

# OpenAudio

*Political Science and the  
Audiobook Project*

**Brian Barrick**

Associate Professor • Los Angeles Harbor College  
ASCCC OERI • April 2026 • <https://www.openaudio.us/>

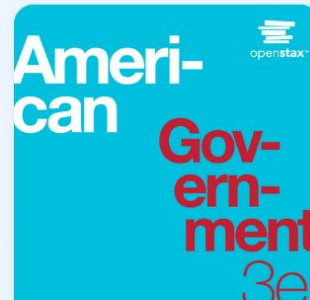
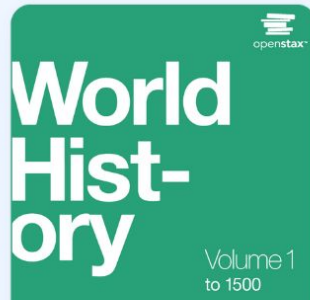


• Enhance your learning with audio

# Textbooks that speak to you

Free, high-quality audio resources for students and educators. Making education accessible, free, and engaging one chapter at a time.

Start Listening



# Agenda

## Introduction

*My Path to OER*

## What is OpenAudio?

*Project Background*

## Technology Approach

*AI Tools, Streaming Platforms, Data*

## Pedagogy and Impact

*Impacting Student Learning*

## How do I Use This?

*Adoption Made Easy*



# Introduction

# About Me

## **Brian Barrick**

Associate Professor of Political Science  
Los Angeles Harbor College

## **OpenAudio**

Published 5 OER Audiobooks  
160+ Hours of Audio on Spotify, YouTube, Apple Music

## **Recognition**

2023 Finalist: OE Awards For Excellence: Significant Impact OER  
2024 Awardee: OE Awards For Excellence: Open with AI

## **AI Focus**

District Academic Senate Task Force on Artificial Intelligence







# LA Harbor College Students

## California Promise Grant Recipients

Full-Time Students

**72%**

*Source: LACCD EPIE Dashboard (Fall 2023)*



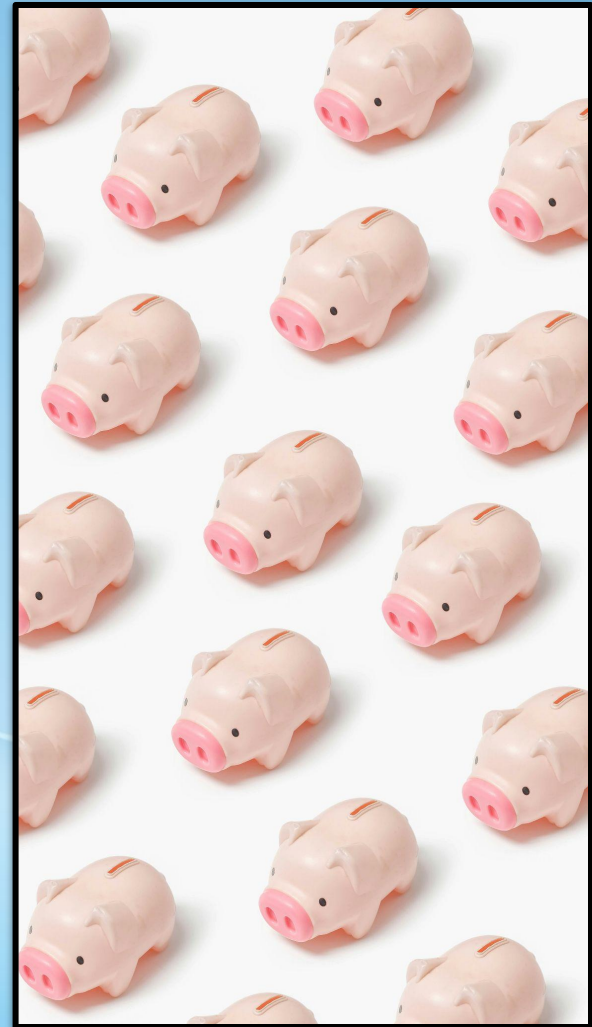
# Enrollment Decisions

How important was **LOW COST** in your decision to enroll at this college?

Important or  
Very Important

**89.5%**

*Source: LACCD Student Survey (Fall 2022), n = 4,422*



# Impact

Have **Cost of Textbooks** been a problem for you in reaching your academic goals?

