



Content Builder: How to Use MERLOT's Authoring System

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What is the MERLOT Content Builder?

- A quick and easy authoring system to create hosted learning materials (web pages and web sites) and reliably store them
- A way to ensure pedagogical context and wrap it around/develop a learning material
- Allows you to take content and create curriculum in a web page or web site

Who can use the Content Builder?

- Any MERLOT Member
- MERLOT membership and the Content Builder are both free!
- MERLOT hosts the web pages and sites you create

Sample Web Pages and Web Sites


File Edit View History Bookmarks Tools Help

http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=83689959890852

Start Over Most Visited Getting Started Latest Headlines Share on Facebook Esther Wojcicki

Google Search Sidewiki Translate AutoLink AutoFill Sign in

Material Detail Bug 2209 - Material shows 2 reviews b... HP Technology for Teaching - Cal ...



Usability Evaluation of Tablet PCs as Software Development and Deployment Platforms


Franz J Kurfess, Computer Science Department, Cal Poly San Luis Obispo

The usability of tablet PCs for the development and deployment of software is the core question in a project conducted by Franz J. Kurfess at Cal Poly, San Luis Obispo. Supported by an HP Technology for Teaching grant awarded in May 2005, students in Software Engineering and User Interaction Design classes investigated if the use of a computer that is centered around direct, on-screen manipulation makes a significant difference for the development and deployment of software. The main outcome is that tablet PCs are very useful for certain activities and stages in the software development process, such as drawing sketches and diagrams, taking notes, and augmenting existing documents. Their most beneficial use is in situations where conventional computers can be used as the main software development stations, and tablet PCs when mobility, sketching, or annotating are important.

Rationale

Our initial assumption that the use of tablet PCs will be beneficial for students and instructors has been confirmed. Informal observations, focus groups, and questionnaires identified the following as the most important benefits:

- Tablet PCs are excellent tools for certain activities critical in the development of software specifically, and of products where computers are used during the design and development stages in general. Tablet PCs enable developers and others to be very mobile, which can be critical in situations like the acquisition of requirements from users. Their pen-based direct manipulation interface works very well for drawing, sketching, and annotation, making it very convenient to generate documents directly during meetings, or work sessions. These documents can be shared easily, and often can serve as the basis for more detailed and refined work.
- The different interaction paradigm makes students reconsider many of their assumptions about the design and implementation of computer-based systems. Since they actually work with a device based on this new paradigm, students do not only know about it, but have actual practical experience with it. In addition, they acquire a wider perspective on the design of user interfaces, which otherwise is often implicitly dominated by the conventional, mouse and keyboard-oriented methods.
- Some activities during the design, development, and implementation phases can be performed more naturally with a tablet PC (precise direct manipulation of objects). This is especially beneficial when drawings and sketches are essential techniques, such as during discussions with users or other developers, or in the early stages of trying out different interface designs.
- In a classroom setting, students have immediate access to all the materials the instructor is using, and can annotate the materials directly, and perform exercises immediately. Although our attempts to use software like Classroom Presenter were not entirely successful, many students used tablet PCs during class, mainly for taking notes.



Cal Poly CSC Students Ben Weber and Dennis Taylor (photo by Brett Bojduj)

Quick Facts

Done Z



Authentic Assessment Toolbox

[MERLOT Item Record](#)

created by

Jon Mueller - Professor of Psychology

North Central College, Naperville, IL

jfmuller@noctrl.edu

Motivation

Unfortunately, most educators, from pre-school through higher education, received very little if any training in the development of assessments. What we know is mostly what we experienced as students. Much of that was the more traditional assessments like multiple-choice tests. So, I wanted to provide an accessible and useful resource for all educators to assist them in understanding assessment, particularly an alternative called authentic assessment.

Learning Activities

I send my own graduate and undergraduate (Educational Psychology) students to various chapters of the online text as the primary reading for the discussion of assessment. I also ask them to peruse the [example section](#) to become familiar with different types of standards, authentic tasks, and rubrics.

Impact of use on Teaching and Learning

Beyond my own teaching, I have received a lot

Tips for Teaching

The site is designed so that anyone can jump anywhere into the text depending on their interest, and easily navigate to other related questions. However, if readers are new to authentic assessment, before they start browsing examples or reading the chapter on how to create authentic assessments, I would encourage them to begin with "What is authentic assessment?"

For those more familiar with authentic assessment and who have created your own, I would welcome any examples of authentic tasks or rubrics or portfolios that you are willing

Virtual Labs for GE Biology

General education biology laboratory courses are facility and labor intensive and often have low student success. The current project addresses these concerns through the implementation of online labs to engage students in the scientific method, reduce the demand for laboratory facilities, and decrease costs, addressing both facility and pedagogical bottlenecks.

Robert A. Desharnais & Paul Narguizian
Dept. of Biological Sciences, CSULA

(Email: rdeshar@calstatela.edu & pnargui@calstatela.edu)

Project Abstract

We redesigned a GE biology course by using existing web-based software to replace traditional wet labs. Two new modes of lab instruction were compared to the traditional offering: (1) all labs online with a "drop-by" help center and (2) a hybrid "flipped lab" model with two tracks of online and in-person labs alternating every week. Both modes included a face-to-face lecture. Engaging inquiry-based exercises were developed around each online activity where students are provided background information, guided through a series of basic experiments, encouraged to design their own experiments, and required to produce a simple scientific report that is delivered electronically. A rubric was designed so that graduate assistants can grade reports. The course offerings with online labs were piloted during the 2013/14 academic year. Formative assessment involved the tracking of students' attitudes and performance. Summative assessment compared student performance for the online, hybrid and traditional modes.

