

Innovation Program Project Report

1. Executive Summary

The executive summary previews the main points of the report in non-technical language. It contains enough information to generally familiarize a reader with the report, but it should NOT simply be an outline of the report. It should be no more than 1/10 the length of the report.

Open educational resources are teaching and learning resources that are both no-cost and give permission to retain, reuse, revise, remix, and redistribute (Wiley, 2014). Even with UW-Stout's textbook rental program, maintaining a low cost for our students is a challenge, especially considering that prices for college textbooks have increased faster than the rate of tuition and inflation (Kingkade, 2013). With the goal of continuing to provide innovative and cost-effective educational resources that support faculty academic freedom and advance student learning, the **Stout Open for Learning and Value in Education (SOLVE) pilot has successfully achieved the following key outcomes:** Faculty commitment to convert 4 course sections to an open textbook, saving \$10,321.95; faculty and staff professional development via presentations and workshops, reaching approx. 50 UW-Stout employees and students; pre-survey of campus-wide OER awareness and analysis of results; acceptance to present on SOLVE pilot at the Office of Professional and Instructional Development (OPID) Spring Conference, April 13-15, Green Lake, WI; membership in the Open Textbook Network, ensuring ongoing professional development for Stout faculty and staff.

A next phase is planned and will include: Conversion of all sections of the 4 pilot courses to open textbooks, saving \$185,505; post-survey on campus-wide OER awareness and comparison analysis with pre-survey and dissemination of findings; new e-reader contract implemented, ensuring a campus-wide content delivery mechanism for both traditional publisher digital resources and open educational resources.

2. Purpose and Objectives

This section should include information about the problem(s) the project is addressing, the staff, or team, involved in the project, and/or the community or customer it will serve. Include information about the existing technology or science involved in addressing the problem(s). If there is no information available about a background topic, explain why not and how your team is making its research on the problem available.

The average U.S. undergraduate student spends over \$1,200 each year on books and supplies (The College Board, 2014-15). In contrast, a typical UW-Stout student pays only \$165.36 each year through segregated fees that support a textbook rental system. Maintaining this low cost for our students is a challenge, especially considering that prices for college textbooks have increased faster than the rate of tuition and inflation (Kingkade, 2013). Specifically, textbook prices have increased 1,041% since 1977 (Popken, 2015). In addition, traditional textbooks have fixed and copyright-protected content, which limits faculty academic freedom to remix or revise a resource so that it aligns with curricular outcomes. Stout's goal aligns with the Innovation Fund initiative to continue providing innovative and cost-effective educational resources that support

faculty academic freedom and advance student learning, including digital technologies and no-cost and openly licensed solutions like Open Educational Resources (OER).

UW-Stout's operational definition of OER follows Wiley's (2014) characterization: OER are teaching and learning resources that are both no-cost and give permission to retain, reuse, revise, remix, and redistribute. OER include "full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge" (Hewlett, 2013). They are largely available in digital format, making them broadly accessible to students and faculty via the Internet. UW-Stout's *eStout program* provides every undergraduate with a laptop for use inside and outside the classroom, which will help ensure student access to OER. Other universities have experienced significant cost-savings and improved student learning outcomes by adopting OER (e.g., Pawlyshyn, Bradlee, Casper, & Miller, 2013).

OER provide a no-cost, high-quality option to deliver instructional resources to students via Internet and electronic platforms. This is especially important given the high cost of typical, for-purchase college textbooks. With the viability of OER, there is now an "opportunity cost" to consider—when funding is directed toward purchasing a textbook it cannot be used for other benefits, such as adaptive learning that uses computers as interactive teaching devices, that support higher quality learning outcomes and increase accessibility.

OER allow faculty to revise and remix content, enhancing their academic freedom to customize course resources. Further, this customization will help faculty efficiently deliver course content and meet course-specific learning outcomes.

Professional development opportunities to educate faculty/staff about OER included a campus-wide presentation and workshop for pilot faculty (held at UW-Stout on Dec. 3), and community of practice (scheduled for academic year 2016-17). IRS academic staff received training in OER to ensure program sustainability—IRS staff, in collaboration with the OER Task Force, will provide ongoing faculty support.

UW-Stout's *electronic textbook initiative* has provided a solid infrastructure for the OER pilot. Through the voluntary e-textbook program, faculty in one-third of all courses use digital resources as primary course content.