**Major or  
Moderate Problem**

**34%**

**Minor Problem**

**26%**

*Source: LACCD Student Survey (Spring 2021), n = 4,313*





**Kelsey Smith**  
OER Librarian  
West Hills College Lemoore



**Una Daley**  
Director  
CCCOER

Ameri-  
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Gov-  
ern-  
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\$0.00

# **OpenAudio: Phase 1**





# CC ECHO

Home / [CC ECHO](#)

## California Consortium for Equitable Change in Hispanic Serving Institutions Open Educational Resources

**What:** CC ECHO is implementing a Diversity, Equity, and Inclusion (DEI) framework for Open Educational Resources (OER) to design 20 high impact courses. Consortium members include West Hills College Lemoore, College of Marin, Allan Hancock College, and College of the Canyons, all of which are Hispanic Serving Institutions (HSIs). The grant targets faculty and students at California Community Colleges, federally recognized HSIs, emerging HSIs, and national colleges and universities.

**Who:** Allan Hancock College, [College of the Canyons](#), [College of Marin](#), and [West Hills College Lemoore](#). The four California community colleges are representative of Northern, Central, and Southern California student demographics.





### Chapter 01 - American Government 3e - OpenStax (Audiobook)

OpenAudio | Free Audiobooks OER  
1.91K subscribers

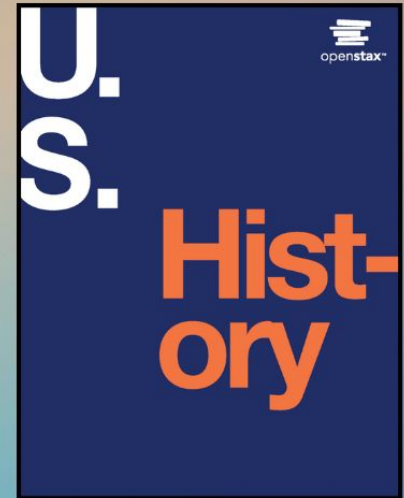
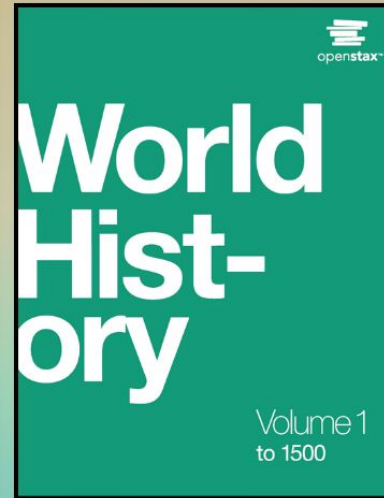
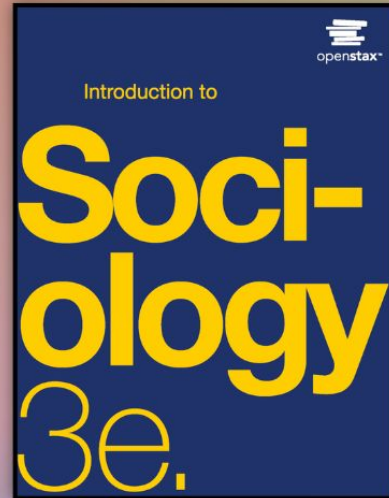
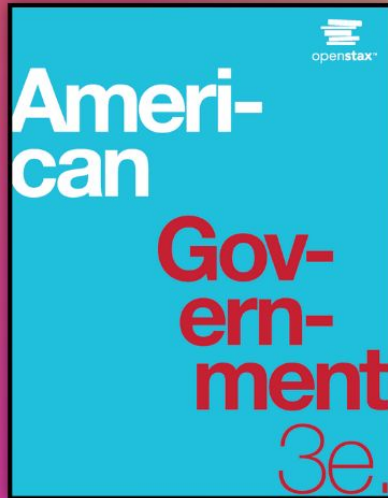
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どうぶつの森 BGM  
119 watching
- U.S. History | OpenStax Audiobook**  
OpenAudio | Free Audiobooks OER · Pod...  
View full podcast
- QUIET PLEASE** background music.  
quiet please.  
332K views · 3 months ago
- Thelonious Monk - Live In Paris 1967**  
radiantradih22222  
628K views · 11 years ago

## Enhance Your Learning with Audio



<https://openaudio.us/>



Spring 2025

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Modules

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# Chapter 2: The Constitution and Its Origins

## Chapter 2 - The Constitution and Its Origins



*"How did the Constitution come to be written? What compromises were needed to ensure the ratification that made it into law? This chapter addresses these questions and also describes why the Constitution remains a living, changing document."*

You can read this chapter by clicking on the following link. Many students will prefer to read the textbook chapters directly on the OpenStax website. You will be able to save highlights and notes after creating an account on the OpenStax website.

