TEACHING WITH OER

Using the 5Rs to improve learner success
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OER Development Initiative at FCC

- **2013 Early Adoptions**
  - 4 courses (Processes and Acquisitions of Reading, Human Growth and Development, Business Communications, and Foundations of Mathematics)

- **2014 – 2016 Faculty professional development to spread awareness**
  - Introductory Workshops
  - Development of an Intro to OER course
  - Stipends for research and adoptions

- **2017 – 2019 OER Development Initiative**
  - Internal and external grant awards to support adoptions
  - 40+ courses offered using OER (160+ sections)
  - 2 Full program pathways available in an OER track
FCC OER Development Initiative Impact

- 2,000+ students
- Over $200,000 saved
MOLLI OER Annual Projects

- 2017 – Increase collaboration and sharing of OER between Maryland Colleges and Universities
  - 2018 M.O.S.T summit presentation
  - Created the MOLLI OER site on OER Commons

- 2018 – Create a communication plan to help spread OER awareness to faculty at institutions where OER has not yet been adopted
  - A mixed cohort presentation at AFACCT
  - Guest speakers at faculty professional development events
OER in Human Growth and Development

Fall 2013
Curation, OER used as supplemental resources

Spring 2014
Pilot in two Online sections

Fall 2015
OER used in all Online Sections

Spring/Summer 2018
OER scaling grant, revision to original text

Fall 2018
OER used in all Online section and one face to face section
Teaching with OER?

Greatest Challenges

Possible Opportunities
The 5’s of OER

<table>
<thead>
<tr>
<th>The 5 R’s of OER</th>
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<tbody>
<tr>
<td><strong>Reuse</strong></td>
</tr>
<tr>
<td>Use the content in its unaltered form</td>
</tr>
<tr>
<td><strong>Revise</strong></td>
</tr>
<tr>
<td>Adapt, adjust, modify, improve, or alter the content</td>
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<tr>
<td><strong>Remix</strong></td>
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<tr>
<td>Combine the original or revised content with other OER to create something new</td>
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<tr>
<td><strong>Redistribute</strong></td>
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<tr>
<td>Share copies of the original content, revisions or remixes with others</td>
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<tr>
<td><strong>Retain</strong></td>
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<tr>
<td>Keep access to the materials after the learning event</td>
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Image adapted from Lumen Learning. (2014). Slide Show Presentation Open Education in the MOST Pilot Program.
OER adoption process

- **Learning Objectives**: Ensure alignment between CLOs and module objectives
- **Assessments**: Varied and support LOs
- **Resource Selection**: Find OERs that will help students achieve the LOs, measured by the assessments

**TABLE OF CONTENTS**

- **Chapter 1: Lifespan Development**
  - Infant Development
  - Childhood Development
- **Chapter 2: Research in Lifespan Development**
  - Research Methods
  - Approaches to Research
- **Chapter 3: Biological Foundations of Development**
  - Introduction to Developmental Psychology

**Human Growth and Development**

- Introduction
- Cognitive Development
- Memory
- Language
- Developmental Psychology
- Learning Approaches
- Biological Approaches
- Cultural Understanding of Personality
- What is Personality?
- Emotion and the Psychoanalytic Theory
- Developmental Adler, Erikson, Jung, Maslow
- Self-Concept
- Self-Presentation
Impact to teaching and learning

- Preparation time
- Engagement
- Persistence
- Enrollment

- Overall cost of the degree program
- Students who did not have access to required resources
- D/F rates
- Bookstore staff 😊
Reflections from Faculty

“I wish I was aware of the time commitment to curate OER for my course. With so many resources out there is was difficult to stay focused on the task at hand.”

“Freedom... I finally felt in control of the content I was delivering to my students.”

“I was able to meet students where they are at and easily make changes to the resources when necessary.”

“OERs allowed me to engage with the students better since I was learning the delivery of the content with them. The variety of resources used in my class (videos, websites, articles, etc.) increased exponentially.”

“Using a digital resource in my face to face class was challenging. It was hard to tell if the students did the reading at all.”
Student Surveys

“I dropped two classes last semester because the books cost a lot. Reading a book Online was hard but I was happy that I didn’t have to buy another book.”

“When will other professors start using free textbooks???”

“I prefer having a print copy. It was a pain to printed every page.”
Feedback and analytics from OER courses to improve teaching and learning

- General Education Outcomes assessment project
- Faculty and student surveys
- Efficacy studies to investigate differences
What information/data would be most valuable to you to transition your teaching when using OER?
Resources for early adopters

http://guides.frederick.edu/OER