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**TEXTBOOK AFFORDABILITY GRANTS PROGRAM
A UNIVERSITY SYSTEM OF OHIO INVESTMENT
IN AFFORDABLE LEARNING MATERIALS**

Program Synopsis

The University System of Ohio (USO) will invest \$250,000 to create affordable digital content for Ohio students and bring the digital learning materials to market in Autumn of 2009. The program goals are to:

- create learning materials that are cost-free for Ohio students;
- usher in a new era of digitally-delivered learning materials that, properly implemented, can improve student learning, and
- leverage high quality authorship and pedagogy from Ohio faculty members.

Program Rationale

The University System of Ohio's *Textbook Affordability Grants Program* has been developed on the premise that the old textbook sales and distribution system is broken and in need of fundamental change. Ohio faculty from University System of Ohio institutions are challenged to build, select, and package digital collections of materials to meet student needs. These collections will focus on specific course learning goals; encourage faculty authorship and sharing in their areas of expertise; incorporate multimedia materials to meet multiple learning styles and teaching preferences; and result in free student learning materials.

By working in a digital delivery realm, faculty can more easily disseminate their teaching scholarship, and expenses associated with print production, inventorying, and distribution of large introductory texts can be reduced. The savings and ecological benefits of avoiding print production and "one size fits all" content creation will be passed on to students. **A qualifying criterion of each *Textbook Affordability Grants Program* project selected will be that the assembled learning materials are free to students.**

Program Specifics

The *Textbook Affordability Grants Program* endorses the collaborative work already underway by faculty who are creating courses that satisfy the Ohio transfer assurance guidelines (<http://regents.ohio.gov/transfer/tags/completed.php>). TAG courses facilitate student progress toward the goal of reduced time to graduation, especially when students pursue their education across two or more Ohio colleges and universities. **The *Textbook Affordability Grants Program* will support the development of digital content that aligns with the learning objectives that serve as the basis for assured credit transfer among institutions.** Selected proposals will serve General Education courses and/or Science, Technology, Engineering and Mathematics (STEM)

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courses to benefit the largest number of Ohio students as well as broaden the impact of the state's investment.

Faculty teams representing at least three institutions will (1) author original learning materials (text, image, demonstration, assessment, etc.) and, as needed, (2) may select high quality commercial content licensed by OhioLINK that will avoid additional student costs or public domain content such that the combined digital content can replace print-based textbooks used in the TAG course. The resulting repository of digital content will represent a universe of learning materials that the faculty collaborators agree is of high quality and that will support the identified learning objectives of the TAG transferable course. These materials will be reviewed by the appropriate TAG Faculty Review Panels. From this repository of individual modules, faculty will select a subset of the materials needed to teach the course as they see fit. **Modules selected for the course must result in no cost to students.**

Each project will identify the learning objectives and a set of digital learning materials of sufficient scope and diversity to address multiple student learning styles and support the teaching of the course on the multiple campuses represented by the faculty team (ideally the entire TAG community). Each faculty member is free to teach the course as he/she chooses and to use only those digital learning materials that are consistent with her/his preferred pedagogy; nonetheless, **we anticipate the courses will share somewhere between 60-100% of the content across the three course offerings.** Courses using these materials will be recognized with a "student savings" seal to encourage increased enrollment in them.

Content Licensing and Ownership

Faculty work created in connection with the program will be transferred to USO to allow effective administration of the program. The USO will grant a license to allow certain exploitation of the works by their creators independent of the program. Material selected from third-party sources will be used only in accordance with the express written permission of the material rights-holder.