Chapter 2: <https://openstax.org/books/american-government-3e/pages/2-introduction>

If you prefer not to leave Canvas, you can instead read the embedded chapter below.

Embedded Chapter

## Audio Resources

You can access an audiobook recording of this chapter by opening the embedded audio players below. This resource is helpful for students who prefer to listen to audio while reading the text.

### Timestamps:

- 0:00:00 - Welcome
- 0:00:39 - Introduction
- 0:02:29 - The Pre-Revolutionary Period and the Roots of the American Political Tradition (2.1)
- 0:20:22 - The Articles of Confederation (2.2)
- 0:32:59 - The Development of the Constitution (2.3)
- 0:56:28 - The Ratification of the Constitution (2.4)
- 1:19:57 - Constitutional Change (2.5)
- 1:35:17 - Credits

Listen on Apple Podcasts

Listen on Spotify



Chapter 2 - The Constitution and Its Origins  
Aug 2 - American Government 3e - OpenStax Audiobook

Save on Spotify

1:36:26

# **OpenAudio: Phase 2**

### Edit Speech

Volume  100 %

Type **T Text**

Model **Eleven Multilingual v2**

Voice **Brian (Professional)** Default

Override settings

Generation History >

- September 8, 2025, 13:04 ✓
- September 8, 2025, 13:03

AI Tools

- Remove background audio**  
Use voice isolator to clean up audio
- Use voice changer**  
Modify voice in existing audio
- Direct speech with your voice**  
Record audio using your own voice

Regenerate ↻



B

In apparent support of the elite perspective, one-third of U.S. presidents have attended Ivy League schools, a much higher percentage than the rest of the U.S. population. This Ivy trend continues today. While President Joe Biden (who attended the University of Delaware and Syracuse University) and Vice President Kamala Harris (who attended Howard University and the University of California Hastings) earned degrees at non-Ivy universities, the 2024 presidential election brought back Ivy League graduates to the two positions. President Donald Trump attended the University of Pennsylvania and Vice President J.D. Vance attended Ohio State University and Yale University. Among members of the House of Representatives, 95 percent have a bachelor's degree, as do 100 percent of members of the Senate. Fewer than 40 percent of U.S. adults have even an associate's degree. The majority of those in Congress also engaged in either state or local politics, were business people, or practiced law before being elected to Congress.

B

Currently, about half of the members of Congress are millionaires. As of 2022, approximately 34 percent of U.S. House members and 33 percent of U.S. Senators sent their children to private schools. Overall, only 11 percent of the American population did so. Therefore, a Congress dominated by millionaires who send their children to private schools is more likely to believe that a flat tax is fair and that increased funding for public education is not a necessity. Their experience, however, does not reflect the experience of average Americans.

B

For example, although federal law does not require private sellers (people who sell guns from their personal collections) to conduct a background check before selling a firearm to another individual, some states have passed so called "Red Flag" laws requiring this.

B

At the federal level, there has been widespread support in Congress to improve the background checking process. Indeed, despite objections from the National Rifle Association, the Fix N.I.C.S. Act passed the House and Senate and was signed into law by President Trump as part of an omnibus spending bill in March 2018. This statute strengthens the National Instant Criminal Background Check System by establishing new reporting requirements on forty-four federal agencies and a mandate for the Department of Justice to coordinate with state and tribal governments to make data available to them.

