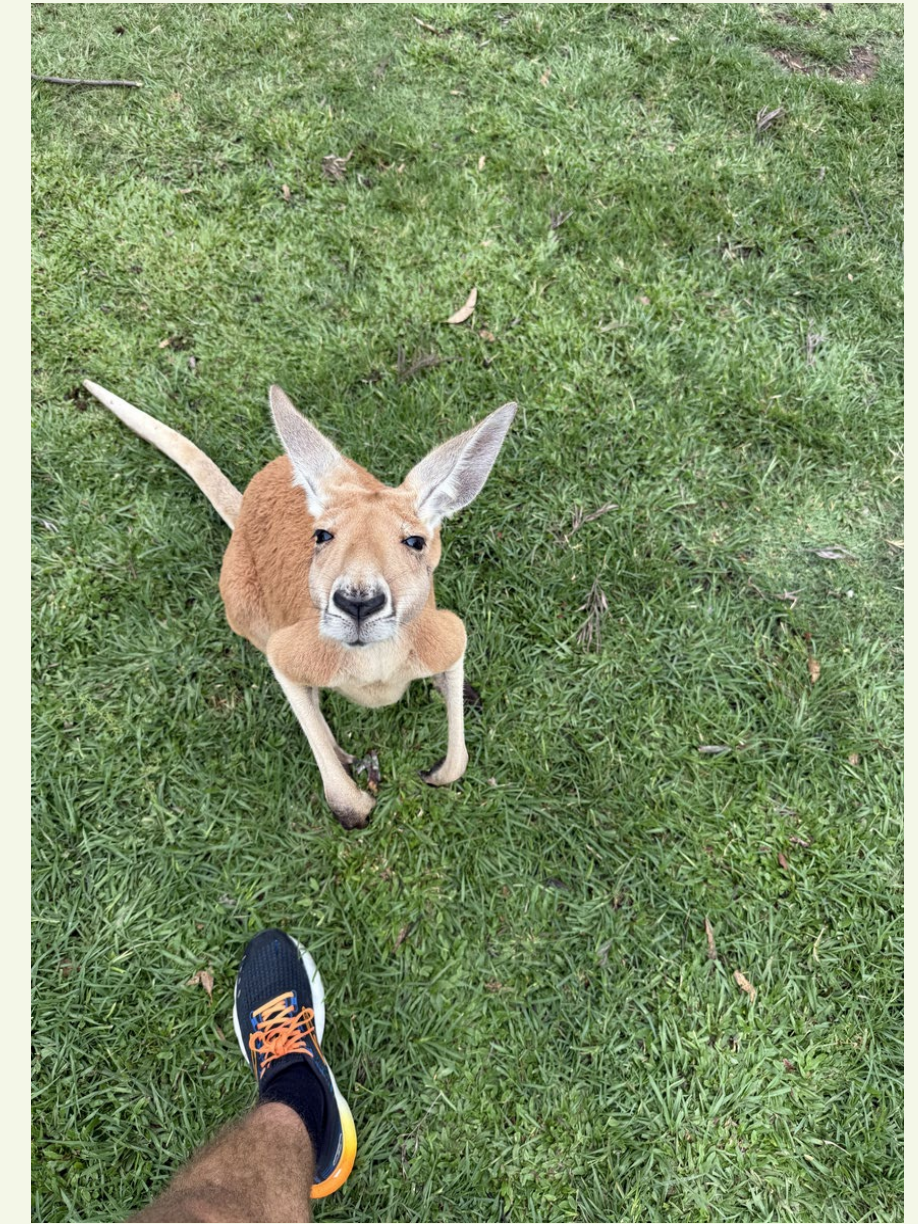




“Open Access Book Adoption in the
Classroom: Sylla’s Innovative
Approach to Personalized Discovery

by Max Mosterd



-> Two weeks ago at Open Education Global, Brisbane, Australia!



