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OER as Transformation Tool: How Colorado's OER community creates change beyond textbooks

Jennifer Mayer

University of Northern Colorado

Chealsye Bowley

Colorado Department of Higher Education

Katie Brown

Colorado State University Pueblo

Teresa Connolly

University of Colorado Anschutz

Nicholas Swails

Colorado Northwestern Community College

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OER AS TRANSFORMATION TOOL:

HOW COLORADO'S OER COMMUNITY CREATES CHANGE BEYOND TEXTBOOKS

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OER AS TRANSFORMATION TOOL:

HOW COLORADO'S OER COMMUNITY CREATES CHANGE BEYOND TEXTBOOKS

Chealsye Bowley, Colorado Department of Higher Education

Dr. Katie Brown, Colorado State University Pueblo

Dr. Teresa Connolly, University of Colorado Anschutz

Jen Mayer, University of Northern Colorado, she/her

Nicholas Swails, Colorado Northwestern Community College

STATE LEVEL SUPPORT FOR OER IN COLORADO

20 SB17-258

17 OER Council formed,
\$20,000 for OER review report

20 SB21-215

21 expanded grant program with
\$5 million over 5 years and
coursemarking by Fall 2025

20 HB18-1331

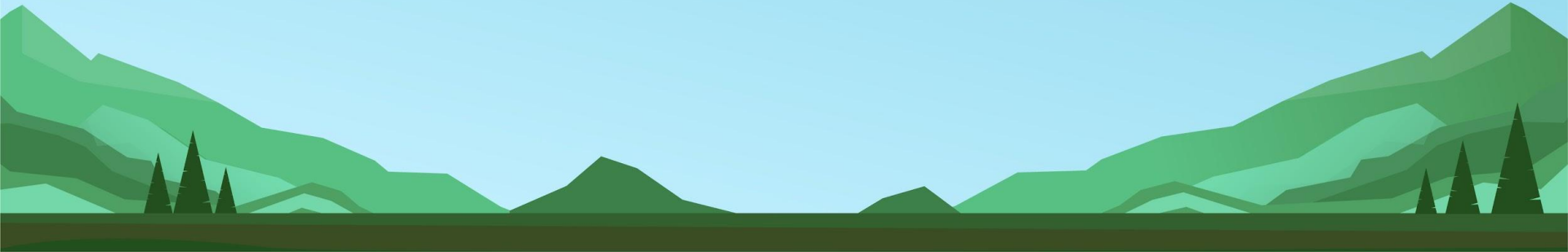
18 established OER grant program with
\$2.5 million over 3 years and 1.0 FTE
at Department of Higher Education

20 NEXT BILL?

26 Present legislation, funding, and
council end November 1, 2026

COLORADO OER COUNCIL

- 12 representatives from public institutions of higher education
 - 5 faculty
 - 3 librarians
 - 1 instructional designer
 - 1 administrator
 - 1 IT professional
 - 1 student
 - *At least two representatives from two-year institutions are required*
- State Designees
 - Department of Higher Education
 - Department of Education
 - State Library
- Two private higher ed institutions representatives (*not in legislation*)





COLORADO OER COUNCIL at the 2024 Colorado OER Conference

slido



**Does your state have OER
legislation?**

① Click Present with Slido or install our [Chrome extension](#) to activate this poll while presenting.

slido



Does your state have an OER advisory board, steering committee, council (or similar body)?

① Click Present with Slido or install our [Chrome extension](#) to activate this poll while presenting.

slido



Does your institution have an OER committee (or similar body)?

① Click Present with Slido or install our [Chrome extension](#) to activate this poll while presenting.



\$4.5 MILLION STATE INVESTMENT IN GRANTS

~\$50 MILLION

IN STUDENT COST SAVINGS OVER FIVE YEARS

ACROSS ALMOST 2,000 COURSES



Image: 2024 Colorado OER Conference
[Benjamin Hale, PrettyGoodPics](#)

COLORADO STATE FUNDING BEGAN AT A DINNER TABLE

**THE MOST IMPORTANT RESOURCE
IN OPEN EDUCATION IS
THE PEOPLE.**



UNIVERSITY OF NORTHERN COLORADO



Colorado state grant-funded OER student DEI work



UNC LIBRARIES OPEN MINDS, OPEN BOOKS RESOURCES COMMITTEE

Open Minds, Open Books: Student and Faculty Perspectives

Watch later... Share

Open Minds Open Books

With Panelists
Dr. Cassie Bergstrom, Associate Professor of Psychological Science
Holly Carlton, undergraduate Psychology and Sociology
Daniel Mangandi-Escobar, undergraduate Philosophy and Psychology
Dr. Baillie Peterson, Associate Professor of Philosophy

Moderated By
Ethan Roth, undergraduate Psychology and AOER Student Employee

Play (k)

Open Books, Open Doors: A First-Gen Student's Experience with AOER Empowerment by Ethan Roth, UNC Psychology Undergraduate

by Ethan Roth on November 28th, 2023 in [Educational Technology](#), [Higher Education](#), [Library & Information Science](#), [Open & Affordable Educational Materials](#), [Open Initiatives & Resources](#)

0 Comments



Not to oversell it, but I grew up poor. The kind of poor where all your dishes are old Cool Whip containers and where you decide that some nights it's better for everyone if you just go to sleep hungry. When I decided to go to college as a first-generation student, I knew it would be a risk. Given my background, there wasn't going to be a safety net for me to fall back on if things went wrong. But even if I had to do it on my own, I knew that college was the only opportunity I had if I wanted to change my situation -- and so for me, it was a risk I had to take.

