University of Massachusetts Amherst

Triumphs, Challenges, and Strategies of Opening Up: OER course design and implementation at Passaic County Community College

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Triumphs, Challenges, and Strategies of Opening Up: OER course design and implementation at Passaic County Community College

Northeast OER Regional Summit

UMass-Amherst

June 14, 2017

Ken Karol, Mike Whelpley, Martha Brozyna, Jennifer Gasparino

How PCCC's OER Initiative Got Started

- Dr. Wm. Prescott Davis, director of instructional services at NVCC (NOVA) was PCCC's faculty development day speaker in Spring 2016
- A PCCC survey (n=551) in spring 2016 revealed:
  - 81% of students had at times not purchased a textbook because of cost
  - 89% felt that the cost of textbooks was an obstacle to their academic success
  - 77% felt that cost impacted their continued enrollment
- PCCC responded to ATD OER-degree proposal: 25 PCCC faculty members expressed interest in incorporating OERs into 22 distinct courses
- Adopted team-based approach with both institutional and grant support, to integrate OER content into redesigned courses under current Title V Gateway Initiative

The Latest on PCCC's OER Initiative

- For Fall 2017, as part of a newly conceived, cohort-based College Honors program, faculty are in the process of redesigning 7 courses + a capstone, using OER: EN 101, EN 102, HI 101, MA 101 (partial), MA 103, PS 101, and BS 100
- In addition to the newly developed Honors Program courses, the OER teams are incorporating OER into 30+ additional Gen Ed courses, making possible, effectively, a PCCC "z-degree": A.A. liberal arts (Humanities option)

OER at PCCC: Big Questions / Themes

- What is the scope of the initiative?
- Who does the work?
- How is the work done?
- What follow-up issues do we need to address?

- Ever-evolving
- Flexibility
- Grant-driven
- Faculty-driven

OER at PCCC: Scope of the initiative

- Open, free (zero-cost), or both?
- Open, with room to grow
- Required readings and videos should be open
  - Anomalies dealt with on a case by case basis
- Courses shared via OER Commons (or another viable OER platform)
  - Including:
    - Course readings and videos
    - At least one piece of original scholarship

Primary Source Documents

- The most accessible resources have been primary source documents. These tend to be easy to locate, especially if originally written in English.
- Examples include *The Federalist Papers* and the Monroe Doctrine.
- Well-known primary source documents that have been translated before 1923 are also fairly easily accessible, such as the *Code of Hammurabi* or Plato's *Republic*.

IN CONGRESS, JULY 4, 1776.

A DECLARATION

BY THE REPRESENTATIVES OF THE

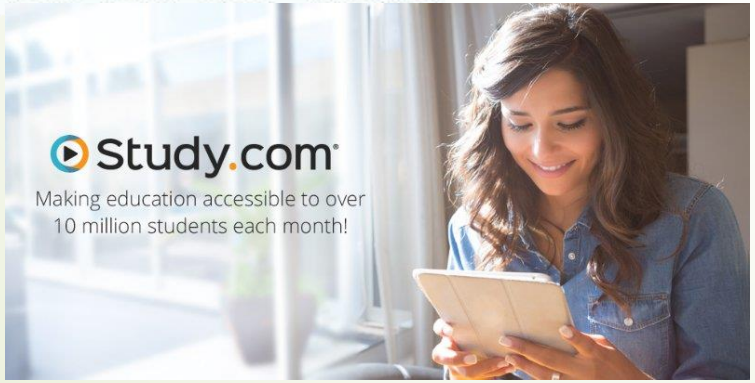
UNITED STATES OF AMERICA,

IN GENERAL CONGRESS ASSEMBLED.

WHEN in the Course of human Events, it becomes necessary for one People "to dissolve the Political Bands which have connected them with another," and to assume among the Powers of the Earth, the separate and equal Station "to which the Laws of Nature and of Nature's God entitle them," a decent Respect to the Opinions of Mankind requires "that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, "that all Men are created equal," "that they are endowed by their Creator with certain unalienable Rights," that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, "deriving their just Powers from the Consent of the Governed," that whenever any Form of Government becomes destructive of these Ends, "it is the Right of the People to alter or to abolish it, and to institute a new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness." Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursu-

