

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



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Lisa Hughes
Melissa Gustafson





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

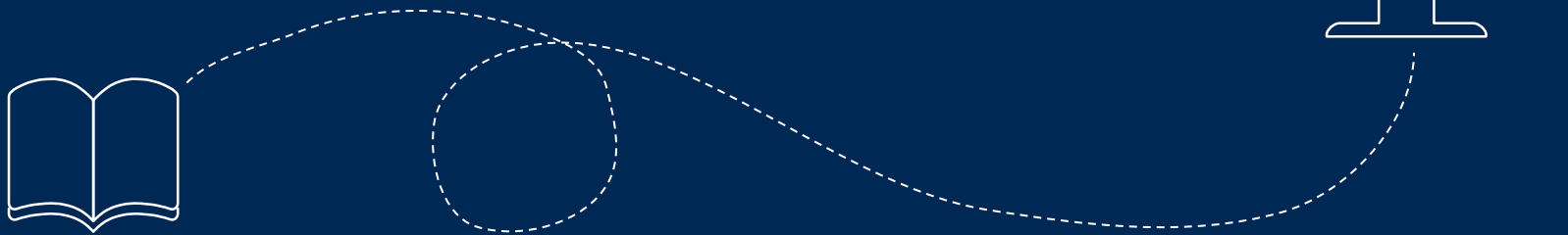


"One of America's top colleges for quality and value." - Forbes



Agenda

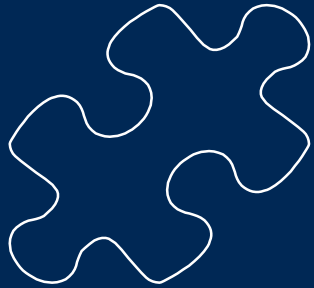
1. Strategic Plan
2. Resources
3. Procedures
4. Results
5. Lessons Learned
6. Next Steps



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**

How has your institution attempted to encourage faculty to embrace OERs?

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



Collaboration

Faculty &
Departments

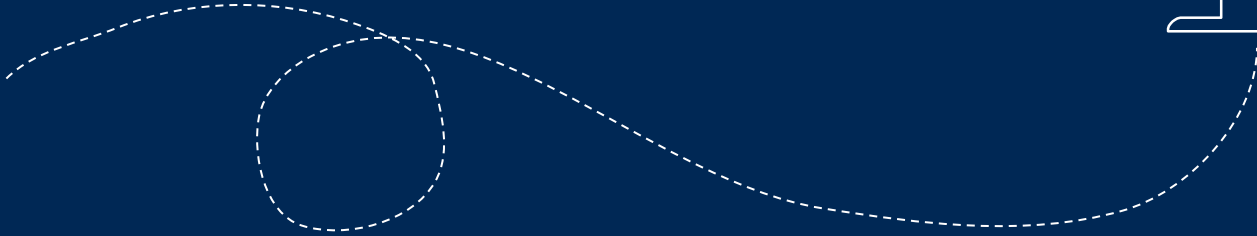


Librarian



Instructional
Designers





RESOURCES

The essentials for success

Fiscal Needs



Technology



Dashboard Everything Projects Calendar Statuses People

Search

Task Lists

- All Lists 12
 - Amy A - ENG 219 1
 - OER Process 11
- Completed Task Lists
 - Applicant Tracking Spring... 0
 - Daniel Si - ENG-107... 3
 - Doug-Li - Physiology 10
 - Shandi-W - ENG 2
- Reports
 - Task Lists Report
 - Gantt Chart Export
- Views
 - Gantt Chart
 - Board View

Tasks

[Add Task List](#) [Filters](#)

Amy A - ENG 219

- ☒ Lisa H. Modify OER Course Applying CR Quiz Q10 and 13. (Due Fri Dec 8th, 2017)

