

# **OERs in Core Curriculum Courses: Scaled Use Across Multiple Sections**

### **IDIS: PROJECT BACKGROUND &** IMPLEMENTATION

- IDIS101: First-Year Seminar (multiple sections)
- Used Lumen Learning College Success OER embedded in 5 sections of IDIS101
- **Goal:** To reduce student textbook financial burden
- OER text embedded in Sakai CMS for each section of IDIS101
- Supported by CELTT, Robert L. Bogomolny Library, and Lumen Learning

# **IDIS LESSONS LEARNED**

- **Successes:** 92% of students found OER materials easy, accessible and useful 96% of students prefer OER text option vs. costly hardcover text
- Challenges: Continued education of OER to various student populations Maintaining updated versions of OER course content
- Advice for others: Research the best OER that fits your course Manage expectations of updating your OER materials

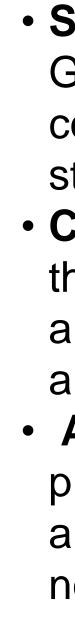
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# JOINT IMPACT

- 5 Faculty / 107 students / 5 sections of IDIS101 & 4 Faculty / **150 students** / 7 sections of INFO110 **257 students impacted**
- $98.00 \times 107 = 10,486$  $100.00 \times 150 = 15,000$ \$25,486 in student savings
- Embedding OER in SAKAI CMS allowed for easy student access
- Survey results indicated only 4% of IDIS students preferred traditional text vs. OER text

# JOINT FUTURE PLANS

- OER materials will be remixed/redesigned to create a new OER text added to MOST Commons
- OER Text will remain the primary text for both IDIS & INFO
- Continue educate students on the financial savings of OER
- Utilize network of instructors using OER at various institutions such as SUNY, University of California, and University of Georgia



### **INFO: PROJECT BACKGROUND &** IMPLEMENTATION

# INFO110: Introduction to Information Literacy (multiple sections)

• Goal: Replace course materials with standardized, zero cost resources • Piloted OER use in single section of INFO110, then implemented universally across INFO110 Utilized CELTT on-campus support and professional literature on teaching Information Literacy concepts in the classroom • OER materials inspired the creation of a "Lateral **Reading**" worksheet that is implemented in INFO110 and shared with faculty across campus

# **INFO LESSONS LEARNED**

• Successes: Implementation across all sections of General Education and Graduation Requirement courses demonstrating sweeping contact with student population

• Challenges: Identifying OER materials in a field that is not supported uniformly across the country, and in a discipline that is not typically taught using a textbook

• Advise to others: Course redesign requires time, planning, and collaboration across the department and flexibility in implementation of OER is necessary