Preparing Faculty to Embrace Open Educational Resources (OERs) to Meet Strategic Plan Initiatives

Indiana State University

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USDLA 2018 - Indianapolis

Indiana State University Fast Facts

Established in 1865 in Terre Haute, Indiana

7 colleges

Nationally recognized for experiential learning and community service

13,771 students enrolled from **55** states and territories and over **70** countries

33% Firstgen students

2488 Fully online students

100+ Majors

90+ Minors

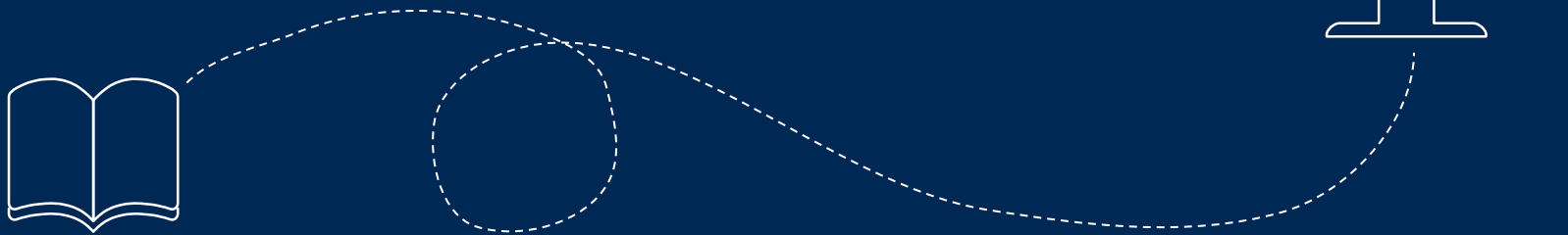**60+** Online Programs

20+ Certificates/Licensures

"One of America's top colleges for quality and value." - Forbes
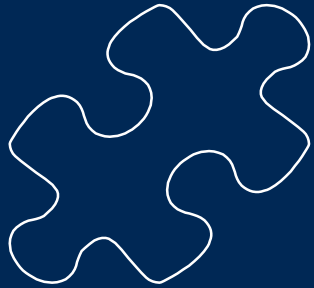
Agenda

1. Strategic Plan
2. Resources
3. Procedures
4. Results
5. Lessons Learned
6. Next Steps

STRATEGIC PLAN

The foundation of our vision

Strategic Plan

- ISU's **Strategic Plan** (2012-2015 & 2016-2021)
  - Goal 5: Resources and Institutional Effectiveness
  - *Improve the utilization of university resources while expanding and maintaining affordability.*
  - Initiative 3: Creating More Affordable Education: Open Educational Resources (2012)
  - Initiative 4: Continue to expand Open Educational Resources (2016)
- Formed **Affordability Taskforce**

We have NEVER offered professional development specifically for OERs. **A**

We have offered SOME assistance with OERs as part of other initiative or programs. **B**

We have an existing OER program/support, but do NOT offer any incentives. **C**

We have an existing OER program/support and DO offer incentives. **D**

Pilot - Fall 2013

- Prioritized Foundational Studies courses, large classes for undergrads

- HIST, PE, ELED, CNST, EPSY, ENG, ECT, AHS, BUS, & RCSM

- Set Stipend: $1,000, $3,000, $10,000

- Administered Student Perception Surveys (2x)

- Recruited faculty before textbook orders were due

Pilot Results

Number of courses using OERs	36 unique/48 with repeated courses
Total Students Participating	1,834
Textbook Affordability Impact	$187K
Average Savings Per Student	$102.08
Faculty Participants	23
Avg. Response Rate for Student Pre-Surveys	62%
Avg. Response Rate for Student Post-Surveys	71%

