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Triumphs, Challenges, and Strategies of Opening Up: OER course design and implementation at Passaic County Community College

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*Triumphs, Challenges, and Strategies of Opening Up:
OER course design and implementation at Passaic
County Community College*



**PASSAIC
COUNTY
COMMUNITY
COLLEGE**

**Northeast OER Regional Summit
UMass-Amherst
June 14, 2017**

Ken Karol, Mike Whelpley, Martha Brozyna, Jennifer Gasparino



How PCCC's OER Initiative Got Started

- ▶ Dr. Wm. Prescott Davis, director of instructional services at NVCC (NOVA) was PCCC's faculty development day speaker in Spring 2016
- ▶ A PCCC survey (n=551) in spring 2016 revealed:
 - ▶ 81% of students had at times not purchased a textbook because of cost
 - ▶ 89% felt that the cost of textbooks was an obstacle to their academic success
 - ▶ 77% felt that cost impacted their continued enrollment
- ▶ PCCC responded to ATD OER-degree proposal: 25 PCCC faculty members expressed interest in incorporating OERs into 22 distinct courses
- ▶ Adopted team-based approach with both institutional and grant support, to integrate OER content into redesigned courses under current Title V Gateway Initiative



The Latest on PCCC's OER Initiative

- ▶ For Fall 2017, as part of a newly conceived, cohort-based College Honors program, faculty are in the process of redesigning 7 courses + a capstone, using OER: EN 101, EN 102, HI 101, MA 101 (partial), MA 103, PS 101, and BS 100
- ▶ In addition to the newly developed Honors Program courses, the OER teams are incorporating OER into 30+ additional Gen Ed courses, making possible, effectively, a PCCC “z-degree”: A.A. liberal arts (Humanities option)



OER at PCCC: Big Questions / Themes

- ▶ What is the scope of the initiative?
 - ▶ Who does the work?
 - ▶ How is the work done?
 - ▶ What follow-up issues do we need to address?
-
- ▶ Ever-evolving
 - ▶ Flexibility
 - ▶ Grant-driven
 - ▶ Faculty-driven



OER at PCCC: Scope of the initiative

- ▶ Open, free (zero-cost), or both?
- ▶ Open, with room to grow
- ▶ Required readings and videos should be open
 - ▶ Anomalies dealt with on a case by case basis
- ▶ Courses shared via OER Commons (or another viable OER platform)
 - ▶ Including:
 - ▶ Course readings and videos
 - ▶ At least one piece of original scholarship

Primary Source Documents

- ▶ The most accessible resources have been primary source documents. These tend to be easy to locate, especially if originally written in English.
- ▶ Examples include *The Federalist Papers* and the Monroe Doctrine.
- ▶ Well-known primary source documents that have been translated before 1923 are also fairly easily accessible, such as the Code of Hammurabi or Plato's *Republic*.

