A person wearing blue jeans is sitting on a tall stack of books. They are holding a laptop on their lap. The background is a plain, light-colored wall.

★ ★ ★ ★ ★

Economic Justice for Students: One Way Educators Can Address Textbook Costs

Becky Anthony & Victoria Venable
School of Social Work

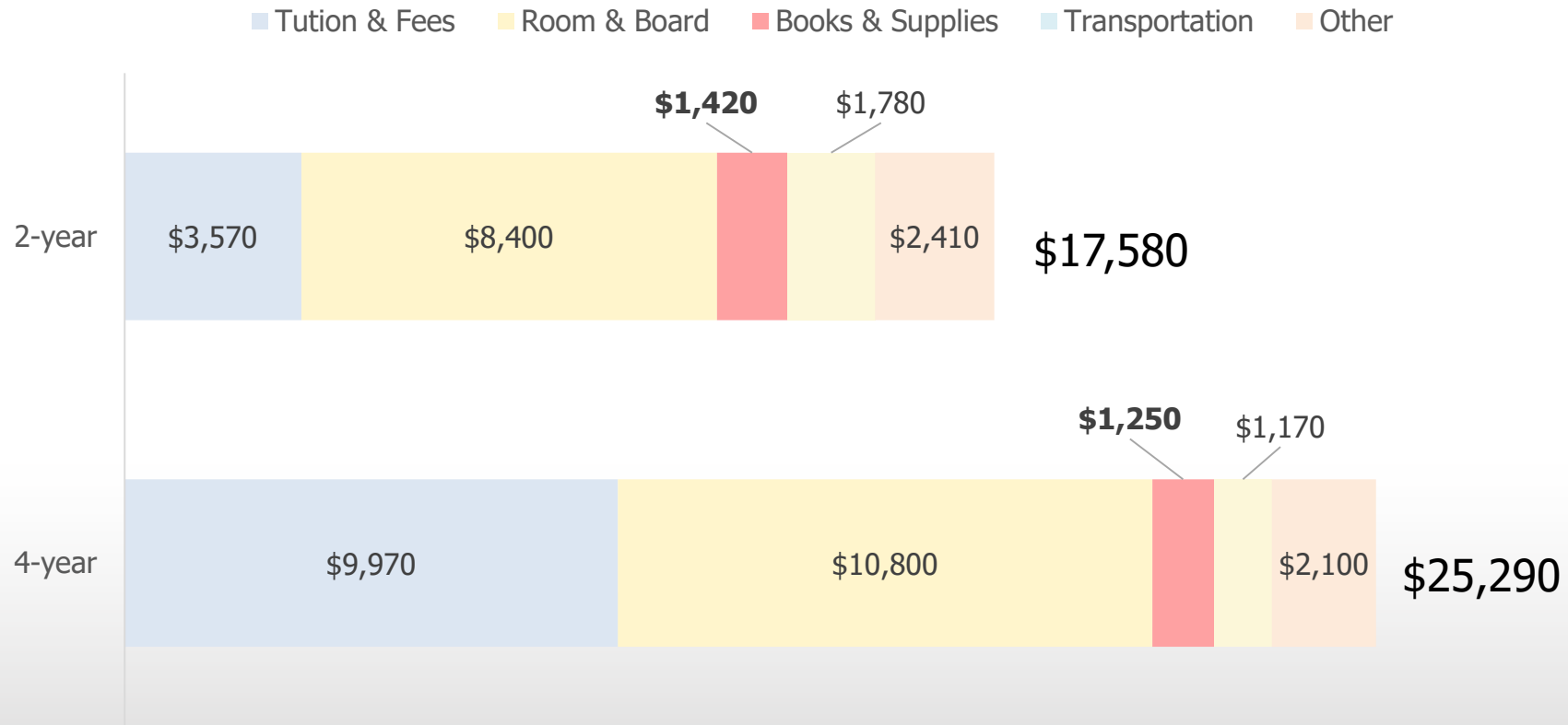
Salisbury
UNIVERSITY



★ ★ ★ ★ ★ *Social Justice Issue*

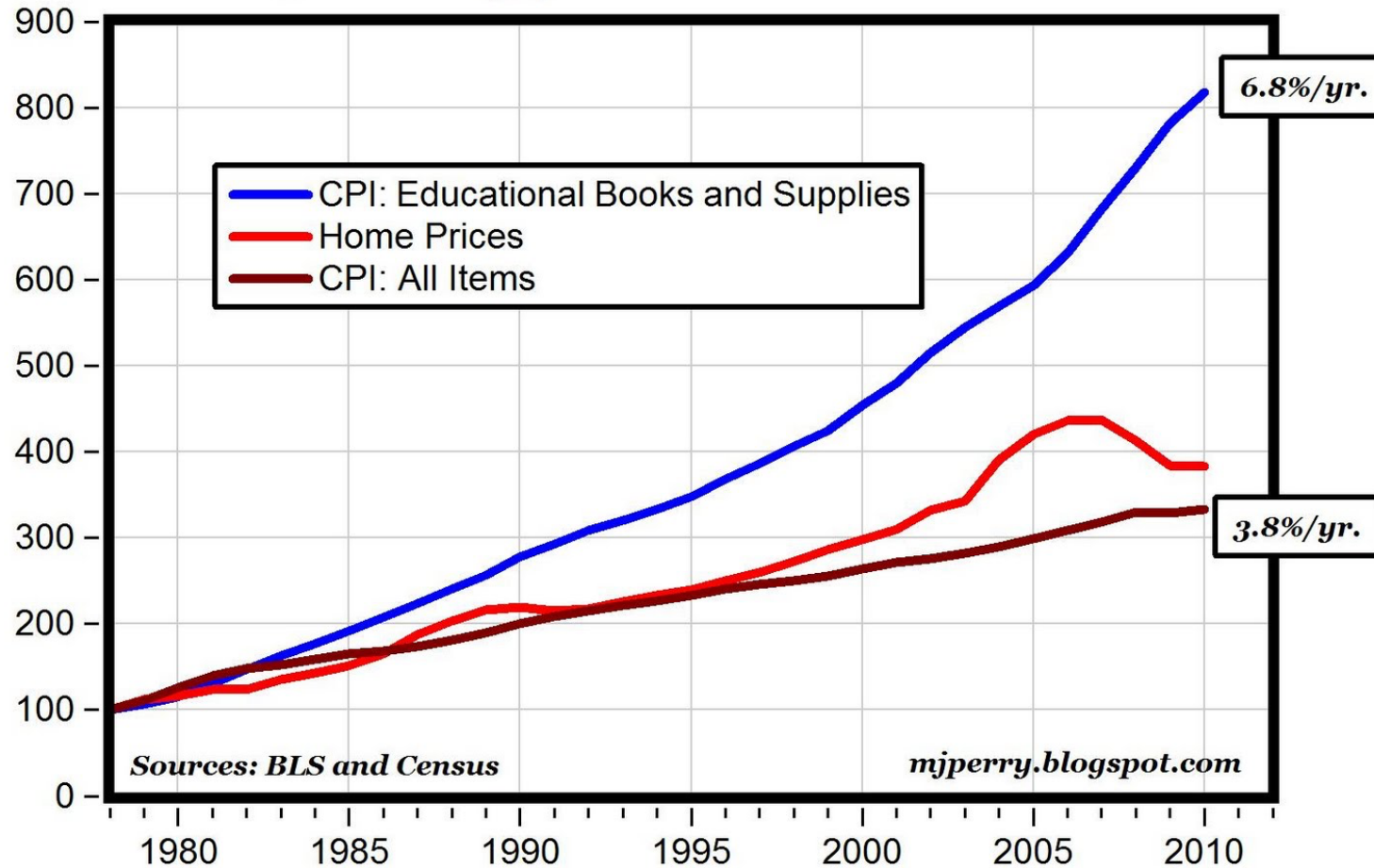
Textbook costs are an
economic injustice due
to the issues of access
and accessibility

Estimated Undergraduate Budgets 2017-18



CPI: Educational Books and Supplies vs. Home Prices vs. CPI: All Items 1978 to 2010

Indexes = 100 in 1978



Slide provided by William E. Kirwan Center for Academic Innovation

Consequences...

- 65% of college students have decided against buying textbook.
- 48% factored textbook costs into deciding which/how many classes to take.
- 30% are using financial aid to pay for textbooks.



U.S. Public Interest Research Group