Systemic Approach

Students

Administrators

Faculty

Collaboration

Faculty & Departments

Librarian

Instructional Designers
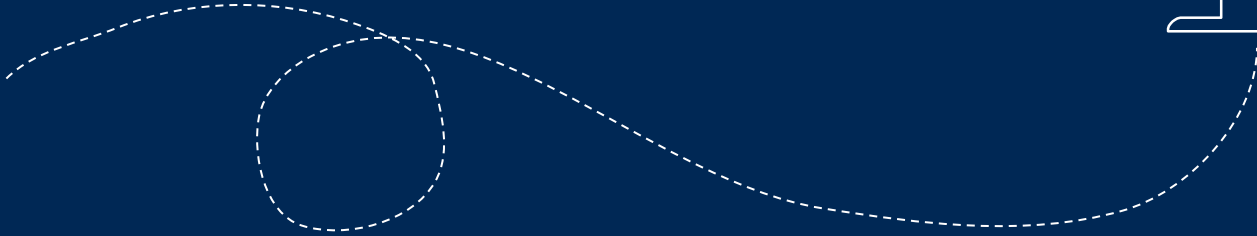
RESOURCES

The essentials for success

Fiscal Needs

Technology

Technology

Technology

Technology

PROCEDURES

How we engage faculty throughout the course-conversion process

The Application

- **APPLICATION CONTENT**
  - Instructor & course information
  - Previous experience with IDers / Online Instructor Certificate Course
  - Current textbook information
  - Any non-replaceable purchased content
  - Previous experience using OERs in this course
  - Reason for interest in participating in the OER course- conversion process
  - Chair & Dean signature

The Course

- **MODULE CONTENT**
  - 1: Intro & Purpose of OERs
  - 2: Copyright
  - 3: Locating & Curating OERs
  - 4: Evaluating OERs
  - 5: Implementing OERs
- **DELIVERY METHODS**
  - Blackboard
  - SoftChalk (interactive lessons)
- **ACTIVITIES & ASSESSMENTS**
  - Consultations (x3)
  - Journals (x3)
  - Quizzes (x2)

Example Lesson

20

Course Evaluation

- **IDer REVIEW**
  - Objective alignment
  - Assessment alignment
  - Quality of OER
  - Organization / Navigation
  - Clarity of directions
  - Accessibility
  - Copyright

Course Evaluation

- **STUDENT SURVEYS (x2)**
  - Both inquire into age and standing
  - Pre: familiarity with renting/ purchasing course readings
  - Pre: preferred formats and any budgeting
  - Post: impact of readings on completion
  - Post: impact of readings on comprehension
  - Post: any access issues & preferred format
  - Post: perspective on Prof. use of OERS
  - Post: any suggestions for improvement

Turn & Talk
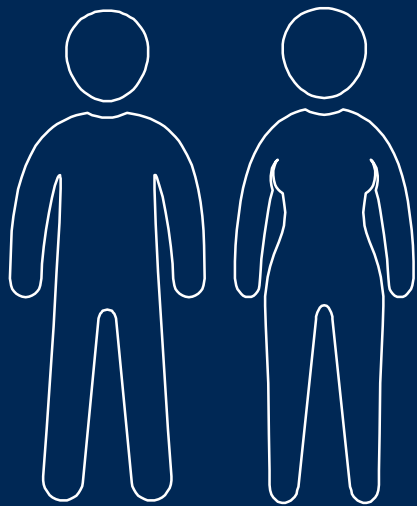
What part of this process would appeal to your faculty?

What other steps or resources would you add?

What has your institution done to motivate faculty to include OERs?
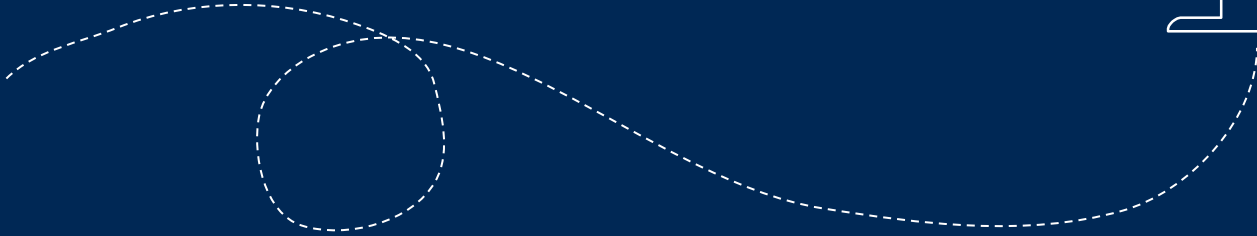
RESULTS