Program Support from Ohio Learning Network and OhioLINK

Financial support: \$250,000 from the OLN Investment Fund will create the *Textbook Affordability Grants Program*. As many as five projects will be supported with funding up to \$50,000 per TAG course. Each project represents a separate General Education or STEM TAG course. One institution must serve as the fiscal agent for the project and agree to share funds as appropriate with other collaborators. The funds will be distributed in three stages to successful applicants. Stage 1 funds will be available in December, 2008. Each following stage will be distributed upon successful completion of the previous stage:

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Stage 1: \$20,000 – Readiness, Planning, and Design – to identify required learning assets and to build new and aggregate existing assets into a course repository that serves identified TAG objectives. (November 2008 – June 2009)

Stage 2: \$15,000 – Implementation and Data Collection – to support the first offering and evaluation of the course that packages modules from the digital repository of learning materials. (July 2009 – December 2009)

Stage 3: Adjustment and Redesign of Materials. (December 2009 – June 2010)

Stage 4: \$15,000 – To support the second, refined offering of the course using the learning materials. (January 2010 – June 2010)

Follow-up: Based on documented success, the *Textbook Affordability Grants Program* will be expanded to other TAG areas in FY10-11 if funds are available.

Material creation and selection support: To achieve the required cost savings, a significant portion of the digital textbook content will be faculty-created material. A robust set of learning materials likely will require augmentation from third-party sources. OhioLINK has been in discussion with creators of digital content necessary to the formation of the digital textbooks, and will share opportunities that have arisen from these conversations. These content providers of digital assets include *CourseSmart* (<http://www.coursesmart.com/>), an entity formed by six of the major commercial publishers to offer digital versions of popular print texts; *XanEdu* (<http://www.xanedu.com/>), a provider of digital course packs that also facilitates copyright clearances; and various commercial and “open content” publishing ventures (e.g., Merlot at <http://www.merlot.org/merlot/index.htm>). OhioLINK also has a variety of digital text, audio, and video assets under license that may be incorporated into *Textbook Affordability Grants Program* projects, subject to the terms of such licenses.

Assessment, evaluation, and dissemination: Proposals will be submitted online, using the attached templates. The proposals will be evaluated by faculty and learning technologists from across the state of Ohio, supplemented by nationally-recognized evaluators familiar with emerging instructional practices that cross disciplines. OhioLINK will provide assessment instruments to evaluate supported projects during Stages 2 and 3 of the projects. OLN and OhioLINK will facilitate group-authored white papers on the *Textbook Affordability Grants Program* and convene a panel at the Ohio K-20 Conference in 2010 to help faculty disseminate their results.

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Timeline

August 27, 2008:	Call for proposals released.
November 15, 2008:	Proposals due.
December 22, 2008:	Awards announced.
By January 15, 2008:	Preliminary planning meeting held.
January - May 1, 2009:	Project readiness documented and <i>Digital Textbooks for Ohio</i> titles provided to college bookstores.
August 1, 2009:	Initial versions of digital textbook available for use in Autumn 2009.
December 15, 2009:	Preliminary evaluation due, release of round 2 program funding based on completed evaluation.
January 2010:	Revised version of digital textbook course offered.
February 2010:	Interim report at the K-20 Ohio conference.
July 2010:	White Paper completed/sustaining funding announced.

Questions and Submissions by November 15 – affordability@oln.org

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Proposal Components:

Cover Page

TAGs Information Page

Creative Commons Agreement

Narrative (limited to 3 pages)

Process Guidelines Checklist

Budget Template

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TEXTBOOK AFFORDABILITY GRANTS PROGRAM COVER PAGE

1. INSTITUTION & PROJECT DIRECTOR

College/University _____

Address _____

Project Director(s) _____

E-Mail _____ Telephone Number _____

Project leaders from at least two collaborating institutions:

Name: Institution: E-mail addresses:

2. PROJECT

Title:

3. BUDGET

Requested funds \$ _____

CERTIFICATION AND ENDORSEMENT

The applicant certifies that to the best of his/her knowledge and belief, data in the proposal are true and correct, and those responsible for conducting the activity are requisitely responsible and capable. The institution endorses the goals of the project and agrees to participate and support its costs as outlined in the proposal.

