

OneClick Digital[®]

The Buxton Library Response to OER Discourse

Sheila Afnan-Manns and Kande Mickelsen

OVERVIEW

As the proliferation of online education options transforms the higher education landscape, the need for scholarly digital course materials—from textbooks to monographs, moving images to magazine and journal articles— that can be seamlessly integrated into traditional, distance, and hybrid environments proves ever more critical for continuing academic excellence. In addition, the escalating cost of academic publishing has made the need for free or nearly-free scholarly digital content vital for preserving the affordability of obtaining a college education. The convergence of scholarly publishing in digital formats, information and communications technologies for seamless content integration and delivery, and rising costs for textbooks, monographs, and scholarly journals alike represents nothing less than a paradigm shift latent with opportunity.

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The intellectual and technical act of blending scholarly resources across the proprietary↔ open access continuum.

Paradise Valley Community College has taken steps to get in front of this trend on several fronts. Examples include the extensive work of Ron Bleed on open source content; faculty explorations into open access text books; PVCC's *Open Educational Resources* web site; and, the Library's venture into Blackboard-embeddable, copyright compliant digital course packs across academic divisions.

These steps are laudable, but greater potential exists. With its expertise in scholarly digital publishing, growing investment in digital information, and successful entrée into the development of faculty- and student-driven digital course content, the Buxton Library is well poised to offer leadership in exploring comprehensive applications of scholarly digital information that are at once relevant, cost effective, and scalable for faculty and students.

ONECLICK DIGITAL[®] DEFINED

Today’s scholarly landscape—that is, places where faculty, students, researchers, and the public can find credible and scholarly information—is rapidly expanding on a direct pay ←→ subscribed to ←→ open access digital continuum:

	Direct Pay Resources	Subscribed to Resources	Open Access Resources
Definition	Student or faculty pays directly out of pocket	District, College, or Library pays for annual subscriptions	Freely available online
Monetary cost to students and faculty	Direct Cost: 100% of expenses are absorbed directly by students and faculty	Indirect Cost: Database subscriptions are underwritten by District and College budgets resulting in the appearance of “free” for end users	No Cost
Examples	<ul style="list-style-type: none"> ▪ Text books purchased or rented ▪ Additional required course materials 	Database content: <ul style="list-style-type: none"> ▪ Newspaper articles ▪ Magazine articles ▪ Journal articles ▪ News and broadcast transcripts ▪ Streamed video ▪ Images ▪ Ebooks-monographs ▪ Ebooks-reference ▪ Audio files ▪ Primary sources (research, archives) 	Internet content: <ul style="list-style-type: none"> ▪ OA Text books ▪ OA Journal databases (DOAJ, Open J Gate) ▪ OA Courses (MIT, Stanford) ▪ OA Institutional Repositories (UC, Harvard, ASU) ▪ Open Archives digital collections (images, audio, film, text, primary sources) ▪ OA Learning Objects (MERLOT) ▪ Faculty notes, unpublished works ▪ Ebook monographs (Gutenberg, Internet Archive) ▪ Blogs, wikis, twitter, YouTube, web sites, other new media

Furthermore the scholarly record itself—that is, those things considered scholarly works—is evolving to capture relevant information beyond the final published article or report, for example data sets, unpublished lecture notes, researcher discourse through blogs, wikis, and email, and more.

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The net effect is free or nearly free end user access to digital course materials that will offset costs for students while enhancing instruction through engagement with scholarly information that is timely and relevant.

Transcending a focus on any one type of information, the PVCC Library's OneClick Digital[®] framework refers to course-relevant content that aligns with MCCC'D's Official Approved Course Descriptions, Course Competencies, and Course Outlines and is made available through seamless, copyright compliant online platforms such as Blackboard. The net effect of this approach is free or nearly free end user access to digital course materials that will offset costs for students while enhancing instruction through engagement with scholarly information that is timely and relevant. By acknowledging the multiple sources of scholarly information available in the digital marketplace and emphasizing their complementary qualities, the OneClick Digital[®] framework adds value to OER discourse by providing a comprehensive perspective with broad application, including:

- Supplements to traditional text books to improve student learning;
- Replacements for traditional text books to improve student learning while saving money;
- Improved student engagement with seamlessly accessed, free or nearly free interactive, scholarly digital content.

ONECLICK DIGITAL[®] PROJECTS @ THE BUXTON LIBRARY

OneClick Digital[®] Infused Librarian Professional Development Workshop Series:

- Throw a Wrench into that Tired Old Text: Build a OneClick Digital[®] Multimedia Coursepack
- E-books in an Hour: Embed, Highlight, Annotate, Innovate ... Seize the OneClick Digital[®] Revolution
- OER as Content, OER as Pedagogy[®]: Implications for OneClick Digital[®] Teaching and Learning

Course Design:

- IFS101 Online: Developed by Kandice Mickelsen, Sheila Afnan-Manns

IFS101 was intentionally built on the Library's OneClick Digital[®]/OER philosophy that blends proprietary database content with that which is purely open for a seamless student experience that costs them nothing beyond their tuition and willingness to think critically. With the goal of transitioning students from digital searchers to digital scholars[®], content was anchored in a 21st Century Literacies framework

that cast the lens of information-, media-, and visual-literacy upon the research skills, policies, and social/economic/political/cultural contexts that shape a user's milieu, culminating in a capstone project that addresses the fundamental question, "Does information want to be free?" In the course survey we included questions that explicitly address the impact of 1) OER content on student engagement/learning and 2) lowered costs on decisions to enroll. After two successful semesters, our surveys revealed:

- 90%+ of the students reported that the content was more engaging than a traditional textbook;
- 100% agreed/strongly agreed the course encouraged their critical thinking and problem solving;
- 100% agreed/strongly agreed the instructors used a variety of assessment methods.

At the same time:

- 50%+ agreed/strongly agreed that the cost of textbooks has been an academic barrier, and
- 25% agreed/strongly agreed the fact that IFS101 online was explicitly advertised as OER/no textbook costs contributed to their decision to enroll.

IBS101: The Medrano Project developed by Reyes Medrano, Kande Mickelsen, Sheila Afnan-Manns

In the fall of 2010, Kande Mickelsen and Sheila Afnan-Manns were approached by veteran Business faculty Reyes Medrano to create a OneClick Digital[®]/OER inspired textbook for International Business 101 thereby alleviating the necessity for students to purchase the \$200+ traditional textbook. Using Blackboard and the Wiki Tool, students became partners in pedagogy by researching the relevant content based on course lectures and creating a permanent ebook replete with contextualized images, videos, text, and peer feedback. Preliminary findings affirm the capacity of OneClick Digital[®]/OER not only to lower costs thereby increasing access to higher education, but perhaps even more importantly to produce more relevant and engaging instruction and learning. Better pedagogy, better business. An identity worth striving for as manifested by the course's Wooks[®] (wiki book) and Piki[®] (production wiki).

CONTACT INFORMATION

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Sheila received her Master's in Library and Information Science from UCLA where she concentrated on information literacy and archival studies while also serving as coordinator of the \$1 million *Pacific Bell/UCLA Initiative for 21st Century Literacies*. She also holds an M.S. in Nonprofit Management from the New School University's Milano School and a B.A. in economics from the University of Washington. Currently Sheila is halfway through a graduate certificate in Digital Information Management from the University of Arizona's School of Information Resources and Library Science where she is focusing on the

curation of digital information and the role of open access repositories in a quickly changing scholarly publishing landscape. In summer 2007 she was accepted to ACRL's Information Literacy Immersion program, and in 2007/08 she served as a member of the national evaluation team for an Institute of Museum & Library Services grant awarded to Emporia State University School of Library & Information Management to increase the number of ethnic minorities within the profession. Sheila worked two years at Portland Community College and one year at Glendale Community College (AZ) before joining the Paradise Valley Community College Library Faculty (PVCC) in fall 2008. At PVCC she teaches numerous instructional sessions with embedded gen ed assessment. She has taught LBS201 and currently co-teaches IFS101 with colleague Kandice Mickelsen. With her Library colleagues, Sheila is offering college leadership in open access strategies for better student access. She is a member of the American Library Association and the Association of College & Research Libraries.

Kande Mickelsen, MLIS**The Buxton Library @ Paradise Valley Community College**

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After several years of teaching Language Arts and Business classes at the junior and high school level, Kande received her MLIS from the University of Arizona and promptly opened Liberty High School's library in the Peoria Unified School District. She moved to the community college arena in 2008 and her commitment to innovative instruction continues at Paradise Valley Community College in the role of Instruction Librarian. Kande spearheads information literacy opportunities within the content areas while working with faculty members to embed IL outcomes within their objectives especially in the realm of critical thinking skills; she co-developed IFS101 concentrating on information, media and visual literacies and currently co-teaches this course with fellow librarian Sheila Afnan-Manns. With her Library colleagues, Kande is offering college leadership in open access strategies for better student access as well as outreach to numerous populations on campus. She participates in ILG and LIC as well as on PVCC's assessment team and ensures the Library Division is a significant contributor to the campus' General Education Assessment statistics. Kande is a member of ALA and YALSA and believes in the benefits of a rewarding read.

ATTRIBUTION

OneClick Digital[®], its variations, and the corresponding definition are the intellectual property of Paradise Valley Community College Faculty Librarians Sheila Afnan-Manns, and Kande Mickelsen. Operationalization of the terms was a collaborative effort within the Buxton Library with faculty members Sheila Afnan-Manns, Jonathan Barber, Cinthya Ippoliti, and Kande Mickelsen as well as input from Ron Bleed. Further manifestations including workshop titles and course elements such as Wook[©] and Piki[©] are protected under the umbrella of the OneClick Digital[©] intellectual property framework and should be attributed accordingly. The terms and concepts may be used with permission by contacting sheila.afnan-manns@pvmail.maricopa.edu or kandice.mickelsen@pvmail.maricopa.edu, or calling (602) 787-7215.