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Apr 23rd, 1:00 PM - 4:00 PM

To Encourage is to Organize: Moving Higher Education Towards Open

Karen Lauritsen

Center for Open Education, klaurits@umn.edu

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To Encourage is to Organize: Moving Higher Education Towards Open

Presenter 1 Title

Managing Director, Open Textbook Network

Session Type

Workshop

Abstract

Open textbooks can significantly reduce costs for students, while giving faculty greater control of their course content. The Babson Survey Research Group found a majority of faculty classify cost as “very important” for their selection of required course materials. Yet in that same report, only 10% of faculty reported that they were “very aware” of open educational resources (Opening the Textbook: Educational Resources in U.S. Higher Education, 2017). Knowing this disconnect, how can we encourage higher education to move towards open?

The answer is... one textbook at a time. The Open Textbook Network (OTN) is a community of more than 600 institutions that offers organized programmatic support to increase open textbook adoptions on their local campuses. In addition to building adoption programs, the OTN recently launched The Publishing Cooperative, which supports local open textbook publishing programs. By focusing on open textbooks as a method for moving open education forward, the community has created measurable outcomes that include \$8.5 million in student savings, and a plan to create 20 new open textbooks in two years.

In this workshop, participants will learn more about open textbooks, including how to develop faculty engagement programs and overcome barriers to adoptions. The Open Textbook Library, a comprehensive referatory that makes discovery and access easier, will also be introduced as a key engagement method and resource. Participants will take away strategies for answering tough questions, including those about quality and sustainability.

Location

KIPJ Room EF

Comments

Karen Lauritsen is managing director with the Open Textbook Network, where she collaboratively builds vision and strategy to support open education. She has an MA in Education from UC Berkeley and a for fun degree in improvisation from Second City. She’s given talks at TEDxUCLA, Vancouver Public Libraries, and VALA: Libraries, Technology and the Future, in Melbourne.

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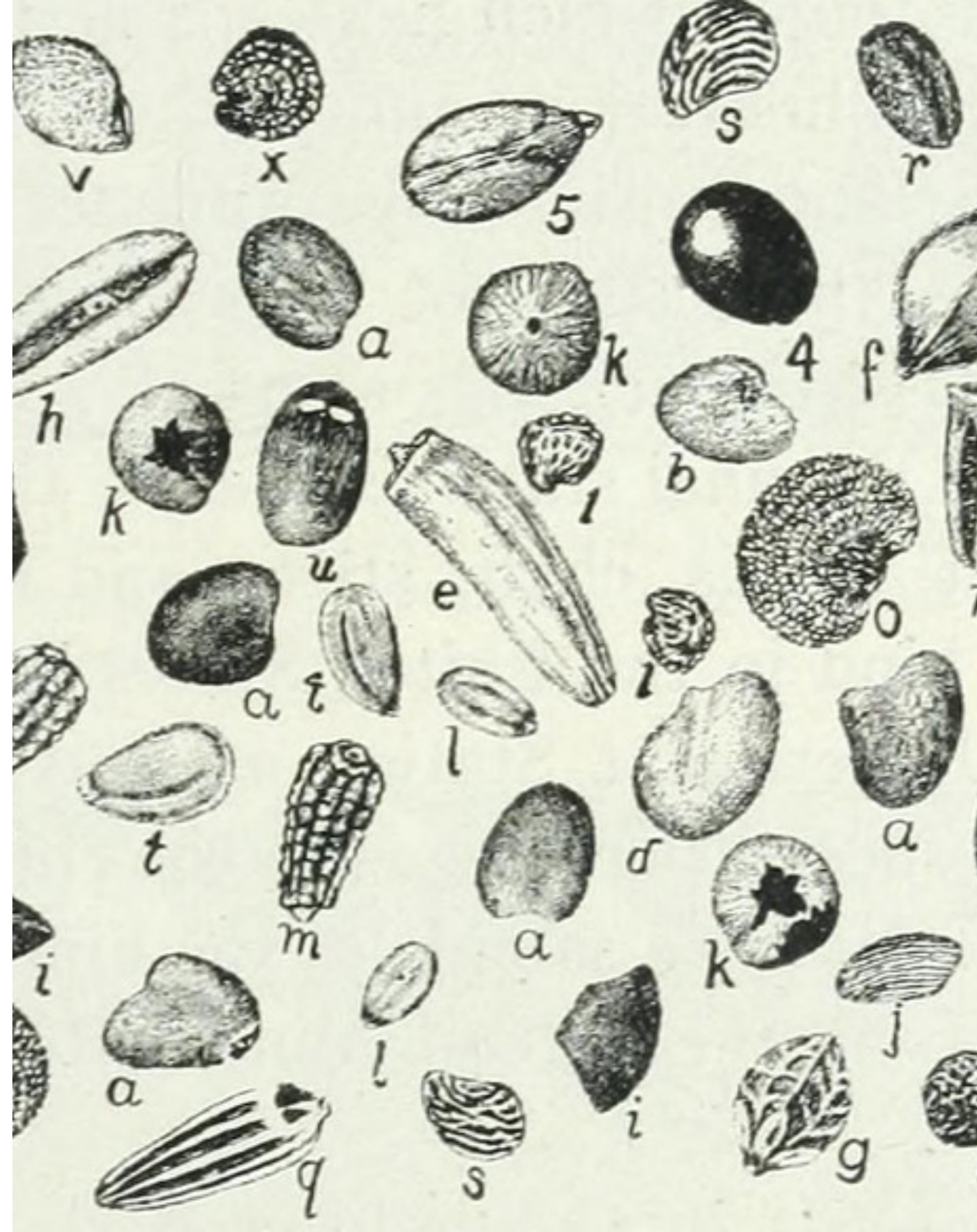


TO ENCOURAGE IS TO ORGANIZE

How do we move higher education towards open?



ONE
TEXTBOOK AT
A TIME!



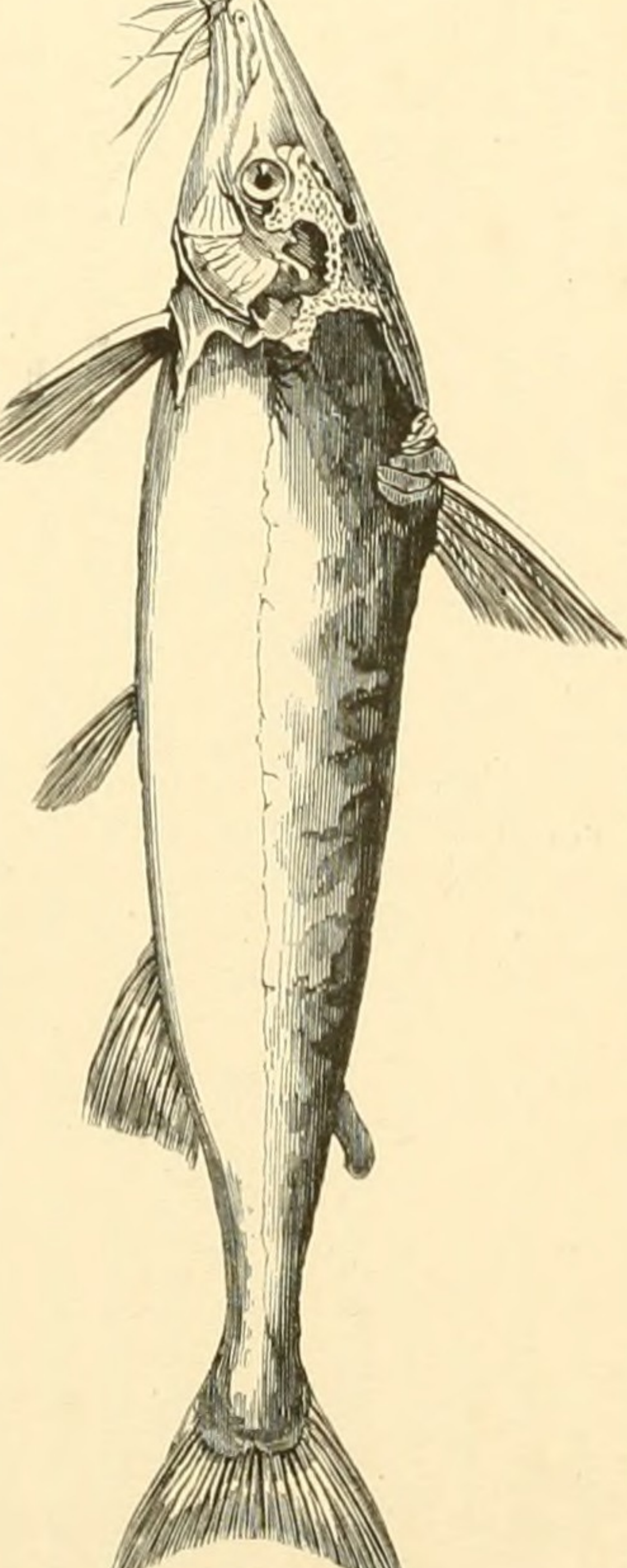
DIGITAL INITIATIVES SYMPOSIUM | APRIL 2018



Karen Lauritsen
Open Textbook Network



“To Encourage is to Organize” is adapted from the OTN Workshop by Dave Ernst (CC BY) and is licensed (CC BY) Karen Lauritsen



OUR GOALS

.....

Learn more about open textbooks, including how to develop faculty engagement programs and overcome barriers to adoptions

Gain familiarity with the Open Textbook Library, comprehensive referatory that makes discovery and access easier, and key engagement method

Take away strategies for answering tough questions, including those about quality and sustainability

Image from page 366 of "Encyclopédie d'histoire naturelle; ou, traité complet de cette science d'après les travaux des naturalistes les plus éminents de tous les pays et de toutes les époques: Buffon, Daubenton, Lacépède, G. Cuvier, F. Cuvier, Geoffroy Sa

OUR TIME TOGETHER

1:00-1:30PM	Welcome + Workshop Goals + Intro to Open Ed
1:30-2:15PM	Identifying obstacles to open textbook adoptions
2:15-2:30PM	Break
2:30-3:30PM	Tools & resources for open textbook programming
3:30-4:00PM	Strategies for addressing common challenges

HELLO!




- | | |
|--|---|
| Peggy Seiden, Swarthmore College | Maura Giles-Watson, USD/CAS & Humanities Center |
| Alejandra Nann, University of San Diego | Annelise Sklar, UC San Diego |
| Shannon Meaney-Ryer, Saint Mary’s College | Susan Rahman, College of Marin |
| Amy Hunsaker, University of Nevada, Reno | Elle Dimopoulos, College of Marin |
| Lee Keene, Whitman College | Amy Sonnichsen, Mount Saint Mary’s University |
| Sonia Robles, Holy Names University | Christie Hurrell, University of Calgary |
| Melissa Cantrell, University of Colorado Boulder | Jennifer Raye, Butler University Libraries |
| Alanna A Moore, UC San Diego | Janice Webb, Coleman University |
| Wendy Walker, University of Montana | Beth Namei, The Claremont Colleges |
| Dave Harmeyer, Azusa Pacific University | Lindsay Van Berkom, University at Albany |
| Vinaya Tripuraneni, University of La Verne | Stephanie Brasley, CSU Dominguez Hills |

BRIEF INTRODUCTIONS

- Name
- Role and Institution
- Local open textbook initiatives, if any



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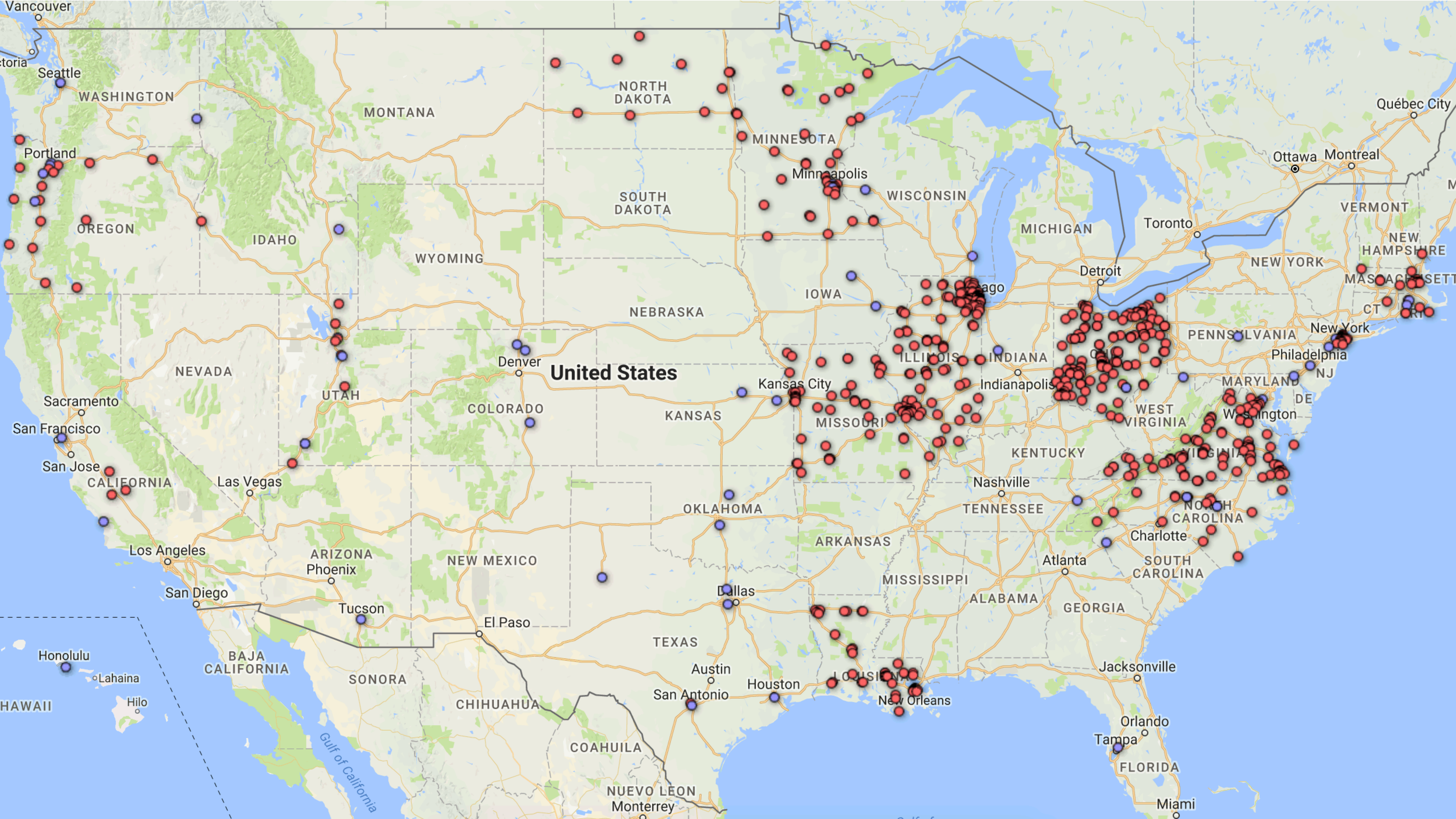
[Initiatives](#)

[Contact Us](#)

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Opening opportunities to the future of education

We believe that the future of education is open. We support initiatives that advance that vision coupled with tangible results that build access to resources, research, and communities committed to open education.