[Complete Project Description](#)

This document provides a more thorough description of the redesign project.

[CSU Course Redesign Website](#)

Review the description of the CSU systemwide initiative supporting faculty redesigning their courses to improve student success.

[MERLOT Digital Library](#)

A free and open online library of online teaching and learning materials across a wide variety of disciplines and education levels. MERLOT provides you the link to the material as well as peer reviews, member comments, lesson plans, and other quality assurance information.

Course Redesign Overview

Motivation

General education (GE) laboratory courses represent a bottleneck for students' progress to graduation. As part of their general education requirements, every CSU student must complete a science course with a laboratory. At Cal Sate LA, a life science course with a laboratory activity is required of every student. For practical reasons, the enrollment in each lab section must be limited in size (20-24 students) and each must be staffed by an instructor or graduate teaching assistant. Lab sections must be taught in specialized facilities which are limited in number and availability. Moreover, many GE students struggle with science classes and so the rates of repeatable grades are often high. Based on our experience using virtual labs as a supplement to traditional wet labs for science majors, we felt that virtual labs could address both the facility and pedagogical bottlenecks faced by GE students.

GE biology courses are a challenge for non-science majors

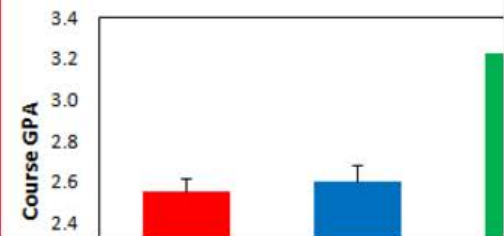


Impact on Teaching and Learning

Grades

There were statistically significant differences in the course grades for the three types of laboratory format. The chart below shows that the students taking the course in hybrid flipped labs showed a significant increase ($P < 0.05$) in their mean GPA.

Course GPAs



** This page is unpublished **

Revealing Student Understanding in a Problem-Based Learning Educational Psychology Course: Reciprocal Teaching Problem

Bill Cerbin,

Professor of Psychology

University of Wisconsin, La Crosse

Content adapted from [Bill Cerbin's web site](#)

Overview of the Reciprocal Teaching Episode:

The goal of the RT session is to help students understand why RT improves reading comprehension. In theory, they have all the knowledge they need, but in practice initially they cannot develop an effective explanation about RT. To facilitate their understanding, I conduct the class period in four parts.

What is Reciprocal Teaching?

Reciprocal Teaching is a method to help children improve their reading comprehension. In RT training sessions, children take turns in small groups leading discussions over short passages of material from their texts. To help them understand the material and lead the discussions, they are taught to pose questions about and clarify the material, summarize the passage and predict the content of subsequent material.



lecture



Introductory Lecture

I start with a brief lecture in which I provide an overview of Reciprocal Teaching. The purpose of the lecture is simply to describe the RT process and answer students' initial questions.



writing activity



Writing Activity

Immediately following the lecture, students engage in an individual writing activity in which they're asked to explain why RT works.

This writing activity involves students filling out a response form, in which I ask them questions about the content of the lecture. This response form is designed to elicit their additional understandings of how the principles of learning and cognition are applied in RT, which students will then examine and challenge in group discussions.



small group



Small Group Discussion

Students were asked to get together in small groups, talk about their responses to the individual writing assignment, and come up with their best ideas about student understanding. They recorded their answers on large sheets of paper.



class



Class Discussion

Large group discussion and debriefing session where the class attempts to synthesize each group's work. Purpose is to explore students' explanations and the connections they have made.

How To Access the Content Builder

SEARCH MERLOT ▶

My MERLOT ▶

MEMBERSHIP ▶

ABOUT MERLOT

MERLOT COMMUNITIES ▶

CREATE MATERIALS WITH CONTENT BUILDER

NEW & INFORMATION

Become a MERLOT Peer Reviewer by Attending GRAPE

$x = u - v$
 $x^3 = (u - v)^3 = u^3 - 3u^2v + 3uv^2 - v^3$

Free collection of online teaching and learning materials and faculty developed international membership community of faculty, staff, students and administrators.



MY MERLOT ▶



CALIFORNIA STATE UNIVERSITY SYSTEM ▶



MERLOT COMMUNITIES ▶




CREATE MATERIALS WITH CONTENT BUILDER

JOLT Call for Papers for Special MOOC Issue

NEWS & INFORMATION



ADD TO COLLECTION ▶



- My Profile
- Manage communities
- My Workspace
- Editor in Biology Editorial Board
- Dashboard Report
- Access the Content Builder**

Logout

The Main Menu

MERLOT Content Builder Main Menu

 **Create Web Page**  **Manage Web Pages (22)**

A Web page is an individual page created with Content Builder.

 **Create Website**  **Manage Websites (8)**

A website is a group of individual Web pages. It contains a navigation bar.