Knowing it was something that I had to do didn't make the first few semesters any easier though. College, as it turns out, is expensive. Being a low-income student meant that while I had my tuition covered by financial aid, all the other expenses that came with college looked like mountains. From asking professors to see if I could complete an assignment on paper because I couldn't afford a laptop, to having to walk to class because I couldn't afford a parking pass -- each fee risked the possibility of pushing me into the negative and out of school. A few days before my first classes I went to hunt down the required textbooks and quickly realized that even rentals, the lowest cost option, were well outside of my budget. So I didn't buy them.

Taking classes without the required materials is a lot like starting a course half-way through the semester; it feels like every assignment and lecture is in the middle of a topic that you've never even heard about before. Tests are based on topics only covered in the readings, assignments are on certain chapters, exams are open book (but only if you have a book to open). To sum up the overall experience: it stinks. For a long time, it felt like I was getting half the education that I'd paid for simply because I wasn't able to afford the materials for those classes. To be honest, it was crushing.

[2023 research study](#) showed DEI tie to OER in faculty teaching

“So having more flexibility in the content that I share and how I share that content has opened up more space for me to consider elements, like how many students are personally relating to topics. It allows me . . . to add in elements that are more culturally responsive than if I was just teaching out of a straight textbook.”

Mayer, J. (2023). Open educational resources (OER) efficacy and experiences: A mixed methods study. *portal* (Baltimore, MD), 23(4), 773-798. doi.org/10.1353/pla.2023.a908701

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DOERS3 Equity in OER rubric project

Students	Practitioners	Leadership*
<p>Equitable Availability of OER Access to Technology Student Awareness of OER</p>	<p>Equity-centered Instruction, Pedagogy and Content</p> <p>Multiple Dimensions of Infrastructure, including:</p> <ul style="list-style-type: none">• Staff Support• Course Markings• IT Support• Bookstores	<p>Ongoing Assessment and Continuous Improvement including:</p> <ul style="list-style-type: none">• Strategic planning and budgeting• OER-Equity goal-setting• Policy and Staffing• Instructor Incentives• Professional Development• Recognition in faculty promotion and tenure



UNIVERSITY OF NORTHERN COLORADO



Formalizing student enrollment management tactics for equity & OER



UNIVERSITY OF NORTHERN COLORADO



Colorado OER Council ATB materials and DEI, conversations with leadership

COMPARISON TO AUTOMATIC TEXTBOOK BILLING PROGRAMS

Benefits to students	Inclusive Access	Equitable Access	OER
MATERIALS AVAILABLE FIRST DAY OF CLASS	✓	✓	✓
PREDICTABLE COST	✗	✓	✓
ADAPATABLE FOR DEI & REGIONAL CONTEXT	✗	✗	✓
PEDAGOGICAL FLEXIBILITY	✗	✗	✓
ACCESS MATERIALS AFTER COURSE ENDS	✗	✗	✓
FREE	✗	✗	✓

White	46.8%	HSI
Hispanic	33.9%	
In-state	83%	ethnic/racial-minorities are the majority
Off-campus	85%	
18-24	55%	
Pell eligible	34%	Our students are non-traditional, live off campus, and often have family and other personal obligations, like maintaining housing.
First-gen	37% (40% unknown)	
		Our students lack resources – ranging from college prep resources, financial resources, social capital, family connections, etc.

CSU PUEBLO'S SPANISH PROGRAM



CSU
PUEBLO

COLORADO
STATE
UNIVERSITY
PUEBLO

- Goal is to build language proficiency for use in other disciplines and careers contexts
- Diverse learner backgrounds - L2, HL narrow, HL broad

50% FIRST GENERATION

95% ARE DOUBLE MAJORS

**84% OF SPANISH MAJORS
ARE HISPANIC**

**95% OF SPANISH MINORS
ARE HISPANIC**



CHALLENGES

Traditional textbooks...