B

Post-election analysis by Tuft University's Center for Information and Research on Civic Learning & Engagement (Circle) showed a record youth turnout of 53 percent, which was greater even than the historic turnout in the 2008 contest. The young vote swung heavily toward Biden in swing states. And, yet, young voters again participated at lower rates than did other age groups. Circle's



Files

Name ↑	Status	Duration	Sample Rate	Channels	Bi
1 - Full Chapter.sesx		1:12:44.968	44100 Hz	Stereo	
2.2 - Sarah.sesx		4:48.067	44100 Hz	Stereo	
2.2.sesx *		20:06.061	44100 Hz	Stereo	
Ch 2 - ... - Headings.sesx *		1:06.000	44100 Hz	Stereo	
> ++ chapter...der 44100 1.wav		0:10.500	44100 Hz	Stereo	
> ++ Intro Music_mixdown.wav		0:28.794	44100 Hz	Stereo	
> ++ Outro Final.wav		1:08.718	44100 Hz	Stereo	

Properties Markers Effects Rack Diagnostics

2.2 \*

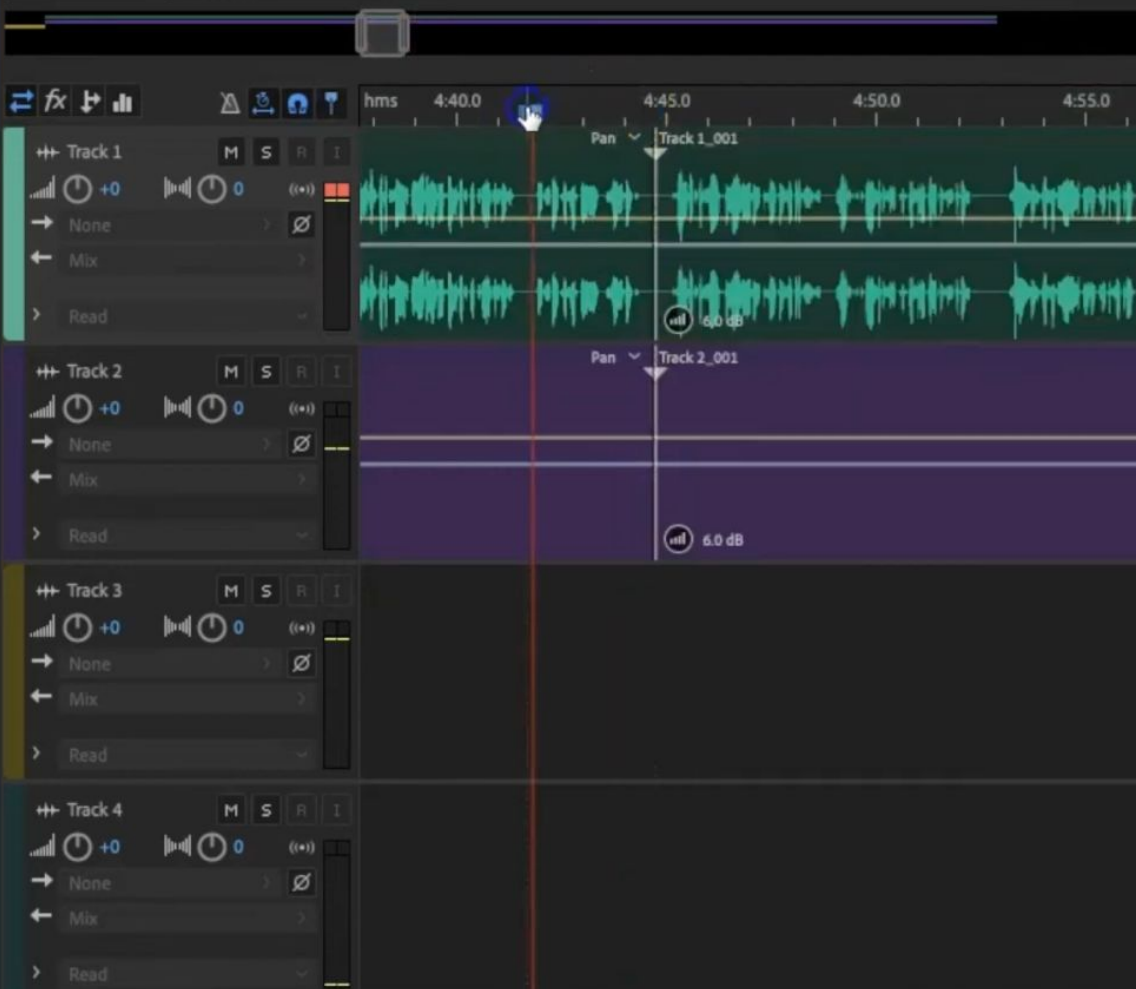
Info

Time Display

Metronome

Mixing

Editor: 2.2.sesx \* Mixer

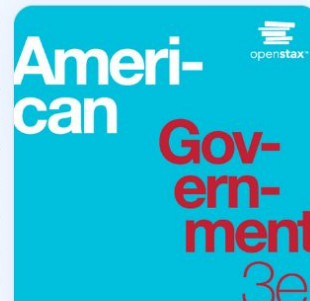
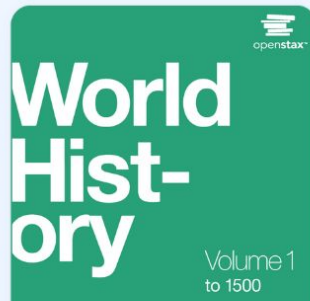


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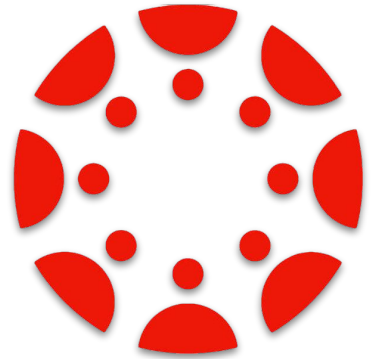
Spotify



YouTube



Apple Podcasts



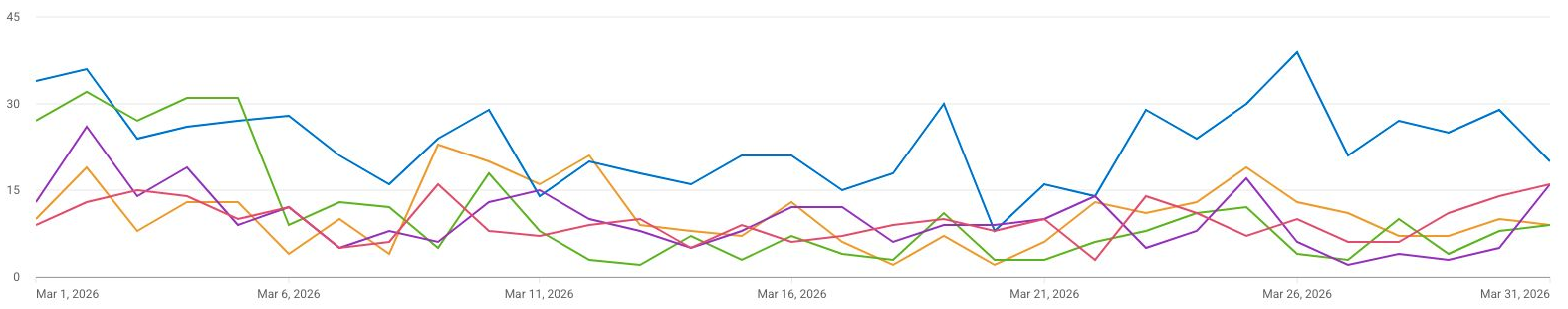
Canvas