2650 FACULTY 200 WORKSHOPS

*66% workshops given by local staff
45% of faculty who attend workshops say they will adopt
Student savings: \$8.5 million*

\$5M

.....
Federal, state, local programs

United States Senate
WASHINGTON, DC 20510

April 13, 2018

The Honorable Roy Blunt
Chairman
Senate Appropriations Subcommittee on
Labor, Health and Human Services,
Education, and Related Agencies
Washington, D.C. 20510

The Honorable Patty Murray
Ranking Member
Senate Appropriations Subcommittee on
Labor, Health and Human Services,
Education, and Related Agencies
Washington, D.C. 20510

Dear Chairman Blunt and Ranking Member Murray:

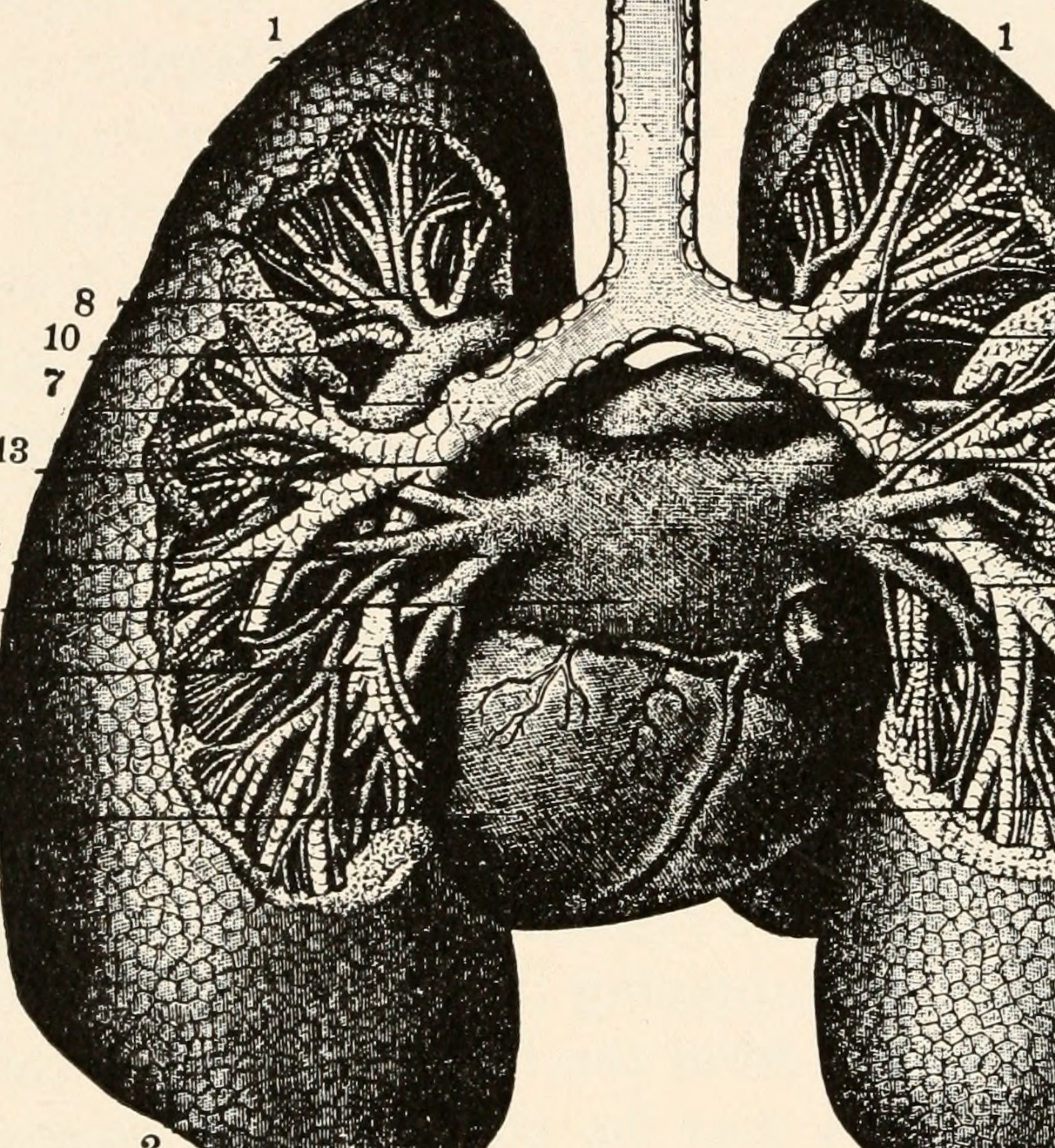
Thank you for providing \$5 million in the recently completed Fiscal Year (FY) 2018 Omnibus appropriations bill for a pilot program to support the creation and expand the sustainable use of quality open college textbooks. We write today to ask that you build on this initial federal investment by including \$10 million in the FY 2019 Labor, Health and Human Services, Education, and Related Agencies (Labor-H) appropriations bill for the pilot program. Open textbooks help make the cost of college more affordable for students and can improve educational outcomes by ensuring students are not forced to do without required course materials due to cost.

Textbook costs are one of the most overlooked costs of going to college, but they can be substantial and create an unnecessary barrier to completion. Unlike tuition and many of the other costs associated with college, students often feel textbook costs up front. The College Board estimates that the average student at a four-year public institution of higher education spent \$1,250 on college books and supplies during the 2017-18 academic year. A single book can often cost hundreds of dollars.

And over the years, those prices have continued to climb. According to the Bureau of Labor Statistics Consumer Price Index, textbook prices increased by nearly 90 percent between 2006 and 2016. As a result of these high costs, some students do not purchase required course materials – putting themselves at an academic disadvantage. A survey by U.S. PIRG found that 65 percent of students decided not to buy a textbook because of the cost and 94 percent of those students worried it would negatively affect their grade.

OPEN EDUCATION





OPEN = FREE + PERMISSIONS

.....

Image from page 365 of "The animals and man; an elementary textbook of zoology and human physiology" (1911)



FREE

.....

No cost

Image from page 89 of "General therapeutics and materia medica: adapted for a medical textbook (Vol 2)" (1853)

PERMISSIONS

.....

copy / share / edit / mix /
keep / use

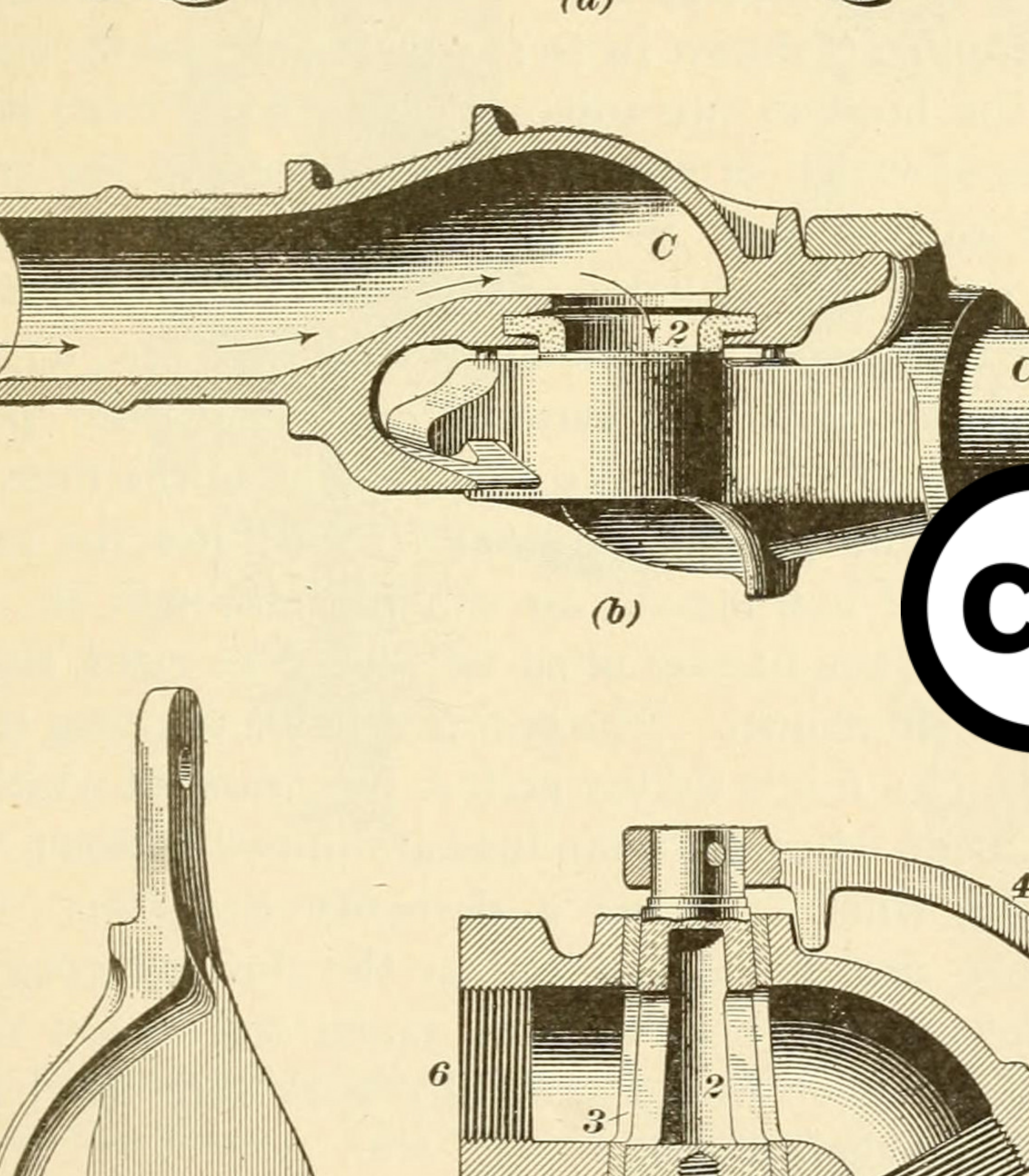


Image from page 258 of "A textbook on the locomotive and the air brake" (1901)



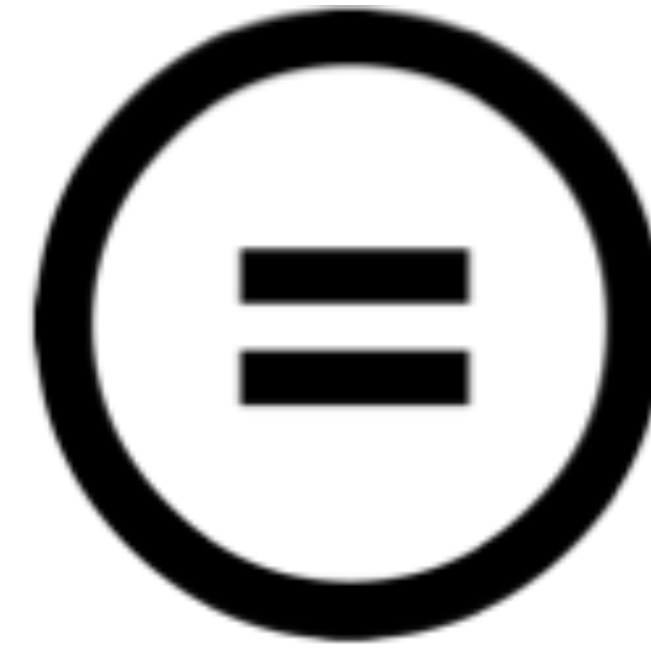
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NC



SA



ND

THE OPEN EDUCATION ECOSYSTEM

- Writing + Publishing
- Adoption
- Adaptation
- Open Pedagogy

THE OPEN EDUCATION ECOSYSTEM

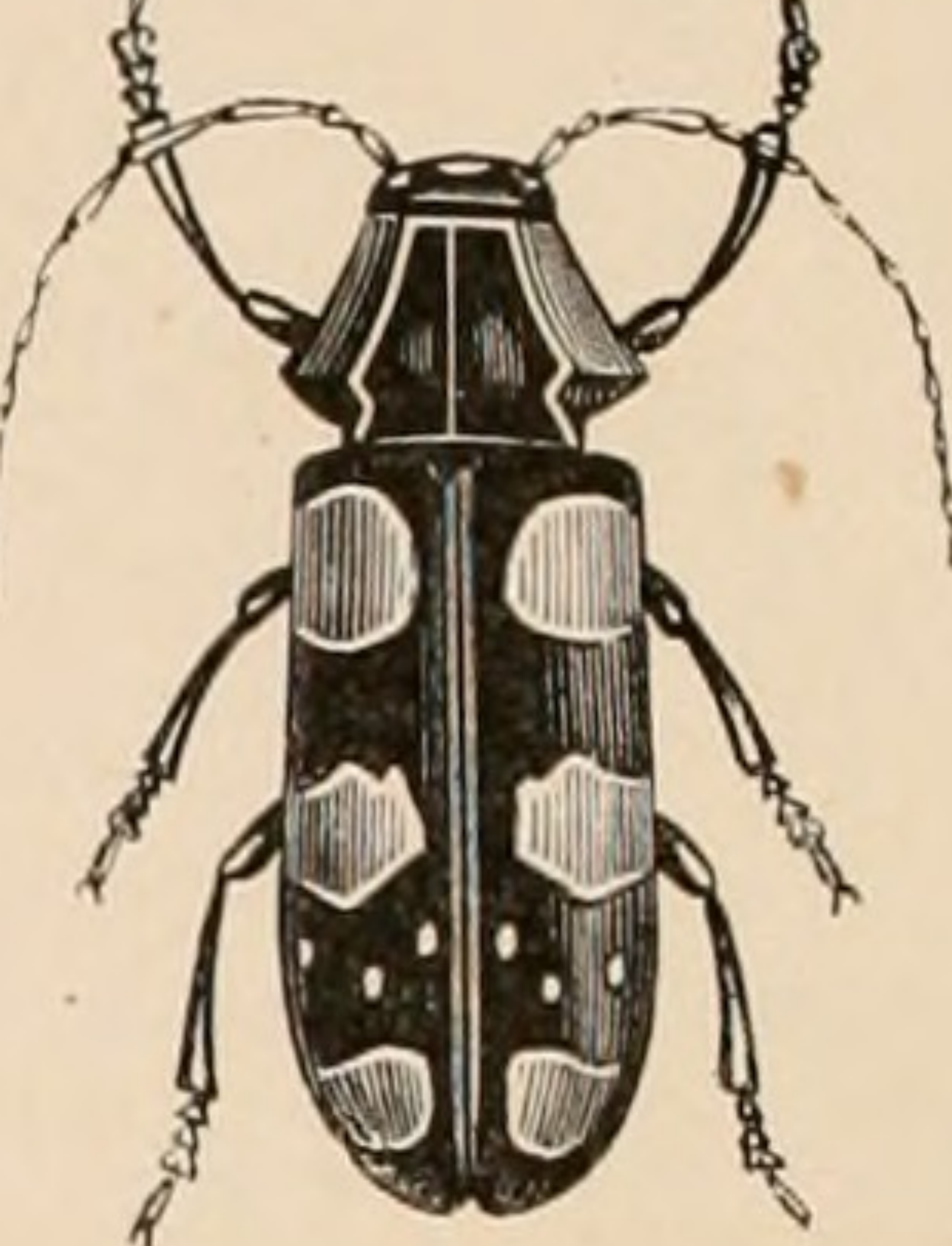
- Writing + Publishing
- Adoption
- Adaptation
- Open Pedagogy

WHY OPEN?