A data-driven analysis of our findings

2017 Results

Number of courses using OERs	208 (⬆ 124)
Total Students Participating	10,168 (⬆ 8334)
Textbook Affordability Impact	$1,152,071.33 (⬆ $965071.33)
Average Savings Per Student	$113.30 (⬆ $11.22)
Faculty Participants	115 (⬆ 92)
Avg. Response Rate for Student Pre-Surveys	80%
Avg. Response Rate for Student Post-Surveys	87%

Fall 2017 Post Survey Results

Think about the last time you purchased or rented a textbook for a class. Next think about this class, in which you did not have to purchase a book. Were you more or less likely to read the assigned readings for this current course (where you did not have to purchase a textbook)?

Did the format of the reading assignments affect your comprehension of the course content?
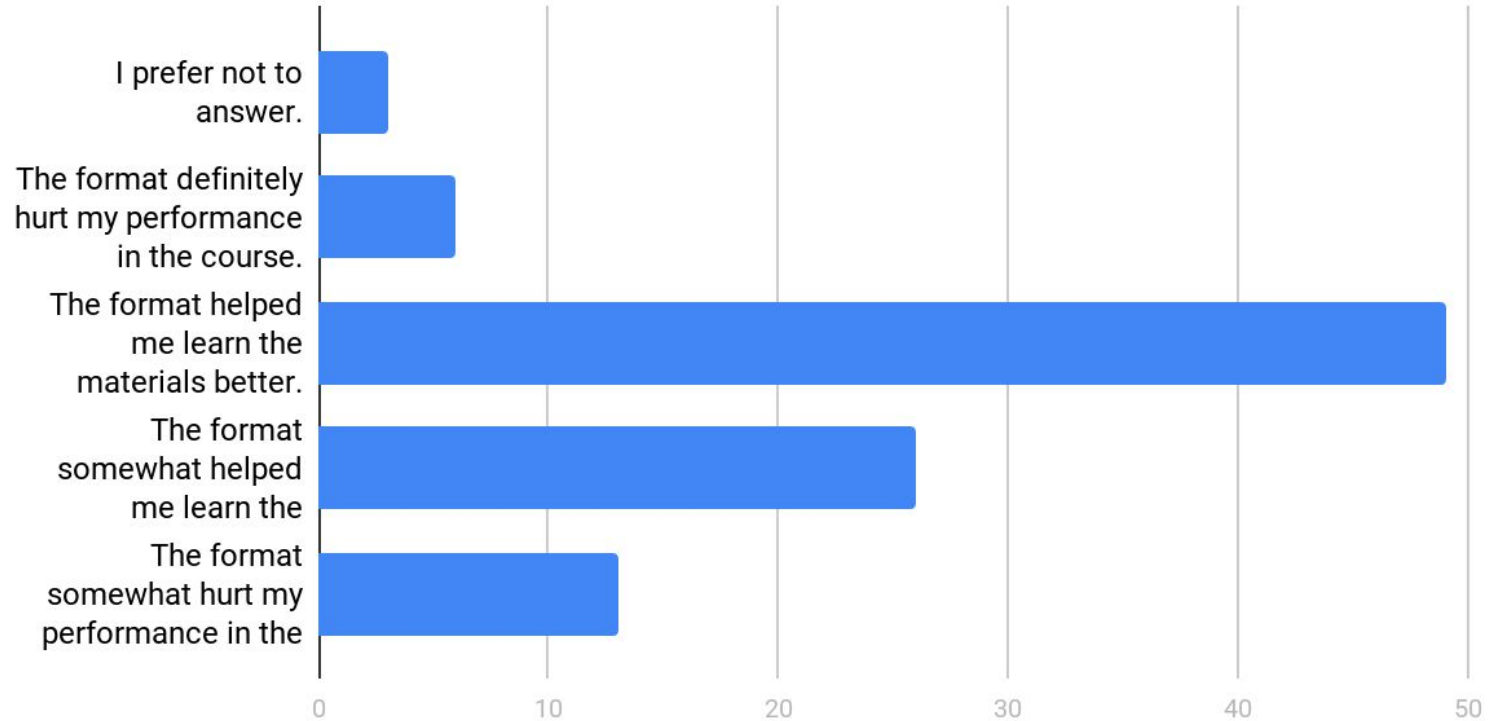
Faculty Sample #1