 **Create Web Collection**  **Manage Web Collections (3)**

A Web collection is a group of Web pages organized in a gallery format showing the title and author of each page with a link to that page.

My Recently Edited Items

[Web Page: 2015-04-09 Test](#)
Updated: Sep 30, 2015 3:48p

[Web Page: Blank Web Page 2015-03-19](#)
Updated: Mar 19, 2015 9:54a

[Web Page: 2015-03-18 \(B\) Test](#)
Updated: Mar 19, 2015 9:51a

[Web Page: 2015-03-18 test](#)
Updated: Mar 18, 2015 3:13p

[Web Page: Blank Web Page 333](#)
Updated: Mar 18, 2015 3:11p

[Web Page: Overview TEST](#)
Updated: Mar 18, 2015 3:00p

[Website: 07-27 TEST](#)
Updated: Jul 27, 2010 9:21a

[Web Page: Course Portfolio 2](#)
Updated: Apr 30, 2010 3:42p

Create a Web Page - Select a Template

Create New Web Page

[Help](#)


[Main Menu](#) > Select a Web Page Template

To create a new Web page, click a Web page template title from the list below on the left. To use that template, click the Select Template button

Select a Web Page Template

- Template: Blank Web Page**
- Template: Author's Guidelines for Using MERLOT Material
- Template: COOLforEd Faculty OER Adoption Template
- Template: CSU Course Redesign ePortfolio (2 column)
- Template: CSU Course Redesign ePortfolio (3 column)
- Template: CSU Quality Assurance ePortfolio
- Template: Class Anatomy
- Template: Course Portfolio
- Template: Project Web Page
- Template: Teaching Tips for Using MERLOT Material
- Template: Teaching with Mobile Apps

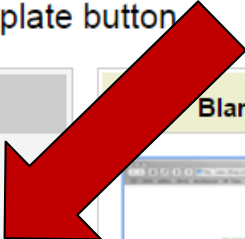
Blank Web Page



Create and use your own Web page! Add prompting questions and save it as a template!

Click the template image above to

Cancel **Select Template**

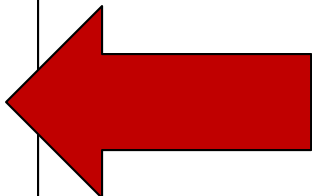


Name Your New Web Page

Now that you have selected a template, name your web page and click Save. Once you click Save, you can begin editing the page.

Name For New Web Page

Cancel Save



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Creating a Web Page

- Content Builder web pages are constructed from a set of boxes that can be moved around as you develop the page(s)
- When building a web page, it is important to think about the ultimate layout in terms of the boxes
- Each box on the Content Builder web page illustrates some aspect of the work, as each box can be designed separately
- Web pages and web sites can be independently designed to contain text, graphics, colors (background, text) or embed a link to video.
- Web pages can be linked together to create a web site.

Start Creating Your Web Page

**You can edit the TITLE & BOX,
or ADD, DELETE or MOVE a BOX**

Edit Title

Edit Files/Links

Edit Box



Add Box

Delete Box

Edit Box

What is the focus of your investigation?

Edit Files/Links

What was your approach and/or what evidence have you gathered?

Edit Files/Links

What results have emerged?

Edit Files/Links



Add Box

Delete Box

Edit Box

What resources / references have you found helpful?

Edit Files/Links



Add Box

Delete Box

Edit Box

What was your approach and/or what evidence have you gathered?

Edit Files/Links



Add Box

Delete Box

Edit Box

Examples of student work

Edit Files/Links

The image shows a grid of six content boxes arranged in two rows and three columns. Each box has a header with navigation icons (left, up, down, right) and three buttons: 'Add Box', 'Delete Box', and 'Edit Box'. Below the header is a question or topic, a text input area, and an 'Edit Files/Links' button. The first and third columns are highlighted with a red border. The content of the boxes is as follows:

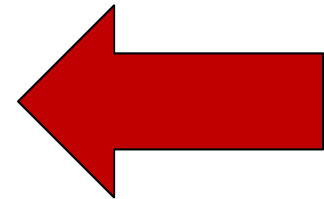
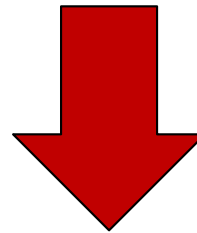
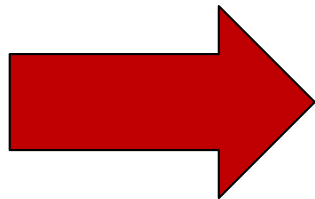
Row	Column 1 (Highlighted)	Column 2	Column 3 (Highlighted)
1	What results have emerged? [Text Input] Edit Files/Links	What is the focus of your investigation? [Text Input] Edit Files/Links	What was your approach and/or what evidence have you gathered? [Text Input] Edit Files/Links
2	What was your approach and/or what evidence have you gathered? [Text Input] Edit Files/Links	What resources / references have you found helpful? [Text Input] Edit Files/Links	Examples of student work [Text Input] Edit Files/Links

Edit a Web Page

Add or Delete a Box

Add or Edit Text,
Images, and Videos

Move a Box



What is the focus of your investigation?