3. Organization and Approach

This section of the report explains in task orientated terms how the research activities of the project were conducted. List which research methods were used, if applicable, to achieve results and why they were chosen by the team.

Stout Open for Learning and Value in Education (SOLVE) pilot program objectives:

- Recruit faculty to participate in open educational resources (OER) pilot.

- Provide faculty professional development regarding OER and use of open textbooks.
- Provide instructional support staff professional development to ensure sustainable OER program.
- Enhance campus-wide awareness and perceptions about OER.
- Measure baseline campus-wide awareness and perceptions regarding OER.

SOLVE pilot program activities and outcomes:

- 28 faculty signed up and 15 attended the Open Textbook Workshop, held at UW-Stout on Dec. 3.
- 17 staff and administrators attended a general Open Educational Resource session, held at UW-Stout on Dec. 3. An additional 4 faculty attended an “Are You Open: Exploring Open Educational Resources to Enhance Learning and Value” during UW-Stout’s professional development week, Jan. 12.
- 11 of the 15 faculty Open Textbook Workshop attendees completed a review of an open textbook in the Open Textbook Library.
- 4 of the 15 faculty have committed to adopt an open textbook in Summer or Fall 2016. See appendix for cost savings analysis.
 1. Jennifer Grant, BIO 132, one section, Summer 2016, *Anatomy and Physiology*.
 2. Seth Berrier, CS 248, one section, Summer 2016, *The Missing Link: An Introduction to Web Development and Programming*.
 3. Peter Olson, ENGL 111, one section, Fall 2016, *Literature, the Humanities, and Humanity*.
 4. Michael Mensink, PSYC 110, one section, Summer 2016, *Psychology*.
- The 4 faculty adopting an open textbook and 4-6 additional faculty will be recruited to participate in a Digital Teaching and Learning community of practice during academic year 2016-17. See appendix for community of practice outline.
- Two IRS staff attended the 12th Annual Open Education Conference (November 18-20, 2015) to build knowledge about models for broad adoption and use of OER, assessment on the impact of OER on learning outcomes and cost, and future directions.
- The SOLVE pilot project was covered in 4 national news outlets and on local television. See appendix list.
- See “Analysis and Findings” section for discussion of measuring baseline campus awareness of OER.

4. Analysis and Findings

In this section, describe research findings, state resources, and list major discoveries, innovative approaches and solutions, and accomplishments made by the project team. Also, please detail approaches, discoveries, or strategies that did not work or that did not meet the expectations of the team as outlined in the initial project submission document. Explain why things didn't work as initially planned by your team and how you are planning to mitigate this. Remember that this should not be construed as a failure; instead a valuable finding that can be used in the future.

Please also detail any risks to the project if you were to move forward with it. Actions to contain or mitigate these risks should also be identified and reported.

Pre-survey of Campus-wide OER Awareness

IRS disseminated campus-wide pre-surveys in November to gauge student, faculty, staff, and administrator awareness and perceptions of OER. The survey questions were largely based on a national survey done by Allen and Seamen (2014).

In collaboration with the UW-Stout Planning, Assessment, Research and Quality office, a stratified random sample of 35% of all students and 50% of faculty, instructional academic staff, and academic staff was prepared.

Faculty survey respondents = 21% (87/419); student respondents = 20% (621/3115).

The vast majority of both instructors and students were either not aware of OER or had heard of OER but did not know much about them (95% of students; 64% of instructors). However, when asked “do you think you will use open educational resources in the next 2 years,” 87% of instructors responded “yes” or “maybe.” When instructors were asked “what do you believe are the 3 biggest challenges to using open educational resources in courses,” the top responses were:

1. Too hard to find what I need
2. No comprehensive catalog of resources
- 3a. Not enough resources in my subject
- 3b. Not high-quality

A post-survey will be disseminated in April-May, 2016. See appendix for additional summary of pre-survey data.

Survey of Faculty Workshop Attendee OER Intentions

Following the open textbook workshop and open textbook review, 13 of the 15 faculty participants indicated “yes” or “maybe” when asked if they plan to adopt an open textbook. Four of these faculty have committed to adopt an open textbook in Summer or Fall 2016.