Add comparison

Views by Content

Show chart

Line chart  Daily



Controls

30 US History

Mar 1 - 31, 2026  
March

Breakdown

Content

Metrics

Views, Watch time (ho...)

Filter

Search for filter

Content	Duration	Publish date	Views ↓	Watch time (hours)	Subscribers	Average view duration	Impressions	Impressions click-through rate
<input type="checkbox"/> <b>Total</b>			<b>6,234</b>	<b>1,665.7</b>	<b>18</b>	<b>16:01</b>	<b>47,096</b>	<b>5.3%</b>
<input type="checkbox"/> 1:02:32 Chapter 01 - US History - OpenStax Audiobook	1:02:32		720 11.6%	79.0 4.7%	3 16.7%	6:34	2,428	5.2%
<input type="checkbox"/> 1:35:05 Chapter 23 - US History - OpenStax Audiobook	1:35:05		334 5.4%	101.8 6.1%	1 5.6%	18:17	1,702	7.9%
<input type="checkbox"/> 1:31:17 Chapter 25 - US History - OpenStax Audiobook	1:31:17		334 5.4%	131.2 7.9%	0 0.0%	23:34	1,656	8.8%
<input type="checkbox"/> 1:14:46 Chapter 24 - US History - OpenStax Audiobook	1:14:46		309 5.0%	81.9 4.9%	0 0.0%	15:54	1,919	7.2%
<input type="checkbox"/> 1:35:23 Chapter 32 - US History - OpenStax Audiobook	1:35:23		296 4.8%	17.1 1.0%	1 5.6%	3:28	2,256	4.0%
<input type="checkbox"/> 1:26:38 Chapter 26 - US History - OpenStax Audiobook	1:26:38		281 4.5%	100.1 6.0%	0 0.0%	21:22	1,523	8.1%