- Without dogs, a shepherd might manage 200 -300 sheep.
 - With working dogs, a shepherd can manage 1,000 -5,000 sheep
 - This represents a potential 10x increase in flock size that can be handled by a single person.
- > Similarly, Sylla envisions to be an enabler to scale OA adoptions

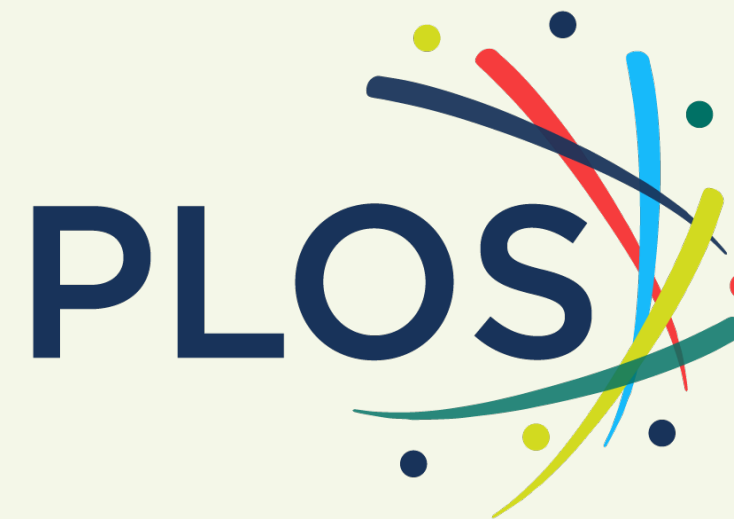


-> Or in Norwegian context, Sylla envisions to be your team of Husky's!

The Opportunity: A lot of OER/OA material out there!



SUBSCRIBE TO  OPEN



→ How can we effectively bring OER/OA material into the Classroom?

OER in Norway: the NDLA initiative in Norway

The screenshot shows the NDLA website interface. At the top, there is a search bar with a magnifying glass icon and the text "Search", the NDLA logo in the center, and a "Choose language" dropdown menu on the right. Below the header is a large purple banner with the text "What do you want to learn today?" and "Choose a programme to see your subjects". Underneath the banner is a grid of 12 white rectangular buttons, each containing a subject category and a right-pointing arrow. The subjects are arranged in four rows and three columns.

Agriculture, fishing and forestry →	Art, design and architecture →	Building and construction →
Crafts, design and product development →	Electrical engineering and computer technology →	Hairdressing, floral, interior and retail design →
Healthcare, childhood and youth development →	Information technology and media production →	Media and communication →
Music, dance and drama →	Restaurant and food processing →	Sales, service and tourism →

→ Norwegian Digital Learning Arena (NDLA) leading the way, focused on developing open and freely accessible digital learning resources for secondary education

Sylla: How it Started



- Shared Vision : Towards a future of open and affordable learning
- Prior to Sylla, Coventry managed to transition approximately 50% of their courses to more affordable learning alternatives within 1 -year.
- Beyond financial success, the campaign demonstrated that with the right approach faculty members can be mobilised and a University-wide adoption strategy can work

-> This effort, while successful, involved significant manual work and staff time

Why Look at OERs and OA Now?

- In the UK sector, rising operational costs, capped tuition fees and a decline in international student numbers have placed immense pressure on their finances.

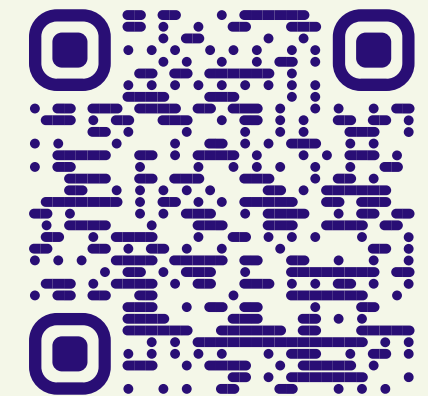
15. **Cardiff Metropolitan University** has opened a **Voluntary Severance Scheme**.