<https://uspirg.org/reports/usp/fixing-broken-textbook-market>

<https://studentpirgs.org/reports/sp/covering-cost>

In Maryland...

- Students pay over \$223 million annually on textbooks.
- Per course average roughly \$120-150 (large range).
- Community college tuition and fees per credit hour is \$142 or \$426 per 3-credit course.
- 33.3% of students receive Pell Grants.



Within the SU School of Social Work...

Cost of Textbooks

BASW Program

- \$1438.20

MSW Program

- Traditional Program- \$2,824.85
 - Advance Standing- \$1,666.40
- (Electives courses add \$145-180)



What can we do?

Professors have little ability to control the course tuition or room and board costs; however, they do have control over the required readings assigned in their courses (Martin, et al., 2017).

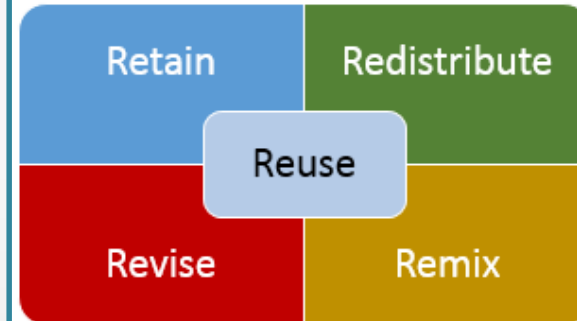


OER Defined

Free teaching, learning and research materials



Reside in the public domain under an open license



Alternative (OAER) = there is a charge
(much lower than traditional textbook costs)