Free Videos

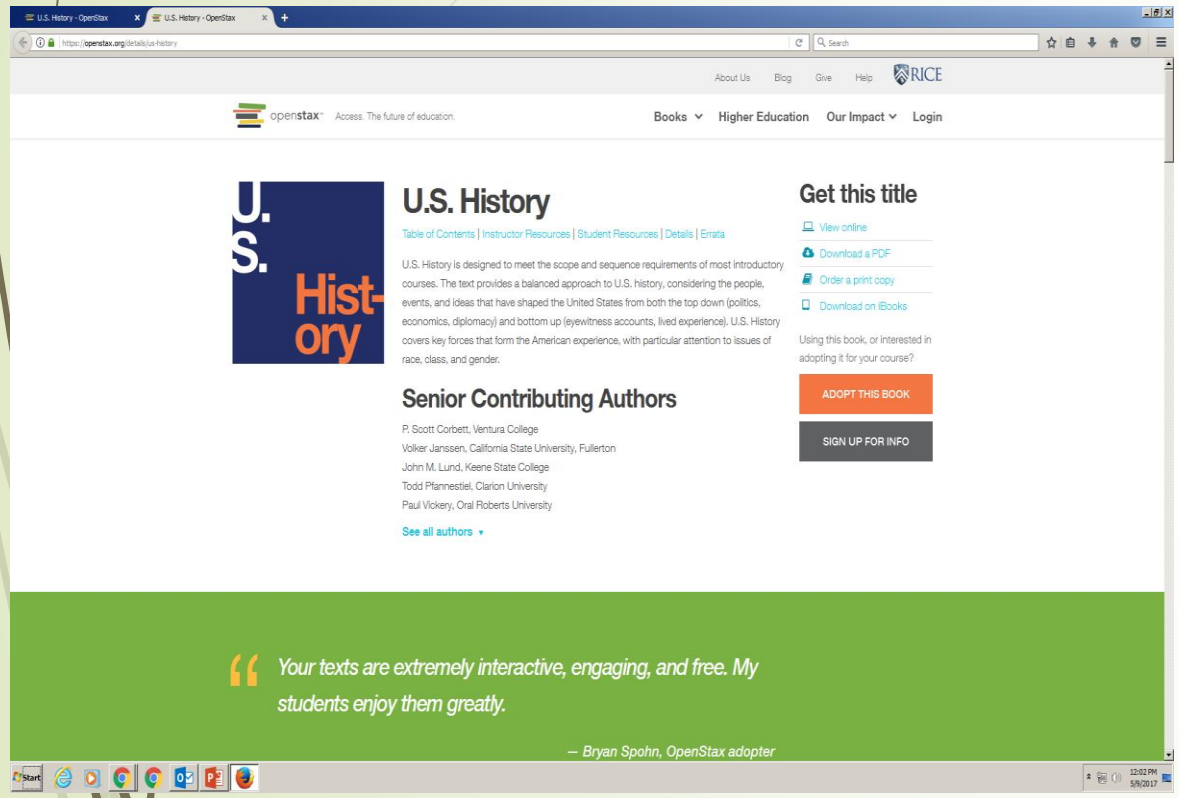


- There are also all kinds of videos available such as the Crash Course series on YouTube, or short videos available on the History and Biography Channels.
- PCCC also has a subscription to study.com which provides videos and quizzes.

Availability

- Textbooks that are copyright-free date almost always from the 19th century.
- Despite the widespread belief that "history doesn't change," the reality is that interpretations of history do differ from one time period to another.

US History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U.S. History
Table of Contents | Instructor Resources | Student Resources | Details | Errata
U.S. History is designed to meet the scope and sequence requirements of most introductory courses. The text provides a balanced approach to U.S. history, considering the people, events, and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived experience). U.S. History covers key forces that form the American experience, with particular attention to issues of race, class, and gender.
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Capital and Labor 16
Conquering the West 17
Life in Industrial America 18
American Empire 19
The Progressive Era 20
World War I & Its Aftermath 21
The New Era 22
The Great Depression 23
World War II 24

Going to try with a little help from my friends…

Western Civilization and Latin American History are a bit more difficult to find.

Great sources have been suggested from history tutors, instructional designer and librarians.

- http://pccc.libguides.com/OERLAH
- http://www.learnerstv.com/Free-History-Video-lectures-ltv268-Page1.htm
- https://ocw.mit.edu/courses/history/21h-411-history-of-western-thought-500-1300-fall-2004/
- https://www.oercommons.org/browse?batch_size=100&sort_by=title&view_mode=summary&f.sublevel=community-college-lower-division&f.general_subject=ancient-history

A Little Bit of Assessment….