16. **Chester** has opened a Voluntary Severance Scheme again. This is after they went through a **gruelling restructure in 2021**, putting 86 posts on the line.

17. **Cumbria** is implementing with redundancies even though the article that was put out by their senior management acknowledges they **made their financial targets and have grown by 30%...**

18. **Coventry**, who have to make £100 million in savings. There is a **BBC report** and a discussion in **University World News**. Every department has been hit.

19. **De Montfort University** is asking colleagues to take voluntary redundancy and are **not**



-> How can we effectively promote & implement Open Educational Resources (OER) and OA?

The Approach

The approach leverages latest technologies to create a **quick** and **personalised discovery** experience for faculty members

- 1 for 1 (swap one core textbook-for-one-OER)
- Syllabus-based recommendations
- Limited resource suggestions from quality sources
- Contextual elaboration (Summaries, Relevance to Learning Outcomes)
- Gap analysis (in which areas is there are a lack of OERs)
- User-friendly interface

-> Set out to create a seamless and time **-efficient** approach focused on promoting & adopting OERs and OA books

The Case Study Results

RESULTS



16

Faculty participated



£ 95,000

Gross savings compared to last year's spent on commercial eBooks for these 10 modules.



1,000+

Students now benefiting from these OER-enabled courses



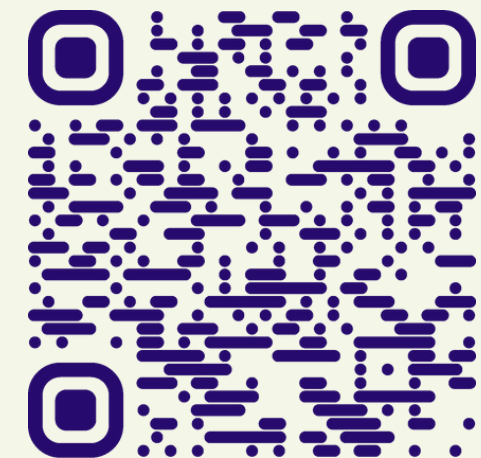
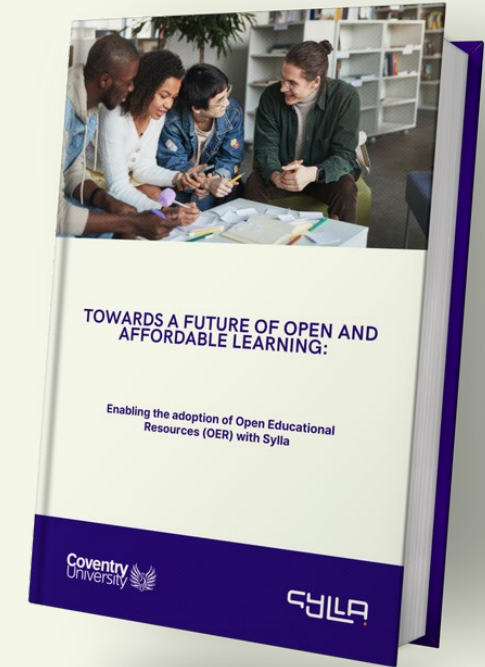
10