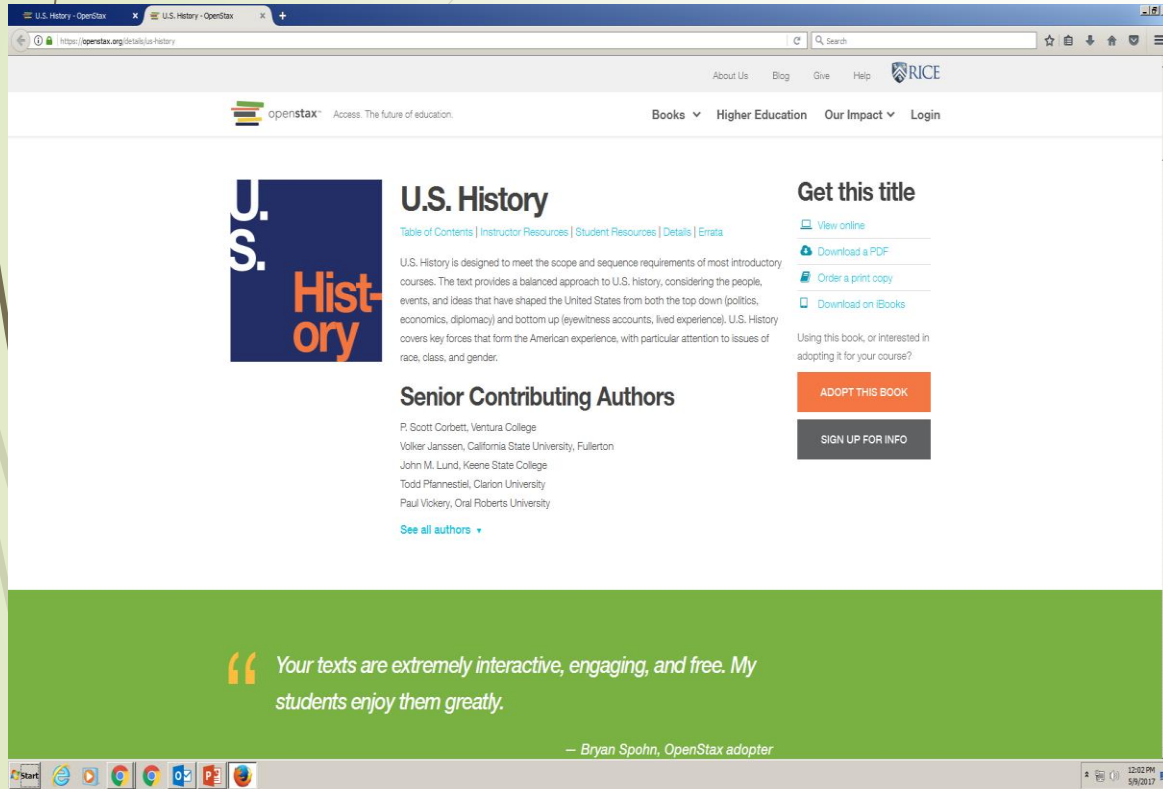


Availability



- Textbooks that are copyright-free date almost always from the 19th century.
- Despite the widespread belief that “history doesn’t change,” the reality is that interpretations of history do differ from one time period to another.

US History



The screenshot shows the OpenStax website for the U.S. History textbook. The page features the OpenStax logo, navigation links, and a detailed description of the textbook. A quote from Bryan Spohn, an OpenStax adopter, is displayed at the bottom.

U.S. History

U.S. History is designed to meet the scope and sequence requirements of most introductory courses. The text provides a balanced approach to U.S. history, considering the people, events, and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived experience). U.S. History covers key forces that form the American experience, with particular attention to issues of race, class, and gender.

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“Your texts are extremely interactive, engaging, and free. My students enjoy them greatly.”

— Bryan Spohn, OpenStax adopter



The screenshot shows the cover of the textbook 'The American Yawp'. The cover features a large image of the American flag and a table of contents.

The American Yawp

A Free and Online, Collaboratively Built American History Textbook

2016-2017 Edition Updates

Introduction
Primary Source Reader

BEFORE 1877	AFTER 1877
The New World 1	Capital and Labor 16
Colliding Cultures 2	Conquering the West 17
British North America 3	Life in Industrial America 18
Colonial Society 4	American Empire 19
The American Revolution 5	The Progressive Era 20
A New Nation 6	World War I & Its Aftermath 21
The Early Republic 7	The New Era 22
The Market Revolution 8	The Great Depression 23
Democracy in America 9	World War II 24
Rebuilding and Reform 10	The Cold War 25



Going to try with a little help from my friends...

Western Civilization and Latin American History are a bit more difficult to find.

Great sources have been suggested from history tutors, instructional designer and librarians.

- <http://pccc.libguides.com/OERLAH>
- <http://www.learnerstv.com/Free-History-Video-lectures-ltv268-Page1.htm>
- <https://ocw.mit.edu/courses/history/21h-411-history-of-western-thought-500-1300-fall-2004/>
- https://www.oercommons.org/browse?batch_size=100&sort_by=title&view_mode=summary&f.sublevel=community-college-lower-division&f.general_subject=ancient-history



A Little Bit of Assessment....

This course utilized OER or Open-Education Resources, which are resources that are free for students to use. Throughout this semester you have used materials that the professor has compiled for you and put into Blackboard. How would you rate the quality of these resources (readings, videos, articles and maps)? Did you find these materials sufficient for the course? Is it your opinion that the OER materials used in this course fully replaced the more traditional textbook, or was there any kind of information gap created by this substitution? If you feel there was any kind of deficiency, to what extent was this counterbalanced by not having to buy a textbook? Would you take other courses in the future that used open-education resources?



What students are saying....

The material used in this course in my opinion they replaced the textbook, and was better than the traditional textbook. The quality of these articles and resources were outstanding. In a future I am looking forward to take another courses that may be online class, and will enroll hoping that it use the open-education resources.



What students are saying...

While I do prefer having a text-book at my side, mainly due to earlier years of using it as a youth, the cost of it can be quite high, especially if you're taking more than one course, and as such they can be quite discouraging. The OER allows easy and free access to information and resources that would have otherwise been a costly investment that is generally discouraging for most people. If it is offered in my future courses, I will without a doubt make use of it again.



What students are saying...

I loved the fact that we used scanned documents instead of purchasing a textbook....The fact that this class substituted a textbook with OER was very helpful for students with low income. I would definitely take a class with OER because the material was good and easy to follow. Also because it is affordable and I would be able to save some money for graduate school. It might not be much but it helps. I think that most online courses and some on-campus classes should use this kind of material.



OER in Human Services

❖ HS-212 Mental Health Counseling – course redesign

❖ Assigned a team

- Librarians
- Technology Resource Specialist
- Instructional Designer
- Administrator from the Gateway Center

❖ Reviewed Syllabus

❖ Determined need

❖ Initiated Search

- The Vetting Process



OER in Human Services

- ❖ Success in Mental Health Counseling has led to course redesign in other Human Services courses:
 - HS-213 Contemporary Issues of Aging
 - HS-204 Group Dynamics – Writing Intensive



Honors Capstone Course

❖ Creating Syllabus

❖ Incorporating OER

- Assigned a Team
- Determining a need
 - E-books
 - Videos and Movies
 - Linking research materials from the library



OER at PCCC: Who does the work?