- Facilitates free information exchange
- Allows higher education to take ownership of its content
- Puts faculty at the center
- Sharing is scalable

WHY TEXTBOOKS?

- Hits big pain point – textbook costs
- Faculty understand textbooks
- Faculty know how to adopt textbooks
- Faculty effort (vs. alternatives) is kept at a minimum
- Textbooks can provide content for a complete (or nearly complete) course



BARRIERS TO FACULTY ADOPTION

Image from page 371 of "Encyclopédie d'histoire naturelle; ou, traité complet de cette science d'après les travaux des naturalistes les plus éminents de tous les pays et de toutes les époques: Buffon, Daubenton, Lacépède, G. Cuvier, F. Cuvier, Geoffroy Sa

ON YOUR OWN...

1. Reflect on barriers that may keep faculty from adopting open textbooks.
2. Write one barrier per sticky note
Go for quantity, not quality
There are no right answers
3. In 5 minutes, share at your table.

TABLE DISCUSSION

1. Each person share barriers at table.
2. What are **commonalities**?

Group into common themes

Name each theme

3. Select someone to report in 10 min.

SHARE

What common themes did you identify?

Are there concerns or nuances you want to acknowledge?

CULTURE

Fear of change



Not aware of others adopting

- Some might not want to admit

Current solutions are already in place (library textbook reserves)

Confusion between open and online

Consistency between departments

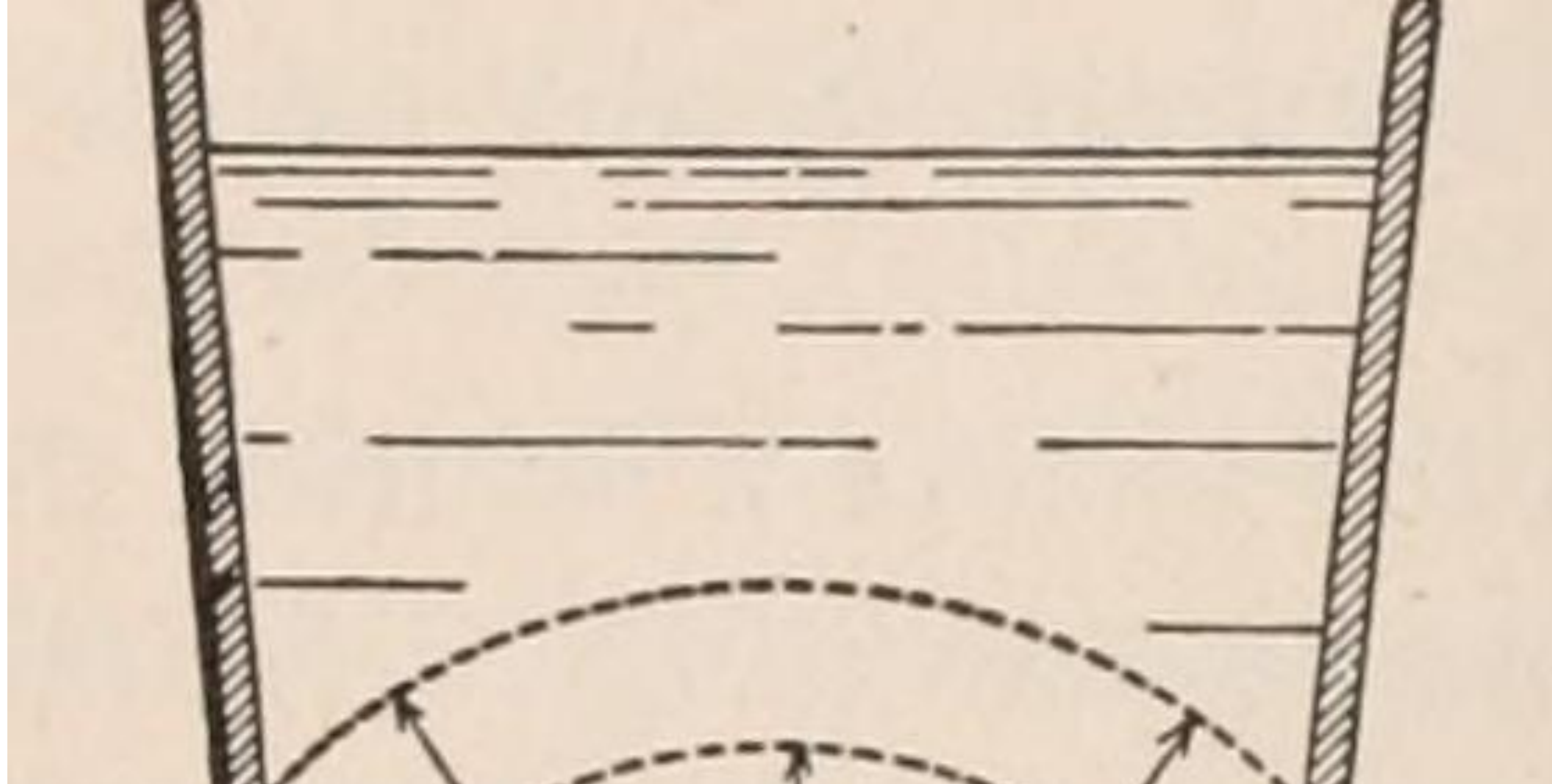
Lack of awareness

No content exists in subject area

Fear of loss of control of their content

=====

Trendy



FACULTY ADOPTIONS

Case Study & Strategies

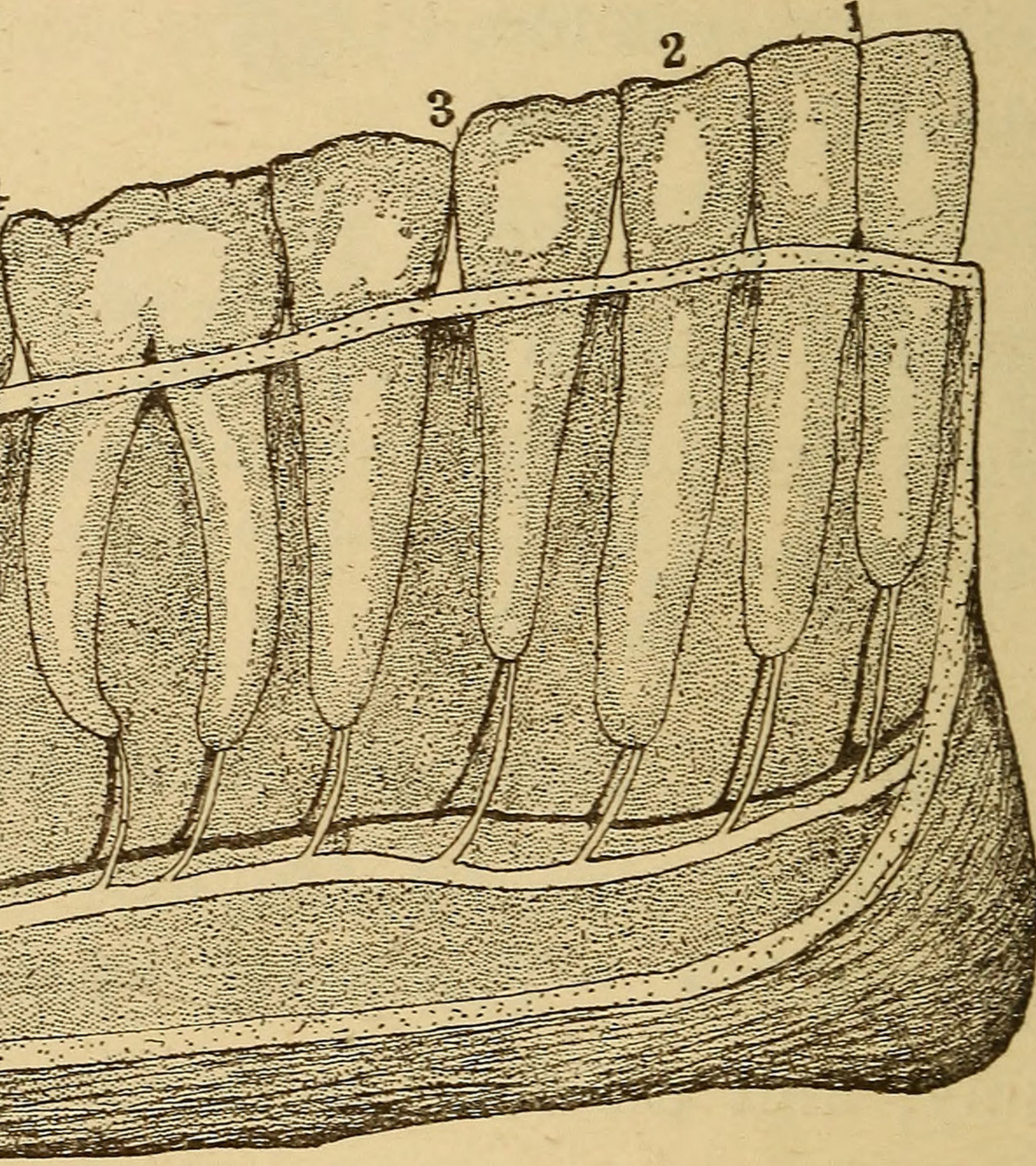


WHAT DOES A SUCCESSFUL OPEN TEXTBOOK PROGRAM LOOK LIKE?



**OPEN TEXTBOOKS ARE
AN AVAILABLE DEFAULT
FACULTY CHOICE.**





“HOW DAVE FAILED” AT UMN

.....
Case Study

BARRIERS TO FACULTY ADOPTION

- Faculty aren't aware that open textbooks are an option
- Faculty don't know where to find open textbooks



FACULTY ADOPTIONS

Awareness

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[College Success](#)



Awareness

ADOPTIONS: 0



Awareness

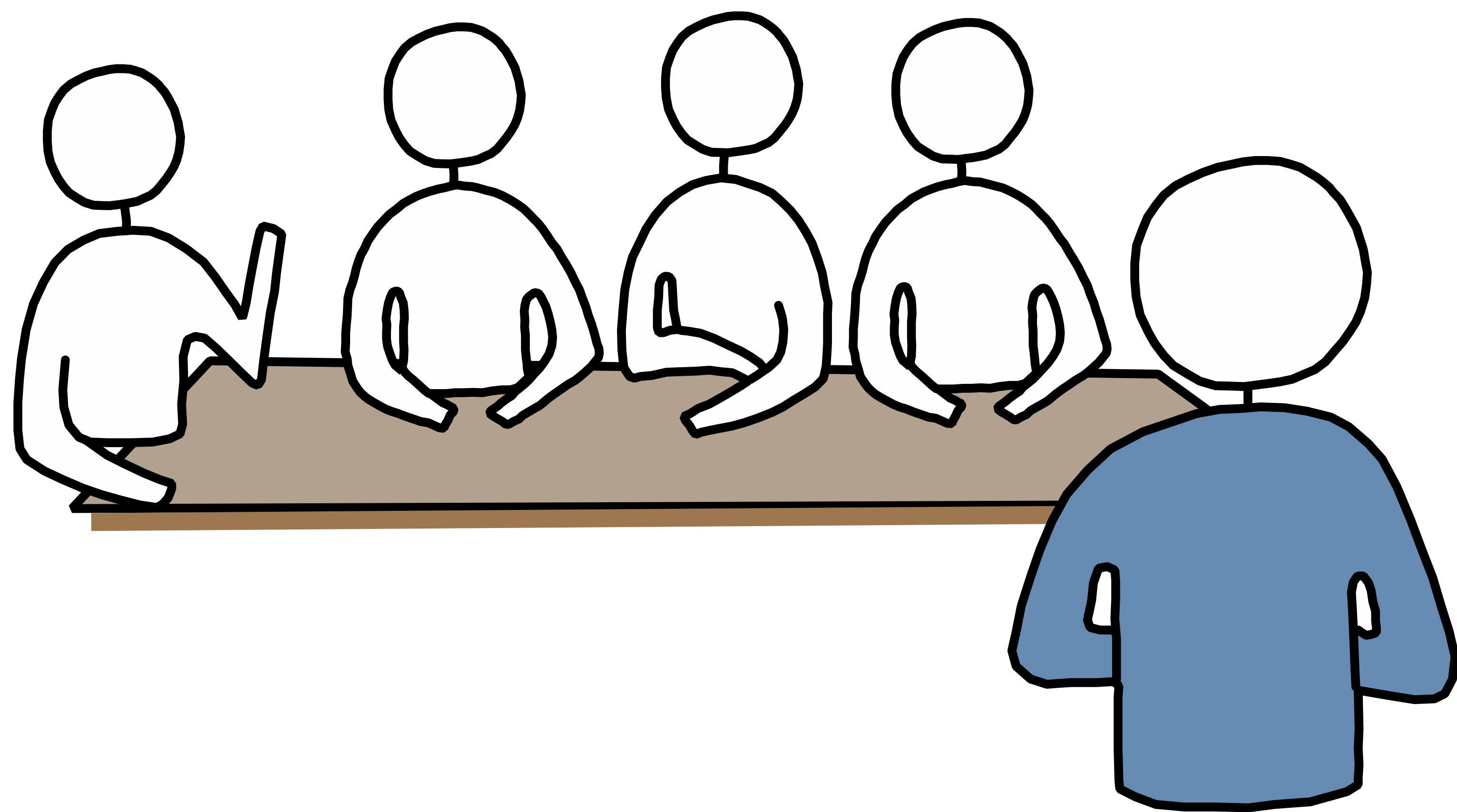
BARRIERS TO FACULTY ADOPTION

- Faculty aren't aware open textbooks are an option
- Faculty don't know where to find open textbooks
- Faculty don't understand urgency of student financial stress, and how it can impact students academically
- Faculty don't know what open textbooks are
- Faculty confuse open textbooks with e-textbooks