American Government  
3e - OpenStax...

+ New episode

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American Government...

Introduction to Sociolog...

US History - OpenStax...

World History, Vol. 1 - ...

# Analytics

Overview [Discovery](#) [Audience](#) [Episode rankings](#)

## On Spotify

About key stats on Spotify

Last 30 days

Plays ⓘ  
**2,563**  
 Last 30 days

Consumption hours ⓘ  
**920**  
 Last 30 days

Followers ⓘ  
**+30**  
 Last 30 days



Export to CSV

**Total Streams**  
**765,000**

**Streaming Time**  
**25 Years**

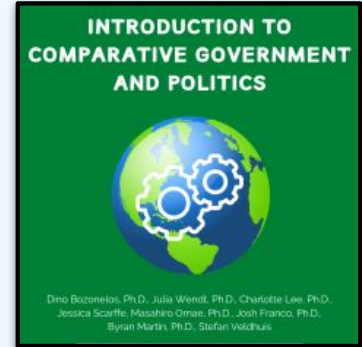
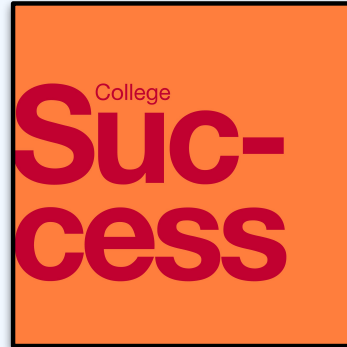
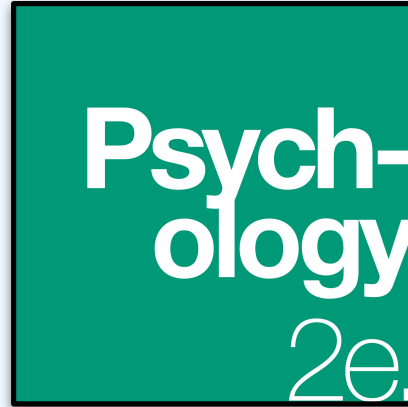
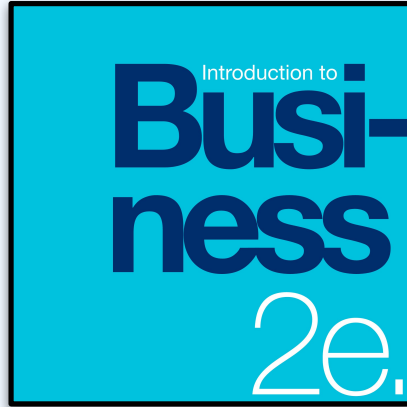
*Source: Spotify & YouTube Data (April 2026)*