- focus on Spanish as a “foreign language”
- forget that the US is the 2nd-largest Spanish-speaking country in the world
- focus on academic Spanish and a “standard” accent
- don’t consider the diversity of students’ linguistic backgrounds
- don’t address hard conversations
- don’t align with our oral-proficiency-building program



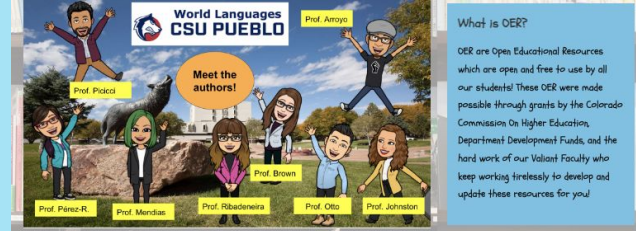
OUR GOALS

- Explore these linguistic issues for the benefit of all students of diverse linguistic backgrounds.
- Address the pedagogical and socio-affective needs of HLLs while also educating L2s about the Spanish cultures they are most likely to encounter, those of U.S. Spanish speakers.
- No student taking Spanish at our HSI will ever have to pay for a textbook again.
- Our students will see their lives and cultures reflected in our textbooks.
- Our open pedagogical approach will match their learner needs.
- The content of our courses will be relevant to their interests.
- Students will be involved in content creation (OEPs).

OUTCOMES:

CSU Pueblo World Languages OER site!

- Curriculum & program alignment
- Choosing the places we explore
- Choosing the people we meet
- OEPs
- Addressing prestige and stigma in language varieties
- Identity exploration and representation
- Faculty satisfaction & freedom



1. OER for Spanish Courses: Scroll through to find your Spanish course!



2. Other Resources in Spanish



3. OER for other language courses



SPN 391



Música y Sociedad

MÚSICA Y SOCIEDAD : UN PROYECTO COLABORATIVO CON ESTUDIANTES DE CSU PUEBLO BY ALEGRIA RIBADENEIRA

CAPÍTULO 13 - ¡CONOCE A LOS AUTORES! (10/19)

Leanne Sánchez

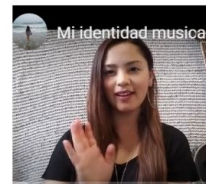


¡Hola! Me llamo Leanne Sanchez y yo nací y crecí en Colorado Springs, CO en los Estados Unidos. Soy una hablante de herencia porque toda mi familia es hispana, pero solamente mis abuelos hablan español y mis padres pueden entender español un poco, pero no hablan español nada. Aprendí pocas frases y palabras en español en mi familia, pero aprendí la mayoría de mi español en la escuela y de mis amigos que son hablantes nativos. Tuve clases de español durante mi escuela intermedia, escuela secundaria, y hoy en la Universidad de CSU-Pueblo. Soy una estudiante de primera generación en esta universidad increíble y mis dos especializaciones son Español y Psicología. Además de ser una estudiante, yo tengo tres trabajos: soy una asistente residente (RA) en los dormitorios, soy un mentor de compañeros en el programa de Honors en CSU-Pueblo, y también trabajo en la tienda de TJ MAXX. Siento mucha suerte de tener la

4.B.3 ¡Leamos!

Read about Leanne Sanchez and five songs that represent her musical identity.¹

¡Hola! Me llamo Leanne Sanchez y yo nací y crecí ([grew up](#)) en Colorado Springs, CO en los Estados Unidos. Soy una hablante de herencia (*heritage speaker*) porque toda mi familia es



hispana, pero solamente mis abuelos hablan español y mis padres pueden entender español un poco, pero no hablan español nada.

Soy una estudiante de primera generación en esta increíble universidad y mis dos especializaciones son Español y Psicología. Además de ser una estudiante, yo tengo tres trabajos: soy una asistente residente (RA) en los dormitorios, soy un mentor de compañeros en el programa de Honores en CSU Pueblo, y también trabajo

en la tienda de TJ MAXX.

Aquí comparto algunas de las canciones más importantes de mi vida:

1. "Last Hope" de Paramore es mi canción favorita porque fue (was) mi inspiración para todos los momentos más difíciles de mi vida. Cada vez que estoy triste, escucho esta canción y recuerdo todas las cosas que ya sobreviví.

SPN 101

[Click here](#) to read Leanne's full *Identidad musical* and see her video.

1. Highlight or underline all of the instances of **SER** and **ESTAR** in the reading.
2. List each one here, and say why **SER** or **ESTAR** is being used. The first one has been completed for you.

[Click here](#) to review the differences between ser and estar.

 1. "Soy una hablante de herencia" – Identity / characteristic
 2. ...
3. Indicate whether the following are **Cierto** or **Falso**. Change the false statements so they are true.
 1. Los padres de Leanne no entienden el español.
 2. Leanne es una hablante de herencia.
 3. Leanne está trabajando en dos lugares (*placés*) ahora.
 4. Leanne piensa que la música no es muy importante.
 5. Leanne es una persona romántica y empática.
4. Answer the questions about the reading with complete sentences.
 1. ¿Para qué cosas en su vida tiene Leanne una canción o playlist?
 2. ¿Con qué está de acuerdo Leanne?
 3. ¿Qué géneros de música latina le gustan a Leanne?
 4. ¿Qué canción escucha Leanne cuando está triste?
 5. ¿Por qué es Leanne una mujer fuerte e independiente?