- ▶ Faculty: 25-30 doing roughly 60 OER sections
- ▶ Librarians: 2.5
- ▶ Instructional Designers: 1.5
- ▶ Gateway Center staff: 2
- ▶ Part-timers: 3, including:
 - ▶ 1.5 librarians
 - ▶ 1.5 instructional designers
- ▶ Key facts:
 - ▶ The administrative areas are all housed in the Library and report to the same Dean
 - ▶ Several team members have expertise in multiple areas.
 - ▶ This leads to an environment of synergy, flexibility, and efficiency

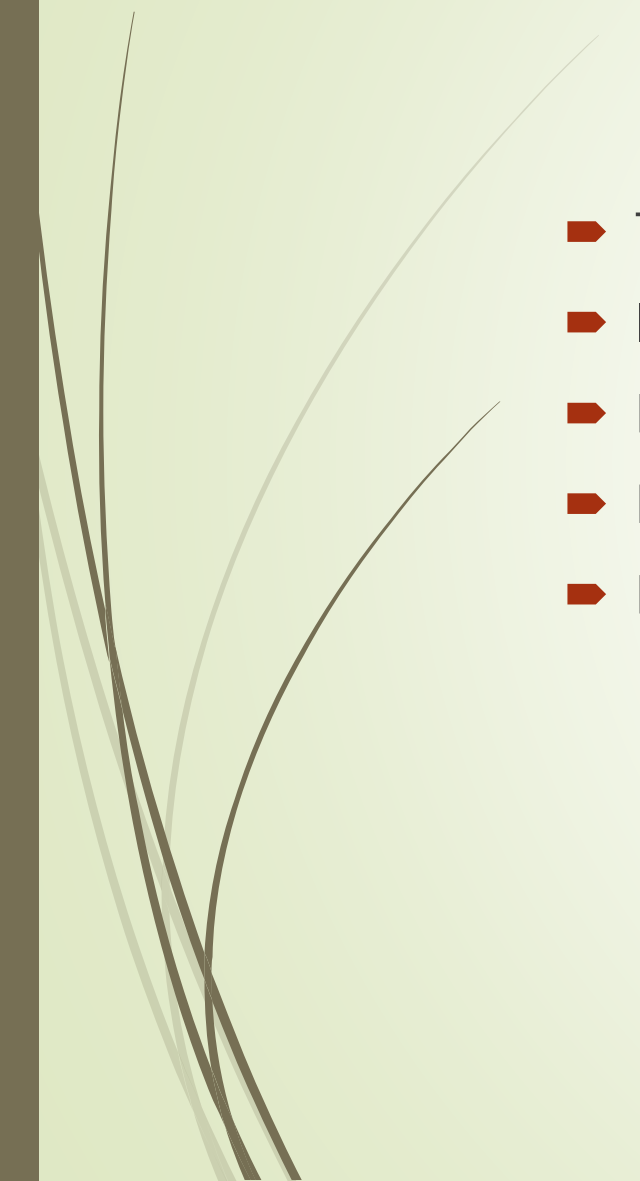


OER at PCCC: How is the work done?

- ▶ Small teams:
 - ▶ Faculty member/instructor
 - ▶ Set the expectations and review materials
 - ▶ At least one librarian
 - ▶ Find and gather materials
 - ▶ At least one instructional designer
 - ▶ Organize content and lend technical expertise
- ▶ Meetings/progress reports over the course of the semester:
 - ▶ Amount and length at the discretion of the Faculty member
- ▶ OER Workshops



OER at PCCC: How is the work done?

- ▶ Team formed
 - ▶ Initial meeting held; syllabus shared; reading lists discussed
 - ▶ Librarians and faculty review and select materials
 - ▶ Faculty and instructional designer prepare Blackboard course
 - ▶ Faculty and instructional designer prepare OER Commons course
 - ▶ Course readings and videos
 - ▶ At least one piece of original scholarship
- 



OER at PCCC: How is the work done?

Timeline & Milestones for Fall '17 OER Course Development:

- Early 2017: Teams formed; initial meetings held
- March 2017: Deadline for faculty to share syllabi
- Spring 2017: Teams identify and evaluate materials; meet as necessary
- May 2017: OER Workshops
- June 2017: All materials gathered; any purchase orders must be completed
- July 18, 2017: Courses reviewed in Blackboard and OER Commons
- August 30, 2017: Courses go live



OER at PCCC: Follow-up issues

- Assessment
 - Student success
 - Student satisfaction
 - Faculty satisfaction
 - Sustainability
 - Leadership
 - Workload
 - Compensation?
 - Printing
- 



Challenges, Limitations, and Questions

- ▶ Finding open materials that are suitable and stable
- ▶ Questions of copyright and fair use
 - ▶ No “one size fits all” answer to these types of questions
- ▶ Limited staff and time
 - ▶ Impermanence of Title V grant positions
- ▶ Will it work?
 - ▶ Will students achieve at least comparable success levels?
 - ▶ Will students be comfortable with OER?
 - ▶ Is the library prepared to handle printing requests?