Edit Files/Links

Add or Edit Files or Links



Adding Text to Your Web Page

The screenshot shows a web page editor interface. At the top, there are three tabs: "Edit Text" (selected), "Add/Edit Image", and "Add/Edit Video". Below the tabs is a "Help" button and a tip: "TIP: You can copy and paste using the standard Ctrl-C and Ctrl-V keys (Cmd-C and Cmd-V on the Mac)." Below the tip is a menu bar with "Edit", "Insert", "View", "Format", "Table", and "Tools". Below the menu bar is a toolbar with various icons for text formatting, including bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, quote, and link. Below the toolbar is a text box containing the text "What is the focus of your investigation?". The text box has a red border. Below the text box is a status bar showing "p" and "Words: 7". At the bottom, there is a checkbox labeled "Check this box to give this content box a border:" which is checked. Below the checkbox is a text input field labeled "Color of border (Click in the box to use a color picker):" with the value "828282". At the very bottom, there are "Submit" and "Cancel" buttons.

Add a Document to Your Web Page

Links Add Link

▲ ▢ ▣ ▤ ▥ ▦ ▧ ▨ ▩

Add / Edit Links

Title

URL Upload file:

OR
Enter URL: (The URL needs to begin with 'http://')

Description

Items added here will appear at the bottom of the box being edited.

Insert link X

Url

Text to display

Title

Target

Add Images and Video to Your Web Page

Edit Text | **Add/Edit Image** | Add/Edit Video

IMAGE Help

1 **Upload Image:** No file selected.

Content Builder only supports **non-animated gif, jpeg, & png images**.
Maximum file size: **20MB**. Maximum dimensions: **1280 x 800**.
Need to resize or convert your image? Try [Picresize](#) or [Pixlr Express](#).

or

Link to Image:

and

Alternate Image Text:
The text should describe what is in the image for those who cannot see the image.





2 **Optional Information**

Image Caption:

Image Link: Open link in new Window?

Image Display size:

Text Wrap:

- Text below image 
- Text right of image 
- Text left of image 
- Text above image 

3 Do you have permission to publish this image?

Edit Text | Add/Edit Image | **Add/Edit Video** Help

VIDEO

1. Required Information

Title

Video sharing site sharing code (from YouTube, UStream, Vimeo, etc.):

From the video sharing site, copy the contents of the field for adding the video to a web page (it might be called embedding) and paste it into the field at the left. The content you paste here should have the string "<embed" or "<iframe" in it. It will not be just a URL.

2. Accessibility Information

Brief Description of your video (Required)

Transcript (Rich Text Format)
 No file selected.

3. Optional Information
Recommended for ease-of-use and accessibility.
[Hide All](#) | [Expand All](#)

+ Display Options

+ Author Information

+ Additional Information

Do you have permission to publish this video?

4.

Creating a Multipage Website Using Content Builder

Web Pages: Web pages become a web site

- Web pages in Content Builder can be combined to create a web site
- Web sites have navigation (representing each web page created)
- Navigation is defined to move between web pages – right, left or top of page

Creating a Multipage Website Using Content Builder

Web Pages: Web pages become a web site

merlot.org/toolkit/html/stitch.php?s=51927287086777&id=92133119974409



merlot.org/toolkit/html/stitch.php?s=51927287086777&id=11661219421459

** This page is unpublished **



How to Use Content Builder



merlot.org/toolkit/html/stitch.php?s=51927287086777&id=85135273714676

** This page is unpublished **

How to Use Content Builder

MERLOT is happy to be part of Open Education Week 2016!

MERLOT is a curated collection of teaching, learning, and faculty resources contributed and used by a global community.

[Replace this message with the Name of the Learning Center and the 'make link' button]

[Replace this message with your name, department, and your MERLOT ID]



Portfolio Template Guidelines & Resources

Learn 1. This ePortfolio template provides guidelines for sharing your course redesign strategies so other faculty can learn from your expertise and then adapt and use your strategies effectively and details easily. Click the "edit" button on each of the boxes in this page and replace the questions with information about your own project.

Impa Learn 2. Create an ePortfolio that best reflects your project and the impact on students. Write in a first-person voice and use a personal tone to express your motivations, expectations, and achievements with this project. Feel free to change the text or titles to better fit with your work; this template is intended to help you begin reflecting upon your work but does NOT restrict or limit what you.

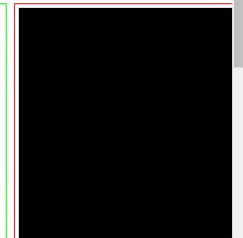


Learning Outcomes and Redesign Activities

Describe how you are implementing your redesign strategy. It is important to explain how the redesign strategy aligns with the curriculum goals of your course, your major, and/or general education program.

In your description, you should include:

- The student learning outcome(s) to be achieved by completing the redesigned activities
- The prerequisite knowledge and skills students need to have before starting the redesigned activity
- The step-by-step instructions for completing the redesigned activity



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Sample Video Clip

This is an example of an embedded video that is hosted on YouTube. You can embed a classroom or interviews with students.

Student Reactions to Learning Outcomes and Redesign Activities

Describe what your students say or do in response to your redesigned activities. Their reactions to your subject matter as well as the new way you include student quotes and videos. 1 student's voices.

You can have your students write or record their reactions to MERLOT. Once you catalog your ePortfolio, students can become members of MERLOT.