Pros & Cons of OER

PROS



CONS

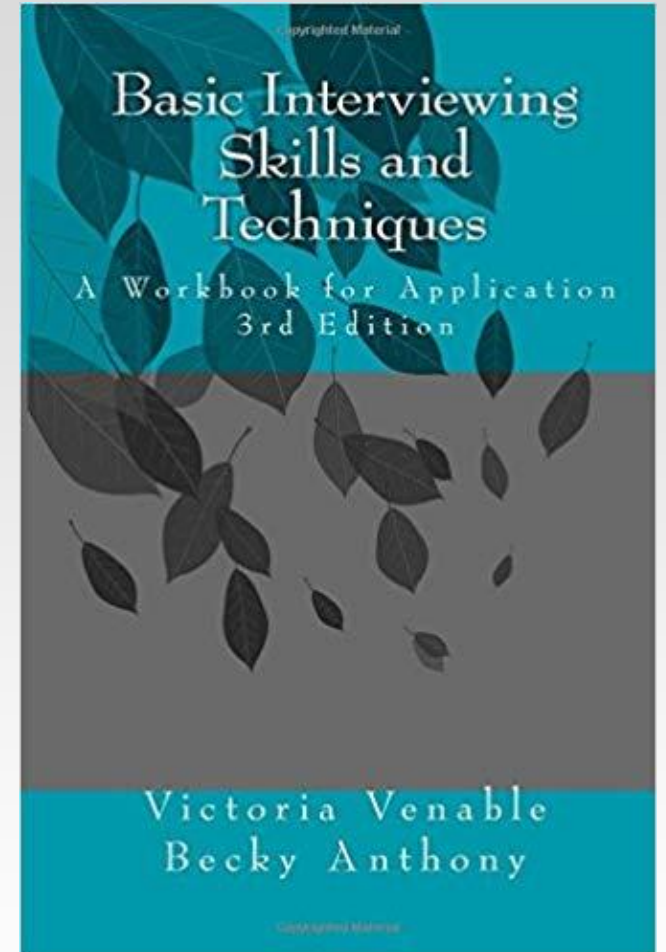


Non-Traditional Textbook Option

- Course specific and focused material
- Supplemented by videos and assignments located in the course LMS

Createspace.com as Tool

- Utilizing a web-based software program, *Createspace*, we were able to develop our own workbook and have it self-published.
- Global distribution
- Inexpensive and not dependent on bookstore



The Study

The focus

- Evaluating the impact of a non-traditional text option on the learning experience of students enrolled in an undergraduate social work course

Methods

- Participants completed an online survey over the course of two academic years (2016 and 2017)
 - Both multiple choice and open ended questions
- N=36 (2016)
- N=46 (2017)
- Total of 82 participants