GABI GARCÍA GREER: UN SUPERHÉROE BILINGÜE QUE DEFIENDE A NUESTRA NACIÓN DE LOS CIBERATAQUES



Todos podemos dormir más tranquilos gracias a que Gabi García Greer defiende a nuestra nación de los ciberataques. Gabi se graduó de CSU Pueblo en el 2018 con un especialización en Español y en Sistemas de Información Computacional. Gracias a todos sus logros y perseverancia, recibió una beca de SFS (National Science Foundation's CyberCorps Scholarship for Service) y fue admitida a uno de los mejores programas de ciberseguridad de nuestro país en la universidad de Arizona. Allí fue donde logró una maestría en Sistemas de Información con un enfoque en Ciberseguridad y el Aprendizaje Automático (machine learning). Como parte de sus estudios también se concentró en la detección de los ciberdepredadores con miras a trabajar para el departamento de defensa.

Su trabajo hoy en día está lleno de desafíos pero es muy gratificante. El aprendizaje constante es parte de su día a día y eso es lo que más disfruta. El hablar el español y conocer sus culturas le ha abierto muchas puertas, incluyendo su beca de estudios y el interés que muchas compañías tuvieron en ella. Además de esto, gracias a sus experiencias ella puede compartir su cultura y ser más consciente de las culturas de otros. Pero lo que más orgullo le causa es el poder representar a las mujeres latinas en un campo donde existen muy pocas. Ella proclama: "Soy latina y orgullosa!" Su consejo para aquellos que quieren incursionar por vencidos. También nos recuerda que deben no puede existir sin el apoyo de otros.

SPN 301

BRYAN McDONALD: UN SUPERHÉROE BILINGÜE QUE AYUDA A LOS ANIMALES Y SUS HUMANOS



El Dr. Bryan McDonald creció en un rancho admirando a los veterinarios que ayudaban a su familia con los animales. Es por eso que desde niño quiso ser veterinario. En la universidad Bryan estudió Biología, Química y Español mientras tomaba todos los pre requisitos para ingresar a la escuela veterinaria. Hoy en día se lo puede encontrar viajando por todo Colorado atendiendo animales. Bryan estableció su propia práctica veterinaria en Pueblo Colorado y se especializa en animales grandes (caballos, vacas y pequeños ruminantes) pero también atiende a perritos.

El campo de la veterinaria a veces no es fácil, hay escasez de personal, un alto índice de deuda estudiantil, y fatiga por compasión. Sin embargo, para Bryan, el lado positivo de la profesión hace que todo valga la pena. Él puede

trabajar afuera viajando por todo su hermoso estado y tiene la habilidad de salvar vidas. Con su trabajo puede impactar la vida de los animales y la de sus dueños.

El saber español en su profesión ha sido invaluable ya que puede comunicarse eficazmente con sus clientes y entender sus preocupaciones. También puede dar diagnósticos e instrucciones en español y esto mejora el cuidado de sus pacientes. Una vez estaba ayudando a una pareja que había traído caballos andaluces de México a los Estados Unidos. Los caballos estaban enfermos y la pareja discutía en español cómo podían explicar lo que pasaba al veterinario en inglés. Bryan sonrió y comenzó a hablarles en español y la pareja se asombró muchísimo. "Todos nos reímos porque ellos nunca esperaron que un pelirrojo pálido comenzara a hablar español!" recuerda el Dr. McDonald.

Sus consejos para cualquier persona interesada en seguir sus pasos es que encuentren un mentor en la profesión y desarrollen algo de experiencia. Según él, la dedicación, el trabajo duro, y el entusiasmo conducirán a las personas al éxito.



Un curso de español para estudiantes bilingües con distintas historias de aprendizaje

SPN 101

3.C.3 ¡Leamos!

Read about these CSUP graduates and answer the questions that follow.

YANET AMEZCUA: UN SUPERHÉROE BILINGÜE QUE LUCHA CONTRA EL CRIMEN



A Yanet Amezcua siempre le gusta investigar y encontrar conexiones entre las cosas y por eso *decidió* (decided) estudiar Sociología, Criminología, y Español en la Universidad Estatal de Colorado en Pueblo. Hoy en día es una analista criminal para el departamento de policía en Colorado Springs, Colorado. Los analistas criminales analizan e investigan patrones del crimen para poder predecir y resolver casos. Según Yanet, una de las cosas más difíciles de su trabajo es que hay que ser muy preciso y organizado, sin embargo, ella lo ha logrado y le gusta mucho analizar y resolver casos. Una vez, con su ayuda, la policía logró localizar una banda criminal y arrestar a unos miembros! Gracias a su bilingüismo