Cost Savings Analysis

With the conversion of one section each for BIO 132, CS 248, ENGL 111, and PSYC 110 during Summer or Fall 2016, the **pilot program savings will total \$10,321.95.**

With the conversion of all sections of these four courses, **projected savings for 2016-17 will total \$185,505. See appendix for additional cost savings details.**

Dissemination Plans

UW-Stout will be presenting a poster about the “Stout Open for Learning and Value in Education” pilot project at the UWS Office of Professional and Instructional Development (OPID) Spring Conference, April 13-15, Green Lake, WI. Additional presentations and publications will be planned, based on the post-survey of OER awareness and the learning assessments conducted by the faculty community of practice participants. IRS will work with the UW-Stout communications office on additional press releases that profile the faculty who are adopting and implementing OER in 2016-17.

5. Conclusions and Recommendations

In this section, state conclusions made by the team at the close of the project based on analysis and findings. Also describe the recommended next steps, if any, for the project. Please note that, at this time, there is no confirmation of on-going or additional funding for the Innovation Program. However, if additional funding were available, please detail what your team would need to continue with the project.

Additionally, how would you make your idea/your project extensible to other campuses for wider use across the UW System? Have you and your team taken future growth into consideration in order to make your project more widely applicable to others moving forward?

NOTE: Underlined items in this section reflect future funding needs.

Responses on the pre-survey point to the overall limited OER awareness coupled with an intention to use OER in the near future. IRS will continue to offer both individual and group information sessions and training to help faculty identify and implement OER.

The Digital Teaching and Learning community of practice participants will produce products that will support next phases of the SOLVE program:

- Best practices for identifying, customizing, implementing, and reflecting on use of digital and other educational technology tools.
- Implementation and assessment plans for a digital or other educational technology tool (e.g., open educational resource, digital textbook, adaptive learning), including identification of the tool, rationale for selection, plan to integrate into classroom using best practices, plan to assess learning outcomes, process for reflection.

The Stout Open for Learning and Value in Education (SOLVE) pilot will continue into a next phase over the next 12-18 months. Activities will include the following:

- Model for OER implementation that can be scaled up to include additional UW-Stout faculty and courses and shared with other UW campuses. IRS staff will present a

poster session at the UWS Office of Professional and Instructional Development (OPID) Spring Conference, April 13-15, Green Lake, WI.

- Increased campus awareness and improved perceptions of OER. IRS staff will distribute the post-survey on campus-wide OER awareness and compare results to the pre-survey data. Findings will be shared with the OER Task Force and other UW-Stout stakeholders, as well as considered for additional external presentations or publications. We will also consider activities to coincide with the national Open Education Week, March 7-11, 2016.
- Faculty advocates who can support peer adoption of OER. The faculty who participate in the Digital Teaching and Learning community of practice and adopt an open textbook will become advocates and models for other faculty considering open resources. The learning outcome assessment studies that result from the community of practice will be shared campus-wide and considered for external presentations or publications. Given the success of the stipend model, additional faculty stipends to incentivize open textbook adoption may be sought.
- Publications or presentations to relevant groups. As noted, further analysis and research findings resulting from the pre- and post-survey on OER awareness and the faculty participants in the community of practice will be shared with internal and external stakeholders. This may include need for travel funding to disseminate findings.
- IRS staff will continue building knowledge of OER to ensure a sustainable program. As part of joining the Open Textbook Network, we will attend the 2016 Open Textbook Network Summer Institute (OTNSI16) and Summit from August 8-11 at the University of Minnesota. Expenses for one IRS staff will be covered by OTN; IRS will consider whether funding is available for additional staff training.
- A new e-reader contract will be implemented, ensuring a content delivery mechanism for both traditional publisher digital resources and open educational resources. A per-student platform fee will be charged to deliver OER to students in a consistent and transparent manner.

6. Appendices

See attached.

- Budget (Requested, Awarded, Actual)
- Team Members
- Cost Savings
- Pre-Survey Findings
- Media Coverage
- Open Textbook Network Members
- OPID Spring Conference Poster Acceptance
- Digital Teaching and Learning – Community of Practice Outline

FINAL PRESENTATION – QUESTIONS:

Would you and/or your team be interested in organizing a 5-minute presentation describing your project at the Spring 2016 ITMC Conference scheduled for April 18-19 in Wisconsin Dells?