[Add a Task](#) 1 Completed

OER Process

- ☒ Anyone Build OER Course Review Rubric
- ☒ Anyone Review the OER Program Rubric for potential modifications; Add to Teamwork Notebook (Due Fri Jan 26th)

[Add Subtask](#) [Close](#)

- ☒ Katie R. Edit OER Bb Course for Quick Fixes
- ☒ Csilla S. Review Teaching with OERs Module 1 for Possible Revisions (Due Fri Mar 9th)
- ☒ Lisa H. Review Teaching with OERs Module 2 for Possible Revisions (Due Fri Mar 9th)
- ☒ Michelle M. Review Teaching with OERs Module 4 for Possible Revisions (Due Fri Mar 9th)

☒ Michelle M. Add Accessibility to SoftChalk Lesson #4 (Due Fri Mar 9th) 0% [Add Subtask](#) [Close](#)

- ☒ Csilla S. Review Teaching with OERs Module 5 for Possible Revisions (Due Fri Mar 9th)
- ☒ Katie R. Review Teaching with OERs Start Here for Possible Revisions (Due Fri Mar 9th)
- ☒ Katie R. Update Research and Writing Resources folder in ISO Bb Template in order to update OER course. (Due Fri Apr 6th)

[Add Subtask](#) [Close](#)

- ☒ Lisa H. Review Teaching with OERs Course Documents for Possible Revisions (Due Fri Mar 9th)

[Add a Task](#) 2 Completed

Technology

Blackboard learn⁺

The screenshot displays the Blackboard Learn user interface. At the top, the header bar includes the Indiana State University logo, the user name 'Lisa Hughes 449', and navigation links for 'My Institution', 'Courses', and 'System Admin'. Below the header, a 'Start Here' button is visible. The left sidebar contains a 'Course Management' section with a 'Control Panel' and a 'Content Collection' tree. The main content area features a large banner for 'Teaching with OERS' with a laptop and pen. Below the banner, a 'Start Here' section provides a list of links for course navigation. At the bottom, there is a section for 'Indiana State Student Services' with a brief description of available resources.

Indiana State University

Lisa Hughes 449

My Institution Courses System Admin

Start Here

Teaching with OERS (NOC OER)

Course Content

Start Here

Course Documents

Instructional Support

Learning Modules

Journals

Resources

My Grades

Tools

Blackboard Tech Support

COURSE MANAGEMENT

Control Panel

Content Collection

Course Tools

Evaluation

Grade Center

Users and Groups

Customization

Packages and Utilities

Help

Quick Unenroll

Teaching with OERS

Start Here

Build Content Assessments Tools Partner Content

Welcome to Teaching with OERS

Your enrollment in this course signifies your desire to learn more about and implement Open Educational Resources (OERs) in your online, hybrid, or blended course. This self-paced course is a prerequisite for the OER stipend offered through the Cunningham Memorial Library. To navigate this course site, use the buttons on the left side of the screen:

- **Start Here:** Where you are currently, houses general resources for online, hybrid, and blended students.
- **Course Documents:** Where you will find the course syllabus, schedule, and possibly other resources to help you succeed in this course.
- **Instructional Support:** Where you will find contact information for the course facilitators.
- **Learning Modules:** The heart of the course, where you will find module folders with links to all reading, activities, and assignments.
- **Journals:** Where you will access journal assignments for Modules 1, 3, and 5.
- **My Grades:** Quick access to your scores and instructor feedback on assignments.
- **Tools:** Access to all Bb tools used in this course, including email, announcements, journals, etc.
- **Blackboard Tech Support:** This link will take you to tutorials for all Blackboard needs.

To get started, click on Course Documents and carefully review the Course Syllabus and Schedule. Then navigate to Learning Modules to begin the first module.

Indiana State Student Services

You do not have to tackle the challenges of higher education alone! There are many resources available to Indiana State's students, from tutoring to technology counseling to career planning. You are encouraged to utilize the available student and academic support services throughout the semester. This interactive website contains the various services available to ISU students. Most services are available to all Indiana State University students; however, some are only accessible to students who are on or near campus. Please refer to the organization's description within this resource or contact the service provider for details.