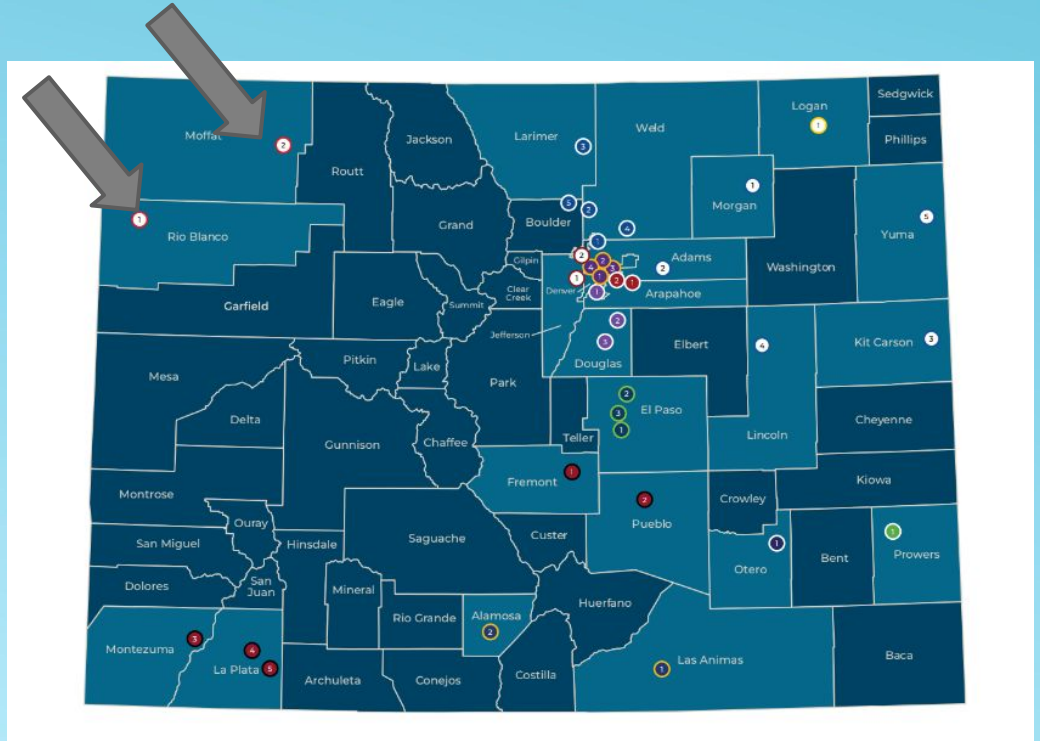
Yanet recibe más paga y puede contribuir a mayor grado en su trabajo. Muchas veces transcribe y traduce documentos de casos, decodifica jerga y también ayuda como traductora en entrevistas criminales. Su consejo para otros que quieran seguir sus pasos es: "Si las cosas se ponen difíciles, ¡no se den por vencidos! ¡Saber español es una bendición!"

1. Answer the questions with complete sentences.

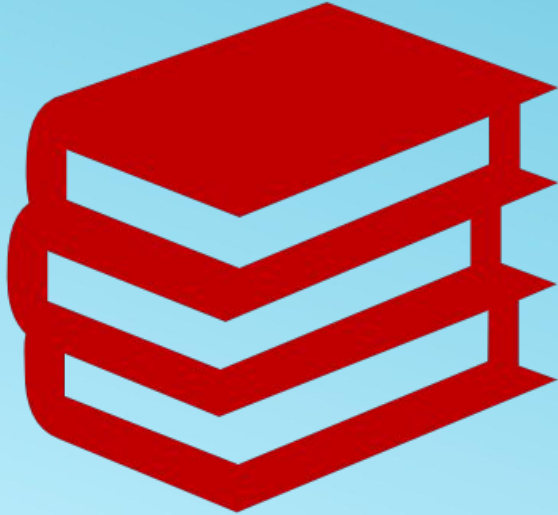
1. ¿Qué hacen los analistas criminales?
2. Según Yanet, ¿cómo tiene que ser en su trabajo?
3. ¿Por qué recibe más paga Yanet?
4. ¿Qué puede hacer con su bilingüismo?
5. ¿Qué dice sobre su habilidad con el español?