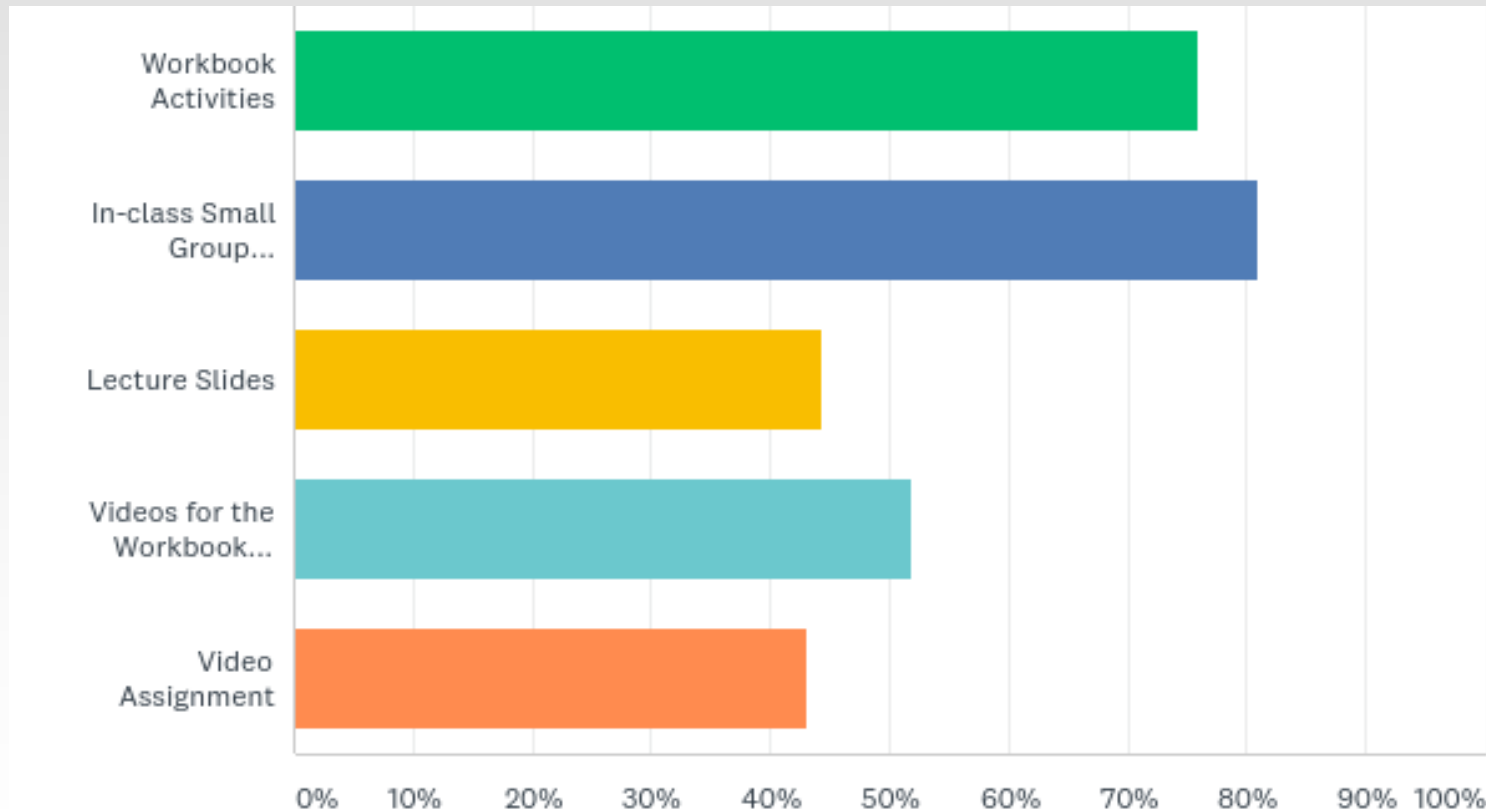


Who Participated

	Fall 2016 n=36 Total	Fall 2017 n=46 Total
Gender		
Male	1 (2.8%)	2 (4.3%)
Female	35 (97.2%)	44(95.7%)
Age		
Under 21	14 (38.9%)	20 (43.5%)
21-30	14 (38.9%)	10 (21.7%)
31-40	5 (13.9%)	8 (17.4%)
41 and over	3 (8.3%)	8 (17.4%)
Location		
Salisbury Campus	30 (83.3%)	32 (69.6%)
Satellite	5(13.9%)	11 (23.9%)
UMUC	1 (2.8%)	0

Initial Findings: Year One and Year Two

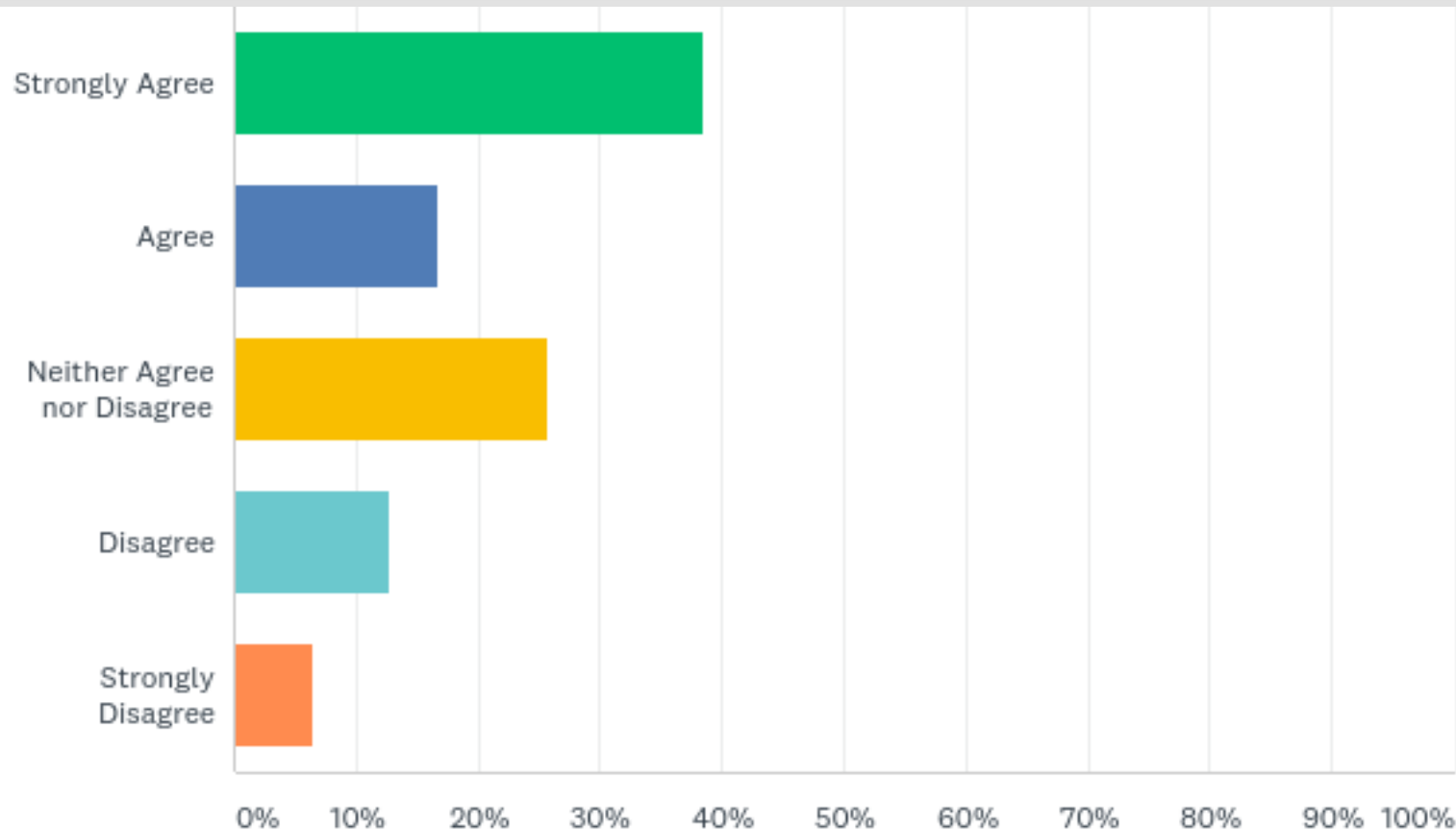
What specific components were the most beneficial to your learning experience in this course?