- Yes, I/our team will give an in-person, 5-minute presentation at the Spring ITMC Conference in April.
- Yes, I/our team will give a virtual, 5-minute presentation at the Spring ITMC Conference in April.
- Yes, I/we approve of having our ITMC presentation recorded for posting on the website.
- No, I/our team declines the opportunity to give a 5-minute presentation at the Spring ITMC Conference.

UW-Stout will be presenting a poster about the “Stout Open for Learning and Value in Education” pilot project at the UWS Office of Professional and Instructional Development (OPID) Spring Conference, April 13-15, Green Lake, WI. We do not have the financial or time resources to make an additional trip/presentation within the same month. See appendix for presentation acceptance documentation.

UWS Innovation Fund - Instructional Resources Service, Bob Butterfield, *Stout Open for Learning and Value in Education (SOLVE)*

	Proposed Budget	Awarded Budget	UW-Stout Match	Actual Expenditures	Notes
Personnel					
Faculty stipends - adopt and implement open textbook (\$900 each x 5, paid as overload)	4,500	4,500		4,240.00	\$1,060 x 4 faculty committed to adopt open textbook, join Community of Practice
Faculty stipends - review open textbook (\$200 each x 15, paid as overload)	3,000	3,000		2,200.00	\$200 x 11 faculty completed a review
N TLC Community of Practice Faculty Stipends				1,060.00	Stipends for 3-4 additional faculty who join Community of Practice
Fringe Benefits					
Faculty	UW-Stout		Fringe benefits		
Supplies/Expenses					
UW-Stout membership in International Council for Open and Distance Education	1,700	Redirected funds to travel; per approval by Sasi Pillay, 10/22/2015			
Attendance at Open Education Conference	3,498	1,700	3,040	1,700.00	Partial staff attendance supported by grant: \$349 registration; \$538.05 airfare; \$935.28 lodging; \$472.50 meals and incidentals. Instructional Resources Service covered remaining costs for 2 total staff attendance.
Membership in Open Textbook Network (2015-2018)	5,000	5,000		5,000.00	
Total	17,698	14,200		14,200.00	

Stout Open for Learning and Value in Education (SOLVE) Team Members

Open Textbook Network, University of Minnesota

David Ernst, Executive Director, Open Textbook Network, University of Minnesota,
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Open Educational Resources (OER) Task Force, UW-Stout

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Kate Kramschuster, Educational Materials Center Librarian, kramschusterk@uwstout.edu,
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Jamison Patrick, Instructional Designer, UW Stout Online, patrickj@uwstout.edu, 715/232-5501

Douglas Stevens, Director (Retired January 2016), UW Stout Online, stevensdo@uwstout.edu,
715/232-5269

Instructional Resources Service, UW-Stout

Bob Butterfield, Director, Instructional Resources Service, butterfieldr@uwstout.edu, 715/232-
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Heather Johnson Schmitz, Digital Resources Specialist, Instructional Resources Service,
johnsonschmitzh@uwstout.edu, 715/232-5540

UWS Innovation Fund - Instructional Resources Service, Bob Butterfield, *Stout Open for Learning and Value in Education (SOLVE)*

**Summer and Fall 2016 -
Innovation Fund Pilot**

	Current book cost	Enrollment	Sections	Cost Savings
BIO 132	134	24	1	\$ 3,216.00
CS 248	46.09	25	1	\$ 1,152.25
ENGL 111	44.95	26	1	\$ 1,168.70
PSYC 110	159.5	30	1	\$ 4,785.00
				\$ 10,321.95

**Projections for Fall 2016 - Next
Phase**

	Current book cost	Enrollment	Sections	Cost Savings
BIO 132	134	24	7	\$ 22,512.00
CS 248	46.09	25	1	\$ 1,152.25
PSYC 110	159.5	30	18	\$ 86,130.00
				\$ 109,794.25

**Projections for Spring 2017 -
Next Phase**

	Current book cost	Enrollment	Sections	Cost Savings
BIO 132	134	24	5	\$ 16,080.00
CS 248	46.09	25	1	\$ 1,152.25
ENGL 111	44.95	26	5	\$ 5,843.50
PSYC 110	159.5	30	11	\$ 52,635.00
				\$ 75,710.75

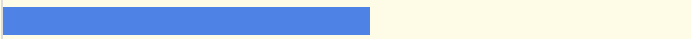



Total Projected Savings with Open Textbooks (2016-2017)	\$ 195,826.95
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Stout Open for Learning and Value in Education (SOLVE) Pre-Survey Findings





Question: How aware are you of Open Educational Resources (OER)?