Faculty members committed to using OER as their core resource



£ 61,000

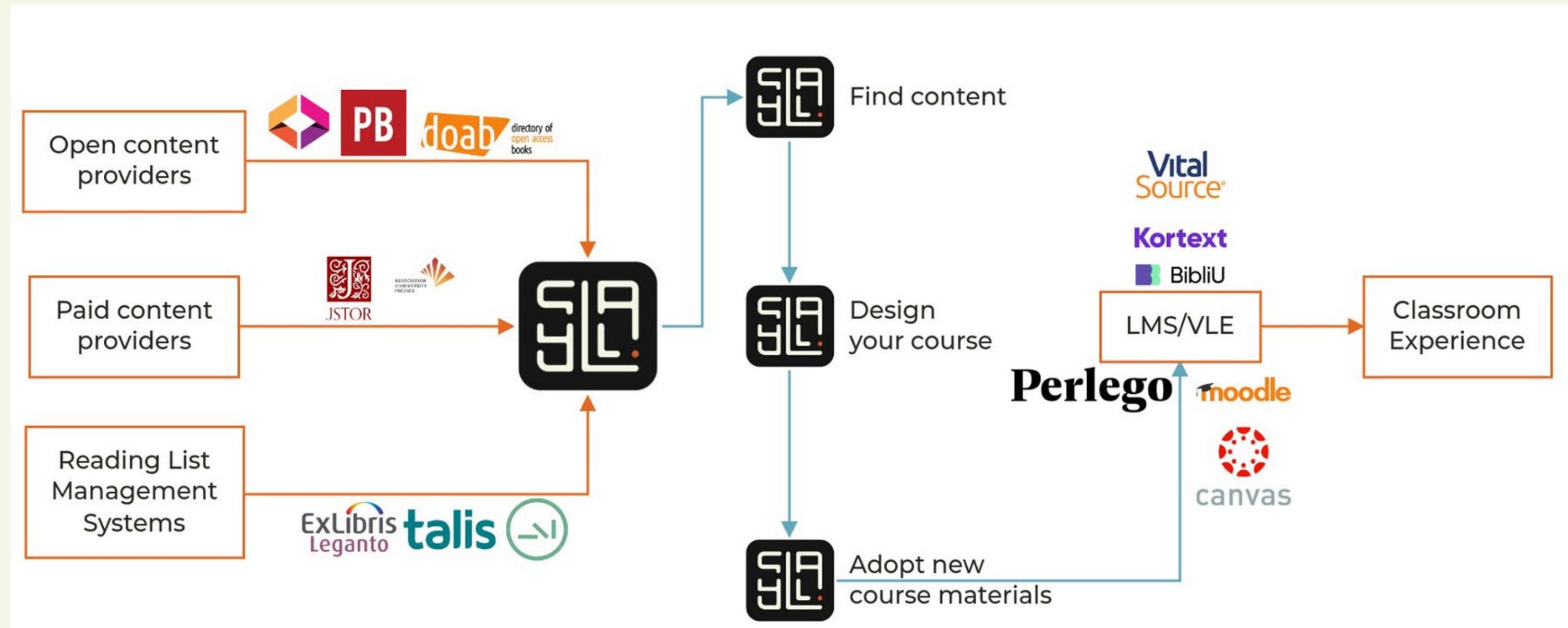
Net savings of 61,000 GBP after deducting remaining and related expenditures*
net savings of 64%