This course utilized OER or Open-Education Resources, which are resources that are free for students to use. Throughout this semester you have used materials that the professor has compiled for you and put into Blackboard. How would you rate the quality of these resources (readings, videos, articles and maps)? Did you find these materials sufficient for the course? Is it your opinion that the OER materials used in this course fully replaced the more traditional textbook, or was there any kind of information gap created by this substitution? If you feel there was any kind of deficiency, to what extent was this counterbalanced by not having to buy a textbook? Would you take other courses in the future that used open-education resources?

What students are saying….

The material used in this course in my opinion they replaced the textbook, and was better than the traditional textbook. The quality of these articles and resources were outstanding. In a future I am looking forward to take another courses that may be online class, and will enroll hoping that it use the open-education resources.

What students are saying…

While I do prefer having a text-book at my side, mainly due to earlier years of using it as a youth, the cost of it can be quite high, especially if you're taking more than one course, and as such they can be quite discouraging. The OER allows easy and free access to information and resources that would have otherwise been a costly investment that is generally discouraging for most people. If it is offered in my future courses, I will without a doubt make use of it again.

What students are saying…

I loved the fact that we used scanned documents instead of purchasing a textbook….The fact that this class substituted a textbook with OER was very helpful for students with low income. I would definitely take a class with OER because the material was good and easy to follow. Also because it is affordable and I would be able to save some money for graduate school. It might not be much but it helps. I think that most online courses and some on-campus classes should use this kind of material.

OER in Human Services

- **HS-212 Mental Health Counseling – course redesign**
- **Assigned a team**
  - Librarians
  - Technology Resource Specialist
  - Instructional Designer
  - Administrator from the Gateway Center
- **Reviewed Syllabus**
- **Determined need**
- **Initiated Search**
  - The Vetting Process

OER in Human Services

- Success in Mental Health Counseling has led to course redesign in other Human Services courses:
  - HS-213 Contemporary Issues of Aging
  - HS-204 Group Dynamics – Writing Intensive

Honors Capstone Course

- **Creating Syllabus**
- **Incorporating OER**
  - Assigned a Team
  - Determining a need
    - E-books
    - Videos and Movies
    - Linking research materials from the library

OER at PCCC: Who does the work?

- Faculty: 25-30 doing roughly 60 OER sections
- Librarians: 2.5
- Instructional Designers: 1.5
- Gateway Center staff: 2
- Part-timers: 3, including:
  - 1.5 librarians
  - 1.5 instructional designers
- Key facts:
  - The administrative areas are all housed in the Library and report to the same Dean
  - Several team members have expertise in multiple areas.
  - This leads to an environment of synergy, flexibility, and efficiency

OER at PCCC: How is the work done?

- Small teams:
  - Faculty member/instructor
    - Set the expectations and review materials
  - At least one librarian
    - Find and gather materials
  - At least one instructional designer
    - Organize content and lend technical expertise
- Meetings/progress reports over the course of the semester:
  - Amount and length at the discretion of the Faculty member
- OER Workshops

OER at PCCC: How is the work done?

- Team formed
- Initial meeting held; syllabus shared; reading lists discussed
- Librarians and faculty review and select materials
- Faculty and instructional designer prepare Blackboard course
- Faculty and instructional designer prepare OER Commons course
  - Course readings and videos
  - At least one piece of original scholarship

OER at PCCC: How is the work done?

<u>Timeline & Milestones for Fall '17 OER Course Development:</u>

- Early 2017: Teams formed; initial meetings held
- March 2017: Deadline for faculty to share syllabi
- Spring 2017: Teams identify and evaluate materials; meet as necessary
- May 2017: OER Workshops
- June 2017: All materials gathered; any purchase orders must be completed
- July 18, 2017: Courses reviewed in Blackboard and OER Commons
- August 30, 2017: Courses go live

OER at PCCC: Follow-up issues

- Assessment
  - Student success
  - Student satisfaction
  - Faculty satisfaction
- Sustainability
  - Leadership
  - Workload
  - Compensation?
- Printing

Challenges, Limitations, and Questions

- Finding open materials that are suitable and stable
- Questions of copyright and fair use
  - No "one size fits all" answer to these types of questions
- Limited staff and time
  - Impermanence of Title V grant positions

- Will it work?
  - Will students achieve at least comparable success levels?
  - Will students be comfortable with OER?
  - Is the library prepared to handle printing requests?