OER are defined as teaching, learning, and research resources that, unlike traditionally copyrighted material, are available for "open" use, which means users can edit, modify, customize, and share them. OER are typically available at no-cost.

Students

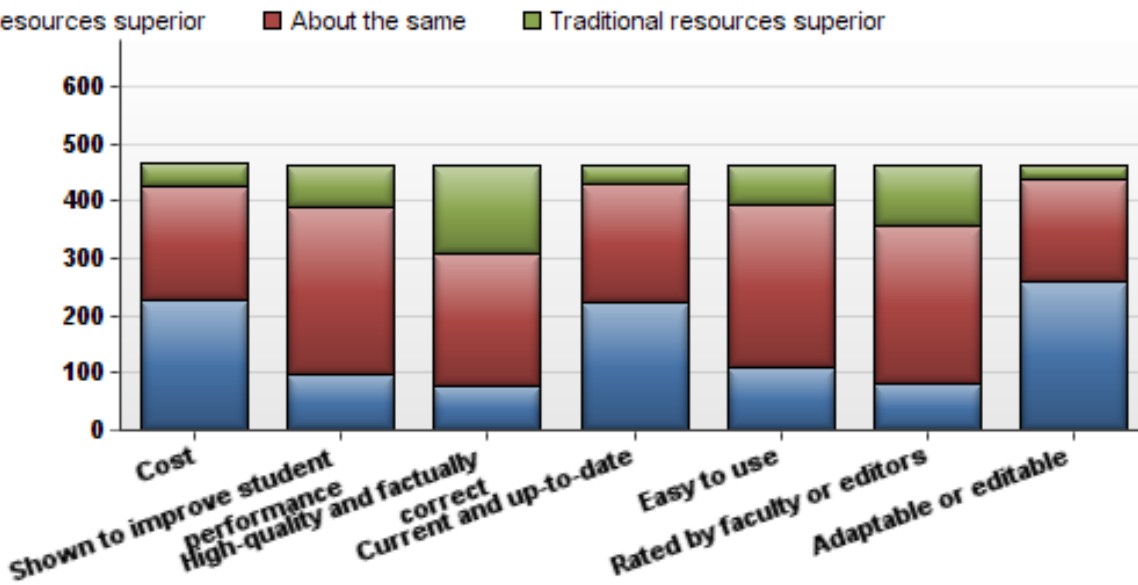
Answer		Response	%
I am not aware of OER		399	77%
I have heard of OER, but don't know much about them		92	18%
I think an instructor used OER in one of my Stout classes		24	5%
I know an instructor used OER in one of my Stout classes		3	1%
Total		518	100%

Faculty

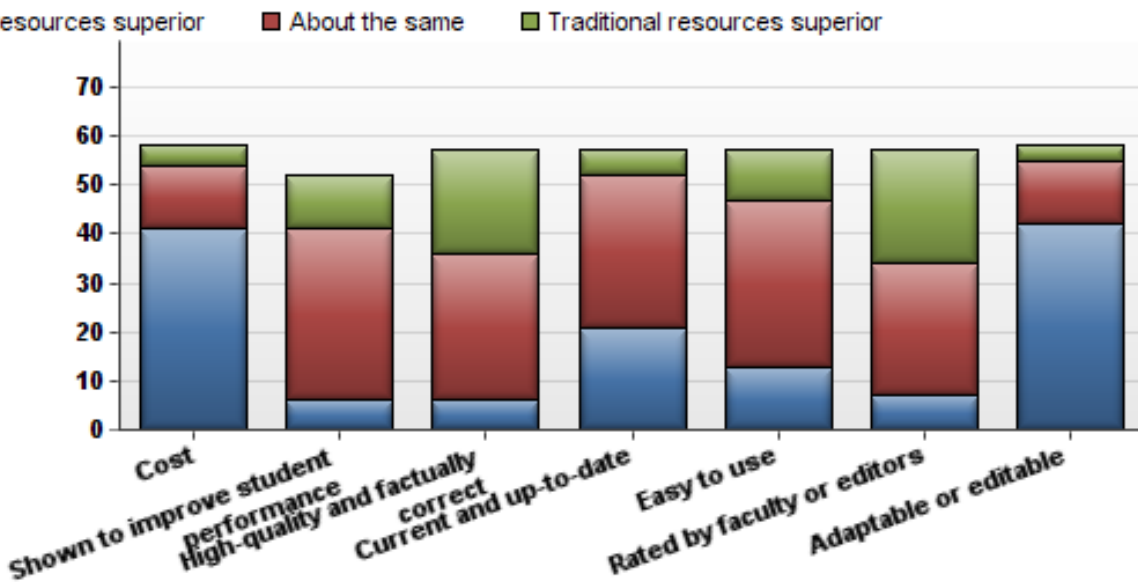
Answer		Response	%
I am not aware of OER		20	24%
I have heard of OER, but don't know much about them		34	40%
I am aware of OER and some of their uses		25	29%
I am very aware of OER and know how they can be used in the classroom		6	7%
Total		85	100%

