



THEC Textbook Affordability Task Force
Introduction to OER Webinar
September 25, 2020
Reference List (*highlights in italics*)

- Brandle, S., Katz, S., Hays, A., Beth, A., Cooney, C., DiSanto, J., Miles, L., & Morrison, A. (2019). But what do the students think: Results of the CUNY cross-campus zero-textbook cost student survey. *Open Praxis*, 11(1), 85–101. <https://doi.org/10.5944/openpraxis.11.1.932>. “Of 882 respondents in a spring 2018 survey of students in City University of New York (CUNY) Zero Textbook Cost (ZTC) courses, 90% of students accessed either prior to or in the first week of class.”
- Colvard, N., Watson, E., & Park, H. (2018). The impact of Open Educational Resources on various student success metrics. *International Journal of Teaching and Learning in Higher Education*, 30(2), 262–276. *OER improve end-of-course grades and decrease DFW (D, F, and Withdrawal letter grades) rates for all students for Pell recipient students, part-time students, and populations historically underserved by higher education.*
- Fischer, L., Hilton, J., Robinson, T. J., & Wiley, D. A. (2015). A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students. *Journal of Computing in Higher Education*, 27(3), 159–172. <https://doi.org/10.1007/s12528-015-9101-x>
- Florida Virtual Campus. (2019). *2018 Florida Student Textbook & Course Materials Survey*. <https://dlss.flvc.org/documents/210036/1314923/2018+Student+Textbook+and+Course+Materials+Survey+Report+---+FINAL+VERSION+---+20190308.pdf/07478d85-89c2-3742-209a-9cc5df8cd7ea>
- Grissett, J. O., & Huffman, C. (2019). An open versus traditional psychology textbook: Student performance, perceptions, and use. *Psychology Learning & Teaching*, 18(1), 21–35. <https://doi.org/10.1177/1475725718810181>. *No significant differences in course performance or textbook use across two sections of an introductory psychology course.*
- Hardin, E. E., Eschman, B., Spengler, E. S., Grizzell, J. A., Moody, A. T., Ross-Sheehy, S., & Fry, K. M. (2019). What happens when trained graduate student instructors switch to an open textbook? A controlled study of the impact on student learning outcomes. *Psychology Learning & Teaching*, 18(1), 48–64. <https://doi.org/10.1177/1475725718810909> “Finally, students from traditionally underserved populations reported the lower cost of the book had a significantly higher impact on their decision to enroll in and remain enrolled in the course.”
- Hilton III, J. (2016). Open Educational Resources and college textbook choices: A review of research on efficacy and perceptions. *Educational Technology Research & Development*, 64(4), 573–590. <https://doi.org/10.1007/s11423-016-9434-9>. Synthesis of results of 16 studies that examined either (1) the influence of OER on student learning outcomes or (2) the perceptions of college students and instructors of OER.
- Jhangiani, R., Dastur, F., Grand, R. L., & Penner, K. (2018). As good or better than commercial textbooks: Students’ perceptions and outcomes from using open digital and open print textbooks. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9(1). <https://doi.org/10.5206/cjsotl-rcacea.2018.1.5>
- Nyamweya, M. (2018, December 20). *A new method for estimating OER savings*. SPARC. <https://sparcopen.org/news/2018/estimating-oer-student-savings/>
- Spica, E. (2020). *PERC Report: 2019 Tennessee community college student course materials survey*. Knoxville, TN: University of Tennessee Knoxville Postsecondary Education Research Center. Retrieved from perc.utk.edu/reports. CC BY 4.0 International license.

- Vitez, K. (2018, March 7). *Student government leaders unite in call for federal open textbook grant program*. Student PIRGs. <https://studentpirgs.org/news/sp/student-government-leaders-unite-call-federal-open-textbook-grant-program>
- Vojtech, G., & Grissett, J. (2017). Student perceptions of college faculty who use OER. *International Review of Research in Open and Distributed Learning*, 18(4), 155–171. *Essentially, students rated college faculty who use open materials to be kinder, more encouraging, and more creative than faculty using a traditional copyrighted textbook.*
- Wiley, D., Williams, L., DeMarte, D., & Hilton, J. (2016). The Tidewater Z-Degree and the INTRO Model for Sustaining OER Adoption. *Education Policy Analysis Archives*, 24(0), 41. <https://doi.org/10.14507/epaa.24.1828>