbard, Los Medanos College, OER
Coordinator

Barbara Illowsky, De Anza College, Professor,
Emerita

Aanvi Jhaveri, University of California, San
Diego, Student

Cynthia Jimes, Institute for the Study of
Knowledge Management (ISKME), Director
of Research

Shagun Kaur, ASCCC OERI, Project Facilitator

Antonio López, Sacramento City College,
Public Services Librarian

Lisa Lucas Hurst, Southwest Minnesota State
University, Assistant Professor of English

Nicole Major, Saddleback College, Assistant
Professor, Sociology/Aging Studies; ZTC
Co-Chair

Ame Maloney, Skyline College, Faculty
Services Librarian

Milica Markovic, California State University
Sacramento (Sacramento State), Professor

Julie McBurney, panOpen, Learning Solutions
Specialist

Dan McGuire, SABIER, Executive Director

Hugh McGuire, Pressbooks, Founder and CEO

Joanna Miller, Contra Costa Community
College District, Dean of Distance Education

Anna Mills, City College of San Francisco,
English Instructor/English Discipline Lead
for ASCCC OERI

Joel Nkounkou, ecoText, Inc, CEO

Ngozi Oniya, Adelphi University, Lecturer

Masahiro Omae, San Diego City College,
Academic Senate President

Cynthia Mari Orozco, East Los Angeles
College, Librarian/Associate Professor

Ron Oxford, West Hills College Lemoore,
Librarian

Jennifer Pakula, Saddleback College, Assis-
tant Professor, Economics; ZTC Co-Chair

Jennifer Paris, ASCCC OERI, Regional Lead

Lark Park, California Education Learning Lab,
Director

Christopher Pinto, Citrus College, American
Sign Language Professor

Hal Plotkin, Institute for the Study of Knowl-
edge Management in Education, Senior
Scholar

Susan Rahman, College of Marin, Faculty

Alexander Reid, California State University,
Bakersfield, Assistant Professor of CAFS

Rick Robison, Contra Costa Community
College District, Dean of Library and
Distance Education

Bianca Rowden-Quince, Skyline College,
Faculty Instructional Designer

Ron Rusay, Diablo Valley College / Chem-
connections.org, Principal Investigator/
Professor Emeritus

Elizabeth Salmon, University of California,
Merced, Research Services Librarian

Sharon Sampson, Grossmont College, Asst.
Professor

Aloha Sargent, Cabrillo College, Librarian

Judith Sebesta, Digital Higher Education
Consortium of Texas, Executive Director

Lindsey Shively, Contra Costa Community
College District, Librarian

Joy Shoemate, College of the Canyons,
Educational Administrator, Director of
Online Education, Division of Learning
Resources

Kelsey Smith, West Hills College Lemoore,
OER Librarian

Cindy Stephen, College of the Canyons,
Faculty

Prateek Sunder, College of Marin, Student

Allegra Swift, UC San Diego, Scholarly
Communications Librarian

Amanda Taintor, Reedley College, Student
Learning Outcomes Coordinator, DE
Coordinator,

Nelson Thomas, ecoText, Chief Marketing
Officer

Kolby Tracey, ecoText, VP of Growth

Deidre Tyler, Salt Lake Community College,
Professor of Sociology

Christina Trunnell, Treasure State Academic
Information & Library Services (TRAILS),
Statewide OER Coordinator

Kau Vue, Fresno City College, Lecturer

Suzanne Wakim, ASCCC OERI, Project
Facilitator

Linda Woods, San Diego State University,
Instructional Designer

SPONSORS



THE MICHELSON 20MM
FOUNDATION



CAL OER ORGANIZING COMMITTEE

Delmar Larsen, University of California, Davis,
Professor

Peter Brantley, University of California, Davis,
Director Online Strategy

Michelle Pilati, ASCCC OERI, Faculty
Coordinator

James Glapa-Grossklag (College of the
Canyons)

Leslie Kennedy (CSU AL) California State
University Assistant Vice Chancellor,
Academic Technology Services

Theresa Dykes, California State University
Operations and Fiscal Administrator

Shelli Wynants, Cal State Fullerton, Faculty,
Child & Adolescent Studies & Director,
Online Education and Training

CAL OER

info@caloer.org www.caloer.org/home