

# Finding, Adopting, and Adapting OER

Bonni Miller - Instructional Designer / Nursing - Salisbury  
University - [bhmiller@salisbury.edu](mailto:bhmiller@salisbury.edu)

Susan Davis - Instructor of Biology - Wor-Wic Community  
College - [sdavis@worwic.edu](mailto:sdavis@worwic.edu)

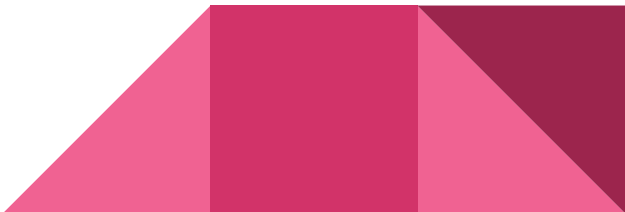
# My Inspiration

**Jack Andraka – 15-Yr-Old Jack Andraka Invents Cancer Test 10X More Sensitive & 26,000X Cheaper than Current Tests**



- Jack Andraka did that with what he was able to Google.
- If he can do that, I can certainly teach an English class without costing my students \$150 per book.
- OER embraces the spirit of education. It is the rising tide that is lifting all boats.

# How I've Found, Adopted, and Adapted OER

- I started little by little before OER had a name. I collected materials that were online and created my own ancillary materials.
  - We are good researchers - that's how we landed in these jobs. Apply those same research skills to finding open source materials.
  - For gen-ed courses like English and Biology, it's easier to find open source material. For others fields, the search can be more difficult.
- 

# A. Finding:

Multiple site options - <https://sites.google.com/umes.edu/oer/home>

Maryland <https://catalog.oer-maryland.org/>

Plan of action/what to look for -

1. Does the content covered match most of your course objectives
2. Are there various options for access , including . . .
  - a. Paper textbook option - <https://openstax.org/details/books/concepts-biology>
  - b. Downloadable PDF
  - c. ibooks / Kindle / Mobile access friendly?

3. Readability / Accessibility / Animations / Visual Displays

4. Do you want an Adaptive Learning Program? - (see Openstax options)

<https://openstax.org/details/books/concepts-biology?Partner%20resources>


5. Instructor Resource Quality

<https://openstax.org/details/books/concepts-biology?Instructor%20resources>

6. Special challenges of teaching a course with limited enrollment or state licensure programs.



## B. Adopting

1. Is it compatible with your current LMS?
  2. Can you still use your current learning and assessment tools? (If objectives and content were matched early, this should help with this transition.)
  3. Discussion - Administration approval and Bookstore considerations
  4. Google site
  5. Openstax resources
  6. Helping other faculty who teach the same course adjust to the adoption
    - a. Financial incentive
    - b. Instructor resources
- 

## C. Adapting

1. Update new information and images in current resources and assessments
2. Impact on students / student appreciation for your concern



# Adopting and Adapting

- Be mindful of licensing. Using other people's intellectual property ethically is vital. We are setting an example of respect for others' work for our students. Using work that is not openly licensed
- Creative Commons gives us all the info we need. <https://creativecommons.org/>
- Example:

*is licensed under CC BY-NC-ND 2.0* 



# Adopting and Adapting

The screenshot shows a Blackboard course interface. On the left is a navigation menu for course '2178-HAWKS-ENGL.101-SEC2601-2206 (BASIC COMPOSITION I)'. The main content area is titled 'English Comp I Text' and contains a list of folders: 'Introduction to College Success', 'The Writing Process', 'Narrative Essay', 'Illustration/Example Essay', and 'Cause and Effect Essay'. A red arrow points from the 'English Comp I Text' link in the left menu to the main content area. Another red arrow points from the 'Narrative Essay' folder to a text box. A third red arrow points from a text box to the 'Narrative Essay' folder.

**Link to Comp Text**

**English Comp I Text**

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

- Introduction to College Success
- The Writing Process
- Narrative Essay
- Illustration/Example Essay
- Cause and Effect Essay

**Folders with text materials**

As these are Blackboard folders, names can be changed, folders reordered, etc.