Case study QR CODE

-> Promising results & learnings to inform scaling up

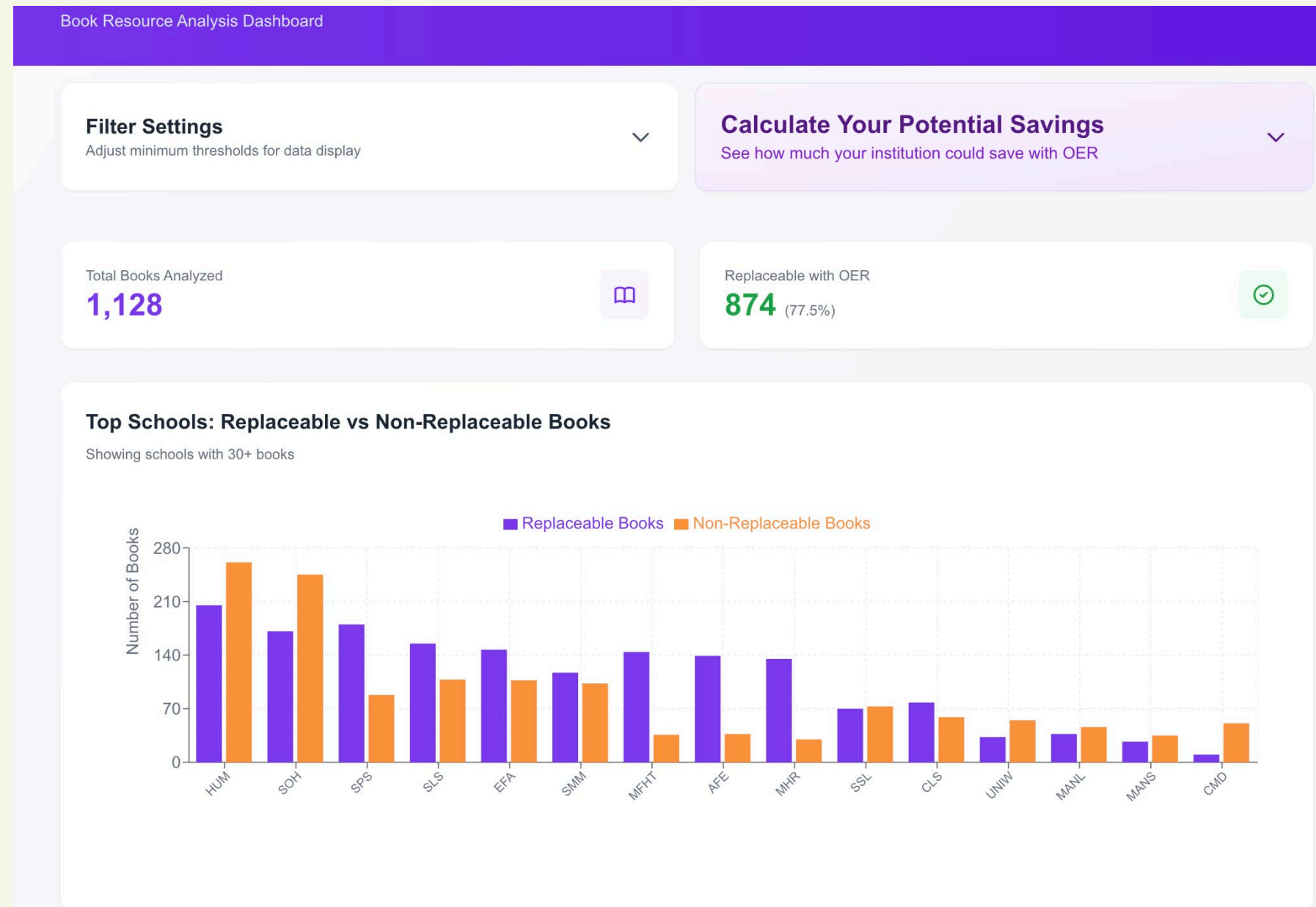
The Solution: Sylla



-> An interoperable solution to support OER/OA adoption strategies

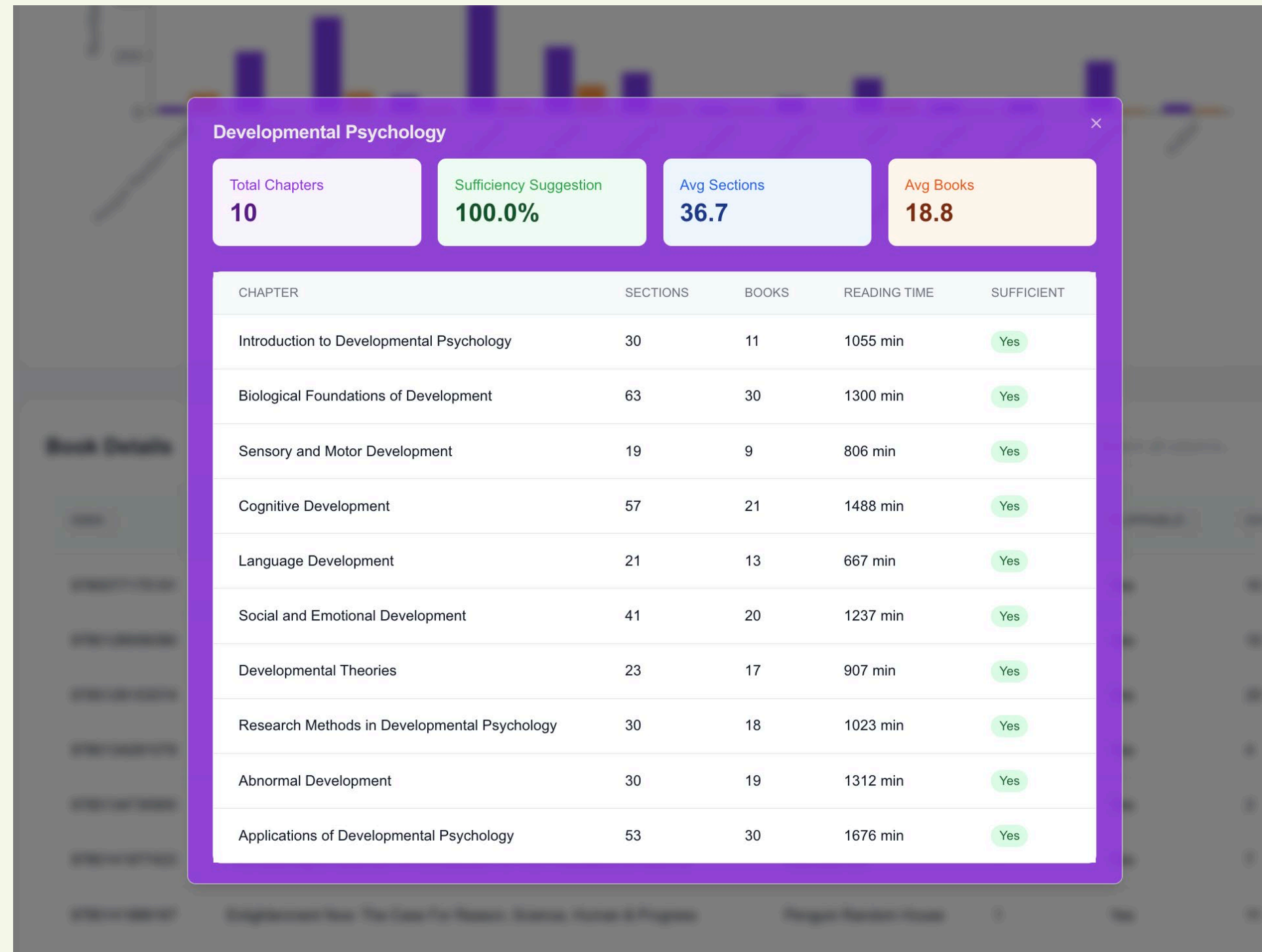
Feature 1: (High -Level) Reading List Analysis

- Institutional Reading List Analysis



-> Using quality OER/OA databases to drive a data driven approach to set focus and direction (and spot GAPS!)

Feature 1: (High -Level) Reading List Analysis

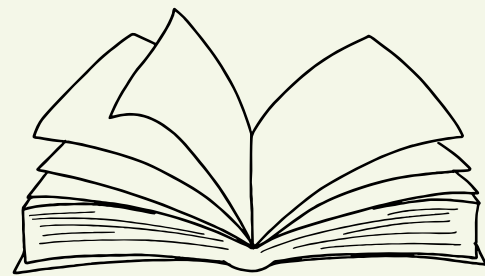


-> Identify chapter chapters

-level replacement potential, including OA Book

Feature 2: Review & Share Suggestions

non -OA/OER Reading List



Budgeting - What factors drive campus budgets? How can we effectively advocate for the library's budget?
Topic 7

Resource recommendations (10)

