

PROJECT BACKGROUND

- Principles of Macroeconomics conversion to OER and a semi-flipped classroom.
- With the goal of making college more affordable, FCC faculty and staff have sought methods to reduce textbook costs by exploring, adopting, adapting, and creating no-cost/low-cost textbooks and instructional alternatives. These efforts were formalized through the Center for Distributed Learning in the fall of 2016 through the Open Educational Resources (OER) Development Initiative.
- Under that initiative and a Perkins Grant, faculty teaching the Principles of Macroeconomics course adopted an OER text and found and organized appropriate ancillary materials to support all modalities of the course – face to face, hybrid, and online, while actively engaging the students in the classroom.

IMPLEMENTATION

- The text was selected after looking at several during the summer of 2017 for adoption along with the development of initial slides and quizzes for a pilot course in Fall 2017.
 - Learning Objectives and course description were the same as other sections.
 - The Honors section was utilized as the pilot section.
- All sections of ECON201 adopted the OER materials in Fall 2018.
 - Faculty met in June 2019 to review “the good, bad, and ugly”.
 - Testbank and slides are in the process of being revised.
- **External Resources:** OpenStax Principles of Economics (2e) and University of Minnesota Open Textbook Library
 - Additional Resources: Federal Reserve Economic Data (FRED), Econ Lowdown, Marginal Revolution University, “The Fiscal Ship”, Federal Reserve Regional Bank Websites, Crash Course Economics Videos and question sets, Khan Academy videos

IMPACT

- Numbers
 - Faculty – 6
 - Principles of Macroeconomics –
 - Students - 362
 - Sections - 24
 - Principles of Macroeconomics –
 - Students - 161
 - Sections - 13
 - Courses impacted – 2 (both Macro and Micro were addressed)
- Estimated cost savings per student in 2018
 - Between \$50,000 and \$79,596 in past year (only included number of students in 201 as same book used for both)
 - Connect for 2 semesters – \$140
 - Hardcopy - \$219.88

IMPACT (CON'T.)

- Student comments reflect their enjoyment of various interactive activities, while finding them challenging
 - The Fiscal Ship and Econ Lowdown are routinely reported on End of Course comments as the most useful activities.
- Impact on student course performance – DFW rate fell from 42% in 2016-2017 AY to 31% in 2018 -2019 for researcher’s sections
 - Biggest impact seen on F2F course DFW rates
 - W rate didn’t change substantially for Online & Hybrid
 - DF rates fell about 10% points between Fall 2016 and 2018
- Since not relying on publisher slides, course materials, graphs and data updated more frequently reflecting more current economic information.
- All sections are either offered in classrooms with computers or online allowing for the use of more technology and interactive work with data – FRED activities, Fiscal Ship, and Chair the Fed .
- Teaching more engaging as new material refreshes and energizes the classroom.

LESSONS LEARNED

- Successes
 - Student savings
 - Students found the variety of resources helpful and engaging
 - Found more interactive means of presenting materials to engage students
 - Increased academic freedom
 - Faculty increased interaction with the materials
- Challenges
 - Test banks are not readily available, questions need to be developed and vetted which takes time and some trial and error.
 - Faculty backgrounds differ so ensuring slides appropriate for all challenging
 - More time involved with curating materials and grading as more manual assignments
- Advice for others who are interested in undertaking a similar project
 - Spread adoption of courses over a longer period of time, particularly for those teaching multiple different courses

FUTURE PLANS

- Future plans – Class has been scaled to include all sections offered at FCC
 - All faculty at FCC teaching ECON201 and ECON202 met to discuss the changes and updates needed
 - Adjust PowerPoints to more directly align with OER Text chapters
 - Develop additional test bank questions
 - Continue finding supporting materials to provide faculty more options in presenting the materials
 - Participate in college-wide conversations regarding
 - What areas of the College are impacted?
 - What is the total cost to the institution?
 - How will the costs be calculated and covered?