



Teaching Conference for  
Management Educators

## **OBTC 2017 at Providence College June 14<sup>th</sup> – 17<sup>th</sup>, 2017**

### **Submission Template**

#### **SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
- \*Please include ALL supplementary text at the end of this document\* \*Only one document should be submitted\**

## **Submission Template for the 2017 OBTC Teaching Conference for Management Educators**

### 1) Title, Abstract & Keywords

*In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.*

Title:

Open-Source OB: Using Open Educational Resources

Abstract:

Textbook prices have increased at three times the rate of inflation in the past 30 years, and many students have trouble affording them. Open Educational Resources are one way to address this problem. OER are materials that are available free of charge and access barriers; in addition, the benefits of using OER go beyond the financial ones. In this session, we will learn the “what,” “why,” and “how” of OER, see an example of an OB class that uses only open resources, and discuss ways of using and developing materials.

Keywords: Open Educational Resources, Textbooks, Course Materials

### 2) Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

Learning Objectives

- Distinguish between types of Open Education Resources (OER) and Creative Commons licensing
- Make connections between textbook prices and outcomes for both students and institutions
- Identify ways to use OER to address specific problems for your class/department/institution
- Leave with usable, relevant resources

### Overview: The Textbook Problem

The average annual cost for textbooks in the U.S. is \$600 (Schaffhauser 2016). Textbook prices have been increasing at 3x the rate of inflation (Senack 2014). Increased costs lead to increased debt. In 2014, U.S. student debt was \$1.2 trillion, up from \$260 billion in 2004 (Senack 2014). Further, there is a relationship between student success and textbook costs.

A Florida study found that 65% of students do not purchase textbooks at some point due to cost, and that 35% take fewer courses because of textbook cost. (Florida Virtual Campus 2012). A U.S. Public Interest Research Group study of 2,039 students from 150+ universities surveyed in 2014 found the following:

- 65% of students had skipped buying a textbook because of cost.
- 94% who had foregone purchasing a textbook were concerned their choice would hurt their grade. Of those 55% were “significantly concerned.”
- Nearly half said the cost of textbooks impacted how many/which classes they took each semester.
- 82% said they would do significantly better in a course if the textbook was available free online and buying a hard copy was optional. (Senack 2014)

To help address these issues, USPIRG makes recommendations at all levels, from students advocating for open textbooks to publishers developing new business models. This session addresses the recommendation that faculty adopt open textbooks and other resources.

### Why Use Open Educational Resources?

The authors of this proposal are a librarian and two faculty members. The proposal is based on work that the faculty members are doing in conjunction with a library initiative to increase the amount of OER being developed and used at our institution.

We will present and discuss two specific examples of OER. First, beyond the obvious financial benefits, the faculty authors have found that using OER in their required Organizational Behavior course has addressed other problems or difficulties in teaching this course. Those are listed below, as is a brief description of how we teach OB. Second, one of the faculty authors has used OER resources prepared elsewhere in one of her elective courses and she will describe how she incorporated the material into her course. Together, these examples represent both ends of a continuum of ways to use open educational resources.

The main student learning outcome for our OB course is “Use the Competing Values Framework (CVF) in conjunction with other Organizational Behavior (OB) concepts to analyze organizational situations and propose effective, culture-consistent solutions.” Embedded in this SLO is the idea that every organization has a dominant culture, and therefore a different definition of effectiveness, so problems and solutions differ by organizational cultural type. Therefore, there is no single correct way to solve organizational problems--the “right” thing to do depends on the organization’s culture. Further, this is true for every OB concept (ex: leadership, power, conflict, social identity, communication, etc.) However, most OB textbooks present concepts outside of the chapter on culture without mentioning organizational culture, implying that there is one best way to manage people.

We teach a culture-centered approach where we teach 5 to 7 modules in depth, in conjunction with the CVF. Each module is an OB topic, such as those listed above. We have pulled together materials from many different sources and genres to introduce, illustrate, discuss, and apply concepts for each module. In addition to using existing materials such as library resources, podcasts, and news items, we have developed a comprehensive overview and guide to understanding and using the Competing Values Framework.