Question: Having read the description of an Open Educational Resource (OER), how would you estimate the quality of OER compared to traditional course resources based on the following dimensions:

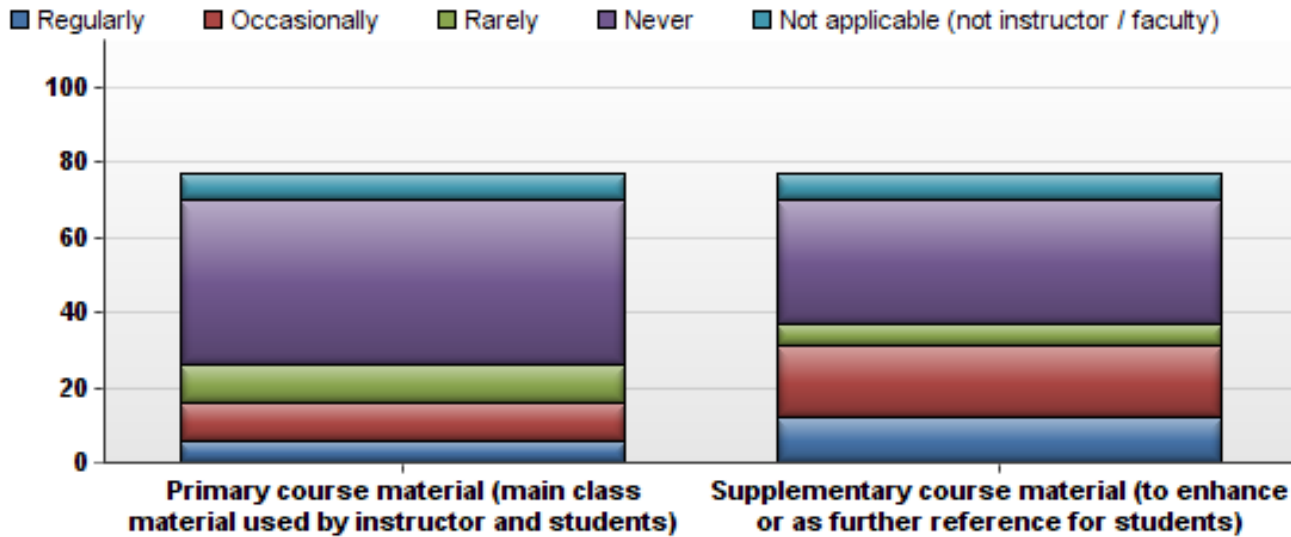
Students



Faculty



Question: Have you used open educational resources in either of the following ways?



Question: Which of the following types of open educational resources have you used? (Select all that apply.)

Answer	Response	%
Images	23	66%
Video lectures or tutorials	22	63%
Audio podcasts	15	43%
Homework exercises	14	40%
Slides and class presentations	13	37%
Open textbooks or chapters from open textbooks	12	34%
Software	11	31%
Infographics	11	31%
Lesson plans	8	23%
Interactive games or simulations	7	20%
Elements of a course (e.g., module or unit)	6	17%
Tests and quizzes	4	11%
Computer code	3	9%
Whole course	1	3%
Other	0	0%

Question: Do you think you will use open educational resources in the next 2 years?