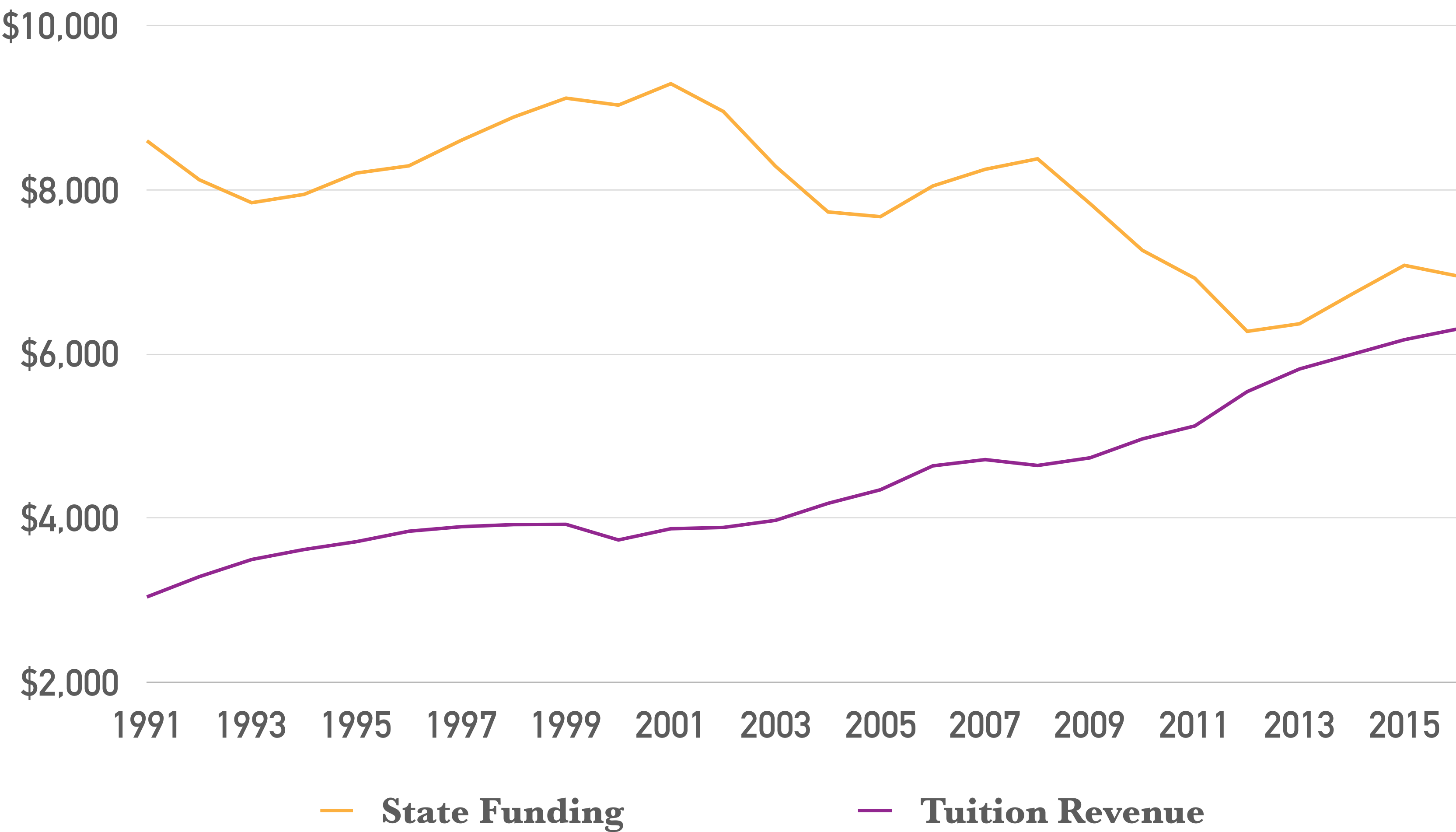
FACULTY ADOPTIONS

Education

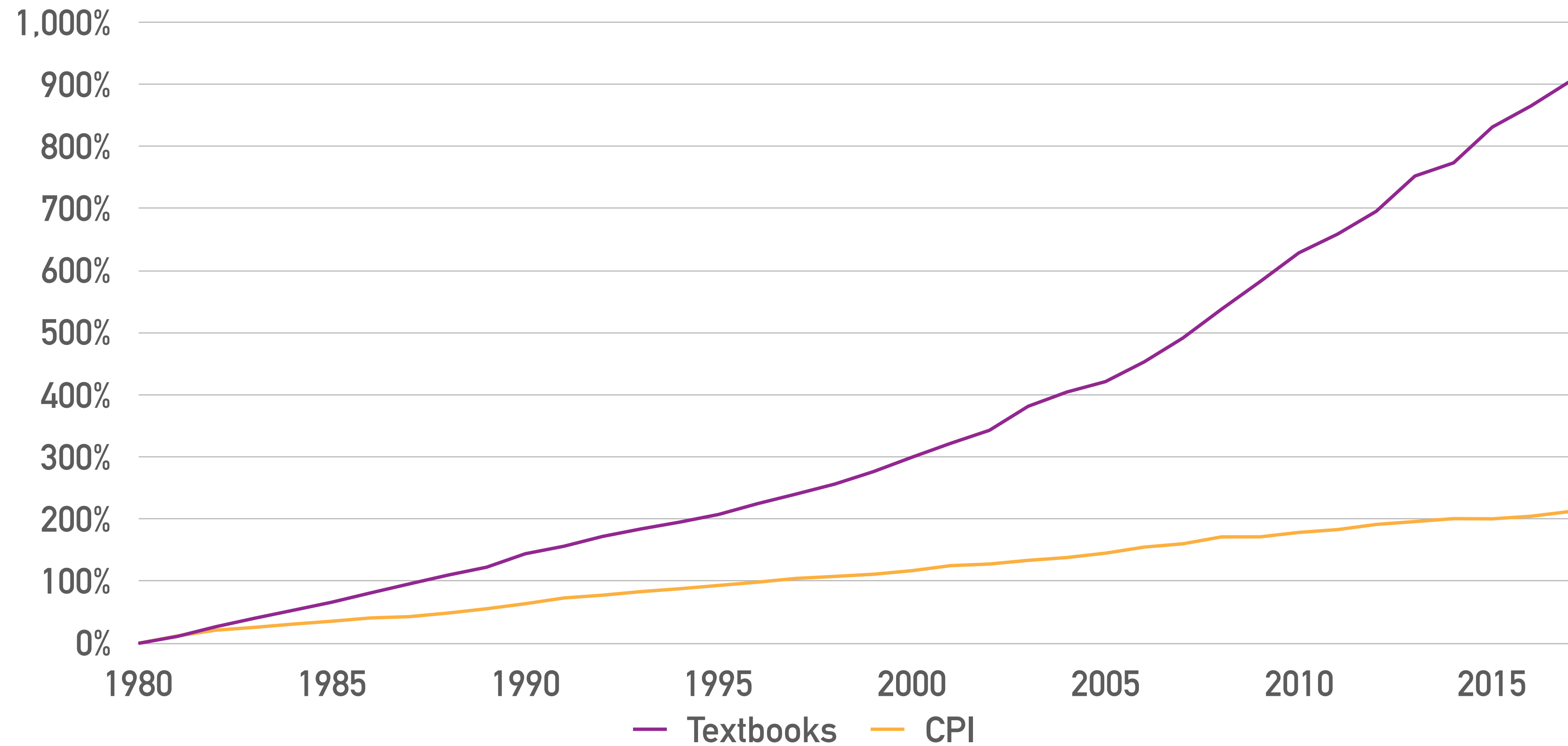


Awareness
Education

US Higher Education Funding - \$/FTE



Increase in Textbook Prices



Bureau of Labor Statistics <http://www.bls.gov/cpi/>



FACULTY ADOPTIONS

Education
Awareness

ADOPTIONS: 0



Awareness

Education

BARRIERS TO FACULTY ADOPTION

- Faculty aren't aware that open textbooks are an option
- Faculty don't know where to find open textbooks
- Faculty don't understand the urgency of student financial stress, and how it can impact students academically
- Faculty don't know what open textbooks are
- Faculty confuse open textbooks with e-textbooks
- Faculty are skeptical of the quality of open textbooks
- Faculty have limited time to engage in reviewing open textbooks



FACULTY ADOPTIONS

Engagement





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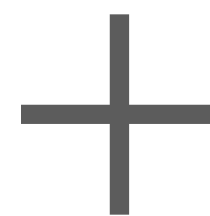
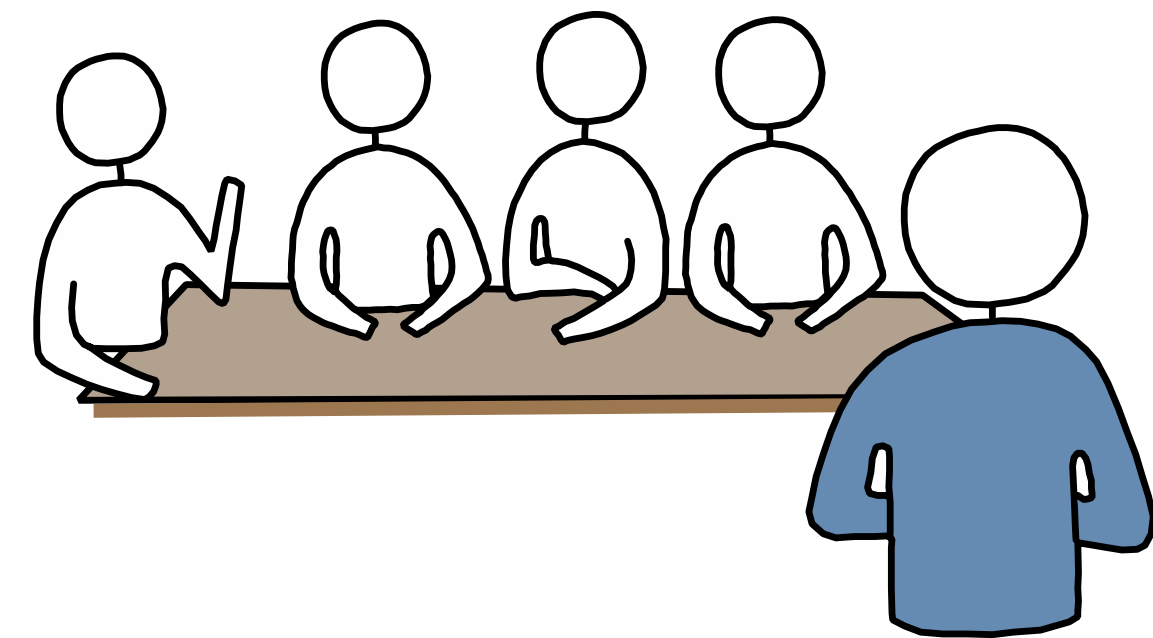
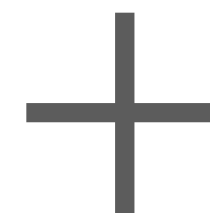
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FACULTY ADOPTIONS

Engagement

Education

Awareness

ADOPTIONS:



Engagement
Education
Awareness

ADOPTIONS: 11



Engagement
Education
Awareness

AT UNIVERSITY OF MINNESOTA

Those faculty save students nearly
\$100,000+ / year



THE WILLIAM AND FLORA
HEWLETT
FOUNDATION



LET'S TAKE A BREAK!