Academic and research organisations	Using Budgeting Effectively	Trends of Library and Information Sciences...	University Autonomy in the World Today
Book: Gender and Precarious...	Book: A Handbook of Higher...	Book: Library and Information...	Book: University Autonomy Decline
Publisher: Taylor & Francis	Publisher: Oregon State University	Publisher: Springer Nature	Publisher: Taylor & Francis

Chapter
Using Budgeting Effectively

Book A Handbook of Higher Education Leadership

Author Ed Ray (Oregon State University)

Publisher (Year) Oregon State University (2024)

Pages (Reading time) 75 - 82 (10 minutes)

License CC BY-NC

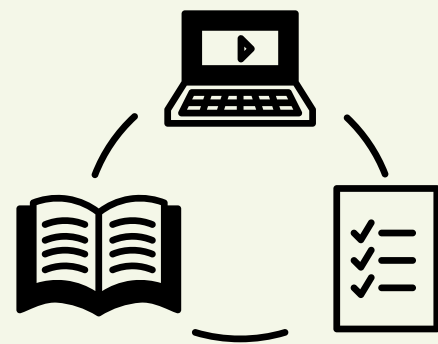
[View](#)
[Add to list](#)

[Explain](#) How does this chapter relate to my topic?

-> Find OER/OA Alternatives (or GAPS!) and review Suggestions

Feature 3: Finetune and Tailor to the Course Syllabus

Input 2: Course Syllabus



Academic Librarianship

[code: IS 582AL](#) [institution: Sylla University](#)

YEAR: 2022 LEVEL: Introductory

Introduces the higher education environment in which academic librarians and other information professionals operate in order to prepare students for leadership roles both within academic libraries and in their parent institutions. This course explores academic librarianship through a variety of lenses including history and organization of higher education; accreditation; characteristics of students; roles of faculty and other campus professionals; and current issues and challenges. This course is an introduction to academic libraries as well as the broader environment of higher education. New academic librarians often find higher education a unique environment unlike any other place they have worked, and to be successful as a professional, you will need to understand not only the structure and functions of the library, but also its parent institution.

Learning outcomes

1. Identify the types of institutions in U.S. higher education and explain how their missions, structures, students, faculty, and libraries vary.
2. Analyze the administrative and governance structure of a college or university.
3. Analyze the demographics of an institution's student body and identify support needs of different groups of students.
4. Analyze an institution's teaching, research, and service expectations and identify how the library can support and collaborate with faculty.

-> Add Syllabus Course Weeks and Learning Outcomes to Personalise

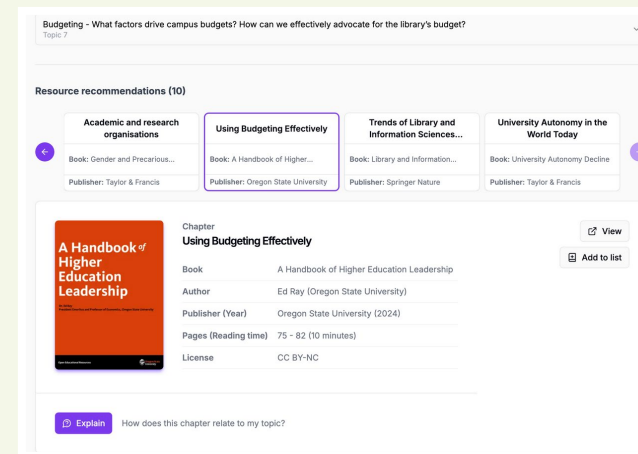
Support and Scale (personalized) Faculty Engagement

(non-OA) Reading List Request/Search



Change Management

OER/OA Suggestions



Budgeting - What factors drive campus budgets? How can we effectively advocate for the library's budget?