Provost/Chief Instructional Officer _____

Title _____

Signature _____ Date _____

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TEXTBOOK AFFORDABILITY GRANTS PROGRAM
TAGS Information

TAG DISCIPLINE

Annual Course Enrollment (each institution)

Course Text Book(s) ISBN and new list price of text (each institution)

LEARNING OBJECTIVES – List three learning objectives supported by the proposal and indicate an example of content used to help students fulfill stated learning objectives (e.g., PowerPoint lecture, simulation, guided notes, practice quizzes, simulations or problem sets).

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The undersigned agree that all works furnished to the USO are either: (1) original works of authorship created entirely by faculty members in connection with this project that are not derivatives of, or do not otherwise contain third-party content ("Faculty Works"); or (2) works that contain, are comprised of, or are derivatives of third-party works for which express written permission has been granted by the rights-holder to use those works in connection with the program ("Third-Party Works"). To the extent that works furnished to the USO consist or are comprised of Third-Party Works, the undersigned agree to completely and accurately identify the specific nature and location of such materials and their rights-holders. The undersigned further agree, together with their employing academic institution, to execute all documents necessary to assign ownership to USO of Faculty Works and all portions of Third-Party Works that contain or are comprised of original works of authorship created by faculty members in connection with this project. Further, we agree to abide by all terms and conditions of rights-holders of Third Party Works. We agree to offer the course at our institution in Autumn of 2009 as a condition of receiving the second installment of our grant award. The third installment is conditioned on satisfactory evaluation of the initial offering as well as a commitment to the second iteration of the course. Faculty stipulate that their use of the digital course pack is consistent with institutional policy and sanctioned by the Institutional Review Board (if necessary). We understand that an OhioLINK server is available to house these materials and to link to servers of commercial content providers if necessary.

Signature of Project Team Members:

_____ Date

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Please attach a brief narrative (3 pages or less) illustrating faculty experience creating and teaching with digital content, course and instructional design and describing project activities: How will you complete the work for each phase of this grants program? What roles will each faculty member have?

Provide URL link to participating faculty members' vitas.

Resources for Faculty:

<http://chronicle.com/wiredcampus/article/3248/management-professor-using-crowdsourcing-to-write-textbook>

<http://regents.ohio.gov/transfer/tagcourses/index.php>

Process Guidelines

Here is a step-by-step approach to creating and using the repository of learning materials you'll aggregate in your proposal. Even though you won't be identifying and collecting these assets unless your proposal is funded, place a check mark before each, indicating you have read and can meet this expectation:

1. Identify your TAG (Transfer Assurance Guideline) community.
2. Indicate the course or courses for which your faculty team is creating a repository of digital learning assets.
3. List the learning objectives for the TAG course. Under each learning objective, list at least three digital learning assets.
4. For each asset, indicate whether it is a Faculty Work or a Third Party Work, including necessary identifications related to Third Party Works
5. Obtain express written permission from rights-holders for use of Third Party Works in such form as required by USO.
6. Assign to USO in such form as required by USO all Faculty Works and all portions of Third-Party Works that contain or are comprised of original works of authorship created by faculty members in connection with this project.
7. Create a course syllabus for each campus represented. List the learning assets used to teach the course. (Many faculty find it convenient to build a weekly syllabus that lists the learning objectives by week for pacing, sequence, and interconnectedness.) Link the learning assets to the appropriate week in the course offering will result in no cost to students taking the course.
8. Assure that the digital assets each faculty has chosen to use in their course offering will result in no-cost to students taking the course.
9. Compare the digital learning assets used in each of the three courses and check that the overlap (shared assets) range between 60% and 100% of the repository.
10. Check that the assessments you plan to use are drawn from the digital learning materials you provide your students in the course.
11. Prepare to teach; plan to use at least the first half of your first class meeting to describe and demonstrate your work with the digital repository.
12. Teach the course!
13. Evaluate your successes and failures and use your experiences to improve on your first course offering.
14. Teach the course again!