

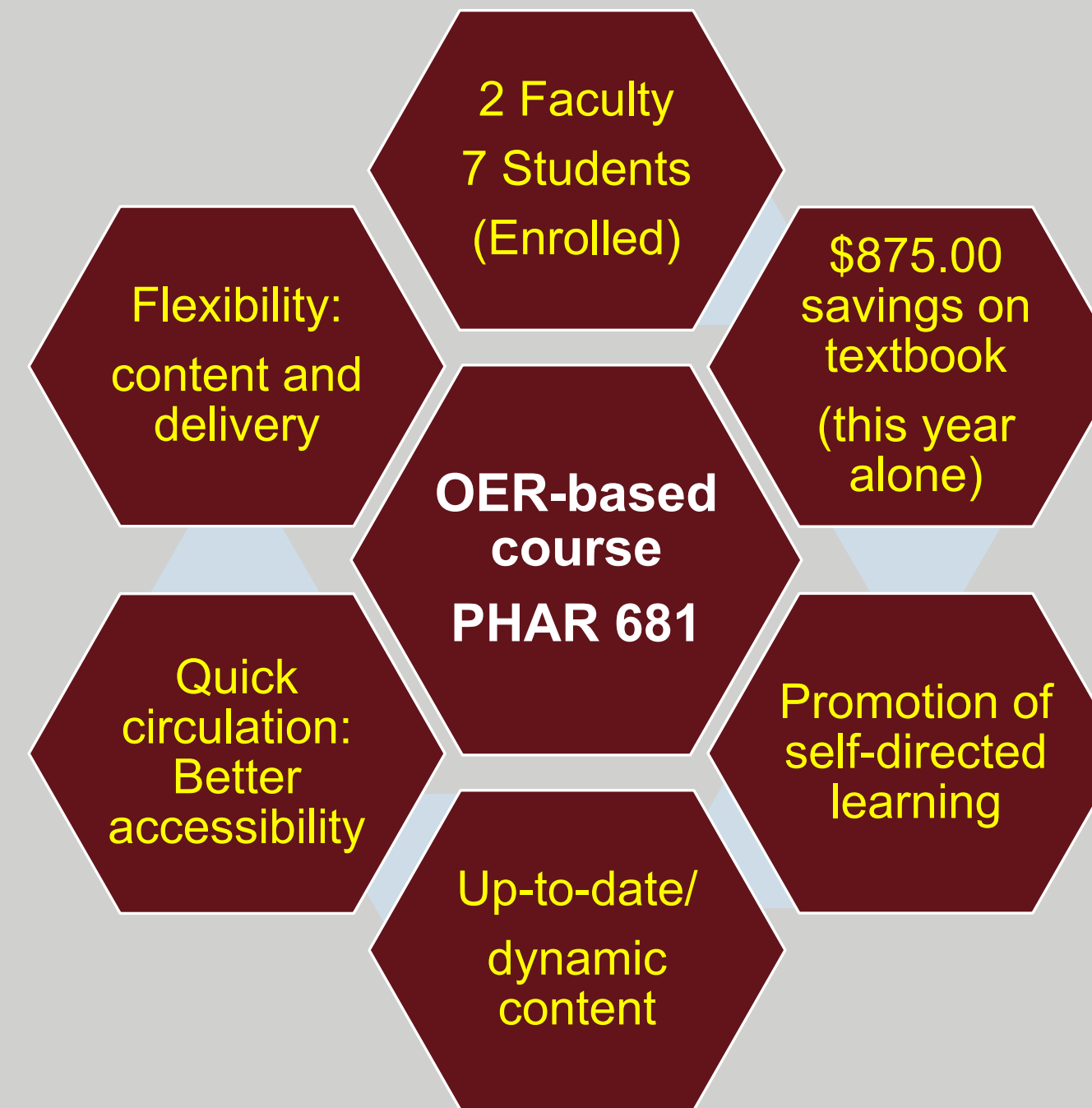
Designing PHAR681: an OER-Based Course

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PROJECT BACKGROUND

- UMES-SOP PharmD curriculum explicitly utilizes textbooks and databases-based materials: **most of them are expensive.**
- Textbooks lag behind the current body of knowledge irrespective of disciplines: **not conducive to teaching up-to-date knowledge.**
- Open Educational Resources (OER) materials that are relevant to pharmacy education are underutilized.
- To address these, we have designed a fully OER-based elective course PHAR 681 (*Vitamins and minerals: their involvement in biochemical pathways and physiological implications*) pilot project.
- Course content was largely adapted from the Lumen Learning OER licensed under CC BY.

IMPACT



IMPACT (CONT.)

Bye Bye Textbook!

- Access to all materials related to the course online on day 1.
- No need of a textbook(/s).
- No worry about publisher-prescribed materials.

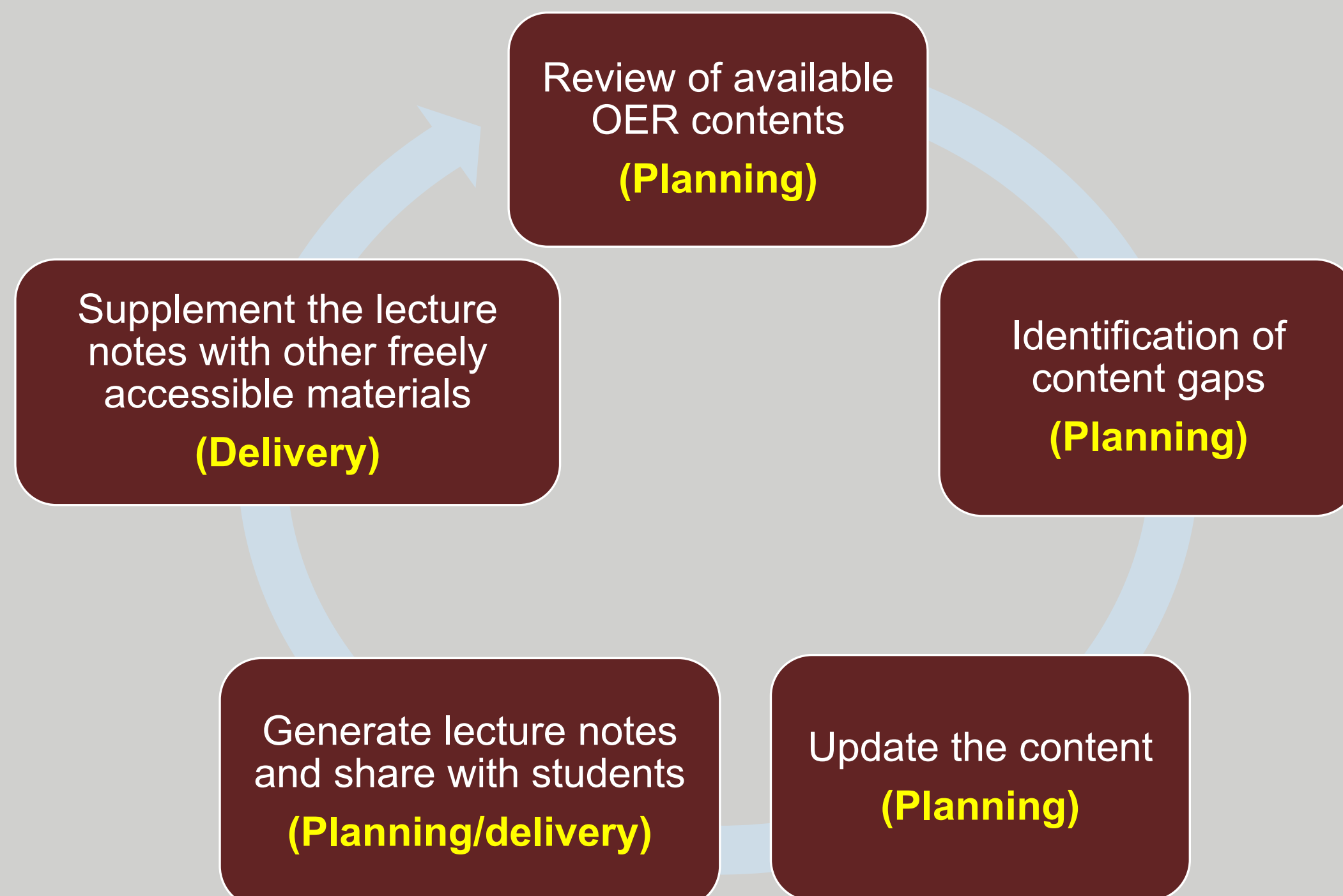
Up-to-date concepts

- No worry about not having a new edition of textbook.
- Freedom of using OER materials with CC BY designation.
- Better platform for instructors to update the content with new developments.

Happy Class

- Knowing that Vitamins and minerals will be a textbook free course, 7 students (15%) have signed up for this elective: Students are excited about this course.
- A great learning opportunity for both faculty and students

PLANNING/IMPLEMENTATION



ACCOMPLISHMENTS/ LESSONS LEARNED

- Design of the syllabus has been completed (PHAR 681 represents the first OER-based pharmacy course in the curriculum): The syllabus has been approved by the UMES-SOP curriculum committee/faculty council.
- Held multiple meetings and discussions: Offered better coordination among instructors in the course design process.
- Learned a variety of restrictions (based on licensure) associated with OER materials.
- Planning in advance is crucial for a successful design of OER based courses.
- Finding appropriate OER materials for a course appeared to be a challenging task.

FUTURE PLANS

- Since there is no additional cost associated with the design/delivery of the course, we do not expect difficulty in making this course available to students in the following years.
- This course will remain a standalone OER-based course. However, we will explore opportunities to offer this course to other graduate students.
- We will seek input of a nutritionist to make this course a broadly applicable multidisciplinary course.
- The course will be offered on an annual basis in October (starting with October 2019).
- We will be sharing our experiences to audiences through seminars, meetings, and presentations within the School, University, and externally.

References:

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- 2) Laksmana, I.; Tietz, W., Temporal, cross-sectional, and time-lag analyses of managerial and cost accounting textbooks. *Accounting Education: an international journal* 2008, 17 (3), 291-312.
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- 4) Pitts, B. G.; Danylchuk, K. E., Examining the body of knowledge in sport management: A preliminary descriptive study of current sport management textbooks. *Sport Management Education Journal* 2007, 1 (1), 40-52

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