We Know What OERs Are, But How Can Libraries Be a Part of OER Adoptions?

THURSDAY SEPTEMBER 13, 2018
SESSION 2 - 1:00 - 1:45
ROOM 322
Getting Started

• Become informed - seek *Open Textbook Network (OTN)* training or ask a trainer to visit your campus
• Learn about online accessibility (WebAIM)
• Learn about content licensing (Creative Commons)
• Put together a list of potential OER resource providers
Needed Support

• Get support from administration
  • Written communication to faculty

• Find potential means of faculty compensation
  • Grants, Stipends, Work Load release time, Rank & Promotion/Tenure
NTCC Open Textbook Initiative Pilot Programs – LCTCS and BoR/NSU

Spring 2017 – 2 grants written
Summer 2017 – grant funds approved
• One grant provided funding for a grant coordinator - Kim Roberts – a BPCC online instructor was hired

• Began process of putting together goals for OER adoptions
Our Goals

- **FIND** open resources
- **DEVELOP** one or more OER courses
- **SHARE** the course system-wide (LCTCS LMS - *Canvas*)
Step 1: Identify Faculty

- Spoke at convocation, campus & Faculty Senate meetings
- Presented goals
- Course designed for transferability to face-to-face, online, and hybrid settings for purposes of sharing
- Communicated timeline
  - Fall – Develop OER courses
  - Spring – Implement & Evaluate the courses
Step 2: Locate OERs

- Preliminary research for disciplines (Business, College Success, British Lit, Sociology)
- Faculty found additional resources
- Utilized OpenStax and other resource providers
- Created OER webpage (www.northshorecollege.edu/openducationresources)
Step 3: Fall Semester - Course Development

- Created structured course outline in LMS (Canvas)
- Faculty added content
- Challenge: Accessibility and attributions for images and videos
- Courses were reviewed between November and January
How to Create Accessible Documents
Normal Text

WCAG AA: Pass
WCAG AAA: Pass

The five boxing wizards jump quickly.

Large Text

WCAG AA: Pass
WCAG AAA: Pass

The five boxing wizards jump quickly.

Explanations

Enter a foreground and background color in RGB hexadecimal format (e.g., #FF100E) or choose a color using the color picker. The Lightness slider can be used to adjust the selected color.

**WCAG 2.0** level AA requires a contrast ratio of at least 4.5:1 for normal text and 3:1 for large text. Level AAA requires a contrast ratio of at least 7:1 for normal text and 4.5:1 for large text.

Large text is defined as 14 point (typically 18.66px) and bold or larger, or 18 point (typically 24px) or larger.
Attributions - YouTube

The image shows a YouTube search for "netiquette". The search results are filtered by upload date, type, duration, and features. The features include Live, 4K, HD, Subtitles/CC, Creative Commons, 360°, VR180, 3D, HDR, Location, and Purchased. The search results are sorted by relevance, upload date, view count, and rating. A video titled "What is NETIQUETTE? What does NETIQUETTE mean? NETIQUETTE meaning, definition & explanation" is highlighted with a duration of 6:01.
Watch this explanatory TED video: Margaret Gould Stewart: How YouTube Thinks About Copyright.
Attributions - Images
Sample Course Elements

Template Design
British Literature

Sample Modules
Week 4 Overview

You will not use every bullet point every week. Fill in what students will be doing this week and delete the ones that won’t be used.

Learning Outcomes:
This week, students will:

- complete a quiz
- develop 5 goals for the semester
- outline the 4 major marketing strategies
- synthesize a piece of literature
- discuss their opinion on implementing a flat tax
- some other verbs you could use: compose, construct, conclude, decide, support, explain, examine
- You don’t have to have 12 bullet points. If students will (1) complete a quiz and (2) share their opinion in a discussion board, you only have to list 2 bullet points.

Read/Review:

- Read:
- Review:

Assignments:

- Quiz:
- Assignment:
- Discussion:
- Exam:

Week Overview
Overview Template
College Success

Week 2 Overview

Learning Outcomes:

This week, students will:

- Maximize learning by understanding key research on how the brain learns.
- Identify and implement strategies for note taking, test taking, memorizing and studying.
- Improve critical thinking skills through learning how to enhance thinking skills essential for analyzing and solving problems in academic, professional and personal lives.

Read/Review:

- Read: College_Success.pdf
- Textbook pages 68-94
- Review:
  - Discovering Self-Motivation.pptx
  - Time Management.pptx

Assignments:

- Assignment:
  - Planning Assignment
  - *Creating a Self-Management Quadrant
  - Journal: Time Management Techniques
- Discussion:
  - Introducing Yourself due January 28
Sociology
Week Overview

Might include:
• Chapter covered
• PowerPoint
• Learning Objectives
• Learning Outcomes
• Read/Review
• Assignments

Week 3 Overview

Learning Outcomes:

2.1. Approaches to Sociological Research
• Define and describe the scientific method
• Explain how the scientific method is used in sociological research
• Understand the function and importance of an interpretive framework
• Define what reliability and validity mean in a research study

2.2. Research Methods
• Differentiate between four kinds of research methods: surveys, field research, experiments, and secondary data analysis
• Understand why different topics are better suited to different research approaches

2.3. Ethical Concerns
• Understand why ethical standards exist
• Demonstrate awareness of the American Sociological Association's Code of Ethics
• Define value neutrality

Read/Review:
• Read: Chapter 2 page 29-45
• PP_Chapter 2 Research.pptx

Assignments:
• Chapter 2 Review Quiz
• The Ethical Code of (Name)
Step 4: Spring Semester - Course Implementation

- OER Conference – faculty shared their experiences with others across the LCTCS system
- Faculty began to implement OER courses and make adjustments throughout the semester
- Survey research with students in OER courses
- End of semester – asked for comments from OER faculty
94% said all of the resources for their course were easily accessible.

97% of students were likely to register for a future OER course.

95% were extremely satisfied or satisfied with the structure of the course.
You will spend much time gathering information from various sites. You will be faced with difficult choices and will have to create your own content to suit the course goals. **Make your efforts available for others to share.**

When you are building your course by linking open content web pages, consider the basic source reliability, the website's font, organization, and other user friendly criteria.

~Chris, English Instructor
The opportunity to build an Open Access course has been challenging but has helped me to grow as an instructor. Building an OER, as well as studying the materials already available, has reinforced my attention to clarity and detail in my lessons, as well as the availability of resources to students.

~Natasha, College Success Instructor
Peer Collaboration...

I appreciate knowing that my students will not have to worry about how they will access the textbook and information for the class. The collaboration among my peers while building the course has been amazing! As a professional, I have gained so much from this project beyond the use of an OER. I have never felt like I was alone. Help was always an arm's reach away.

~Katie, Sociology Instructor
What’s happening now?

- Summer 2018 - OER courses have been shared in learning management system (Canvas)
- Get additional faculty on board – some faculty began to create courses on their own using our OER course template
Future Plans

- Follow up at end of each semester with student and faculty satisfaction surveys
- Determine an agreed-upon quality review process
- Report ROI
Questions? Comments?

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http://libguides.northshorecollege.edu/openeducationresources