ABOUT CNCC

- ▶ 1962: Rangely College
- ▶ About 1,500 students
- ▶ About 40 faculty/instructors
- ▶ One college two campuses (90 miles apart)



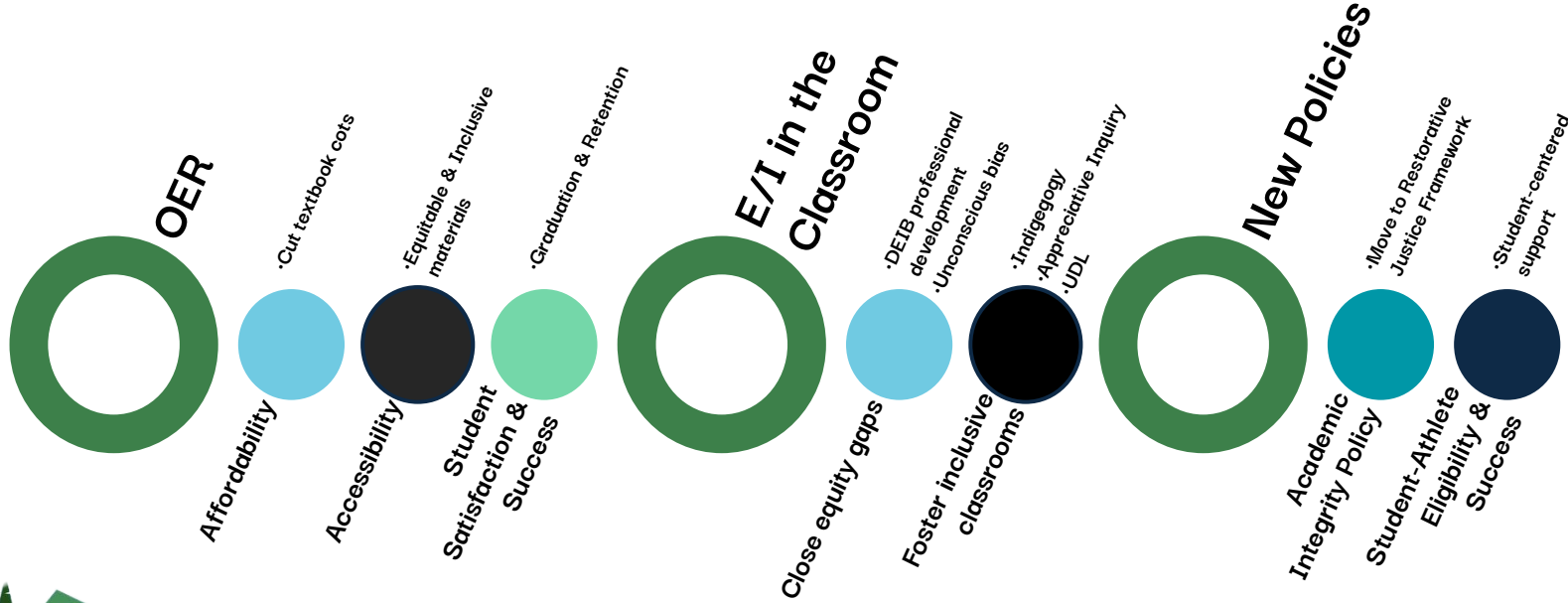
CNCC'S CHALLENGES



- ▶ Rural Community
- ▶ Staffing
- ▶ Limited Funding
- ▶ No Librarian
- ▶ No Instructional Designer
- ▶ Faculty 5:5 Load + Service
- ▶ Deans are Instructors
- ▶ Bookstore

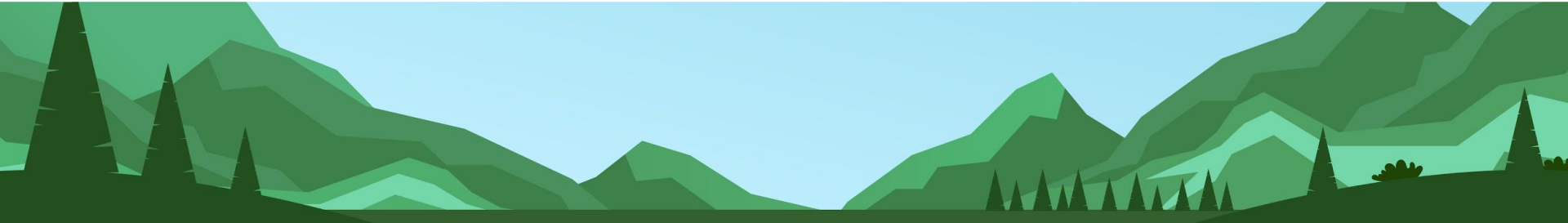
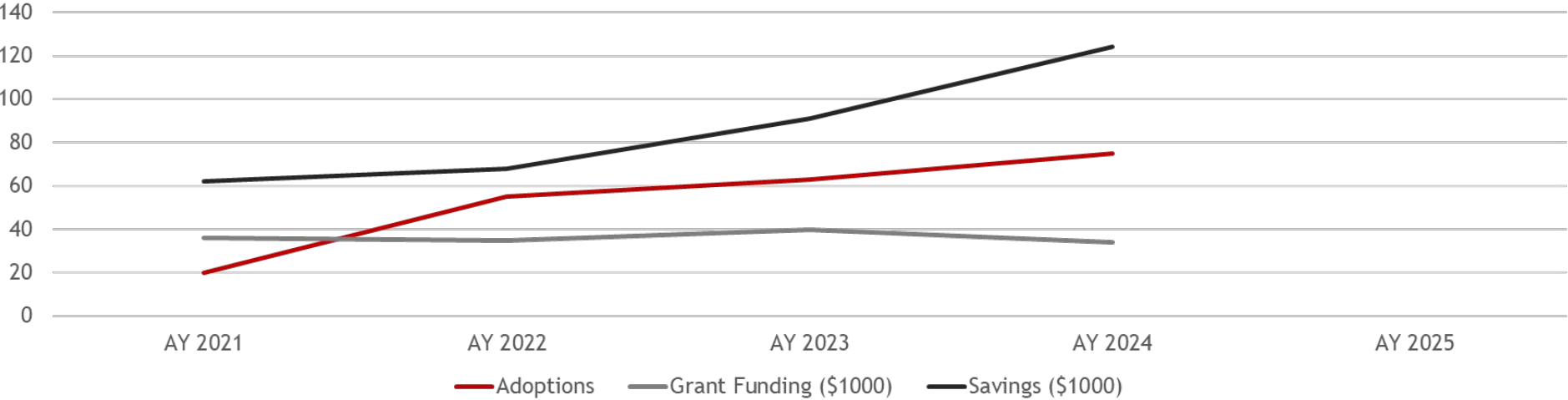


