Prince George's Community College OER

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PROJECT BACKGROUND

The name of the course converted to OER is Introduction to Information Technology (INT 1010). This is a survey course in evolving computer technology and its relevance to individuals and society. The societal issues stressed include: privacy, security, ergonomics, accessibility, intellectual property, pervasive computing, as well as other timely topics such as new laws impacting computer use. Becoming fluent in necessary technology applications is integrated into the course and may include such topics as data management, computer programing, operating systems, and office productivity process.

IMPLEMENTATION

Since the Spring of 2018, faculty teaching the course felt the need to update OER content to make current with advancements in technology. Using the 2018 M.O.S.T. High-impact OER Mini-Grant Program, a project team made up of teaching faculty went through each individual module and updated content to reflect the changes in technology. During this time faculty used GCF Learn Free, Solo Learn, and other open resource materials.

The institution was granted access to the authoring system Carnegie Mellon uses to create OLI. Several of the grant participants were given logins. We were to edit a copy of OLI, alert CMU when we finished and they would vet it and publish.

IMPACT

The students were able to access course material on the first day of class. The convenience of having the material online gave the students more opportunity to study from anywhere using any electronic device. The interactive activities allowed the students to grasp the concepts of the subject matter giving them skills to be successful in future courses. In addition, the cost savings generated additional funds for students to use for other educational expenses.

Semester	Number of Students	Success Rate	Number of Course Sections	Cost Savings
Spring 2018	1123	5%	56	$62,8888.00
Spring 2019	1181	6%	74	$182,835.00

LESSONS LEARNED

- There was some faculty resistance to using an OER. Concerns included the lack of updated content and the need to continuously supplement the teaching material. It also took time for faculty to adjust to learning the new LMS.

- We connected with peers teaching the courses weekly asking for recommendations of any improvements and solicit student recommendations/changes.

- These challenges were overcome by requiring consistency in instructional materials for all INT 1010 sections. We also required mandatory small group and/or one-on-one sessions on how to use the new materials.

FUTURE PLANS

The project team will create an updated timetable and continue to provide improvements beyond funding provided by M.O.S.T. and other funding sources. Moreover, the department will incorporate recommendations and changes on a regular basis. This will allow continued training on creating content with Carnegie Mellon and other institutions/organizations.