Image courtesy of Indiana State Photographic Services

Technology



Module 2

Adhering to Copyright

Contents ▾ | < Prev Next > | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18

score print all

Understanding Copyright



It's very easy these days to do a quick Google search and locate hundreds of texts, videos, and images, that can serve your OER needs. But did you know that **everything online is actually protected under U.S. copyright unless otherwise specified**? That's right! You *may* be breaking the law when you download and reuse an image from Google, post a PDF of an article to your course, or other use other online sources. And technically all that image "sharing" that occurs on Facebook and other social media venues *may* also be violating copyright!

Copyright is a legal concept, unlike plagiarism, which is an ethical concern. **You are required by law to adhere to copyright laws.** Copyright applies to a specific file or expression, whereas plagiarism "is a violation of academic norms" and applies to not just words or images but even ideas ([Moody, n.d.](#)).

Furthermore, copyright has specific parameters that apply to all facets of higher education. **Click on the image below to watch a short video** about how copyright might impact YOU on campus.



In addition to being a federal mandate, intellectual property is honored at [Indiana State University](#). As per the [University Handbook 379.6](#), "All University employees have the individual responsibility to understand and abide by copyright law in the development of materials, in teaching, and in all University activities."

Throughout this lesson you will find **Self-Check Questions** like the one below. Be sure to click on each icon to complete all of the Self-Check Questions throughout the lesson. These can help you determine your ability to explain and apply copyright laws as described within the lesson. This interactive SoftChalk lesson is worth a total of **10 points**.



[return to top](#) | [previous page](#) | [next page](#)

Technology

Indiana State University Library

Cunningham Memorial Library | Your Campus Living Room

Indiana State University / LibGuides / Open Educational Resources / OER Quick Start

Open Educational Resources: OER Quick Start

Learn how to incorporate open educational resources into your classroom.

[OER Quick Start](#)[Science & Math](#)[Humanities & Social Science](#)[Business](#)[Education](#)[Technology](#)[Health & Medicine](#)

Quick Links

- [OER Commons](#)
"Curating best in class learning materials from around the world since 2007" -- materials for classes ranging from K-20, and diverse subject area.

A quick list of some of the top OER sites.

- [College Open Textbooks](#)
- [University of Minnesota Open Textbook Catalog](#)
- [Connexions](#)
- [Merlot](#)
- [Open Access Directory](#)
- [MIT Open Courseware](#)
- [Saylor Foundation](#)
- [Book Boon](#)
- [Directory of Open Access Books](#)

What are OERs?



Open Educational Resources (OERs) are openly licensed documents and other media that can be used by instructors in their own classrooms to supplement or replace traditional texts.

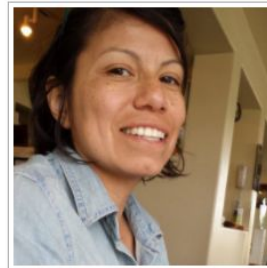
Indiana State University actively supports instructors who want to pursue using OERs in their courses. If you are ISU faculty teaching undergraduates, you may qualify for a stipend to convert your class.

GET INVOLVED!

We are always accepting new instructors. [Download the application for participating](#) to let us know you are interested, and send it to me. I will review the information, and get you started. During the conversion process, you will take a self-paced course to learn more about OERs and how to find and evaluate them for your course.