FROM OER TO SOCIAL & RESTORATIVE JUSTICE IN THE CLASSROOM



ADOPTIONS AND SAVINGS

From 0 to 60 to Z-Degree





OER IN NURSING

- Open RN project
 - 5 books and 25 associated virtual reality
- Nurses International
 - Creates nursing curriculum for developing countries
- MERLOT topics with a Creative Commons license
 - Medicine 1,367, A & P 1322, Psychology 1291, Chemistry 1812
- How much do you think nursing has?



College of Nursing

UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS

305

OPTIONS FOR NURSING

GOAL OF THE NURSING PROFESSION



College of Nursing

UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS

Increasing diversity and expanding our workforce to match our diverse patient population to provide more culturally congruent care

OER NURSING GAP

Faculty don't know or institute OER into courses

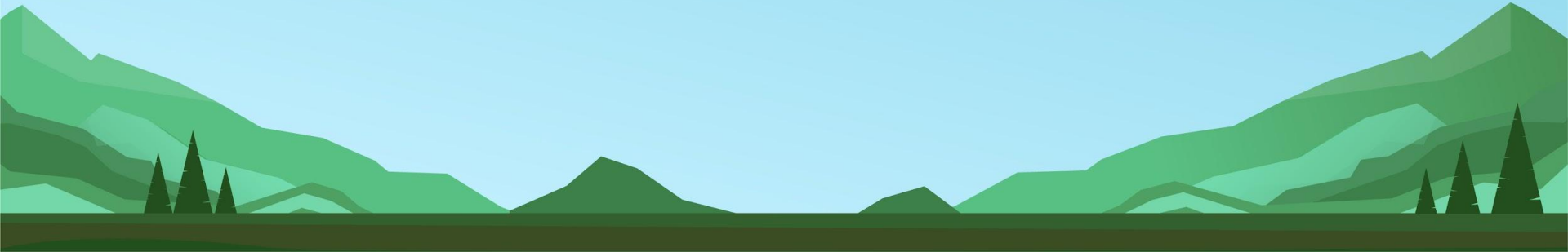
A UNIQUE COLLABORATION



- University of Colorado (CU) College of Nursing and Fort Lewis College of Nursing: Creating a zero-textbook cost degree for nursing students
 - Fort Lewis College: Native American-Serving Non-Tribal rural college
 - CU College of Nursing: HSI designee
- A collaboration led by faculty and librarians
 - Determine pre-licensure nursing classes to make them
 - Determine faculty who are willing to create and adopt OER textbooks

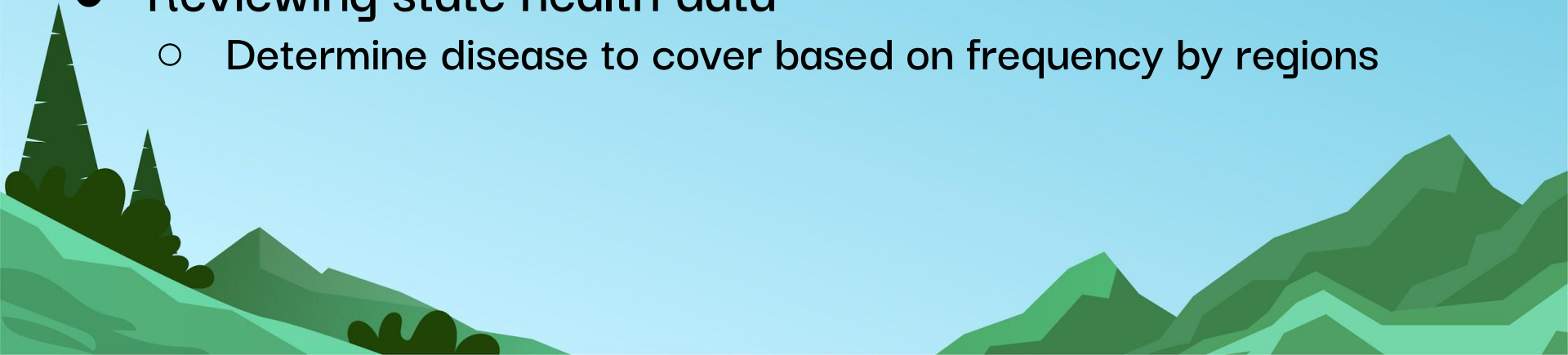
SUMMARY PROJECT (PHASE 1)