- **60%** ($p=.000$) of participants indicated that they felt the workbook was beneficial to their learning in the course.
- In addition, **42%** ($p=.000$) of participants felt that both the workbook activities coupled with in-class activities and the supplemental videos were beneficial to their learning in the course.

Initial Findings

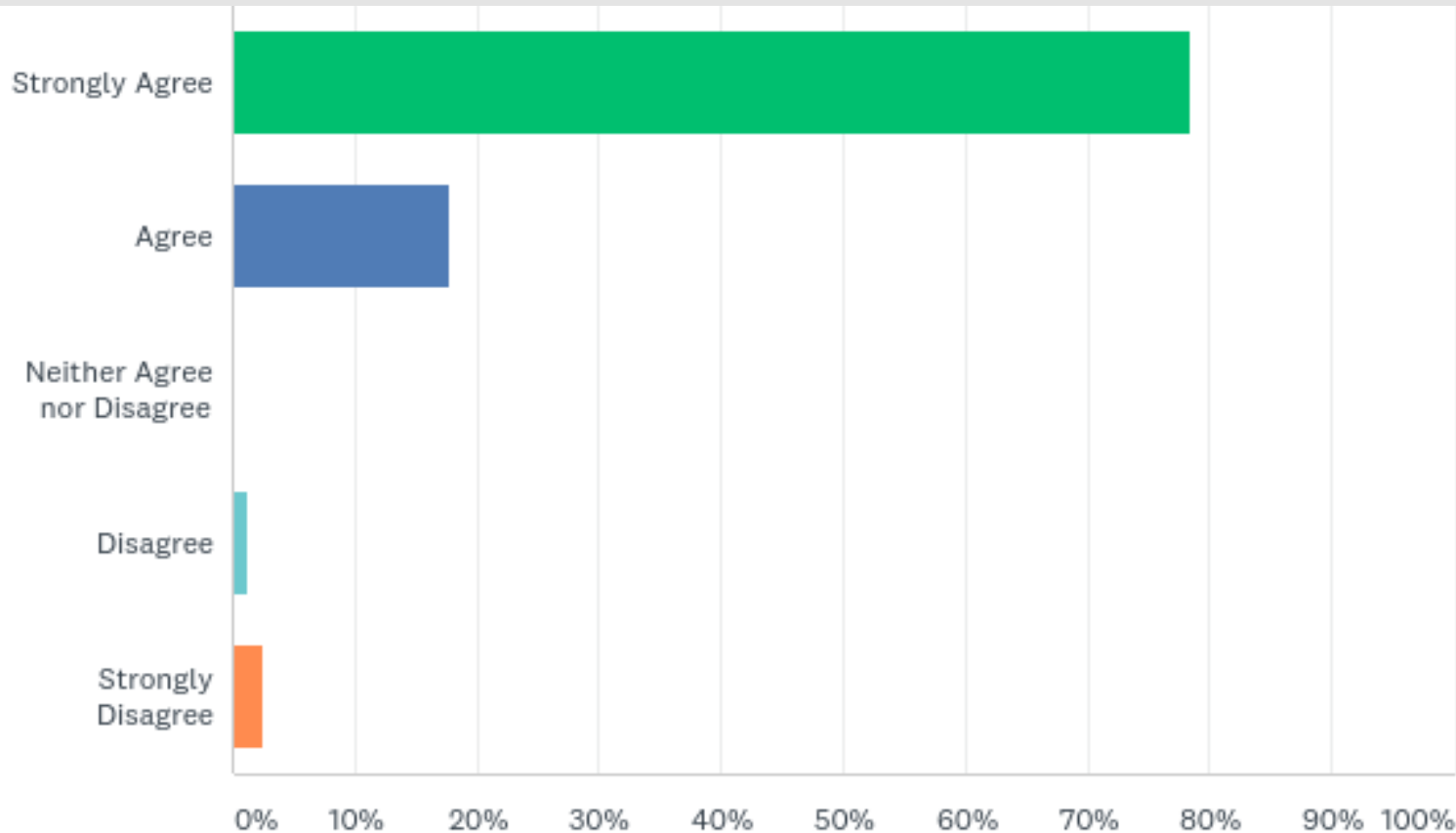
The cost of textbooks is often the major reason why I do not purchase them for my classes



Over **40%** ($p=.000$) of participants strongly agreed and agreed that the price of their textbooks is a major factor when considering whether or not to buy books for classes

