

Open Textbooks – We have led the horse to water – now what?

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INTRO

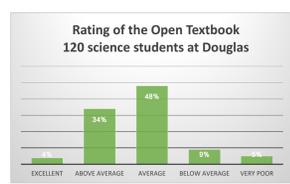
- The use of open textbooks is increasing dramatically in first year science courses.
- We studied student perceptions, the use and impact of open textbooks as well as suggestions for how instructors might change what they do in their classroom around their use of open textbooks. Compared biology and physics books.

METHODS

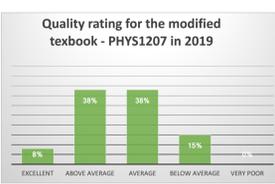
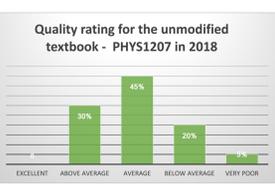
- 400 students, 10 classes, 2 years
- Classroom surveys used to collect data

RESULTS.

- Student perceive that the open textbook is as good as or better than commercial books.



- Satisfaction increases as the book is modified to match learning outcomes.



DISCUSSION

- Major impact #1 – You can legally and easily modify the textbook to match how and what you want to teach.
- Major impact #2 - All the students have the same book and they use it as much as if not more than a commercial textbook.
- We learned to cut cut cut what is in the textbook. The more you match your learning outcomes the greater the use and the satisfaction of the students. They do not have the time to browse the extra stuff that teachers think is fun.
- We learned to ensure the book must be easy to read online as well as in print. Most students use both methods.

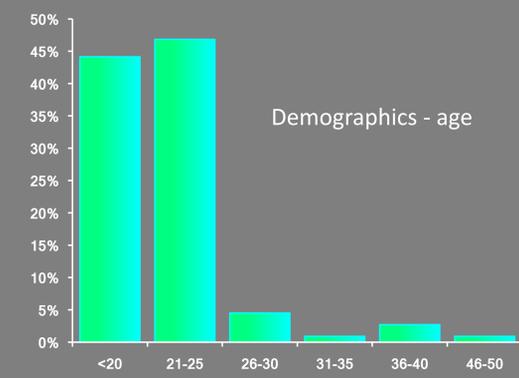
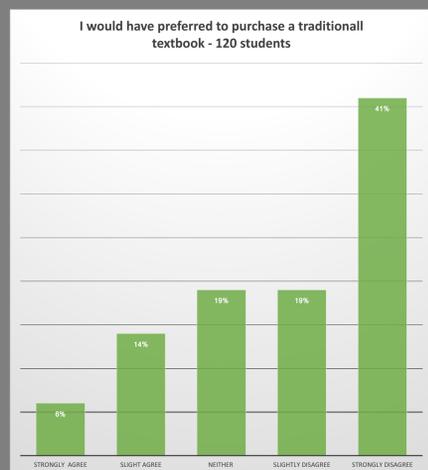


Open textbooks are as effective as commercial textbooks.

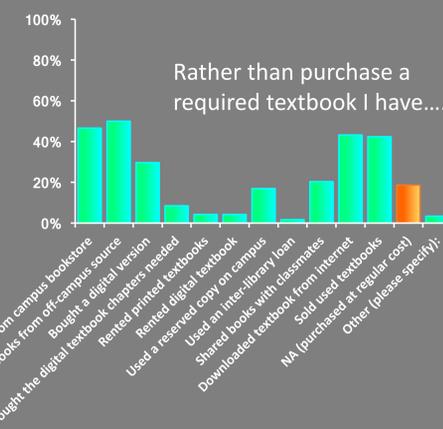
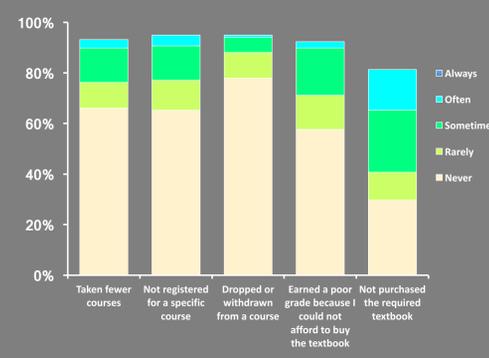
Modifying the open textbook to match how you teach makes both you and the students happier.



Take a picture to download the full paper



How often have you taken the following actions as a result of textbook costs?



Special thanks to Mike Morrison for the idea for the graphic layout of this poster <https://youtu.be/1RwjbhKCA58> and <https://osf.io/ef53g/>