Table of Contents

Page 1 of 17

Learning Module Readings, Assignments, and Activities

Learning Module 3

By Monday, 2/5 at 11:59 pm:

- Submit blog post to course blog

By Friday, 2/9 at 11:59 pm (or before):

- Write two journal entries on your creative writing journal (on different days)
- Read Jamaal May background information (my notes on sound in poetry) and bio (link provided)
- Watch Jamaal May videos (YouTube links) & Read Jamaal May poems (provided as links)
- Complete Reading Response (over Jamaal May poem of your choice)
- Browse Phobias List (provided in link)
- Complete Writing Activity (Phobia Poem)

By Monday 2/12 at 11:59 pm (or before):

- Reply to two Reading Response Posts from the class
- Reply to two Writing Activity Posts from your writing group

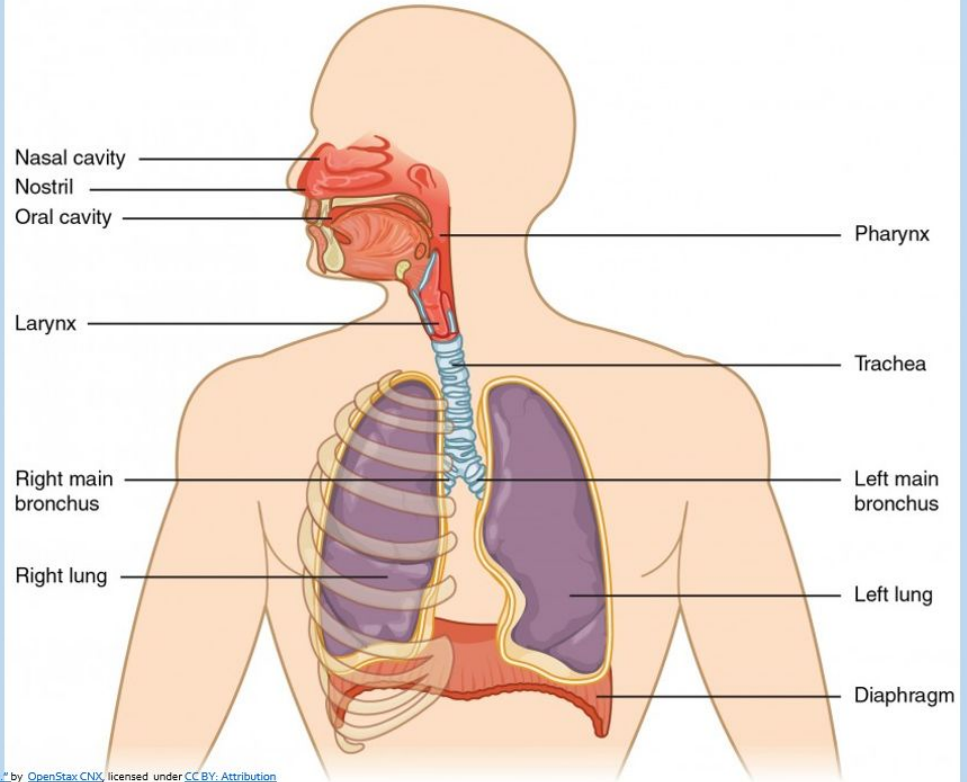# Faculty Sample #2

Pulmonary system

The major respiratory structures span the nasal cavity to the diaphragm.

What are the major respiratory structures?

Describe the location of the respiratory system.

