OER: One Course at a Time

Amy Sugar
Rollins College
Offered by the Library

3-year grant

Stipend up to $3,000

Support from the grant team

Librarian, Instructional Technologist, Director of Teaching and Learning

Grant information: http://www.rollins.edu/library/services/oer.html
OER Grant Goals

• Significantly lower the cost of required materials (i.e. textbooks) to enrolled students in a specific course.

• Maintain and improve student learning outcomes and satisfaction with the required materials.

• Contribute to the growing body of OER available to the global higher education community.
First Year or Iteration

- Teach course with traditional materials
- Select, or create, and organize OER resources
- Develop Implementation plan
- Develop OER assessment strategy
- Assess impact of traditional texts
Second Year or Iteration

- Teach the course using OER
- Assess the impact of OER
- Evaluate Implementation
- Identify revisions needed and make changes
Third Year or Iteration

- Teach course again using OER
- Assess the impact of OER
- Publish OER content to suitable repository
- Share the results on-campus
4 OER Grants Awarded

- **Art History:** Introduction to Global Art
- **Political Science:** Problems in Political Thought
- **Physics:** Principles of Physics
- **Create manual for IOLab Wireless Lab System**
- **Music:** Latin American Expressive Arts
Problems in Political Thought

• Located texts in Project Gutenberg
• Developed strategies for using the OER in class
• Tested .epub readers and features
• Provided student training and support
  • Access to texts
  • Intro to .epub features
  • Provided choice
• Surveyed students in 3 iterations of the course

Dr. Julia Maskivker, Instructor
Susan Montgomery, Librarian
Amy Sugar, Instructional Technologist
Problems in Political Thought Surveys

• Fa16: Pre-OER implementation
  • n = 14

• Fa17: First OER implementation
  • n = 11

• Sp18: Second OER implementation
  • n = 16
Have you ever...

- Not purchased a textbook because of cost?
- Delayed purchasing a textbook because of cost?
If all of your college textbooks were free, how would you spend the extra money?

- Clothes
- Education
- Entertainment
- Food
- Health
- Housing
- Transportation
- Other

Fa16
Fa17
Sp18
In your opinion, the quality of free educational textbooks available online when compared to traditional textbooks (printed or digital materials available for purchase) is
The textbooks I used for this course...

% of students that somewhat agreed, agreed, or strongly agreed

- Encouraged me to think in a new way
- Increased my enjoyment of the class
- Increased my interest in subject
- Prepared me for written assignments
- Supported my performance
How did you access the required texts for this course? (OER courses)
Select all that apply.

- Bought print texts
- Used free digital texts
- Did not use any required texts

Percent of students

Fa17
Sp18
Did you utilize the free digital texts at any point during this course?

![Bar chart showing percentage of students who used OER and those who did not use OER for Fall 2017 (Fa17) and Spring 2018 (Sp18).]
Did you print any of the digital texts? Select all that apply.

% of students

- **Print entire text**
  - Fa17: 10%
  - Sp18: 10%

- **Print specific pages**
  - Fa17: 10%
  - Sp18: 10%

- **Did not print**
  - Fa17: 80%
  - Sp18: 80%
When reading the digital texts for this class, indicate how frequently you did the following:

- Highlight text
- Take digital notes in text
- Take notes outside of text
- Take handwritten notes

% that indicated Always or Very Frequently

- Fa17
- Sp18
Considerations

• Allow a lot of time
• Utilize all available resources
• Identify desired features and interaction
• Identify how and when the OER will be used
  • Use purposefully in and out of class
• Access
  • Multiple formats
  • Flexibility in reading
  • Technical Accessibility
  • Software/Hardware requirements
• Plan and test the distribution
• Provide student support