Transferring data from blackboard.umes.edu...

(Course is unavailable to students) &gt; English Comp I Text &gt; Narrative Essay

## Narrative Essay

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

**Chapter 1: Narrative Essay****1.1 Purpose & Structure of Narrative Writing****Page in text** **1.2 Student Sample Narrative Essay****1.3 How to Write an Annotation****1.4 Annotating a Narrative Essay**2178-HAWKS-ENGL-101-  
SEC7601-2206 (BASIC  
COMPOSITION I)

Begin here - Course Info

Dashboard/Home

Announcements

English Comp I Text

Link to No Red Ink

Assignments/Activities

Send Email

My Grades

Blackboard Help

UMES Help Desk

COURSE MANAGEMENT

Control Panel

Purpose &amp; Structure of Narrative Writing

**1.1 Purpose & Structure of Narrative Writing**

This section will help you determine the purpose and structure of narration in writing.

**The Purpose of Narrative Writing**

Narration means the art of storytelling, and the purpose of narrative writing is to tell stories. Any time you tell a story to a friend or family member about an event or incident in your day, you engage in a form of narration. A narrative can be factual (true) or fictional (made-up). A factual story is one that is based on, and tries to be faithful to, actual events as they unfolded in real life. A fictional story is a made-up, or imagined, story; the writer of a fictional story can create characters and events as he or she sees fit.

The big distinction between factual and fictional narratives is based on a writer's **purpose**. The writers of factual stories try to recount events as they actually happened, but writers of fictional stories can depart from real people and events because the writers' intents are not to retell a real-life event. Biographies and memoirs are examples of factual stories, whereas novels and short stories are examples of fictional stories.

**Know Your Purpose**

Because the line between fact and fiction can often blur, it is helpful to understand what your purpose is from the beginning: Is it important that you recount history, either your own or someone else's? Or does your interest lie in reshaping the world in your own image—either how you would like to see it or how you imagine it could be? Your answers will go a long way in shaping the stories you

**The Structure of a Narrative Essay**

Major narrative events are most often conveyed in chronological order, the order in which events unfold from first to last. Stories typically have a beginning, a middle, and an end, and these events are typically organized by time. Certain **transitional words and phrases** aid in keeping the reader oriented in the sequencing of a story. Some of these phrases are listed here:


**Chronological Transitional Words**

after/afterward	as soon as	at last	before
currently	during	eventually	meanwhile
next	now	since	soon
finally	later	still	then
until	when/whenever	while	first, second, third

The basic components of a narrative are:

- **Plot** – The events as they unfold in sequence.
- **Characters** – The people who inhabit the story and move it forward. Typically, there are minor characters and main characters. The minor characters generally play supporting roles to the main character, also known as the protagonist.
- **Conflict** – The primary problem or obstacle that unfolds in the plot that the protagonist must solve or overcome by the end of the narrative. The way in which the protagonist resolves the conflict of the plot results in the theme of the narrative.
- **Theme** – The ultimate message the narrative is trying to express; it can be either explicit or implicit.
- **Details** – The specific descriptions of setting, characters, actions, and all other items that make up the physical world and can be experienced through the senses.

# Some benefits I hadn't anticipated

- Chunking of information - students felt less overwhelmed, retained information better, applied concepts better.
  - Multi-modal reinforcement rocks!
  - Creating modular units that I can easily transport to different places.
  - My website became an example of technical writing - the kind of writing that students will probably use in their careers.
  - Students feel supported and important. When we discuss the evolution of OER and its roots in student need, we become their team members. We show them how to surmount obstacles.
- 

# How I'm Contributing

- Everything I create, I license openly by pasting the little CC emblem at the bottom of the page.
  - I post my work on open websites - not behind passwords
  - I encourage others to explore OER
  - Most importantly - we don't work alone. Our greatest strength is collaboration.
- 