



# HLTH 101 Health and Wellness

Patricia Rhea, Professor, Wellness Dept. & Elizabeth Godwin, Associate Professor, Library  
prhea@ccbcmd.edu egodwin2@ccbcmd.edu

## PROJECT BACKGROUND

- Scaling-up grant for HLTH 101 OER textbook created in the prior year
  - HLTH 101 is a highly-enrolled general education course with over 2500 students in FY 2019
  - OER replaced a \$180 textbook – potential savings to students \$450,000
- Project objective: update and refine the Lumen-hosted, adapted OER and incentivize adoption to other instructors of the same course.
  - Five additional faculty agreed to use the HLTH 101 OER text in fall 2018 – stipend
  - Summer 2018 review and modification of original OER

## IMPLEMENTATION

- Review and editing by grantees
  - New OER had been developed in the year since first gathering content - certain areas were targeted for replacement
  - Breaking certain areas down into smaller sections
  - Copyediting
- Call for volunteers via email to all instructors
- Meeting with volunteers to demonstrate course text (embedded in Blackboard with Candela) and to assign chapters for feedback/editing after fall semester
- Development of institutional course template using OER as the standard text

## IMPACT

- Fall 2018
    - 6 faculty
    - 12 sections
    - 216 students
    - Estimated cost savings: \$38,880
  - Spring 2019
    - 2 faculty
    - 7 sections
    - 126 students
    - Estimated cost savings: \$22,680
- Total Savings to Students: \$61,560

## IMPACT (CON'T.)

- Quizzes and examinations were rewritten for updated textbook, but the overall format of the course was unchanged
- Student feedback on engagement and access:
  - Students commented on the ease of access of materials – available not just on their mobile devices, but ‘chunked’ into small portions for short-term reading, confirming the grantee’s belief that organizing content in such a way would enhance or increase content use and comprehension.
  - “The OER is far more clear and concise than any other course text I have encountered. It was specifically tailored to this course making the entire resource valuable.”
  - “What I personally found to be the greatest benefit of the OER over a traditional textbook is the links and videos embedded in the text. I am more of a visual and auditory learner...”
- Outcomes comparison: OER to textbook:

## LESSONS LEARNED

- Publishers and bookstores are paying attention to OER developments and aggressively marketing to general education and highly enrolled courses
  - “Inclusive access” programs like B&N First Day ebook
  - Less-than OER-champion faculty easily tempted back to course packs
- Departmental buy-in and support of OER as broader college initiative still important, especially when faced with low-cost alternatives
  - Faculty not as compelled to switch when alternative is \$68
- Faculty adopting your OER need clear guidance on the kind of feedback you’re looking for and specific questions to direct their constructive comments.

## FUTURE PLANS

- Bells and whistles: The HLTH 101 OER, while being lightly maintained, needs accompanying ancillary content: readily shareable (read: LMS embedded) quiz banks, videos, tutorials, etc. to compete with major publisher products
- At the administrative level, there is discussion regarding designating courses using low or no-cost materials in the schedule, giving students a key piece of information to use when selecting the appropriate section or course.