Answer	Response	%
Maybe	30	45%
Yes	28	42%
No	8	12%
Total	66	100%

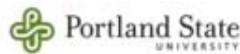
Stout Open for Learning and Value in Education (SOLVE) Media Coverage

- **University Business:** <http://www.universitybusiness.com/news/uw-stout-receives-grant-open-textbook-pilot-program> (10/26/2015)
- **Campus Technology:** <https://campustechnology.com/articles/2015/11/03/u-wisconsin-stout-gets-grant-for-open-textbook-pilot.aspx?admgarea=news> (11/03/2015)
- **eCampus News:** <http://www.ecampusnews.com/top-news/grant-open-textbooks-790/> (11/04/2015)
- **WEAU-TV:** <http://www.weau.com/home/headlines/UW-Stout-receives-Open-Textbook-grant-360512771.html> (12/03/2015)
- **Campus Marketplace**, official newsletter of the National Association of College Stores: https://www.magnetmail.net/actions/email_web_version.cfm?recipient_id=1413470411&message_id=11640602&user_id=NACSTORE&group_id=1152118&jobid=31305406 (12/11/2015)

Open Textbook Network - Members



MACALESTER COLLEGE



Johnson Schmitz, Heather

From: opid conference <opid@union.wisc.edu>
Sent: Friday, December 18, 2015 3:03 PM
To: opid conference
Subject: OPID 2016 Poster Presentation Confirmation

OPID Poster Presentation Announcement:

We are pleased to inform you that your proposal has been selected for a *poster* presentation at the upcoming OPID Spring Conference *Building Community in All Learning Environment* in Green Lake, WI at the Heidel House Resort April 13-15th, 2016.

*Program abstract will be printed as submitted. If you wish to make edits, please send edits to opid@union.wisc.edu by **Friday, January 8, 2016**.*

All poster sessions are scheduled for 75 min and should be designed to be interactive.

Please click on the [registration link](#) to confirm your plans to present and register for the conference no later than **Friday, January 8, 2016**. All poster presenters must be confirmed and registered. **Registering for the conference confirms that you will present at this year's conference.**

The detailed speaker schedule will be posted to the [conference website](#) by Friday, February 12, 2016.

OPID will provide poster stands and push pins for displaying the posters. If you requested technology during the submission process, someone from Conference Services will be in touch to determine your final needs. Free WIFI is available in conference and hotel rooms. Presenters are responsible for providing their own lap top computer and handouts. If you use a Mac computer please remember to bring your own adapter.

In an effort to assure a robust conference experience rich with dialogue we are requesting that presenters make a commitment to participate in the entire event. We look forward seeing you next spring in Green Lake, WI and to an exciting and informative meeting.

Sincerely,
The OPID Conference Planning Committee

Title: Stout "Open" for Learning and Value in Education (SOLVE): An Open Textbook Pilot

Type: Poster presentation

Category: Online, Blended/Hybrid, and Face to Face Learning Environments: With a Focus on Innovation, Community Building, and Assessment of Student Learning

Presenters: Heather Johnson Schmitz, Robert Butterfield

Abstract:

The Stout "Open" for Learning and Value in Education (SOLVE) program, spearheaded by Instructional Resources Service (IRS) who operates Stout's textbook rental program, is supporting the teaching and learning technology environment through a pilot open educational resources (OER) program, specifically focused on open textbooks.

In Fall 2015, IRS staff distributed a survey to gauge faculty, instructional academic staff, and administrator awareness and perceptions of open educational resources. The survey was modeled on a national survey "Opening the Curriculum" (Allen & Seaman, 2014). In addition, we collaborated with Dr. David Ernst, creator of the University of Minnesota's Open Textbook Library, to host an open textbook workshop for Stout faculty and instructors and a separate information session for administrators. Following the workshop, faculty completed a short review of an open textbook, which helped them consider adopting the open textbook for a class. Future steps include supporting faculty who commit to adopt an open textbook for use between Spring-Fall 2016 and re-issuing the OER survey in Spring to determine any changes in OER awareness and perception.

This project is funded in part by a grant award from the UW System Innovation Fund.

Digital Teaching and Learning

Group Leaders:

- Michael Mensink-Learning Outcomes, particularly planning to assess learning outcomes; ancillary and supplementary materials when using open resources.
- Jen Grant-TBD.
- Seth Barrier-Best Practices, particularly to customize OER.
- Peter Olson-TBD.