"Figure 1. The major respiratory structures span the nasal cavity to the diaphragm." by OpenStax CNX, licensed under CC BY: Attribution

COMM 101 Textbook

Introduction to Public Communication

Department of Communication, Indiana State University

Brian Johnston, Ann O'Connor-Ledbetter, Kourtney Barrett, Kathy Pine

An open textbook created for ISU's COMM 101 Course

Introduction to Public Communication is an open textbook created specifically for ISU's COMM 101 course. A guiding team of Communication instructors compiled content from other open sources, and wrote original content to complete this text.

READ

INTRODUCTION TO PUBLIC COMMUNICATION
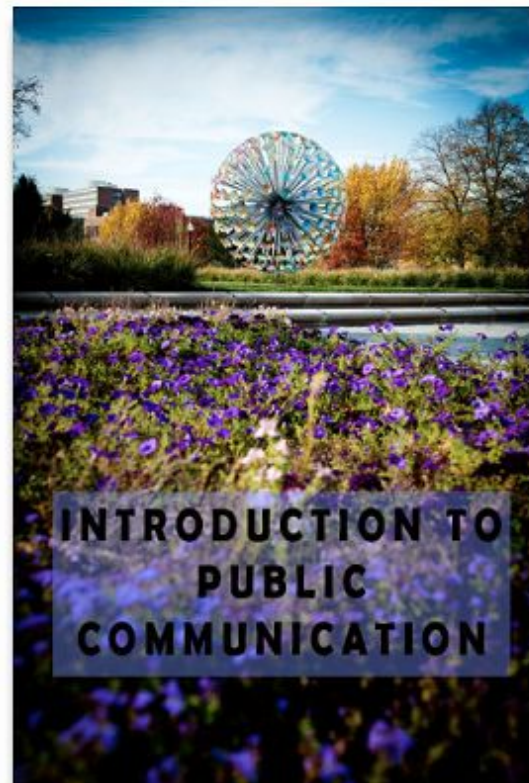
Download in the following formats:

EPUB MOBI WXR WXR

LESSONS LEARNED

Insights gained along the way

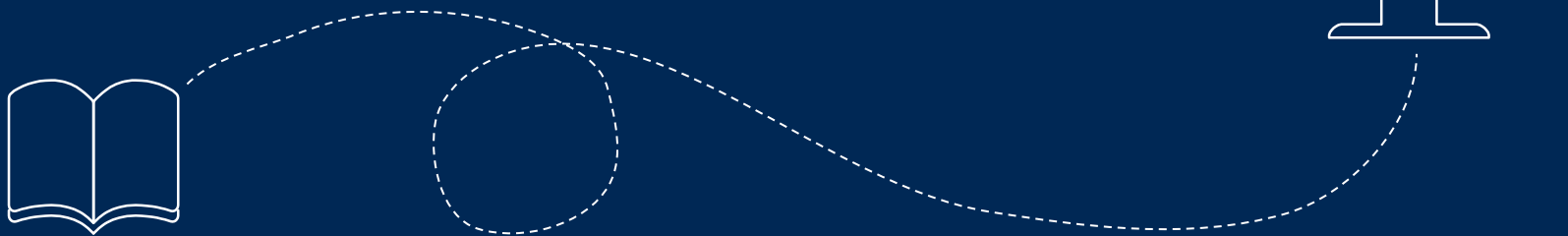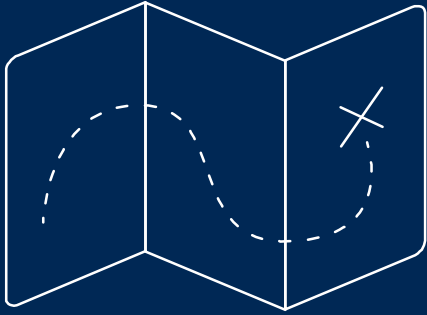# Lessons Learned

NEXT STEPS

Where do we go from here?

Looking Ahead

- **REFINE THE PROCESS**
  - Finalize a **Goals Sheet** for the first consultation
  - Finalize the **OER Course Review Rubric** that IDers will use to evaluate the OER course design
- **INCREASE AWARENESS**
  - Reach **wider audiences** / multiple disciplines
  - Update the **marketing** / presentations
  - **Publicize accomplishments** of participants

THANK YOU

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