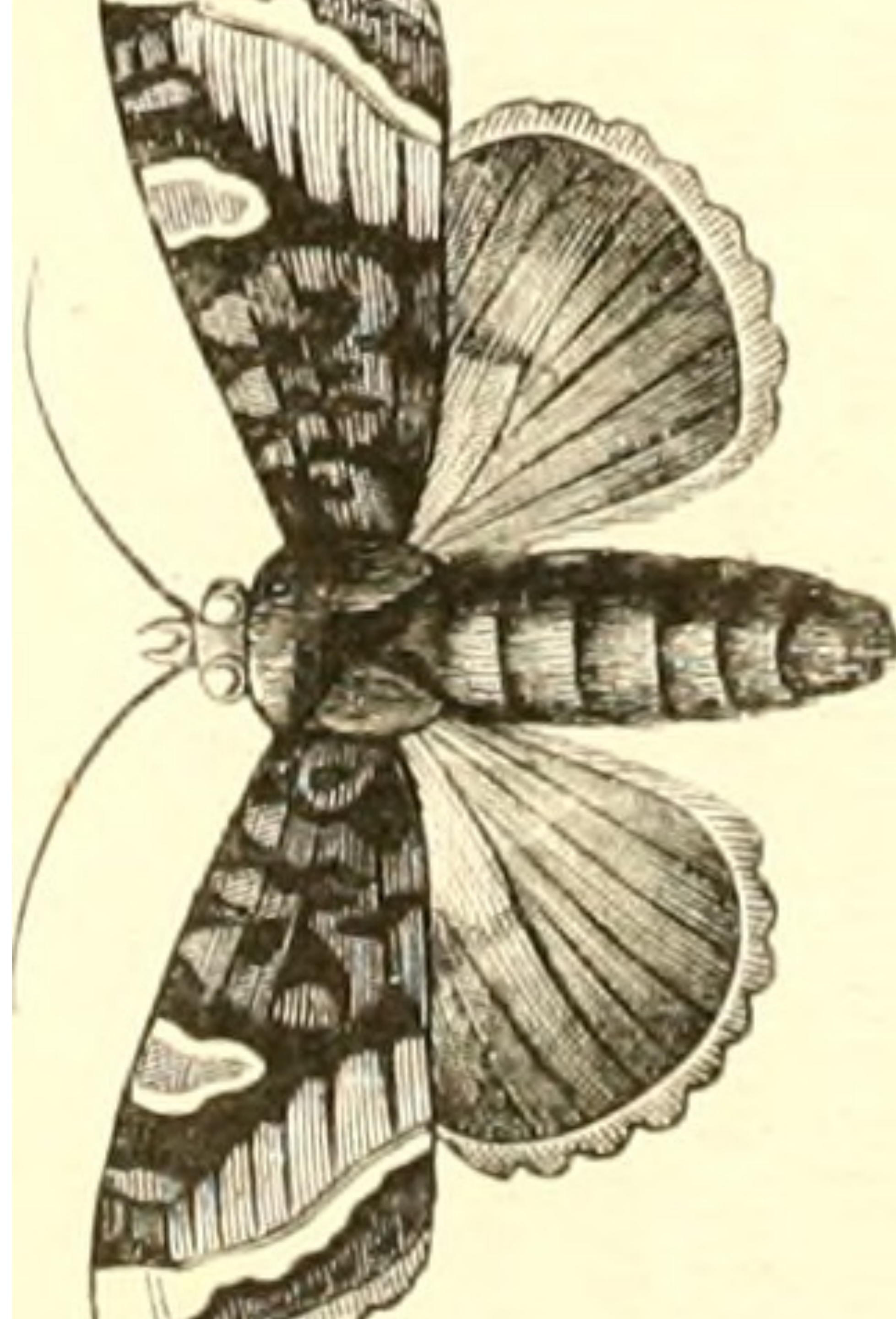
OUR TIME TOGETHER

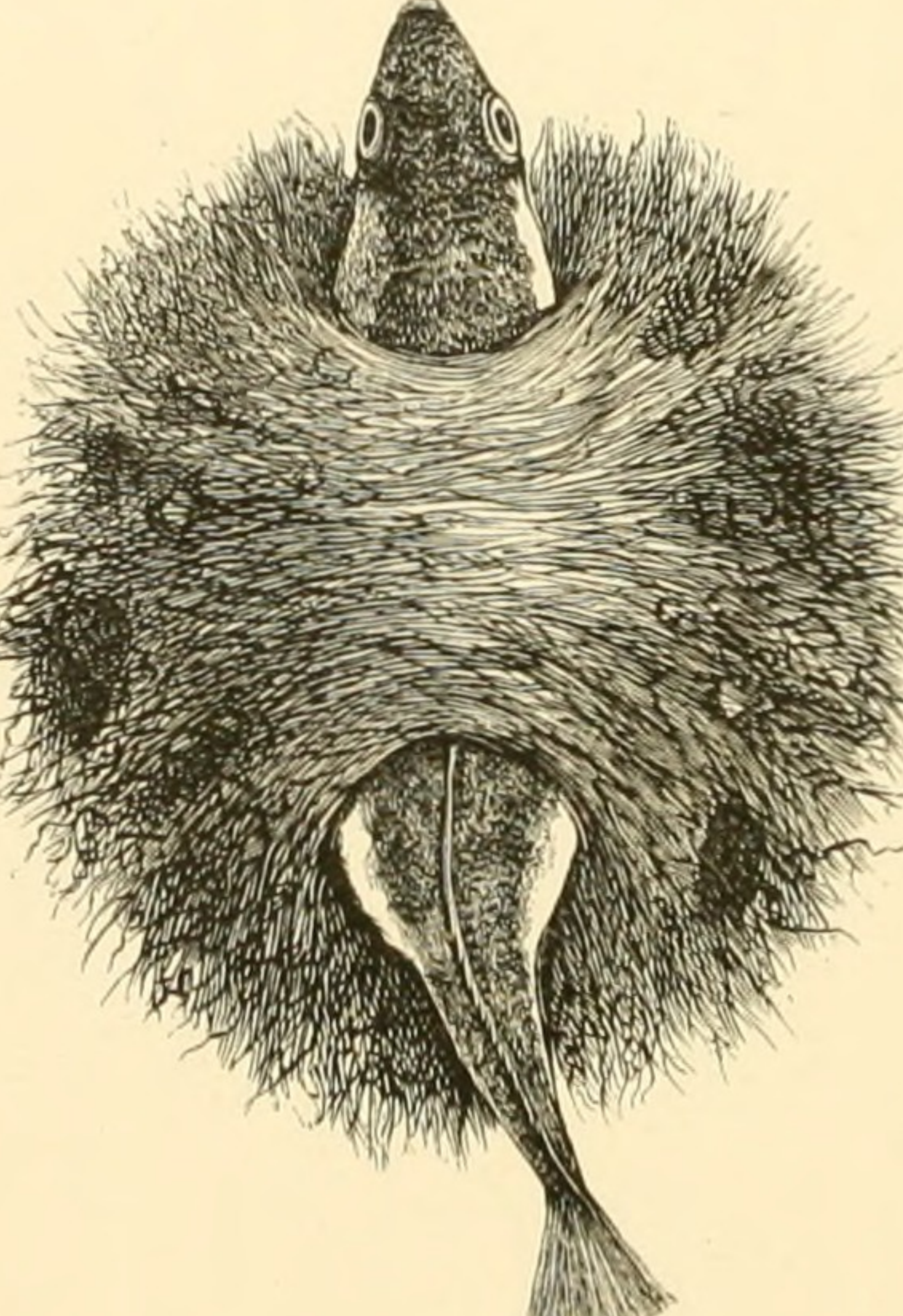
2:30-3:30PM Tools & resources for open textbook programming

3:30-4:00PM Strategies for addressing common challenges

FACULTY WORKSHOP

Strategies





SNAPSHOT EXPERIENCE

.....

1. Awareness

2. Education

3. Engagement

Image from page 288 of "Encyclopédie d'histoire naturelle; ou, traité complet de cette science d'après les travaux des naturalistes les plus éminents de tous les pays et de toutes les époques: Buffon, Daubenton, Lacépède, G. Cuvier, F. Cuvier, Geoffroy Sa

1. AWARENESS



STUDENTS COPING WITH THE COST



In your academic career, has the cost of required textbooks caused you to:

2012	2016	
63.6%	66.5%	Not purchase the required textbook
49.2%	47.6%	Take fewer courses
45.1%	45.5%	Not register for a specific course
33.9%	37.6%	Earn a poor grade
26.7%	26.1%	Drop a course
17.0%	19.8%	Fail a course

“

I figured French hadn't changed that much.

– UMN Student

59%

UMN students report that they've had to wait for financial aid check to buy textbooks

Unpublished Minnesota State University Student Association survey

Related: youtube.com/watch?v=rjaTJC8zZJ4

3-minute video

HOW ARE YOU FEELING?

.....

2. EDUCATION



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78 Mathematics
9 Medicine
48 Natural Sciences
42 Social Sciences
12 Student Success

469 Total Books (a book may be included in multiple subject areas) as of April 9, 2018

WHERE DO THE BOOKS COME FROM?

Funded initiatives

Independent authors

Discipline collectives

...

WHERE DOES THE FUNDING COME FROM?

Universities

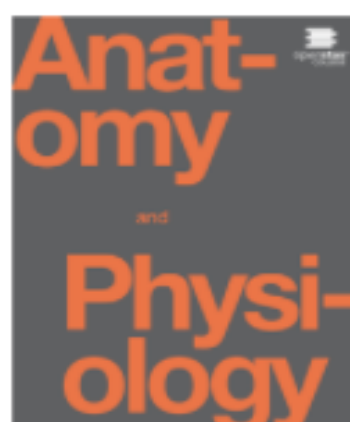
Foundations

Governments

Institutional consortia

CRITERIA FOR INCLUSION IN OPEN TEXTBOOK LIBRARY

- Openly licensed
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- Institutional or scholarly society affiliation, or in use in more than one location
- Original (unless it's a major overhaul for a new audience)



Anatomy and Physiology

([28 reviews](#))



Multiple Authors, Openstax College

Pub Date: 2013

ISBN 13: 978-1-9381681-3-0

Publisher: [OpenStax](#)

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Reviews

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Reviewed by Ari Berkowitz, Professor of Biology, University of Oklahoma, on 1/13/2015.

Of course, this textbook should properly be compared to commercial Human Anatomy & Physiology textbooks. I am unable to make that comparison, as ... [read more](#)



Reviewed by Heather Ketchum, Associate Professor, University of Oklahoma, on 1/13/2015.

Please keep in mind that I am only reviewing the physiology portion of this book and hence my comments only reflect that content. Extremely ... [read more](#)

Table of Contents

Preface

Unit 1: Levels of Organization

Unit 2: Support and Movement

Unit 3: Regulation, Integration, and Control

Unit 4: Fluids and Transport

Unit 5: Energy, Maintenance, and Environmental Exchange

Unit 6: Human Development and the Continuity of Life

About the Book

Anatomy and Physiology is a dynamic textbook for the yearlong Human Anatomy and Physiology course taught at most two- and four-year colleges and universities to students majoring in nursing and allied health. A&P is 29 chapters of pedagogically effective learning content, organized by body system, and written at an audience-appropriate level. The lucid text, strategically constructed art, inspiring career features, and links to external learning tools address the critical teaching and learning challenges in the course.

Color is used for pedagogical effect in A&P. Most art will consist of elegant black line, with the strongest line illustrating the most important structure(s) and shading used to show dimension and shape. Color (used only when needed) highlights and clarifies the primary anatomical or functional point of the illustration. Student focus is drawn to the most important learning point in each illustration, without distraction from excessive gradients, shadows, and loud highlights. The online book provides students with links to surgical videos, histology, interactive diagrams, and cadaver imagery at critical junctures. The text will publish in early June 2013.

OpenStax College has compiled many [resources](#) for faculty and students, from faculty-only content to interactive homework and study guides.

About the Contributors

Author(s)

Senior Contributors:

J. Gordon Betts, Tyler Junior College



College

Phys- ics

Introductory, algebra-based, two-semester college physics

1272 pages

Available in

PDF

ePub

Print

Web

Bookshare (accessible)

Instructor solution manual

Powerpoint slides

FACULTY REVIEW CRITERIA (AROUND 65% ARE REVIEWED)

Comprehensiveness

Content Accuracy

Relevance Longevity

Clarity

Consistency

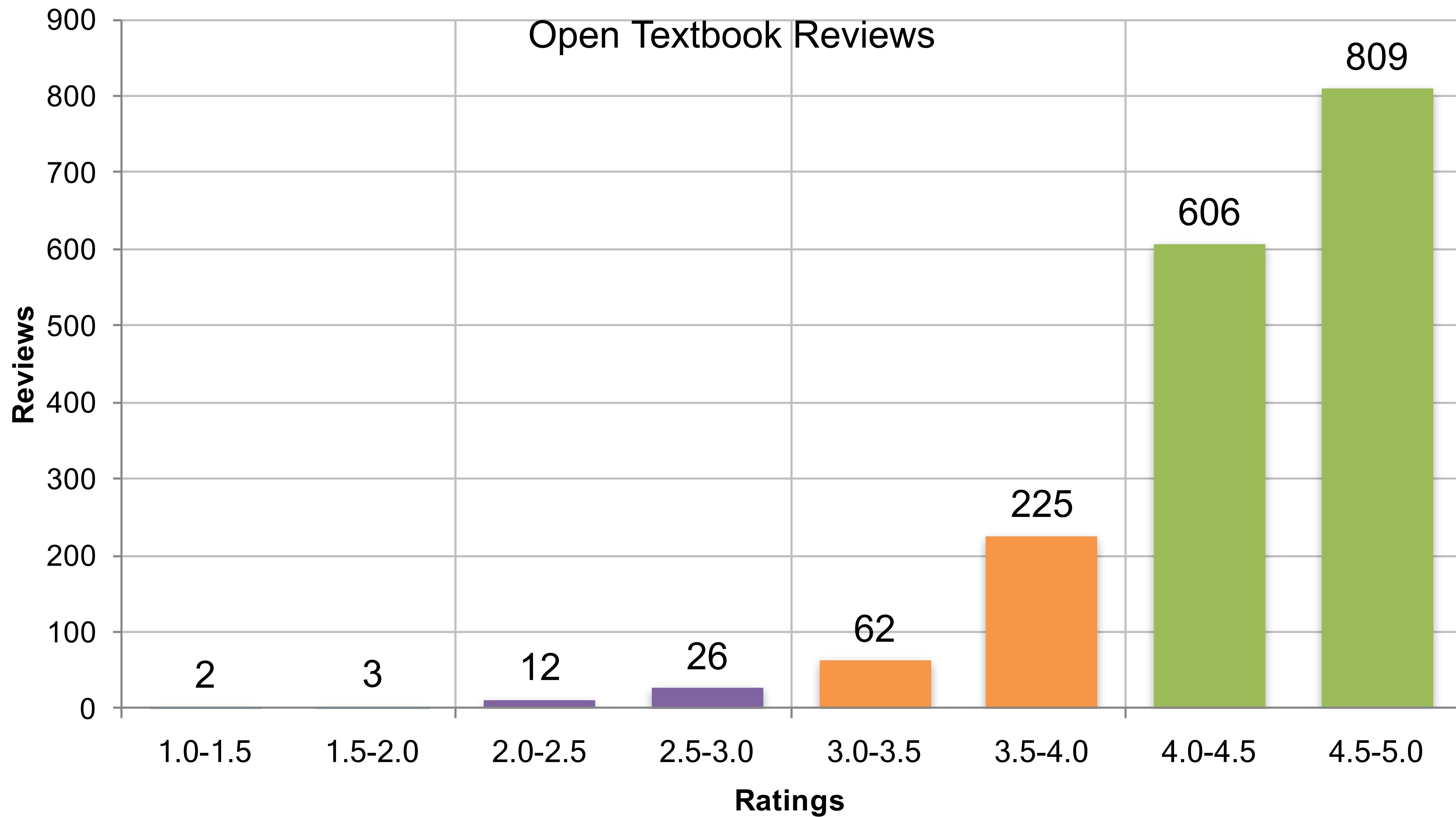
Modularity

Organization Structure Flow

Interface

Grammatical Errors

Cultural Relevance



“

Customization Case Study #1

Collaborative Statistics

By:

Barbara Illowsky, Ph.D.
Susan Dean

Online:

< <http://cnx.org/content/col10522/1.40/> >

CONNECTIONS

Rice University, Houston, Texas

“

Now with Excel!

Collaborative Statistics Using Spreadsheets

Collection Editors:

Irene Mary Duranczyk
Suzanne Loch
Janet Stottlemeyer

Authors:

Susan Dean
Irene Mary Duranczyk
Barbara Illowsky, Ph.D.
Suzanne Loch
Janet Stottlemeyer

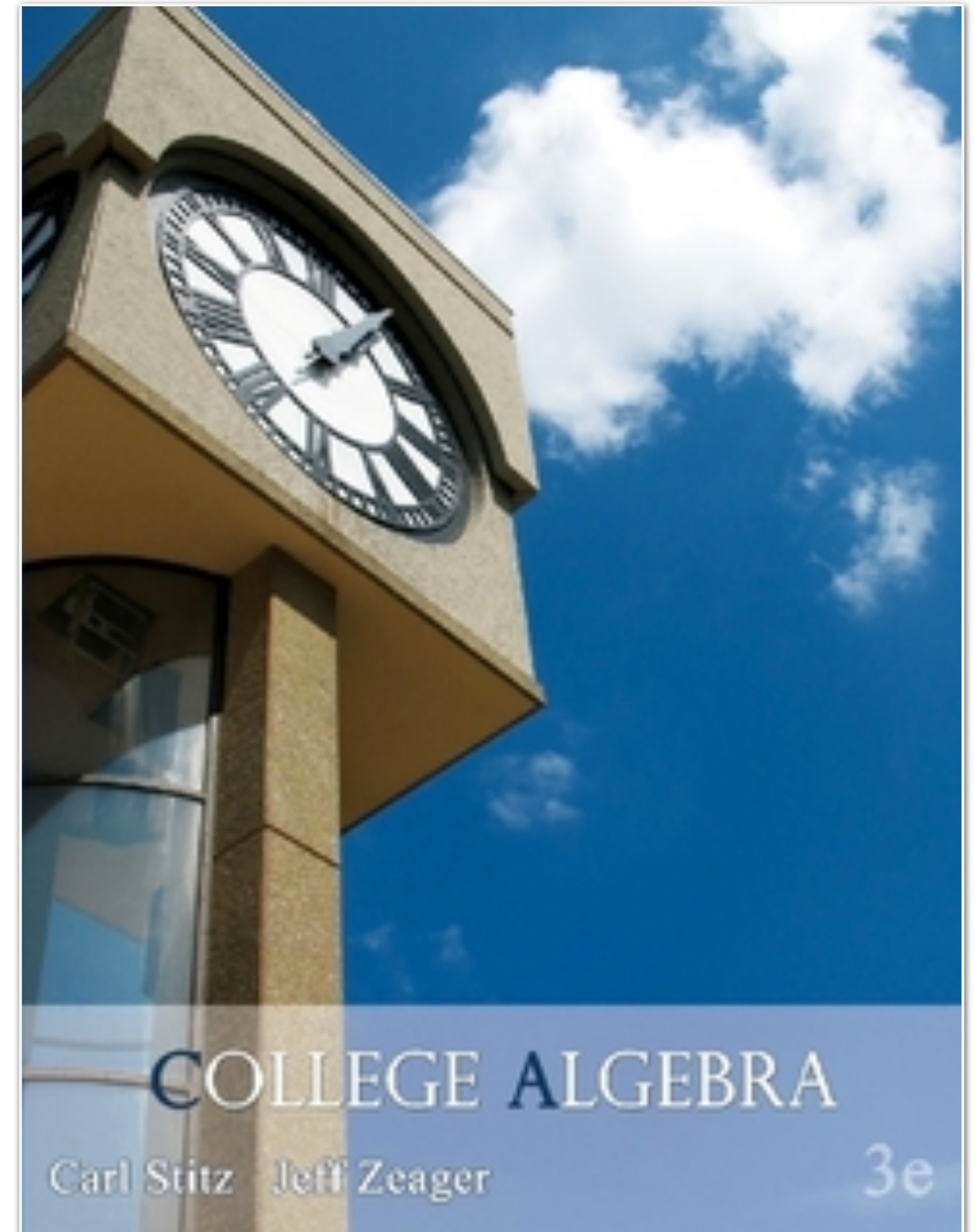
Online:

< <http://cnx.org/content/col11521/1.21/> >

OpenStax-CNX

“

Customization Case Study #2



“

Now with videos!