Purpose: To foster a productive and creative space where individuals can explore the topic of digital and other educational technology tools to support teaching and learning. The group will focus on open educational resources, digital textbooks, and adaptive (or personalized) learning tools. While exploring these educational technology tools, the group will concentrate on two broad areas: Best Practices and Learning Outcome Data.

“Learning is a cognitive process for achieving knowledge, and technology is an enabler of the learning process, meaning that technology is used like any other tool in the education praxis, as is a pencil or a notebook, for example.”

—Aparicio, M., Bacao, F., & Oliveira, T. (2016). An e-Learning Theoretical Framework. *Educational Technology & Society*, 19 (1), 292–307.

Objectives: At the end of this CoP participants will be able to:

1. Delineate best practices for identifying, customizing, implementing, and reflecting on use of digital and other educational technology tools.
2. Create an implementation and assessment plan for a digital or other educational technology tool (e.g., open educational resource, digital textbook, adaptive learning), including identification of the tool, rationale for selection, plan to integrate into classroom using best practices, plan to assess learning outcomes, process for reflection.

Planned resources; additional items to be added as relevant/needed:

- Developing a higher ed course content Strategy: <http://www.universitybusiness.com/article/developing-higher-ed-course-content-strategy>
- Rockinson-Szapkiw, A., Courduff, J., Carter, K., Bennett, D. (2013). Electronic versus traditional print textbooks: A comparison study on the influence of university students’ learning. *Computers and Education*, 63, 259-266.
- Carey, T., Davis, A., Ferras, S., Porter, D. (2015). Using Open Educational Practices to Support Institutional Strategic Excellence in Teaching, Learning & Scholarship. *Open Praxis*, vol. 7 issue 2, April–June 2015, pp. 161–171.
- Brown, M. (2015). Six Trajectories for Digital Technology in Higher Education. EDUCAUSEreview Online. Available <http://www.educause.edu/ero/article/sixtrajectoriesdigitaltechnologyhighereducation>
- Fischer, L. Hilton, J., Robinson, J. Wiley, D. (2015). A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students. *Journal of Computing in Higher Education*, Volume 27, Issue 3, pp 159-172. Available <http://link.springer.com/article/10.1007/s12528-015-9101-x>
- The adoption of mark-up tools in an interactive e-textbook reader: <http://link.springer.com/article/10.1007/s11423-016-9425-x>
- Do the critical success factors from learning analytics predict student outcomes: <http://ets.sagepub.com/content/44/3/273.short>
- An e-learning theoretical framework: http://www.ifets.info/journals/19_1/24.pdf
- Murray, M. C., & Pérez, J. (2015). Informing and performing: A study comparing adaptive learning to traditional learning. *Informing Science: the International Journal of an Emerging Transdiscipline*, 18, 111-125. Retrieved from <http://www.inform.nu/Articles/Vol18/ISJv18p111-125Murray1572.pdf>

Planned Topics:

- Digital Educational Tools: what does this include; how to find; case studies (variety of tools and disciplines)
- OER: basics of creative commons and open copyright; how to find and evaluate quality; how to modify; how to share your modifications back to the community
- E-books: Functionality; research and case studies.
- Adaptive Learning: what does this include; case studies.
- Learning Outcomes: how to plan for assessment; examples

Agenda for the first meeting:

1. Introductions- what are your goals; facilitator backgrounds.
2. Activity- what is digital teaching and learning; what are the tools and strategies (offer definitions, review a few established definitions).
3. Identifying barriers to successful digital tool usage.
4. Brief overview of our schedule.
5. Meeting dates and times; expectations of the CoP.

Fall 2016 Schedule

Meeting #	Date	Topic	Resource/Review	Activity	Prepare for following week
1	September 19				
2	Sept #2			Find article on selected digital tool, summarize	
3	Oct #1				
4	Oct #2				
5	Nov #1				
6	Nov #2				
7	Dec #1				
8	Dec #2				

Spring 2017 Schedule

Meeting #	Date	Topic	Resource/Review	Activity	Prepare for following week
9	Jan #1				
10	Feb #1				
11	Feb #2				
12	March #1				
13	March #2				
14	April #1				
15	April #2				
16	May #1				