Initial Findings

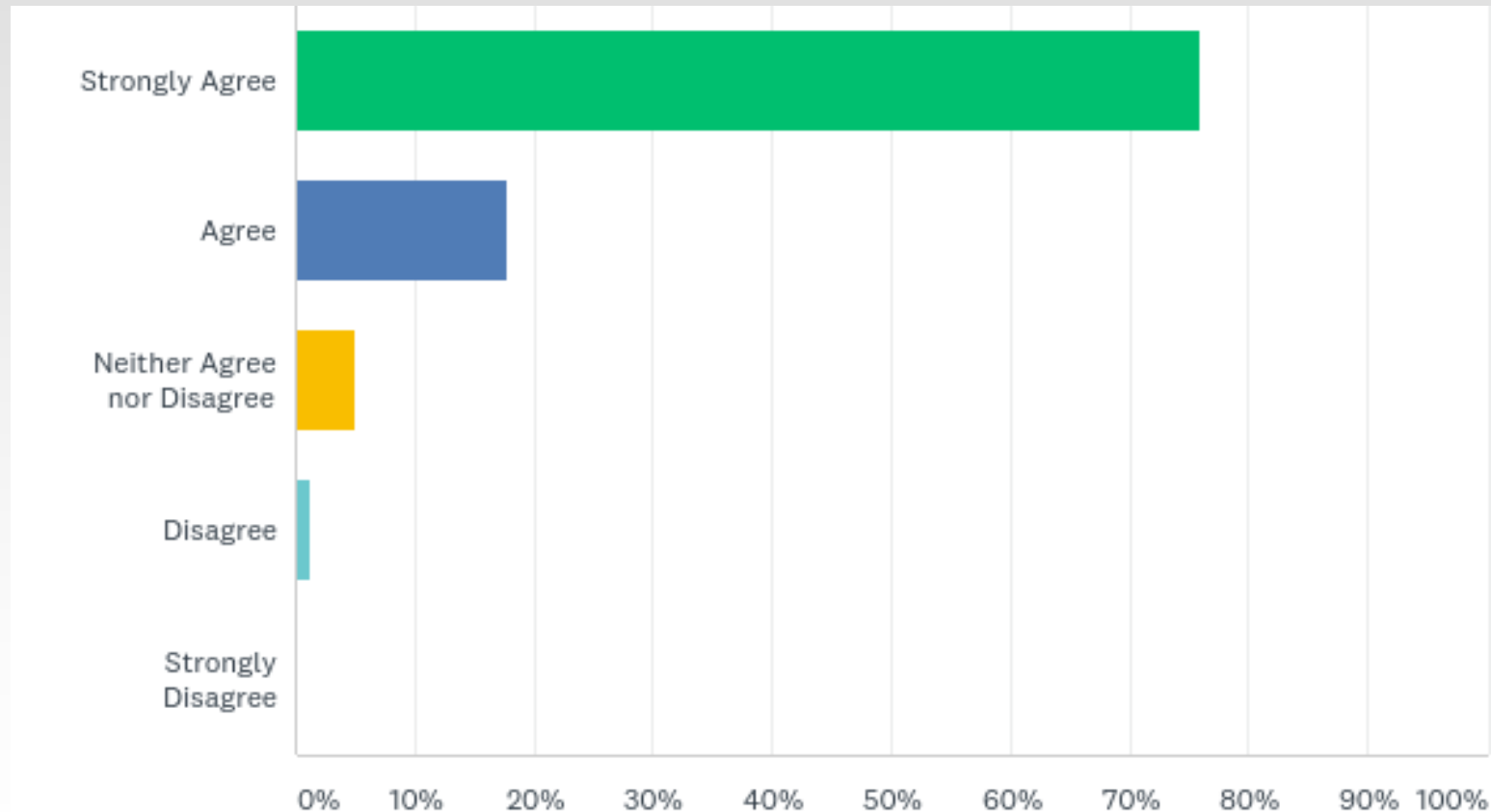
Compared to other courses that utilize traditional textbooks, I am more likely to read a workbook like the Basic Skills workbook.



Over **70%** ($p=.000$) of participants strongly agreed or agreed that they were more likely to read and use a workbook like the one we created for our course

Initial Findings

I found the language and organization of the Basic Skills workbook easier for me to understand and use than what is in some of my traditional textbooks



Over **70%** ($p=.000$) of participants strongly agreed or agreed that the non-traditional text option was easier to use and understand compared to their traditional textbooks

Overview of the Findings

- Students liked the workbook more than a traditional textbook
- Students found the workbook to be convenient and affordable
- Students liked that the workbook was straight to the point and short, but wanted more in depth information about the subjects covered
 - Add more information but keep the workbook smaller and more concise than a traditional textbook
 - Add vocab words and definitions
- Students liked having examples and supplementary material
 - Add more examples in the book and try to improve the existing ones
 - Put links in the book for videos



Continue:



- Utilizing workbook
- Surveying students
- Adapting workbook based on feedback every summer

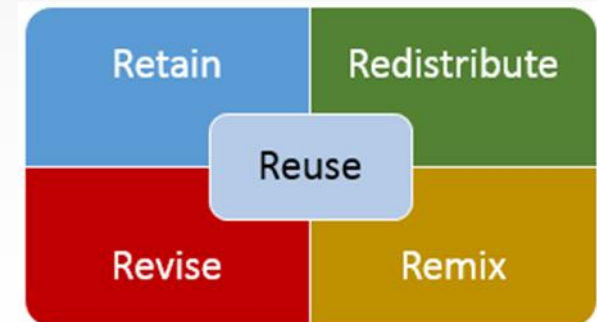
Next Steps



Moving Forward:

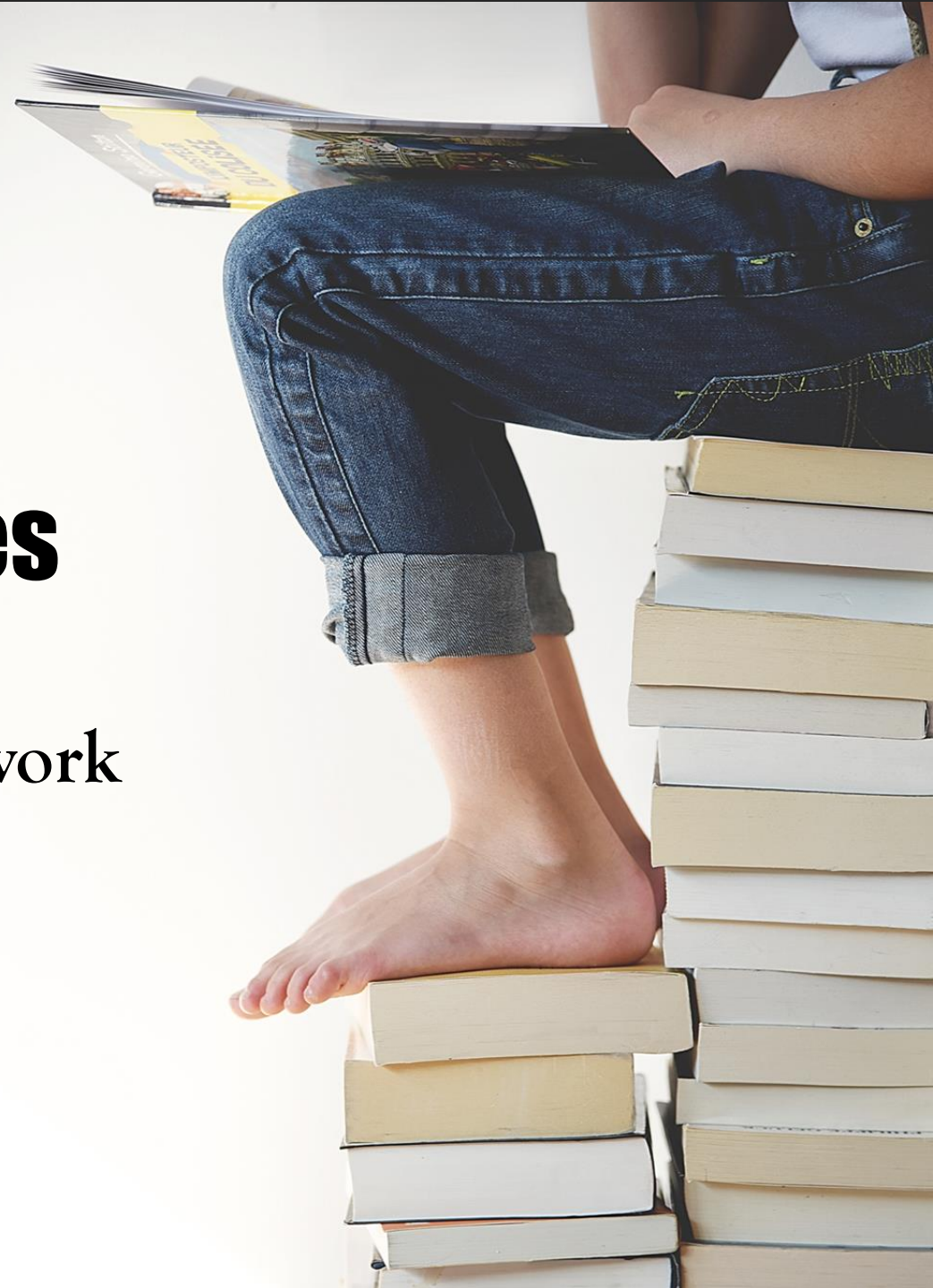


- Create updated videos (funding is needed!)
- Potential for OER

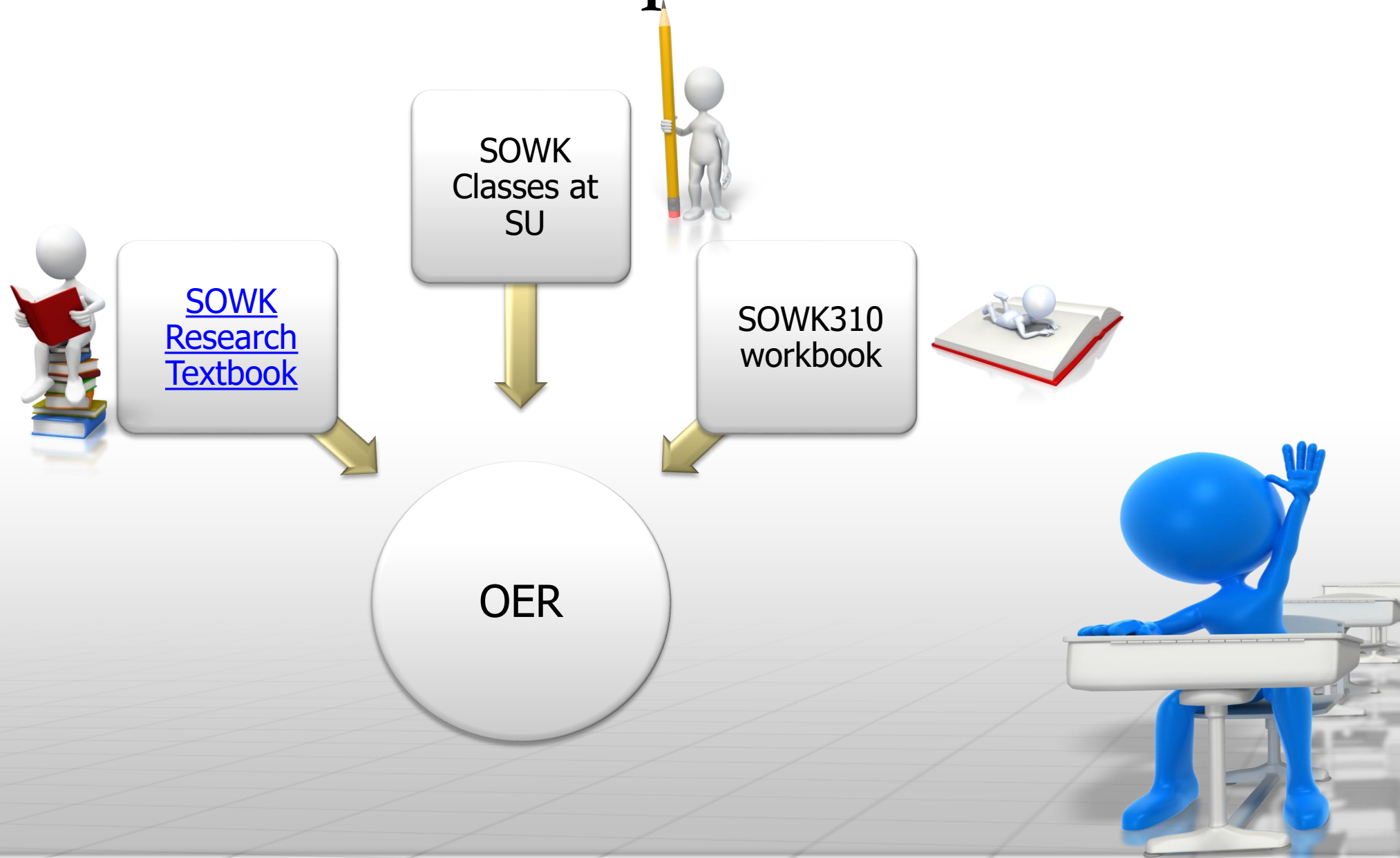


Open Educational Resources

What is currently available for social work professors?



OER Examples



Resources

- [Open Social Work Education](#)
- [OER Commons](#)
- [SU Library Guide](#)
- [MERLOT](#)
- [Prof2prof](#)
- [M.O.S.T Initiative](#)
- [Creative Commons](#)

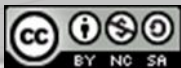


Creative Commons Licensing

- Creative Commons Video

- Freely Available and widely utilized!

What does the license on this Presentation mean?



Creative Commons Licenses

explained, at a glance.



You can redistribute (copy, publish, display, communicate, etc.) the works.



You have to attribute the original work (title of work, creators name, link, CC license).



You can use the work commercially.



You can modify and adapt the original work. Provided you indicate how you changed it.



You can choose any license for your adaptations of the work.



Intellectual property rights have expired, have been forfeited, or are inapplicable (e.g. works of Shakespeare, Beethoven, etc.)

Disclaimer: This document by its nature cannot be comprehensive and is provided to assist clients to clarify and identify legal issues on which they should seek legal advice. Please consult professional legal staff for advice specific to your situation.