“

Customization Case Study #3

PROJECT MANAGEMENT FOR INSTRUCTIONAL DESIGNERS

ABOUT PM4ID

Project Management for Instructional Designers (PM4ID) is – as the name suggests – a book about project management tailored specifically for instructional designers. This book is a revise / remix of a pre-existing, openly licensed project management textbook which was donated to the commons by a benefactor that desires to be attributed as Anonymous.



PM4ID includes many new features and improvements to the original book, including:

- Alignment of book chapters with the PMBOK, which supports readers in preparing for the Project Management Professional certification,
- A series of video cases of project managers working in the instructional design area, integrated into every chapter,
- Multiple versions of the book, including HTML, PDF, ePub, Kindle, and a text-to-speech mp3 audio version of the book,
- New examples written specifically for readers coming from the instructional design perspective,
- and more.

TABLE OF CONTENTS

.....	About PM4ID
▣	1 Introduction to Project Management
▣	2 Project Profiling
▣	3 Project Phases and Organization
▣	4 Understanding and Meeting Client E
▣	5 Working with People on Projects
▣	6 Communication Technologies
▣	7 Starting a Project
▣	8 Project Time Management
▣	9 Costs and Procurement
▣	10 Managing Project Quality
▣	11 Managing Project Risk
▣	12 Project Closure
.....	Download
.....	Glossary

“

Now for
instructional
designers!

PROJECT MANAGEMENT FOR INSTRUCTIONAL DESIGNERS

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- and more.



TABLE OF CONTENTS

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▣	11 Managing Project Risk
▣	12 Project Closure
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Discovery and MARC Records

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(Please ensure your downloaded batch has a .mrc file extension.)

Open Textbook Library MARC Batch Specifications

- OCLC compliant records with OCLC control numbers
- Unicode (UTF-8) character encoding
- RDA compliant cataloging
 - Integrating Resource records: A resource that is added to or changed by means of updates that do not remain discrete and are integrated into the whole (e.g., a loose-leaf manual that is updated by means of replacement pages, a website that is updated continuously). — RDA Glossary
- [Provider-Neutral E-Resource](#)

3. ENGAGEMENT

WHAT CAN WE DO?



Take a look

Write a review

Adopt if a book meets your needs

Raise awareness - talk with colleagues

WRITING A REVIEW AS PART OF OTN COMMUNITY MEMBERSHIP



Is there is a textbook in the Open Textbook Library may fit your class and/or expertise?

Incentive will be paid for:

attending this workshop, and

reviewing a textbook in the OTL

RETURN ON INVESTMENT

Investment (workshop + review):

$$\$200 \times 20 \text{ faculty} = \$4,000$$

Return:

45% adoption rate

$$\times 20 \text{ faculty} \times 30 \text{ students/faculty} \times \$100/\text{student} = \$27,000$$

MORE OPEN TEXTBOOK LIBRARY

z.umn.edu/FAQs

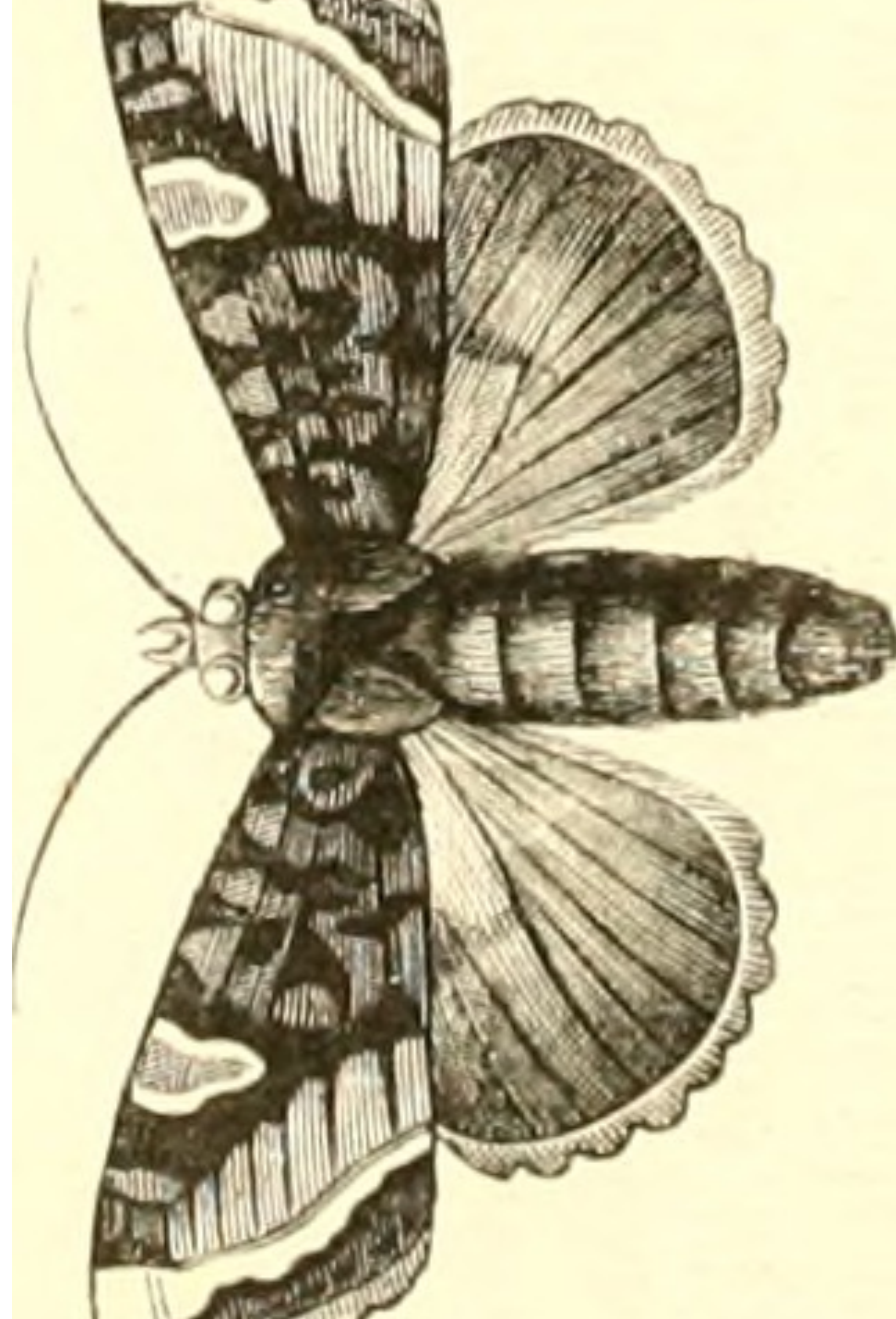
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HANDLING HARD QUESTIONS: MINDSETS AND STRATEGIES