# OPEN EDUCATION AWARDS



Open Education  
**GLOBAL**





# **Pedagogy and Impact**

# Benefits

## **Multi-Modal Learning**

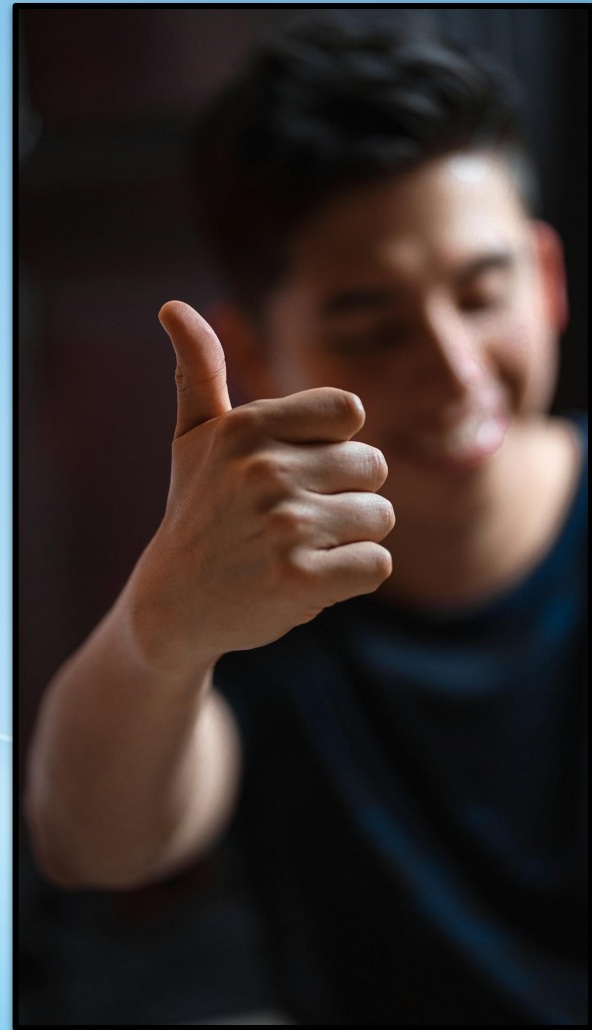
Reading and listening simultaneously often leads to higher comprehension and retention.

## **Universal Design for Learning (UDL)**

Moving away from reactive accommodations to a proactive "accessibility by design" approach.

## **Inclusion and Access**

Our resources are utilized by incarcerated students without internet access (downloadable audio). Also meeting students in the “digital neighborhoods” they already spend time in (platform availability).



# Removing Barriers

Traditional textbooks are typically “locked” in visual and textual formats. Potential barriers for:

- Learning disabilities (Dyslexia, ADHD).
- ESL learners who need to hear pronunciation.
- Non-traditional students who lack dedicated sitting-down study time (working, parents, long commuters).

Audio doesn't replace reading. It enhances the content.



I am a **disabled student**. I have really bad **dyslexia** and I **work full time**...

When I saw that you not only included the free online textbook but had a free audiobook link, **I cried grateful tears**... In previous classes I've had to struggle to make the textbooks more accessible myself. The audio book textbook allowed me to even study at work making it easier for me to come home after long shifts and actually be able to **take care of myself without having to feel guilty** over having to choose between sitting down and forcing myself to read or going for a walk to decompress... You made it accessible, easy to understand, and less stressful.

*Student Feedback*

This is amazing!!! **Trying to keep up** with my online class on top of working, classes on campus, and life stuff. I didn't want to keep using the search tool within the book to find answers to my quizzes and wanted to **actually soak all of the information** in. This is a lifesaver!!! Thank you LAHC EDU!

“I just want to thank you so much. You save me and my online history class. I have a **learning disability** and make it very hard to read. My read-aloud [software] would glitch out. **It would take me an hour to read one segment** of the book. Now I can read the whole chapter in 45 minutes. Thank you so much.”

**How Do I Use This?**



Search

Shared

Imported

Updates (1)

Favorites

Account

Dashboard

Courses

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Inbox

History

Studio

Commons

Help

Pronto

# Search

openaudio



Most relevant



Filter

5 results



COURSE

Audiobook: OpenStax US History

10 - Undergraduate

Brian Henderson Barrick

↓ 59 ☆ 12



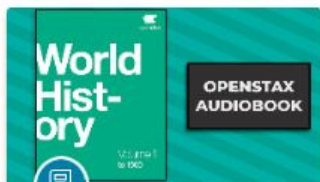
COURSE

Audiobook: OpenStax American Government 3e

10 - Undergraduate

Brian Henderson Barrick

↓ 137 ☆ 21



COURSE

Audiobook: OpenStax World History, Volume 1 (to 1500)

10 - Undergraduate

Brian Henderson Barrick

↓ 21 ☆ 4



COURSE

Audiobook: OpenStax Introduction to Sociology 3e

10 - Undergraduate

Brian Henderson Barrick

↓ 65 ☆ 18



COURSE

Audiobook: OpenStax American Government 4e

10 - Graduate

Brian Barrick

↓ 6 ☆ 1

« < 1 of 1 > »

# Thank You

**Brian Barrick**

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henderbg@lahc.edu • <https://www.openaudio.us/>