We have a few requirements:

Subject Guide



Melissa Gustafson

[Email Me](#)

Contact:
(812) 237-2057

Social:
[in](#) [tw](#)



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



Indiana State University

Implementing OERs

Integration, Organization, and Delivery of OERs

Contents | Next | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

score print all

Module 5: Implementing OERs

5 Steps to Successful **OER** Implementation



Course Evaluation



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

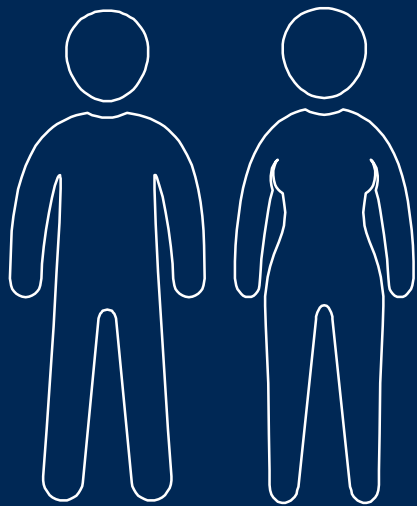
Course Evaluation



- **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?

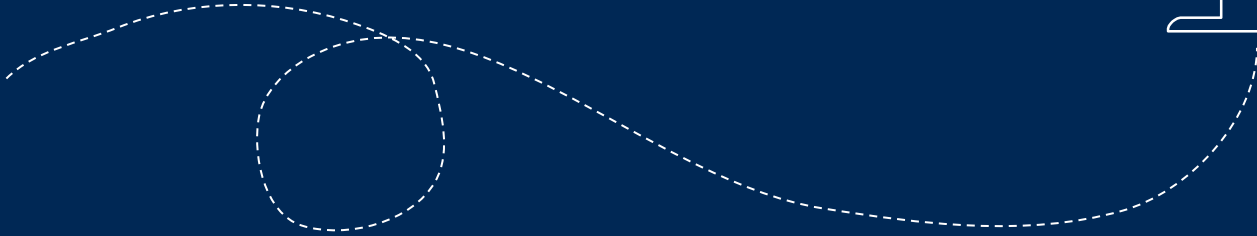


What other steps or resources would you add?