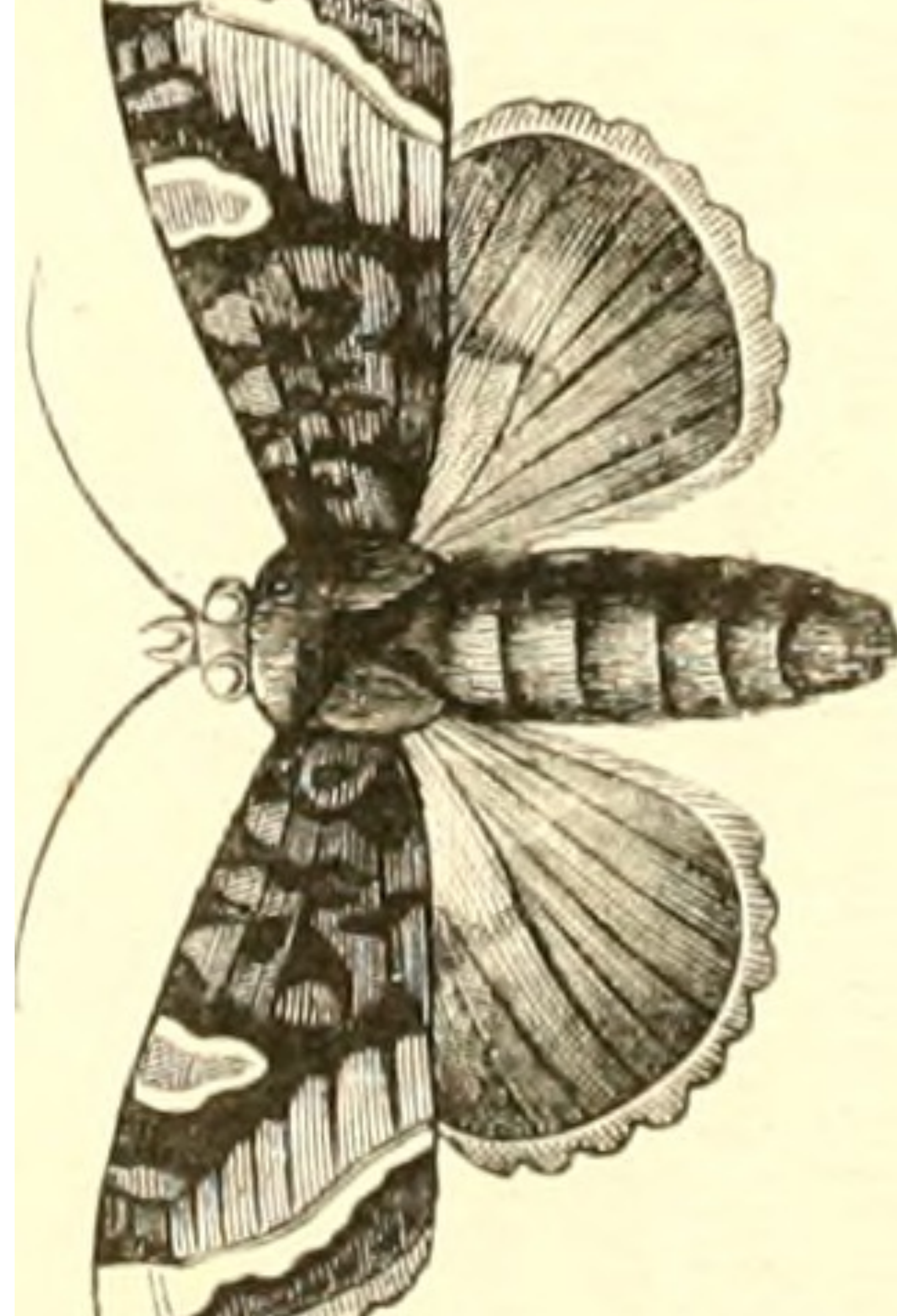
**ANY
QUESTION IS
A GOOD
QUESTION**

Mindset



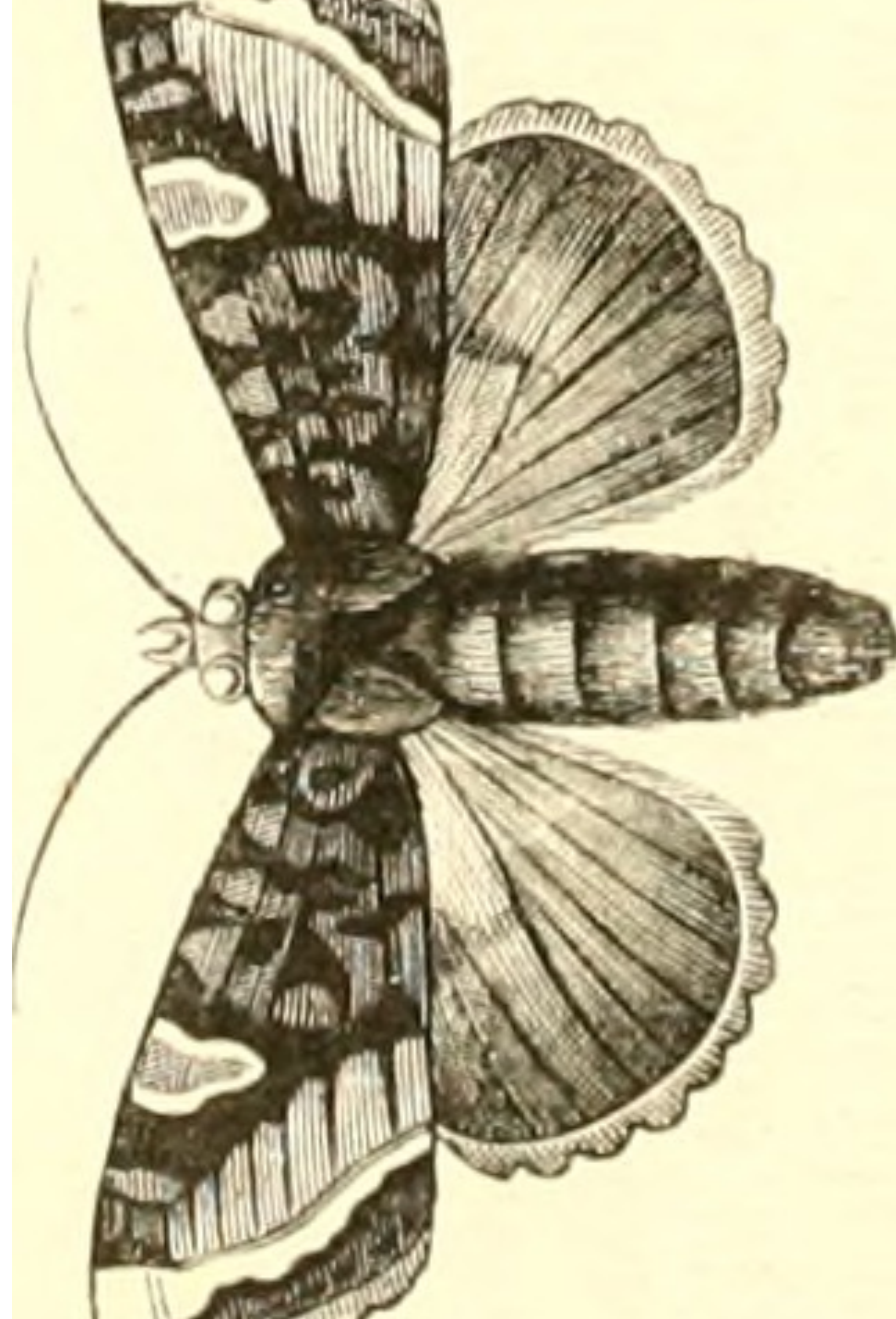
ONE STEP AT A TIME

Mindset



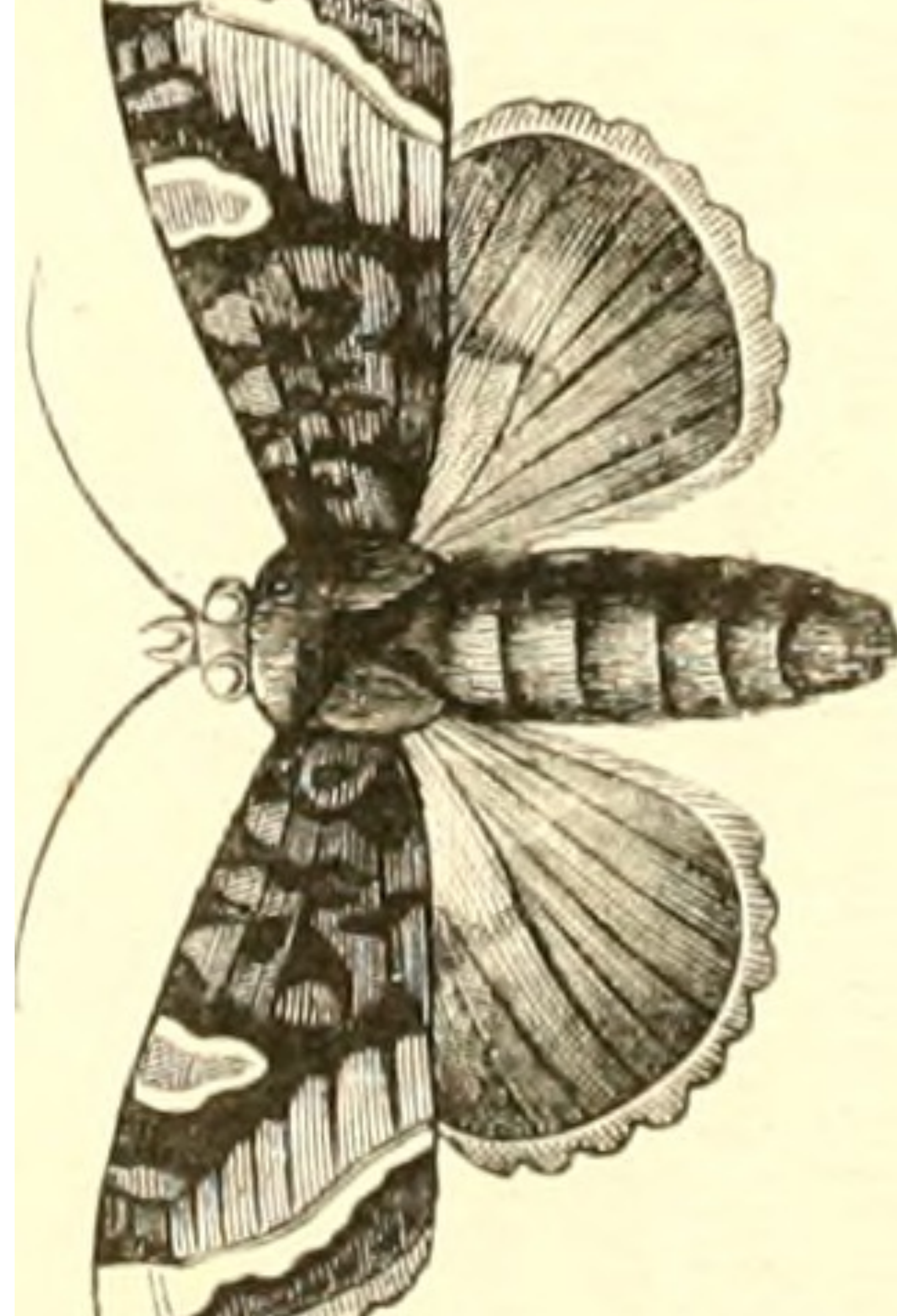
WE'RE SHARING NOT SELLING

Mindset



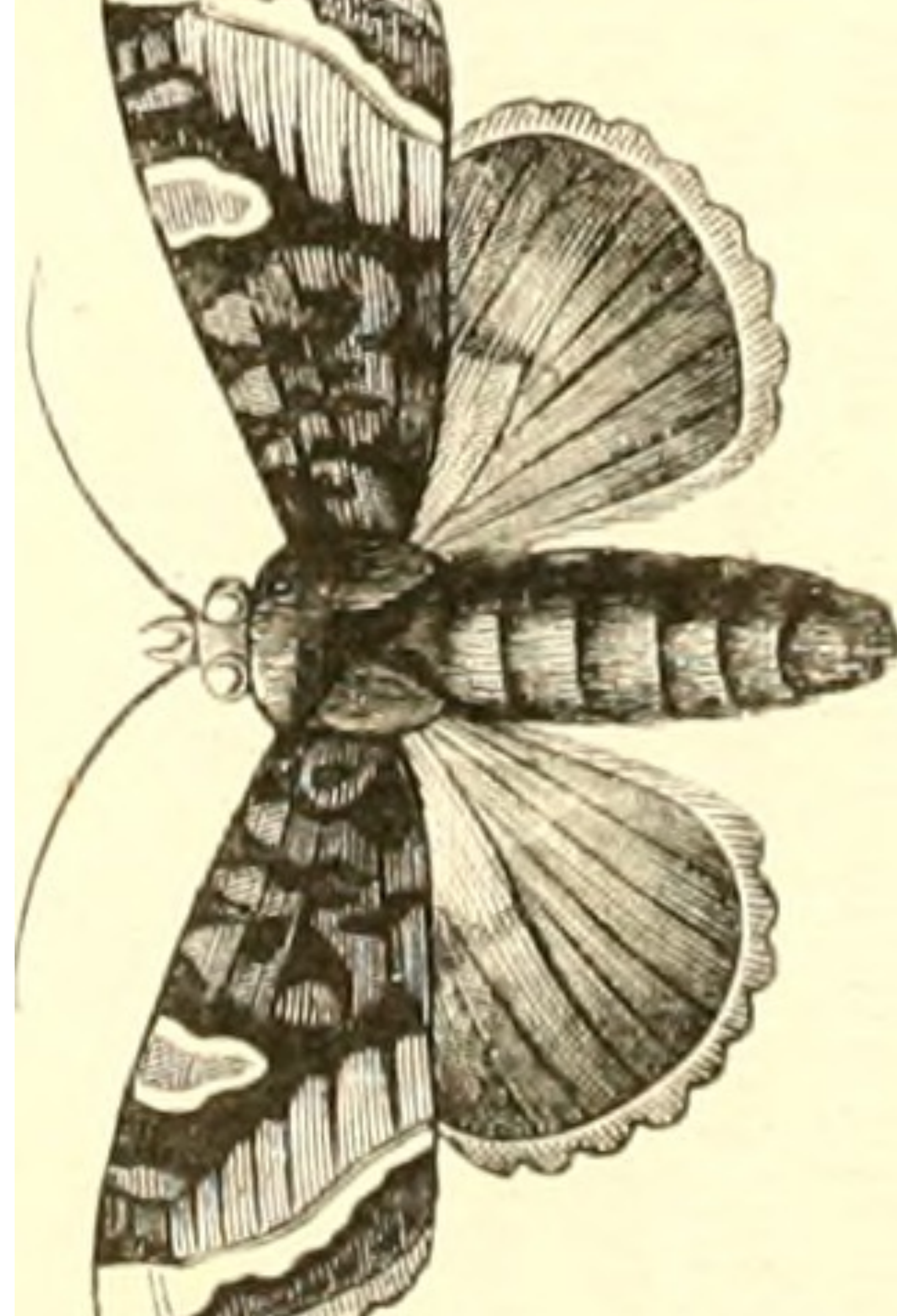
DON'T DEMONIZE

Mindset



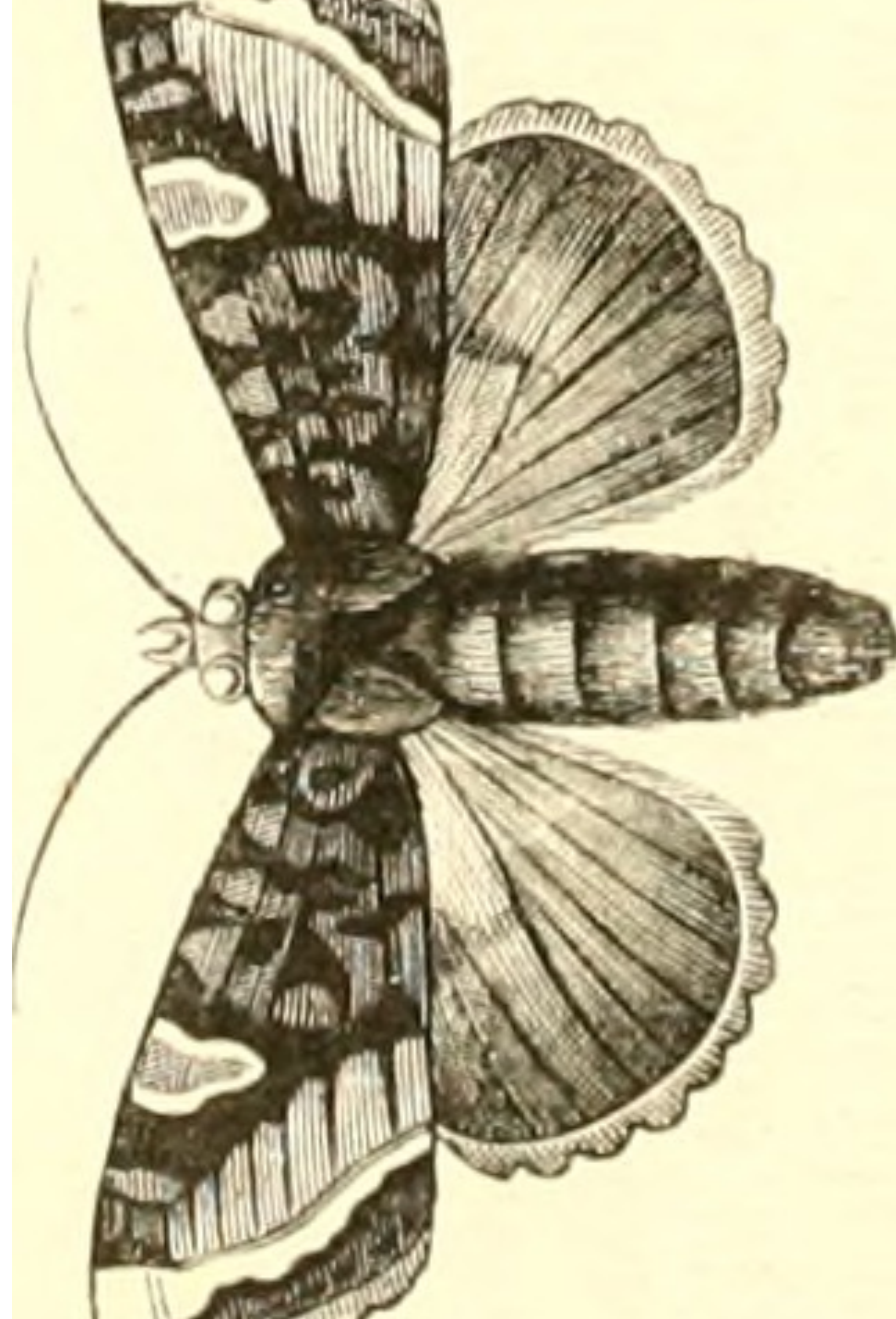
THIS IS A LEAP

.....
Mindset



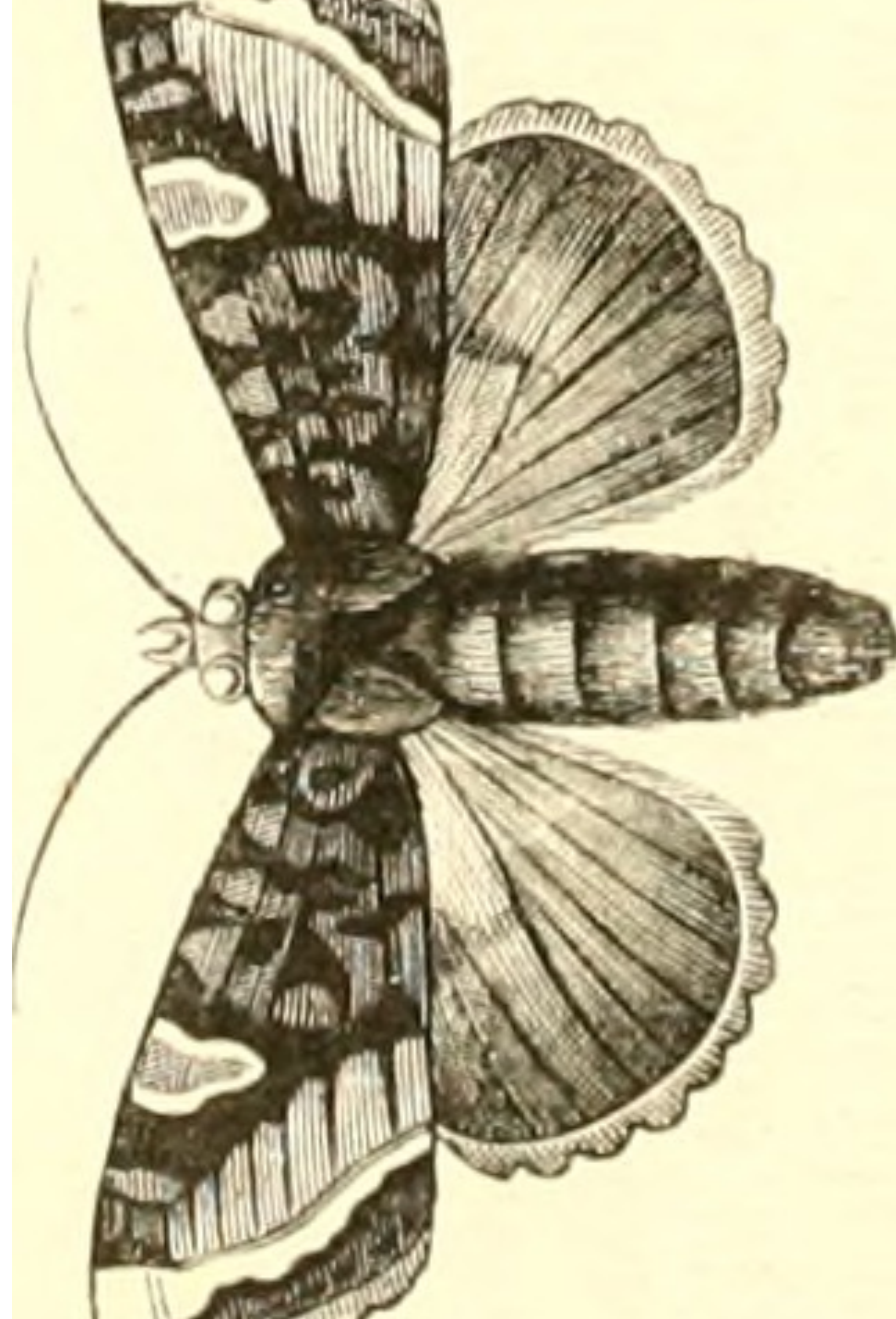
YOU'RE NOT ALONE

Mindset



FACULTY ARE THE BEST JUDGE

Mindset



POSSIBLE QUESTIONS:

- Can students order a print copy?
- How often are they updated?
- How can I edit these?
- Who writes open textbooks? How do they get paid?
- Is the quality the same as other textbooks?
- Are you going to try to force us to use a certain textbook?
- Are students learning using these resources?
- Where can I find an open textbook for my class?
- What about our campus bookstore? Will they go out of business?
- Why aren't there more options?

