Alternative Textbooks (Open Educational Resources)

To enhance the affordability of higher education and to create a student-centered learning environment, some educators have created, adopted, or adapted peer-reviewed instructional materials that are freely available online for reuse and modification. Because of their flexibility and ready availability, such alternative textbooks are grouped under the umbrella term "open educational resources" (OER) or "affordable course content."

According to SPARC's Open Education initiative, OER are "teaching, learning, and research resources that are free of cost and access barriers, and which also carry legal permission for open use." They facilitate access to knowledge and exist in different formats, including but not limited to full courses, course materials, openly licensed textbooks, learning objects, and software.

SPARC Open Education:
sparcopen.org/open-education

For more information, visit...

Alternative Textbooks (Open Educational Resources) Guide
libguides.uky.edu/alternative_textbooks

Videos of this panel discussion will soon be available at: go.uky.edu/2KM

Sites that Help You Find Alternative Textbooks

UK-based Agricultural Economics
Open Textbooks
go.uky.edu/2L4

UK-based Mechanical Engineering
Open Textbooks
go.uky.edu/2L5

Open Textbook Library
go.uky.edu/2L6

OpenStax College
go.uky.edu/2L7

MERLOT
go.uky.edu/2L8

OER Commons
go.uky.edu/2L9

Mason OER Metafinder
go.uky.edu/2LA

Join us for a panel discussion with UK faculty who have taught with alternative textbooks (open educational resources).

March 8th, 2018
3:30-5:00 pm
William T. Young Library
Alumni Gallery

How Did They Do That?
Use of Alternative Textbooks for Teaching and Learning
Brenna Reinhart Byrd is an Assistant Professor of German in the Modern and Classical Languages, Literatures and Cultures Department at the University of Kentucky and the Southern Conference on Language Teaching 2017 Teacher of the Year. She received her PhD in Germanic Linguistics from UCLA in 2010 and has been working at the University of Kentucky since then as Director of Beginning German, overseeing the curriculum and training of instructors for the first three semesters of German. In the past four years, she has completely redesigned the beginning language sequence with the goals of improving student translingual and transcultural competence through learner-centered instruction, proficiency-based assessments, and close engagement with authentic cultural artifacts using new media. Her research interests include SLA literacy, sociolinguistics, Turkish-German identity, Hip Hop studies, computer-mediated communication, constructed languages, and historical linguistics.

Melody Danley is a Lecturer in Biology at the University of Kentucky. Previously, she was a lecturer at California State University Stanislaus. Melody received her PhD from West Virginia University in 2008. Her current teaching responsibilities include BIO 152 (second semester majors biology) and BIO 350 (upper division animal physiology, laboratory). Additionally, she currently mentors six undergraduate students in research. Their project topics range from dominance of crayfish during burrowing, to signaling through the ventral nerve cord of crayfish exposed to an anesthetic. Melody organizes and runs an afterschool science club at an elementary school in Scott County and frequently volunteers as a science fair judge at the various school, county, regional, and state fairs. She also has an interest in evaluating techniques to effectively train graduate students how to teach undergraduate students scientific writing skills.

Stephanie Reynolds is in her 11th year as a faculty member in the School of Information Science. She holds a Master’s of Science in Library Science and a PhD in Interdisciplinary Science from the University of North Texas. Dr. Reynolds specializes in literature and library services for youth, teaching courses in Children’s Literature, Young Adult Literature, and Youth Literature for a Diverse Society, as well as Information in Society and Collection Development.

Trey Conatser works at the Center for the Enhancement of Learning and Teaching, where he supports faculty across the disciplines in their efforts to engage students in active and collaborative learning, to reimagine course and program curricula and outcomes, and to integrate digital technologies and pedagogies in meaningful ways for student learning. He teaches in the Graduate School’s Preparing Future Faculty Program, the Department of Writing, Rhetoric, and Digital Studies, and the Lewis Honors College. He is currently teaching a digital humanities course that uses only openly available scholarly texts and educational resources.