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





RESULTS

A data-driven analysis of our findings

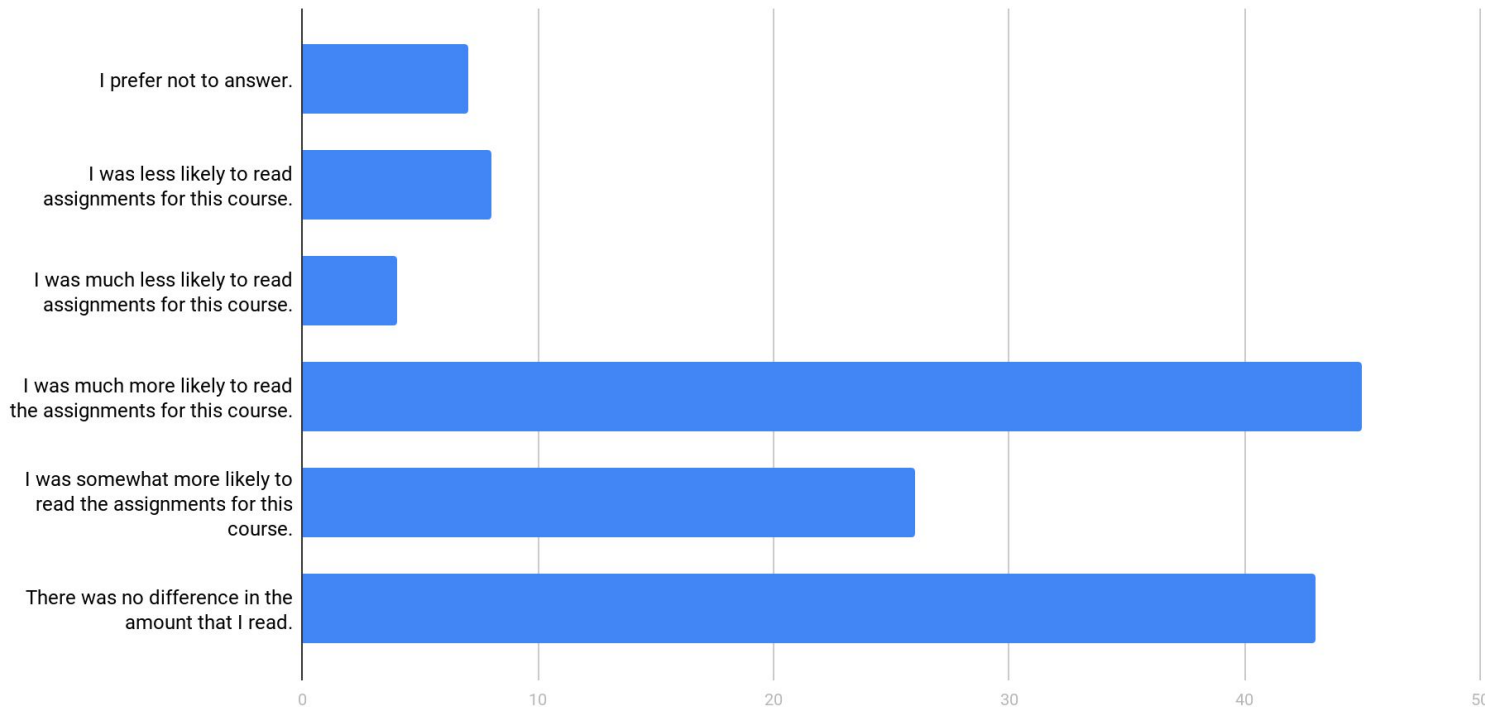


2017 Results

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%

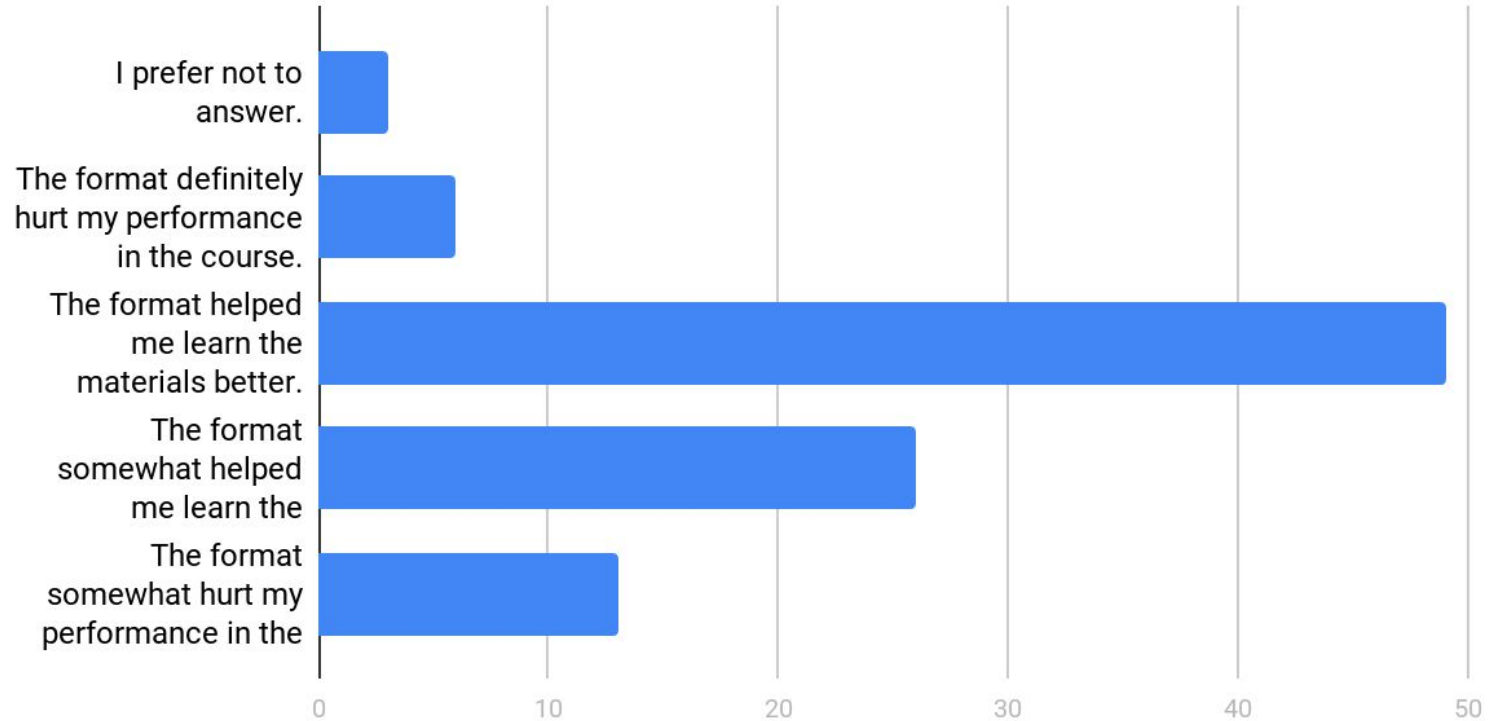
Fall 2017 Post Survey Results

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)?



Fall 2017 Post Survey Results

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
- Ideas, Observations, and Insights
- Creative Writing Journal
- Jamaal May
- Jamaal May, Poetry Foundation
- Jamaal May - "Sky Now Black"
- Jamaal May, "Sky Now Black"
- Poetry: I Do Have A Seam by
- Jamaal May, "I Do Have a Seam"
- Jamaal May - "Pomegranate"
- Jamaal May, "Pomegranate"
- Jamaal May - "Macrophobia"
- Jamaal May, "Macrophobia"
- Reading Response 3
- Phobias List
- Writing Activity (Phobia Poem)
- Creative Writing Journal