DEALING WITH TOUGH QUESTIONS

- “It depends!”
- “It’s up to you!”

LET'S
PRACTICE.



**I HEAR THESE BOOKS AREN'T ANY GOOD.
IS THE QUALITY THE SAME AS OTHER
TEXTBOOKS?**

What's the worst answer you can imagine?

- What outcomes would you expect from this interaction?
- How could we change this interaction for different results?

LET'S TRY THAT AGAIN!



**HOW AM I SUPPOSED TO FIND TIME TO ADOPT
AN OPEN TEXTBOOK?**

What's the worst answer you can imagine?

- What outcomes would you expect from this interaction?
- How could we change this interaction for different results?

LET'S TRY THAT AGAIN!



**I RELY ON ANCILLARY CONTENT IN MY
COURSES. DO THESE BOOKS HAVE ANY?**

What's the worst answer you can imagine?

- What outcomes would you expect from this interaction?
- How could we change this interaction for different results?

LET'S TRY THAT AGAIN!



PRACTICE

- With a partner, take turns responding to questions.
- Practice – really – how you would respond to a faculty member.
- Listener, how can responses be improved? Be constructive.

We'll come back together in 10 minutes.

POSSIBLE QUESTIONS:

- Can students order a print copy?
- How often are they updated?
- How can I edit these?
- Who writes open textbooks? How do they get paid?
- Is the quality the same as other textbooks?
- Are you going to try to force us to use a certain textbook?
- Are students learning using these resources?
- Where can I find an open textbook for my class?
- What about our campus bookstore? Will they go out of business?
- Why aren't there more options?

WHAT NOW?

COMMON GOOD RESOURCES

- Open Textbook Library
- Help Guides
- Templates
- Slides
- Office Hours



/Guidebook

to Research on Open Educational
Resources Adoption

John Hilton III

David Wiley

Lane Fischer

Rob Nyland

Modifying an Open Textbook: What You Need to Know

This 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.



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Modifying an Open Textbook: What You Need to Know



Cheryl Cuillier
Amy Hofer
Annie Johnson
Kathleen Labadorf
Karen Lauritsen
Peter Potter
Richard Saunders
Anita Walz

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Authoring Open Textbooks

This guide 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.



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Authoring Open Textbooks



Melissa Falldin
Karen Lauritsen



Rebus Community

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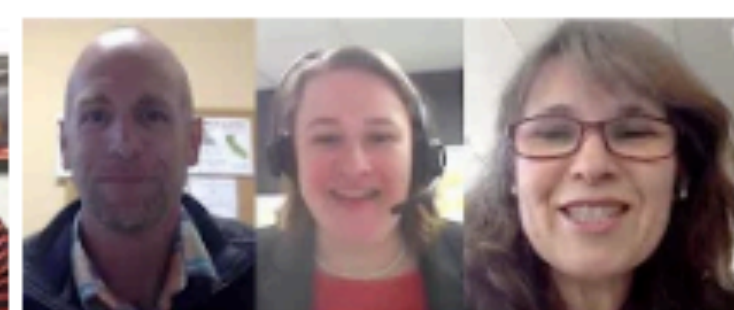
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Office Hours no.10 55:59

Barriers to Open Textbook Adoption: Common

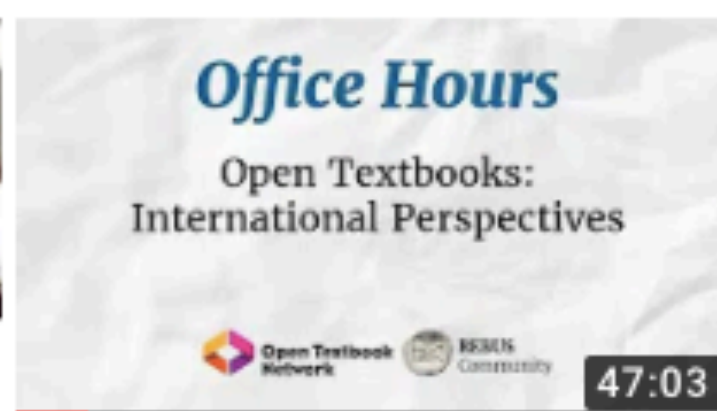
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Office Hours: Open Textbook Adaptation

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International Perspectives on Open Textbooks

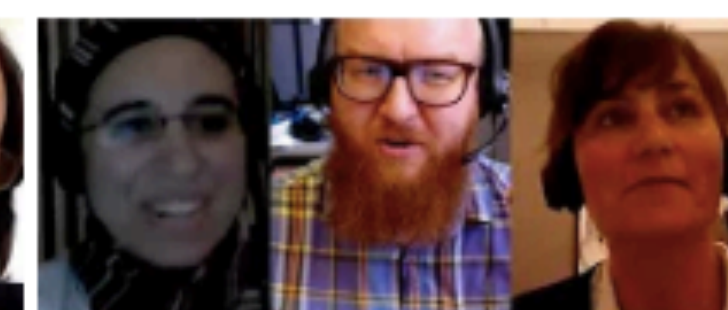
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Office Hours: Beta Testing Open Textbooks

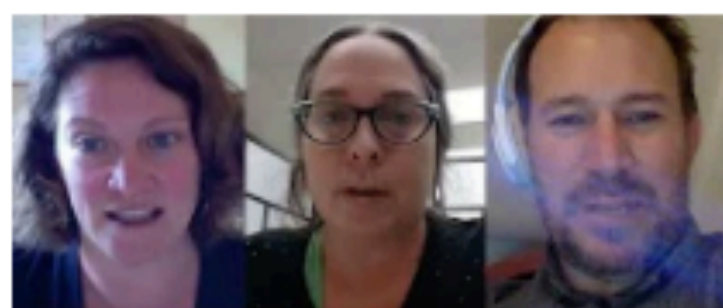
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Diversity, Equity and Inclusion in OER

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Metadata and Open Textbooks

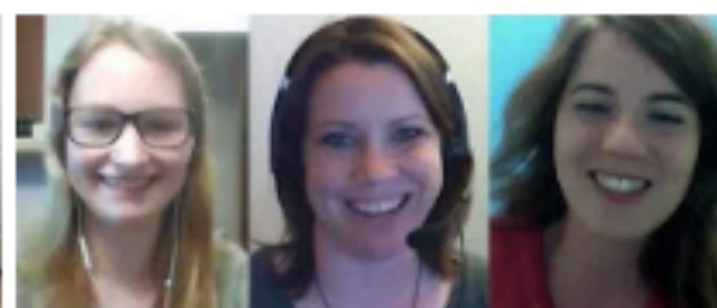
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Keeping Open Textbooks Up to Date

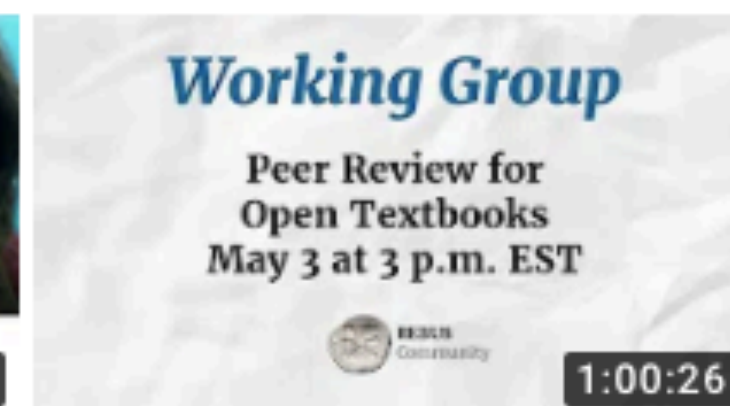
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Accessibility in Open Textbooks

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Rebus Community Working Group on Peer Review

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Office Hours no.4 52:13

OER Production Workflows for Open Textbooks

137 views • 10 months ago
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100%

Normal text

Arial

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Editing

1 2 3 4 5 6 7

Field highlighted in yellow are drafted in the alternative, so not all text would be used in the final agreement.

Adaptable Open Educational Resources Publishing Agreement

[Identification of the Parties] This Agreement is made in this ____ day of ____, 20__ between _____, ("Publisher") and _____ ("Authors") on behalf of all of the undersigned authors. _____ will act as the Corresponding Author who authorizes all revisions to the OER prior to publication and is the primary point of contact after publication.

The parties to this agreement wish to publish the Author's textbook and associated learning materials on the subject of _____ (hereinafter the Open Educational Resource "OER").

[Consideration] In consideration of the promises set forth below and for valuable consideration, the parties agree as follows:

1. [Work covered by this Agreement] Authors agree to deliver an original OER covering the topics agreed upon with the Publisher and [laid out in the proposal attached in Appendix 1] OR [set out in the RFP attached in Appendix 1] OR [Specified Above]. For the purposes of this Agreement, the OER includes the following:

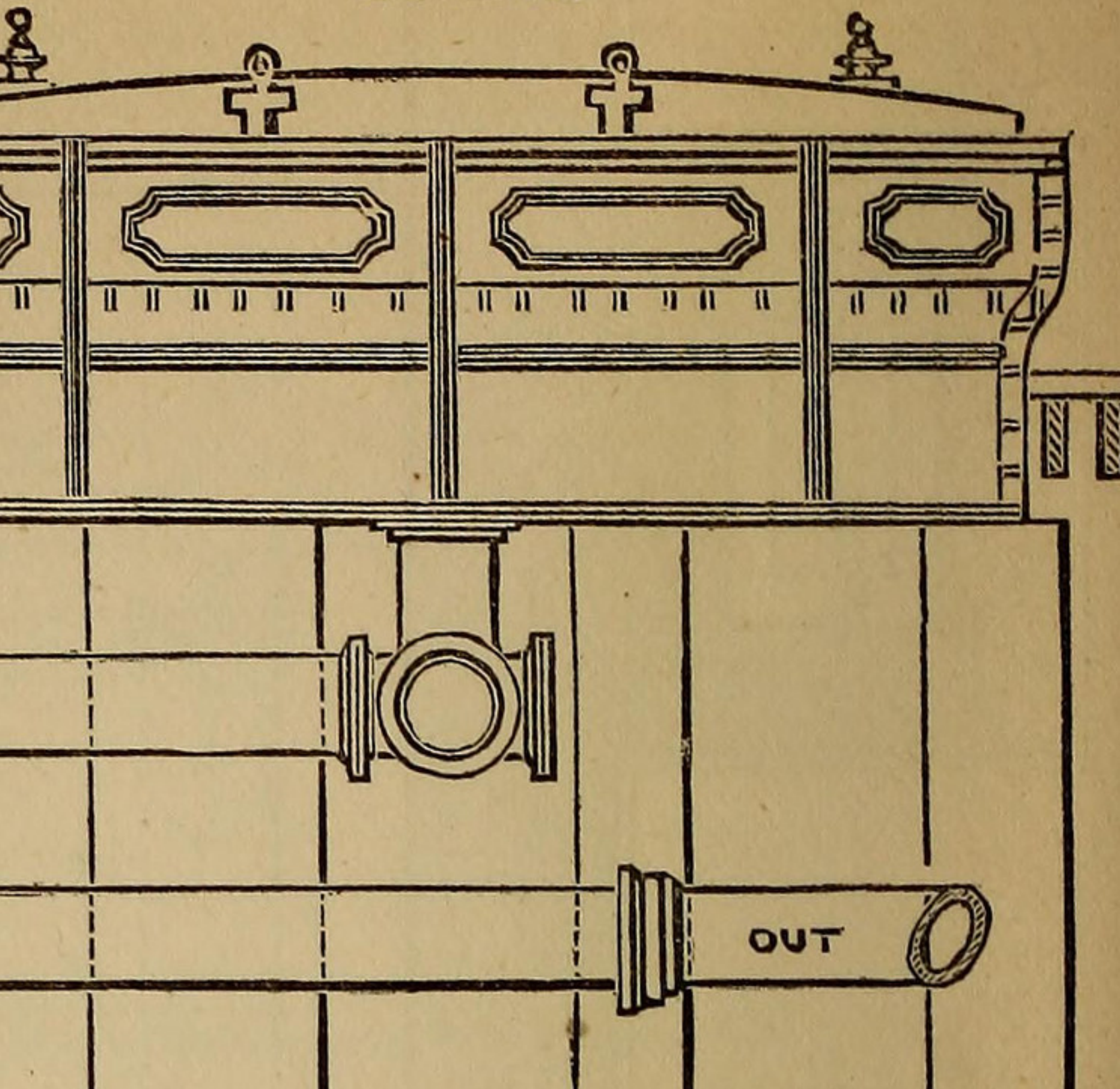
z.umn.edu/commongood



MEMBER RESOURCES

-
- Community
- Summer Institute & Summit
- The Publishing Cooperative
- PressbooksEDU Sandbox
- Pressbooks EDU Discount
- Templates
- Slides

Elevation.



MORE OER + QUESTIONS

.....
Overcoming Objections to OER
from Faculty and Administrators

— Cheryl Cuillier, Open Education Librarian,
University of Arizona | Tuesday @1:50pm

THANK YOU!

klaurits@umn.edu
open.umn.edu



“To Encourage is to Organize” is adapted from the OTN Workshop by Dave Ernst (CC BY) and is licensed (CC BY) Karen Lauritsen