Become a Member



merlot-101-features-001-access-and-community

Background

In this section, briefly describe the discipline, type of course, learning objectives, and types of learners for which the resource was designed.

Writing tip: be sure this section reflects your experience and your voice. While snapshots are helpful, we also want the reader to know who you are, and what you've experienced! This is your story told in first person.

Motivation

What pedagogical, teaching or learning problem(s) did you try to solve by developing this learning resource? For example, you may want to discuss a particular learning problem that you or your students faced, or difficulty in teaching a particular concept that is hard for students to visualize.

Writing tip: research has shown that faculty adopt innovations such as yours when they see that their

** This page is unpublished **

How to Use Content Builder

Open Ed Week 2016
(sent from
jstanton@calstate.edu)

CSU Course Redesign
ePortfolio (3
column)

Author's Guidelines
for Using MERLOT
Material



MERLOT is happy to be participating in Open Education Week 2016!

MERLOT is a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community.



Check out our Open Education Week 2016 Webinars

- Tuesday, March 8th at 9:00am PT: "MERLOT 101: Features, OER access and community" (Barbra Bied Sperling, Manager of MERLOT Technical Services)
- Tuesday, March 8th at 11:00am PT: "The Largest OER Project in the World: Showcasing skillcommons.org" (Rick Lumadue, California State University)
- Tuesday, March 8th at 12:00pm PT: "Celebrate Open USG 2016" (Jeffrey Gallant, University System of Georgia: MERLOT Partner)
- Wednesday, March 9th at 10:00am PT: "Institutional Adoption of OER with MERLOT" (Gerard Hanley, California State University, Office of the Chancellor, MERLOT)
- Wednesday, March 9th at 3:00pm PT: "P.A.L.M. Faculty Panel Discussion" (P.A.L.M. faculty members, California State University, Los Angeles)
- Thursday, March 10th at 12:00pm PT: "Case Studies of Faculty Open Textbook Adoption Experiences: Positive and Challenging Experiences" (Leslie Kennedy, California State University, Los Angeles)

Music Pages

Music 101: Course Portfolio

Postminimalism in the 21st Century

Marketing Your Music

Course Portfolio

Building a Marketing Plan (sent fro

Executive Summary

Summary of the Course Portfolio

Objectives

What are your learning objectives for this course?



Findings/Conclusions



Introduction/Background

What was your motivation for designing this course?

What is the background of the course?

Course Design

How did you design your course in order to meet your learning objectives?

Data/Evidence

- *Assessment tools
- *Student work samples
- *Evaluations
- *Surveys

References

Generate feedback:

Enter email address here.

TSJC MAT107-108 Electrical Principles A

Electrical Principles and Applied

Trigonometry Calculations in Electrical Principles & Applied Calculation

The branch of mathematics that deals with the relations between the sides and angles of plane or spherical triangles, and the calculations based on them.

Whole Number Calculations Contextualized for Energy

Fraction Calculations Contextualized for Energy

Decimals Calculations Contextualized for Energy

Integer Calculations Contextualized for Energy

Rational Calculations Contextualized for Energy

Exponent Calculations Contextualized for Energy

Logarithm Calculations Contextualized for Energy

Units and Measurement Calculations Contextualized for Energy

Algebra Essential Calculations Contextualized for Energy

Equations, Formulas and Inequalities Calculations Contextualized for Energy

Lesson 17 Trigonometry

2. Use the information to solve for the missing value in each right triangle.


a) Hypotenuse = 255 ft
 $\theta = 25^\circ$
Adjacent side = ?

$\cos(25) = \frac{A}{255}$ $A = (255) \cos(25)$ $A = 231 \text{ ft}$

b) Adjacent side = 26 cm
Hypotenuse = 53 cm
Opposite side = ?

(i) $\cos(\theta) = A/H$ $\theta = \cos^{-1}(26/53)$
 $\theta = 60.6^\circ$

(ii) $\sin(\theta) = O/H$ $\sin(60.6) = \frac{O}{53}$
 $(53) \sin(60.6) = O$ $O = 46.2 \text{ cm}$



Lesson 17 Trigonometry by David King is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 United States License](https://creativecommons.org/licenses/by-nc-sa/3.0/).



TSJC MAT107-108 Electrical Principles A by CCCS COETC Grant is licensed under a [Creative Commons Attribution 3.0 United States License](https://creativecommons.org/licenses/by/3.0/).

This website was created using the MERLOT Content Builder

Now that you've created a page or site, what can you do?

- Make your work public in Content Builder
- Share your work with other MERLOT members
- Declare any Creative Commons license
- Contribute your work to MERLOT
- Export your web pages (HTML or Common Cartridge)
- Search MERLOT for materials created with Content Builder

Use Advanced Search to find items created with the Content Builder

MERLOT II Multimedia Educational Resource for Learning and Online Teaching

Home Search Communities My MERLOT Partner Benefits Add to Collection Create Materials News & Info About MERLOT

Blackberry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Windows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1,783 materials in MERLOT

- +> Find material by author:
- +> Find materials by Cost, Copyright, Accessibility:
- +> Find materials by Creative Commons Licenses:
- +> Find Material by date added to MERLOT:
- ▼ Find materials with reviews, comments, learning exercises, Content Builder, bookmark collections, and more:**

<input type="checkbox"/> has peer reviews	<input type="checkbox"/> has editor reviews
<input type="checkbox"/> has member comments / discussions	<input type="checkbox"/> has user ratings
<input type="checkbox"/> has learning exercises	<input type="checkbox"/> has bookmark collections
<input type="checkbox"/> has SERC Activity Sheets	<input type="checkbox"/> has Course ePortfolios
<input type="checkbox"/> MERLOT award winner	<input checked="" type="checkbox"/> created with MERLOT Content Builder
<input type="checkbox"/> has eTextbook Reviews	

Help – User Guide

<http://tinyurl.com/merlotcontentbuilder>

Questions?