	COPYRIGHT	×	×	×	×	×
	PUBLIC DOMAIN*	✓	×	✓	✓	✓
	CC BY	✓	✓	✓	✓	✓
	CC BY-SA	✓	✓	✓	✓	×
	CC BY-ND	✓	✓	✓	×	✓
	CC BY-NC	✓	✓	×	✓	✓
	CC BY-NC-SA	✓	✓	×	✓	×
	CC BY-NC-ND	✓	✓	×	×	✓

Course Discussion when considering OER

- How could OER be used in this course?
- Does something already exist for this content?
- What could we implement in this course?
- How could we implement it in this course?
 - What resources do we need?
 - What is the timeline?



Questions? Comments?



Questions?



Becky Anthony

rsanthony@salisbury.edu



@becky_anthony

Victoria Venable

vmvenable@salisbury.edu

To view these slides, please follow this link:



References

- Florida Virtual Campus. (2016). 2016 Florida student textbook and course materials survey. Retrieved from <https://florida.theorange grove.org/og/file/3a65c507-2510-42d7-814c->
- Jhangiani, R. & Jhangiani, S. (2017). Investigating the perceptions, use, and impact of open textbooks: A survey of post-secondary students in British Columbia. *International Review of Research in Open and Distributed Learning*, 18(4), 172-192.
- Martin, M. T., Belikov, O. M., Hilton, J., Wiley, D. & Fischer, L. (2017). Analysis of student and faculty perceptions of textbook costs in higher education. *Open Praxis*, 9(1), 79-91.
- U.S. Bureau of Labor Statistics. (2017, August 13). Consumer price index – All urban consumers: College textbooks. Retrieved from <http://www.bls.gov/data>