Problem	OER Solution	Benefit
Students do not buy the book because it is too expensive	All materials are available via links on a course Learning Management System site (such as Blackboard) or via links to a Google Drive	All materials available to all students from Day 1 of the course
Every organization has a dominant culture, so the “correct” way to approach a problem will differ by culture—there is no single solution that will work equally well in any type of culture. However, most OB textbooks present concepts as if organizational culture is irrelevant.	Pull together our own materials to teach concepts in conjunction with culture.	Students use relevant, cheap/free course materials that are directly applicable to their course.
Too many topics in the textbook to go beyond the surface of each one! Or, if	Teach 5–7 modules in depth, with several readings for each module including	Faculty can focus on the topics of their

using half the chapters, students pay for half a textbook that they will not use.	original/classic readings, academic articles, blog posts, popular press, video clips, podcasts, movies, and other genres.	choice based on expertise and interest.  Learning fewer topics in more depth is a high-impact practice.
Students have difficulty reading long documents and/or unfamiliar genres.	Include long-form journalism, academic journal articles, reports, etc.	Students learn how to read the types of documents that they will need to use outside of school.
OB textbooks tend to ignore the sociological/systemic aspects of organizational level-problems.	Include readings that address these sociological/systemic aspects.	Our students will come away with a broader understanding of complex problems that cannot be solved completely at the individual or organizational levels.
Little if any integration among concepts in a typical Organizational Behavior textbook; this is a problem because it is nearly impossible to fully understand discrimination without talking about power, for example.	Fewer modules means we can build the integration into the course materials instead of treating it as an add-on.	Students will be better able to choose which concept(s) best help them understand a particular and complex situation; they will be able to see that it's possible to have different answers depending on the concept they decide to use.
Students at our institution are likely to work in medium, regional, or small businesses after graduation, but most textbook examples are from large multinational corporations	Faculty can choose examples from companies that are like the ones where our students will actually work, in addition to those that are well-known by students.	Better prepare students for the types of organizations where they are likely to work.

like Google, Apple, or Microsoft.		
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## References

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- Senack, Ethan. "Fixing the Broken Textbook Market: How Students Respond to High Textbook Costs and Demand Alternatives." U.S. PIRG Education Fund & The Student PIRGs. Jan. 2014. Web. 15 May 2015.  
<http://www.uspirg.org/sites/pirg/files/reports/NATIONAL%20Fixing%20Broken%20Textbooks%20Report1.pdf>>.

### 3) Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.*

We would like to run this session in a computer classroom or lab on campus, so that participants can begin to explore existing resources and/or information about OER in general, including for developing and sharing their own materials. If those facilities are not available, it would be possible to adapt this plan to be a 30-minute discussion.

Presentation: What is OER and Why Does it Matter? 20 minutes

In this section, the librarian member of our team will introduce these topics:

- The Textbook Problem (as described above)
- What are Open Educational Resources? This will include the definition, types of materials, range of what “open” can mean in terms of permissions and licensing, and some common myths about OER.
- Benefits beyond cost
- OER infrastructure:

Then, the faculty authors will briefly our experiences with OER in two courses: OB and Negotiation. The OB course is described above; in addition, one author used some materials from MIT’s Open Courseware. We will discuss what we did, how it worked, and the results we have seen. We intend to have detailed handouts in order to keep this section shorter and at a more general level of discussion.

Participant Exploration and/or Discussion (25--30 minutes)

During this part of the session, we have several options; the one(s) that will take place will depend on participant interests and on facilities available.

Computer-based activities:

- Explore existing OER repositories to find materials. We will have a web site available for participants to easily find those resources.
- Explore resources for licensing and distributing materials that faculty would like to contribute to the OER community

Discussion topics for small groups:

- What problems do you have that OER might be able to address?
- How would you like to incorporate OER into your courses?
- How can we, within our academic organizations such as OBTS, AOM, etc., encourage, support, and/or build an infrastructure for OER in our field?

Debrief and Plan (10--15 minutes)

At the end of the session, we will regroup and each small group and/or individual participant will have the opportunity to report on their discussions and other activities. We expect to find some common themes as well as to learn from participants’ own ideas. Finally, we will invite participants to make a short plan for using what they learned during the session.

#### 4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

One changing current in our field is the textbook publishing industry, which is facing pushback from students and faculty around high prices; this is on top of already-high tuition prices. OER is a relatively new movement that seeks to

provide alternatives to the textbooks produced by this industry. Second, the students who can least afford to purchase expensive textbooks are also a growing segment of the student population. The changing currents of demographics means that there are and will continue to be fewer people aged 18 every year. This means that schools are trying to attract more non-traditional students, including people who might be first-generation college students, parents, immigrants, older, and/or having a lower socio-economic status.

In addition, there is a trend toward outcome-based funding for public institutions of higher education; some outcomes are graduation and retention rates of new students. If students fail a course because they cannot afford the textbook, then they will most likely take longer to graduate, or they might be more likely to drop out altogether. Both of these contribute to worse metrics. OER is one way to help address the pressure on institutions for higher and faster graduation rates.

#### 5) Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

We have not presented this work, and it is not under review.