Barbra Bied Sperling

bsperling@calstate.edu

CSU's Affordable Learning Solutions Initiative

Gerry Hanley Ph.D.

Assistant Vice Chancellor, Academic Technology Services

Executive Director, MERLOT

California State University, Office of the Chancellor

May 18, 2016

■ Affordable Learning Solutions

- Cooperation across 23 campuses of the California State University serving over 460,000 students and 22,000 faculty since 2010

■ California Open Online Education for Learning

- Cooperation across 146 California's public higher education institutions serving about 3.2 millions students since 2013

■ MERLOT (Multimedia Educational Resource for Learning and Online Teaching)

- Cooperation across the world since 1997



Textbook Affordability Affects Access to an Excellent CSU Education

CSU students pay more than \$1,000 per year.

2012 Florida students' responses to costs (survey)

- Not purchase the textbook (64%)
- Take fewer courses (49%)
- Fail a course (17%)



Affordable Learning Solutions Strategy

Enabling Ecosystems

with policies, leadership,
business models

Developing Demand

with communications, training,
professional development

Creating Capabilities

with convenient & affordable access to
content (technology strategies)

Leveraging Content Providers

Publishers--Libraries-- Academic Authors--
Open Education Resources (CSU-MERLOT)

<http://affordablelearningsolutions.org>

- Alternative Quality Content
- Tools & Technologies
- Policies, Marketing & Implementation Strategies

Search Affordable Learning Solutions:

search

Affordable Learning Solutions
just a choice away.



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Rent Digital eTextbooks

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CSU Rent Digital Partners

These publishers and providers have formally agreed to provide course materials to CSU students in digital format at a 60% or more discount off of the hard copy publisher edition. Partners may have selected titles available or may have all titles available via Rent Digital.

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The CSU's Rent Digital program offers students savings of 60 percent or more off the cost of new print textbooks through the option to rent e-textbooks. CSU's agreements



CSU RENT DIGITAL

Agreement On 4 Key Areas

- **Choice:** Faculty have a wide choice of publishers and students can choose a digital rental or not
- **Price:** 60% off new print textbook prices and publishers choose the titles they will offer
- **Marketing:** CSU and vendors collaborating to raise awareness, comfort, and competencies in using digital textbooks
- **Accessibility:** Vendors will provide the CSU a roadmap for improving the accessibility of their eReaders

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CSU RENT DIGITAL TEXTBOOKS:

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- Provide options for students to choose lower cost e-textbooks (Students still have the option to choose a printed textbook)


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Welcome to CSU's

AFFORDABLE LEARNING SOLUTIONS

AL\$




CSU's Affordable Learning Solutions enables faculty to choose and provide more affordable, quality educational content for their students.


By reducing CSU student course material expenses, more students acquire the course materials they need to succeed and benefit from their CSU learning experience.

Now, CSU faculty and students have greater access to quality free and low-cost learning materials through a variety of AL\$ programs and partnerships.

www.calstate.edu



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CSU Tactics

- Cooperative planning and programs with CSU Bookstores
- Building collaborations between Academic Affairs and Bookstores
- Provide faculty professional development on using digital textbooks
- Campus outreach to improve student and faculty awareness of choices through your campus bookstore

- **Total estimated saving from Rent Digital program**
 - 2013-14: \$1.78 Million
 - 2014-15: \$2.92 Million
- **Benefits to Digital Textbook Providers (2015)**
 - Barnes & Noble: Over 200% increase in units sold
 - Follett: 66% increase in units sold
 - Cengage: Over 100% increase in units sold
- **Benefits to Campus Bookstores (2015)**
 - Fullerton: 90% increase in units sold
 - Long Beach: 50% increase in units sold
 - San Bernardino: 50% increase in units sold



- **First year of Rent Digital** – 2011: 4,500 textbook titles provide at 60% off new print price
- **Today** – Over 65,000 textbook titles are provided at 60% or more off new print price
- Improving marketing and outreach
- Improving convenience of transactions
- Improving reporting of sales and benefits



Combining Global & Local Strategies

- **Shared System Services** available to all CSU campuses
 - Economies of scale lowers costs
 - Consistency of services improves quality
- **Campus Initiatives** leverage local leadership and resources
 - Builds on trusted culture and meaningful purposes



Campus AL\$ Programs Reflecting Independence and Participation



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Your CSU Library Has A Wealth of Resources and Expertise – Free for Your Students

Your campus library can provide you and your students with access to the highest quality electronic books, online scholarly journal articles, streaming audio and video, and other material for instructional uses -- all at no cost to your students. Your library's collection of electronic books and journal articles can be especially useful in upper division classes where textbooks are not available to cover the more specialized curriculum.

All CSU libraries begin with a systemwide core collection of over 50 research databases, nearly 29,000 full-text electronic journals and magazines, and a growing collection of eBooks. Each library augments this core collection with their own digital subscriptions tailored specifically to your campus' curriculum, giving you access to hundreds of databases, millions of scholarly journal articles, and whole lot more.

**Substituting Library Resources for Textbooks:
What Can You Do?**

Using CSU Library Materials As Alternative To Textbooks

Learn how a CSU East Bay faculty member and librarian replaced textbooks with library resources that are free to students and created a more engaging learning experience.



Naomi Moy: Academic Resources Librarian



2015-16: **359 of the 800+** faculty participated in the CSU Dominguez Hills Affordable Learning Solutions Program – led by the Library

JOHN CARVALHO, PH.D.

Title: Assistant Professor, Biology

Department: Biology

Office: NSM A-135

Phone Extension: x3394

Email Username: jcarvalho

Links

Affordable Learning Initiatives

BIO 425: Medical Bacteriology (Spring 2013)

BIO 428: Virology (Fall 2012)



LIBRARY

Research Tools

Library Services

Research Help

Library Info & Other Services

> Department/Contact Info

> Location & Maps

> Hours

> iPad/Laptop Loans

> Affordable Learning Solutions

> Creative, Scholarly & Civic Directory

> Information and Reference Desk

> Thesis Services

Announcements

BIO 425: Medical Bacteriology

Spring 2013.

Student enrollment data not available for this course.

Textbooks/Resources Used

Medical Microbiology, available to students **free of charge**.

Faculty chose a Library ebook with multi-seat license for course textbook

Library Leadership Has Many Benefits

- Support print to digital transition for students and faculty with ICT Literacy support services
- Support collection building in disciplines that “demand” the resources
- Library as the “Learning Commons”
- Library as an innovative organization



- **Library resources are free for students but...**
 - They are not free for the institution and...
 - They are not free to be used and shared in a variety of ways due to copyright

- **Free and Open Educational Resources are another alternative to publishers' and library books**
 - Free for students
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Finding Free and Open Textbooks on AL\$ program

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What Are Open Textbooks?

Open textbooks are typically authored by faculty and published on the web with the support of universities or new commercial companies. This new business model enables free online access to textbooks.

Open textbooks are usually governed by Creative Commons licenses that enable users to download, customize or print the textbook without expressed written consent of the author. In contrast, new commercial companies provide free access to the textbook content online, while charging lower prices for print products and supplemental services.

The EDUCAUSE LEARNING INITIATIVE has provided a nice overview of the [7 Things You Should Know About Open Textbook Publishing \(pdf\)](#) by Judy Baker and Jacky Hood from Foothill College (California Community College)

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Chemistry

Author: Burdge, Julia R.

Publisher: McGraw-Hill, 2012

Related FREE/Open Textbooks

(And there's more to explore once you go to the materials.)

- [CK-12 Chemistry](#)
This is a free, online textbook offered by the CK12 Organization. "CK-12 Chemistry covers Matter, Atomic Structure; The Elements and Their Properties; Stoichiometry; Chemical Kinetics; Physical States of Matter; Thermodynamics; Nuclear Chemistry; and Organic Chemistry."
- [Concept Development Studies in Chemistry](#)
"Concept Development Studies in Chemistry" is an online textbook for an Introductory General Chemistry course, written specifically for use with Socratic teaching or other active learning or interactive teaching styles. Each case study is a development of a major fundamental chemical concept, starting from experimental observations and following scientific reasoning to the development of a model. Each module develops a central concept in Chemistry from experimental observations and inductive reasoning."

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Enabling Ecosystems

with policies, leadership,
business models

Developing Demand

with communications, training,
professional development

Creating Capabilities

with convenient & affordable access to
content (technology strategies)

Leveraging Content Providers

Publishers--Libraries-- Academic Authors--
Open Education Resources (CSU-MERLOT)

COOL4Ed

California
Open Online
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<http://cool4ed.org>

State of California Legislature
Senate Bill 1052: CA OER council



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Business	Math
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Communications	Physics
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State of California Legislature
Senate Bill 1053: COOL4ED



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COURSE SHOWCASE

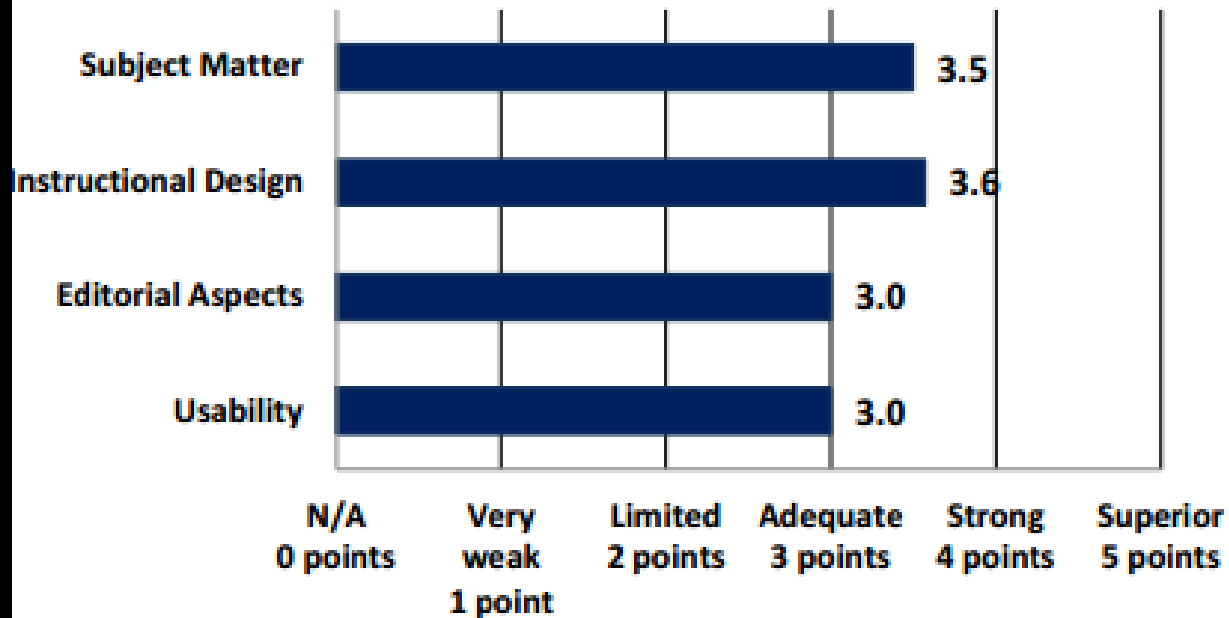
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Peer-reviewed free or affordable textbooks

Review Summary



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Read details about faculty who have adopted open textbooks



Leslie Collins from Modesto Junior College, CA
eTextbook: Stand Up, Speak Out from Saylor.org

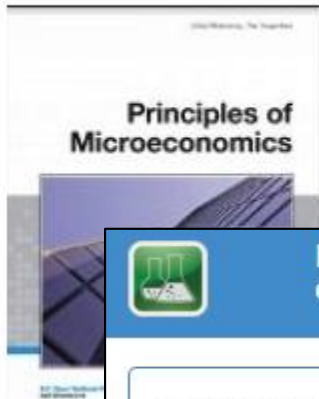


Course Description:

Developing individual effectiveness in verbal communication; instruction and practice in self-direction and self-management. Development of self-confidence and self-esteem. Development of self-discipline and self-control. Development of self-motivation and self-direction. Development of self-organization and self-management. Development of self-direction and self-management. Development of self-direction and self-management.



Matthew J. Holian from San Jose State University, CA
eTextbook: Principles of Microeconomics by Rittenberg and Tregarthen

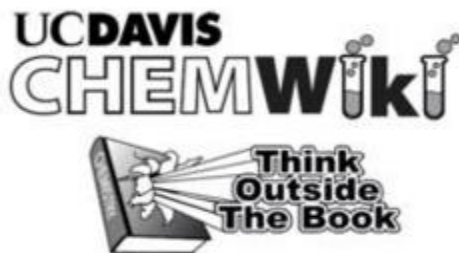


Course Description:

Allocation of resources and distribution of income in a free price system and by government intervention. Introduction to Econ 1A. Meets the general education requirement for the major.



Delmar Larsen from University of California, Davis
eTextbook: UC Davis Chemwiki



More Chemistry
Free and Open eTextbooks



Course Description:

Periodic table, stoichiometry, chemical bonding, theory of gases, atomic and molecular structure, experiments in stoichiometric reactions, spectroscopy, and introductory organic chemistry.

Quote

"We have mapped the Chemwiki 10th edition as part of the NSF OpenStax project to help students understand the navigation through the textbook."

Introductory Statistics

Common Course ID: **MATH 110**

CCC Instructor Open Textbook Adoption Portrait

An open textbook is being utilized in an introductory statistics course for undergraduate students not majoring in science or math by Larry Green, Ph.D at Lake Tahoe Community College in 2020. The textbook focuses on the application of statistical knowledge rather than the theory behind it. The main motivation to adopt an open textbook was to save the students money. Most students access the textbook online in the web format.

The book has been reviewed by two CCC faculty (CCC1, CCC2) and one UC faculty member from within the California higher education system.

COOLforED is a service of the California State University-MERJOT program.
Partial funding provided by the State of California, the William and Flora Hewlett Foundation,
and the Bill and Melinda Gates Foundation.
Questions? Email coolfor@csll.edu

About the Textbook

About the Course

Textbook Adoption

Statistics



Math 201: Elementary Statistics

Description:

This course covers elements of probability, frequency distributions, graphs and measures of central tendency. Functions of random variables, probability distributions, sampling, hypothesis testing, confidence intervals, regression analysis.



OER Adoption Process

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<http://tiny.cc/findTextbook>



Cognitive Psychology and Cognitive Neuroscience

Wiki book on cognitive psychology and neuroscience, not vetted
Material Type: Open Textbook
Author: Multiple authors, wiki book
Date Added: Dec 01, 2008 **Date Modified:** Jun 17, 2015

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- User Rating (not rated)
- Discussion (none)
- In (3) [Bookmark Collections](#)
- In (7) [Course ePortfolios](#)
- Learning Exercises (none)
- Accessibility Info (none)

Information provided by the authors

Information provided by others