- Pre licensure courses (8) targeted
- Nursing courses (3) targeted and simulation
 - Pathophysiology (creation)
 - Foundation (adoption)
 - Mental Health (adaption and adoption)
 - Simulation (creation)



INVOLVING COMMUNITY WITH CREATION

- Any created materials to be peer-reviewed
 - Expert Nurse Educators
 - Community partners
 - Indigenous population
 - Hispanic population
- Reviewing state health data
 - Determine disease to cover based on frequency by regions




MONEY MATTERS

Phase 1 student savings

College	Number of students	Individual Cost	Total Cost
Fort Lewis College	56	428.73	24,008.88
CU College of Nursing	408	513.38	209,459.04

Savings once simulation costs are removed

College	Number of students	Individual Cost	Total Cost
Cu College of Nursing	408	327.20	133,497.60

The background features a stylized landscape with green mountains and trees on the left side, and a yellow sun in the top right corner. The sky is a gradient of light blue. The text is centered in a bold, dark green font.

**HOW WILL YOU USE OER AS A
TRANSFORMATIONAL TOOL AT
YOUR INSTITUTION?**

RESOURCES

Automatic Textbook Billing materials developed by Colorado OER Council

[Handout](#) CC-BY | Postcard: [Canva](#), [PDF](#)

Colorado OER Higher Education Hub

OER Swag ([Stickermule](#) / Canva by email)

**RETAIN &
REUSE &
REVISE &
REMIX &
REDISTRIBUTE
EDUCATION
WITH OER**

ASK YOUR LIBRARIAN
ABOUT OPEN EDUCATIONAL
RESOURCES



FREE

ASK YOUR LIBRARY ABOUT OPEN EDUCATIONAL RESOURCES

WHAT IS AUTOMATIC TEXTBOOK BILLING PROGRAMS

Inclusive Access	Equitable Access	OER
✓	✓	✓
✗	✓	✓
✗	✗	✓
✗	✗	✓
✗	✗	✓
✗	✗	✓

AFFORDABLE COURSE MATERIALS OPTIONS

WHAT IS AUTOMATIC TEXTBOOK BILLING?

Automatic textbook billing programs, commonly marketed by textbook companies as “inclusive access” or “equitable access,” are sales models for textbooks and other course materials. These programs are typically structured to include access to digital materials by the first day of class and are automatically billed on top of the cost of tuition. Vendors or institutions have a variety of names for these programs, including “First Day,” “Instant Access,” and “Day One.”

INCLUSIVE ACCESS:

“Inclusive access” programs typically operate on a course-by-course sales model. These programs may be used by an individual department or institution wide. Students receive temporary access to digital materials by the first day of class. Programs are inclusive in that textbooks and sometimes homework systems are included in the tuition payment.

EQUITABLE ACCESS:

“Equitable access” programs operate on a flat fee per credit hour sales model. Equitable access programs are ‘all or nothing’ with students either paying for their full course load or opting out for all courses, even if some of their courses use no-cost resources. These programs are equitable in that all students pay an equal amount regardless of their major.

OPEN EDUCATIONAL RESOURCES:

Textbooks and other learning resources that are openly licensed, typically through a [Creative Commons license](#), with the ability for instructors and students to freely retain copies, re-use, revise, remix and share. OER are free, no-cost materials. OER offers availability by the first day of class, access into the future after the course ends, and the most affordable cost for students of \$0.

WHAT IS AFFORDABLE?

In 2018, The Colorado Department of Higher Education determined the definition of low-cost materials as a total cost under \$20 per course. Adjusted for inflation, the affordable cost is under \$25 in 2024. For example, the Br... Complete equitable access has an average cost of \$24 per... a 3-credit course is not affordable for Colorado students.

Equitable access isn't equity. Use OER.

OPEN ED: FREE TO RETAIN & REUSE & REVISE & REMIX & REDISTRIBUTE

QUESTIONS?

OER@DHE.STATE.CO.US

KATHERINE.BROWN@CSUPUEBLO.EDU

TERESA.CONNOLLY@CUANSCHUTZ.EDU

JEN.MAYER@UNCO.EDU

NICHOLAS.SWAILS@CNCC.EDU

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