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

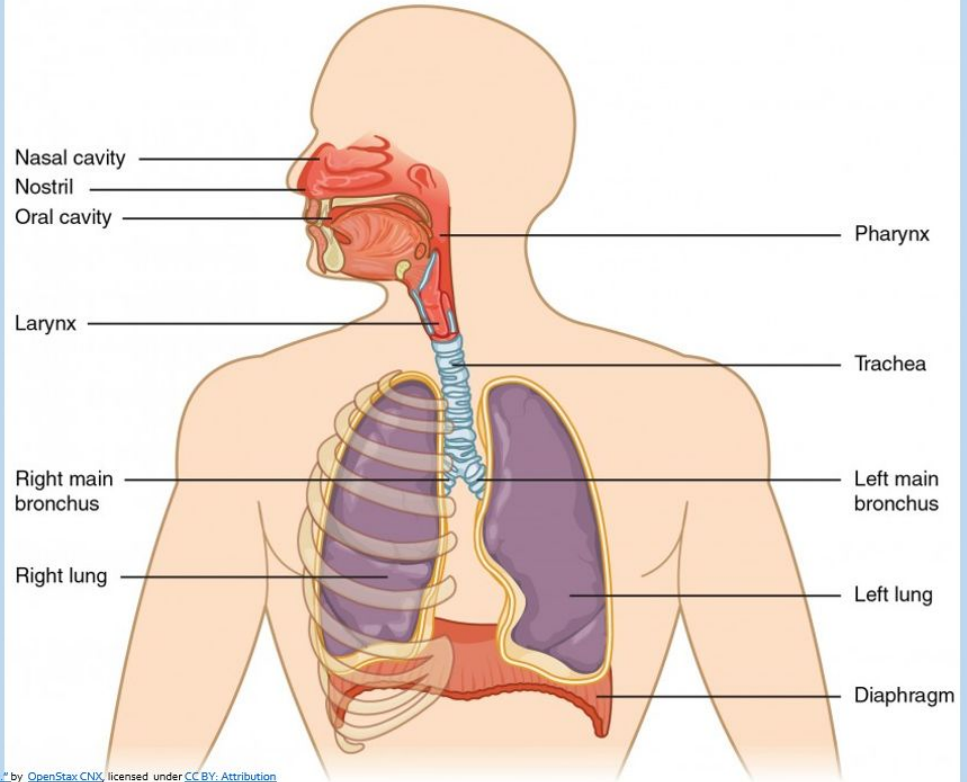
Faculty Sample #2

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

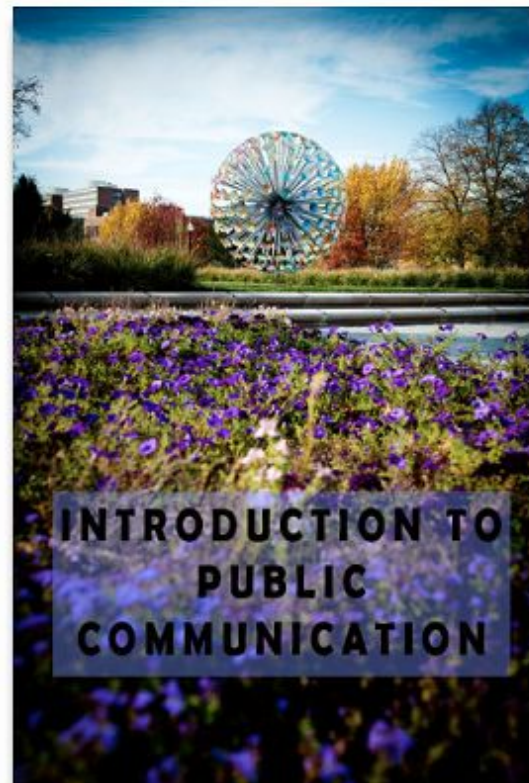
Brian Johnston, Ann O'Connor-Ledbetter, Kourtney Barrett, Kathy Pine

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



Download in the following formats:



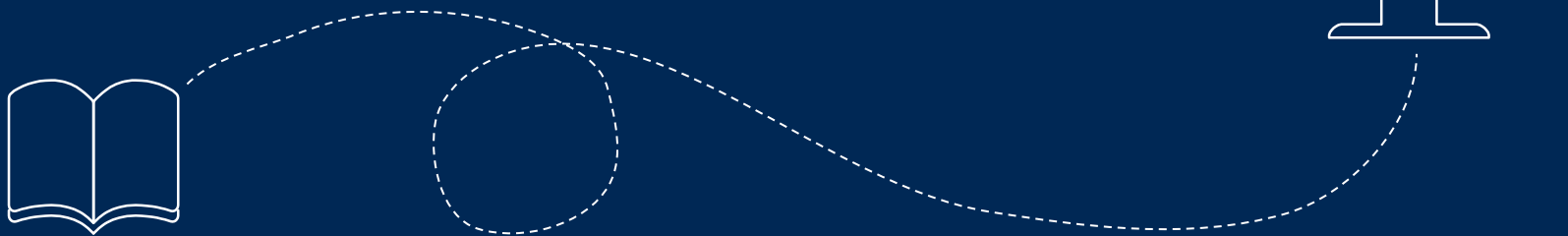


LESSONS LEARNED

Insights gained along the way

Lessons Learned

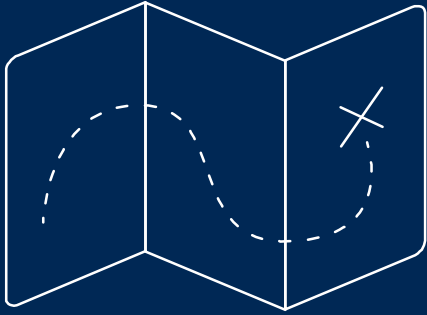




NEXT STEPS

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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