Resource recommendations (10)

- Academic and research organisations
- Using Budgeting Effectively
- Trends of Library and Information Sciences...
- University Autonomy in the World Today

Book: Gender and Precarion... Publisher: Taylor & Francis

Book: A Handbook of Higher... Publisher: Oregon State University

Book: Library and Information... Publisher: Springer Nature

Book: University Autonomy Decline... Publisher: Taylor & Francis

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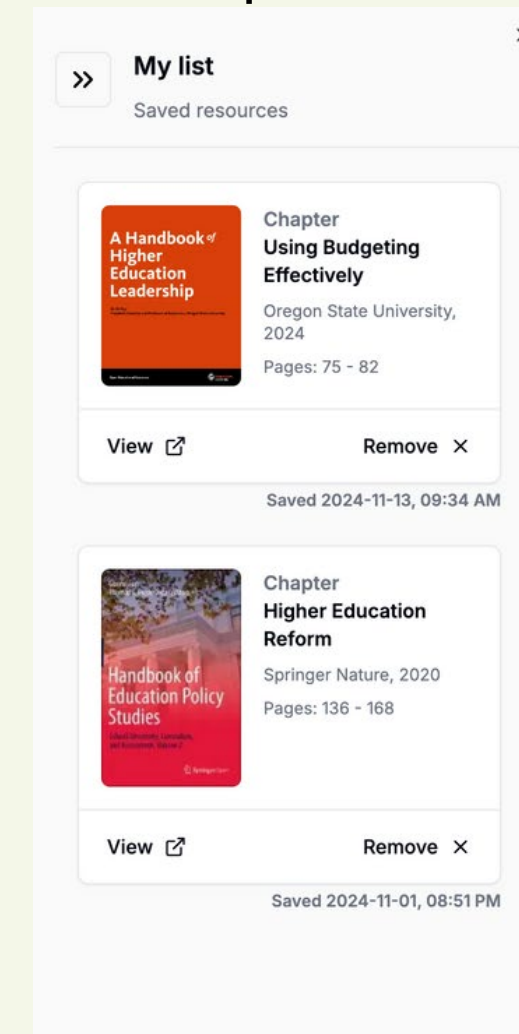
Pages (Reading time): 75 - 82 (10 minutes)

License: CC BY-NC

View Add to list

Explain How does this chapter relate to my topic?

Adoptions



My list

Saved resources

Chapter: Using Budgeting Effectively

Oregon State University, 2024

Pages: 75 - 82

View Remove

Saved 2024-11-13, 09:34 AM

Chapter: Higher Education Reform

Springer Nature, 2020

Pages: 136 - 168

View Remove

Saved 2024-11-01, 08:51 PM

Sync Resources with your LMS and VLE

-> Drive more (personalized) conversations and workshops with faculty

Next Steps: Continue to Remove Friction to Adopt

Budgeting - What factors drive campus budgets? How can we effectively advocate for the library's budget?
Topic 7

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Publisher: Taylor & Francis

Using Budgeting Effectively

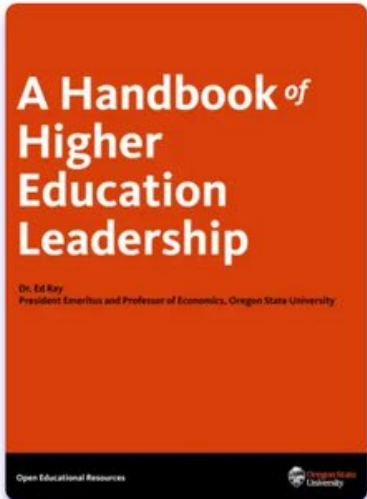
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Chapter
Using Budgeting Effectively

View

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Explain How does this chapter relate to my topic?

- Include # of Peer Adoptions
- Further OA & OER Database Integrations
- Consortia & Library View
- Identify OER/OA gaps to inform Creation
- Mix-and-Mash Chapters, as well as Video and Audio Formats

-> Expanding Sylla together with institutional partners

Bringing OER & OA into the Classroom!





Thank you!

`max.mosterd@sylla.io`

Do you want to schedule a demo? Please reach out or visit our website:

