

OER adoption: Moving beyond early adopters and empowering everyone else to use the OER, too

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OER Adoption

Moving Beyond Early Adopters and
Empowering Everyone Else to Use the OER, Too

Alice Anderson
Sara K. Kearns

Introductions and Expertise

Alice Anderson

Instructional Designer
for K-State Libraries &
New Literacies

Alliance

Sara K. Kearns

Academic Librarian,
Information Literacy &
Humanities

Co-author: *Creating
and Sharing Online
Library Instruction: A
How-To-Do-It Manual
for Librarians* (2017)



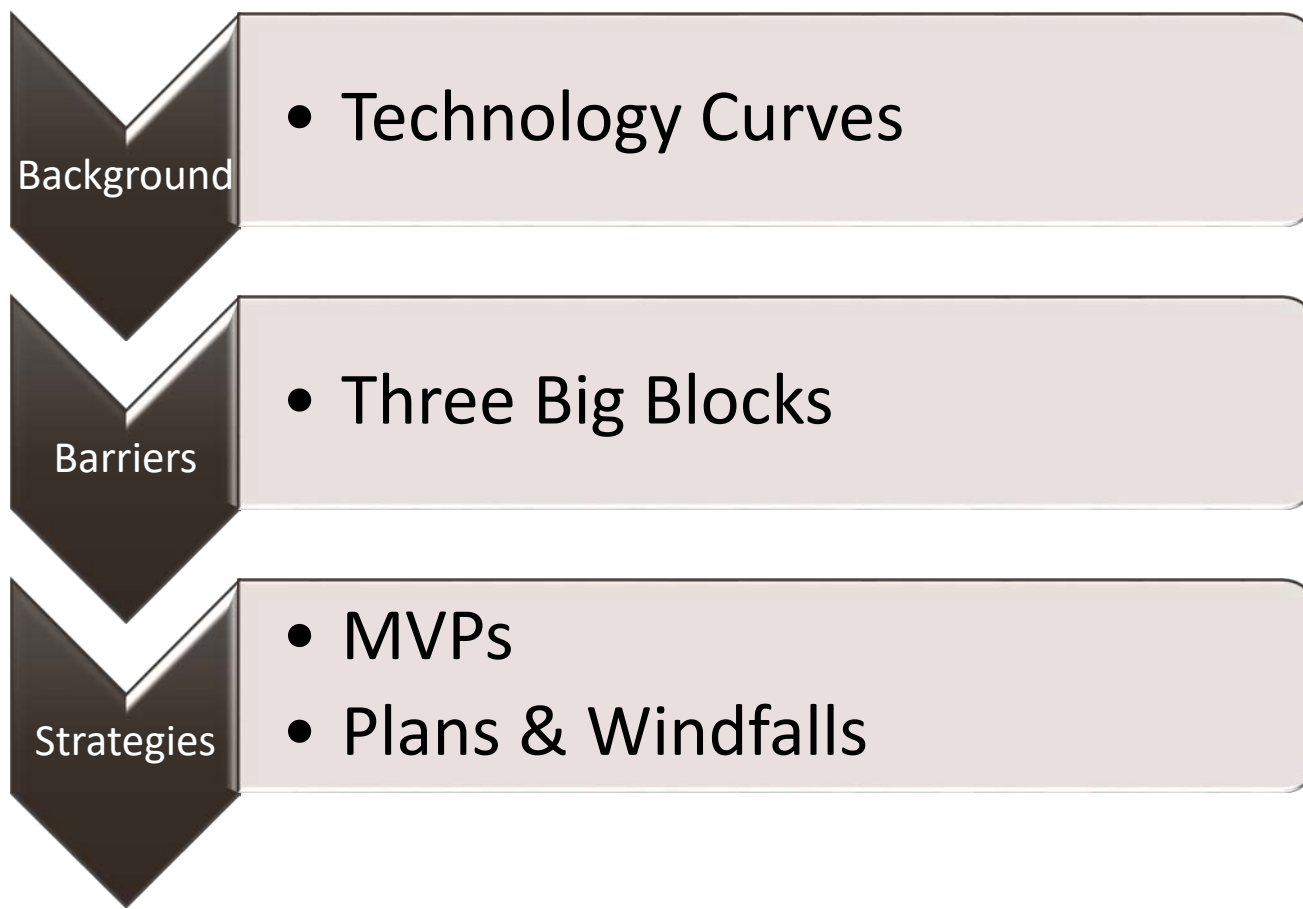
ACRL Instruction Section
Innovation Award,
2016

New Literacies Alliance

newliteraciesalliance.org

The New Literacies Alliance (NLA) is a multi-institutional collaborative effort that creates and shares a broad range of online information literacy lessons. These ACRL Framework-based lessons can be embedded in websites and LibGuides, and can be incorporated into most learning management systems. Because sharing is key to our mission, **each lesson features a Creative Commons BY-NC-SA license and our content is not tied to any one institution so educators can use and adapt the material as they see fit.**

Outline



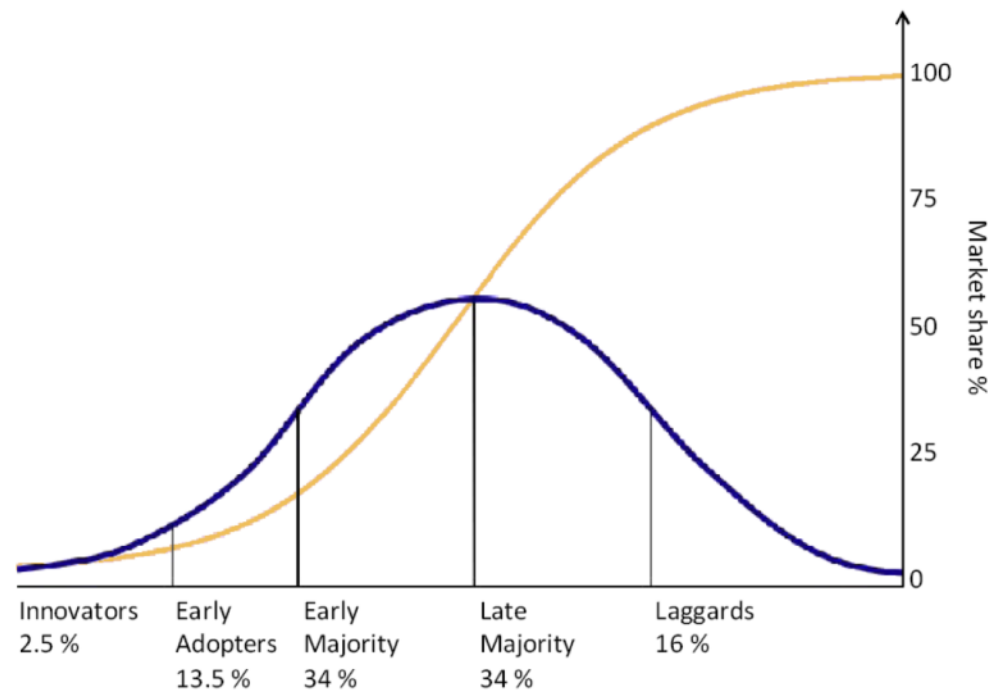


Background

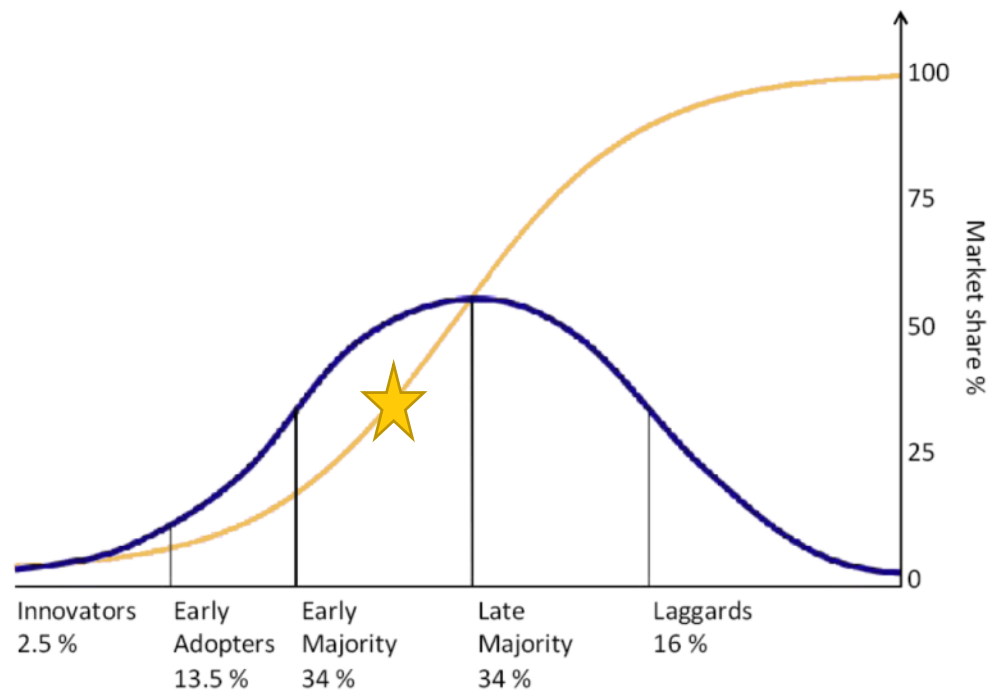
Technology Adoption Curve

Technology Learning Curve

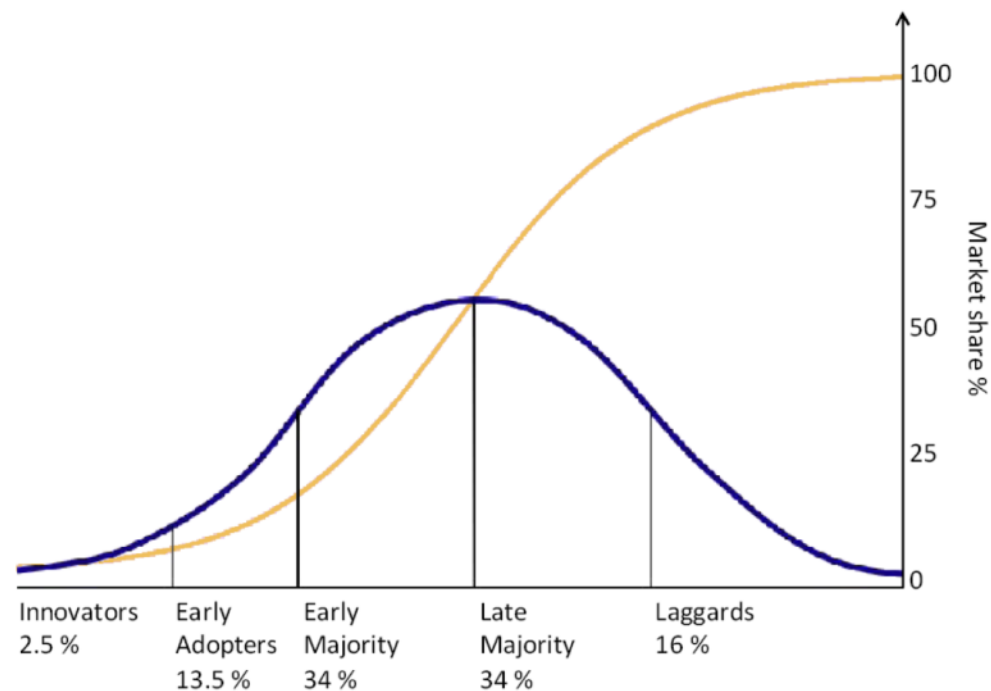
Technology Adoption Curve



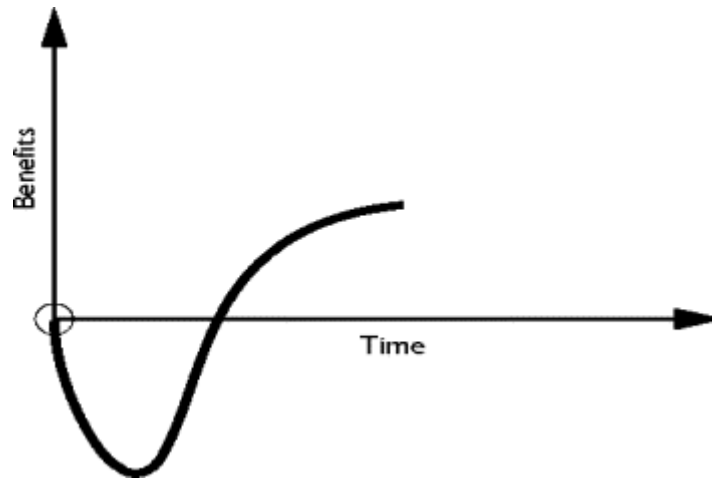
K-State Libraries On the T.A.C.



Exercise: Place Your Institution on the T.A.C.



Technology Learning Curve





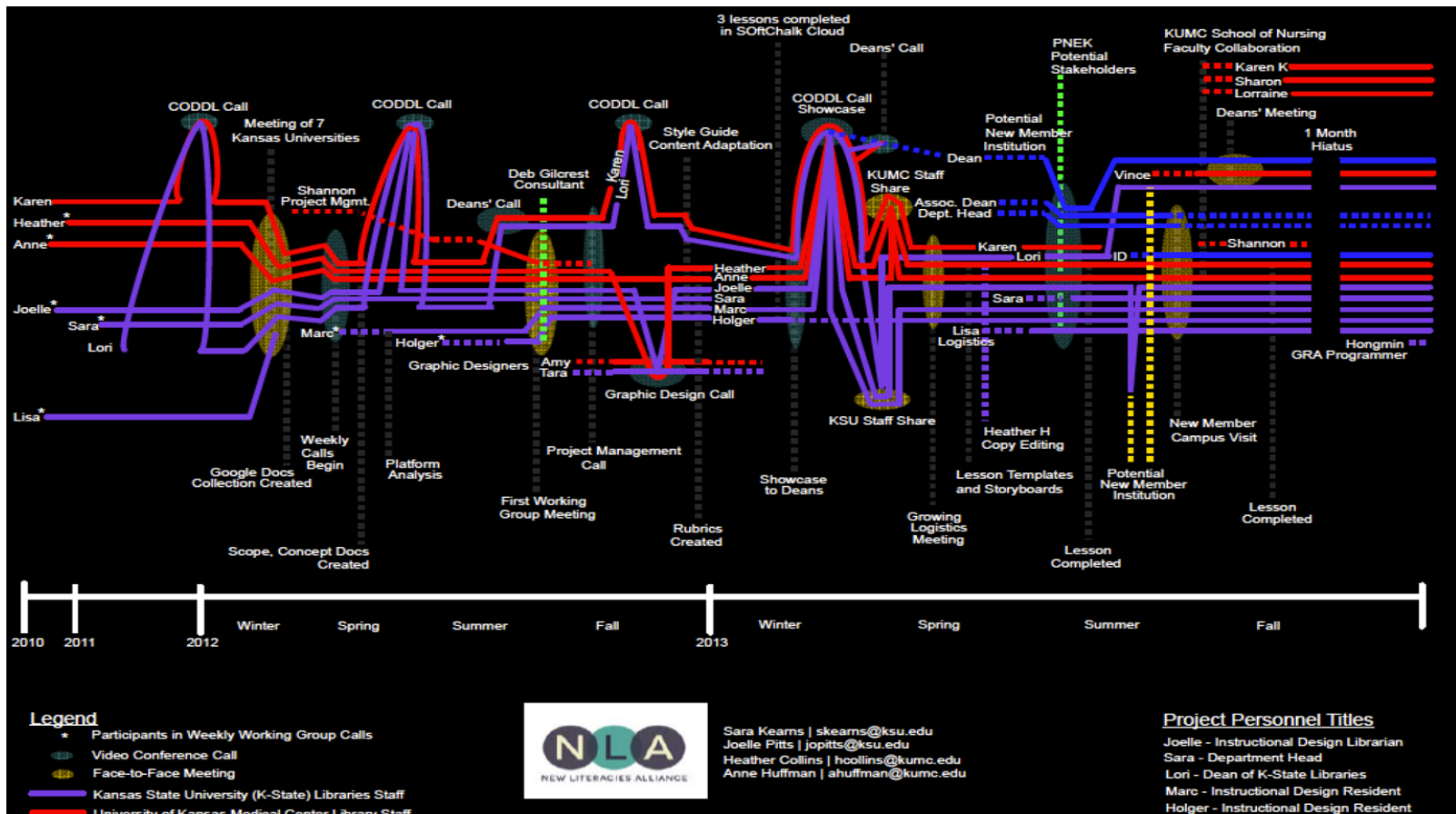
Barriers to Stage 2 Adoption: Overview

Scaling to New Partners

Getting Your OER into Classes

Complexity

Scaling Production to New Partners



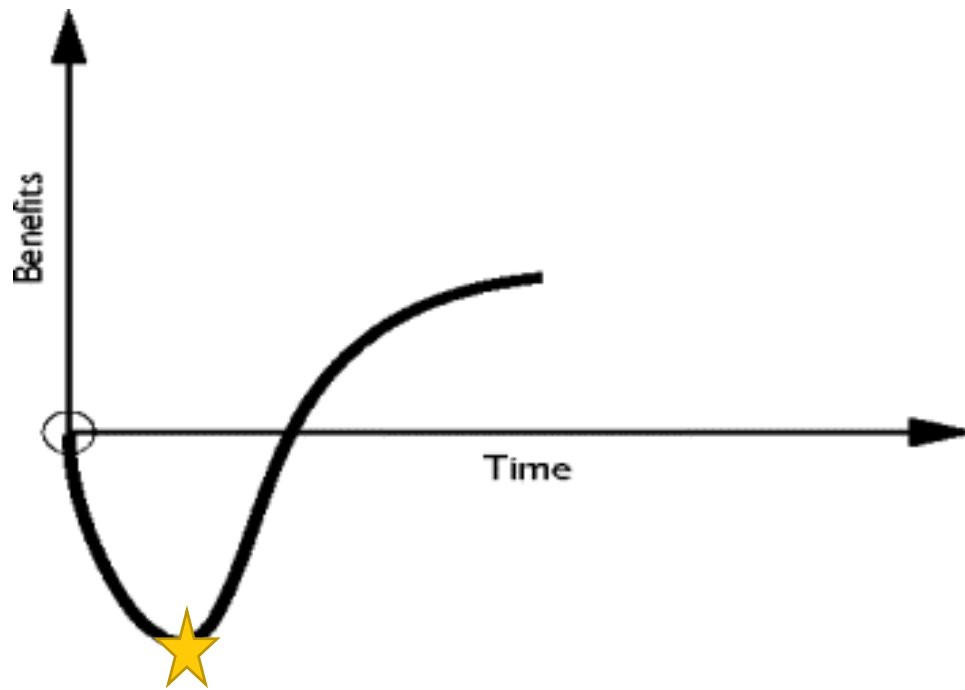
Big Training for New Partners



Writers' Training Schedule for NLA Partner Institutions

Session	Content	Location	Presenters	Date
1) Introduction to NLA	An overview of NLA including: description, scope, sample lessons, process, expectations and goals, assessment plan, etc.	iTV/or adobe connect	Sara and the NLA Steering Committee	March 26, 2014 2:30-3:30pm
2) Backwards Instruction: Refining and Grouping Content Skills	Reflect and refine content skills and then group them into logical lessons. (Steps 1 & 2) (90 minutes)	iTV/Adobe Connect	Joelle, Heather Sara Backup	April 9, 2014 2:30-4:00pm
3) Creating Learning Outcomes	1. Use Step 2 Rubric (20-30 min) 2. Create learning outcomes using content skills (Step 3) (90 minutes)	iTV/Adobe Connect	Heather, Sara	April 23, 2014 2:30-4:00pm
4) Using the "Storyboard" to write lesson plans	1. Use Step 3 Rubric (20-30 min) 2. Use the storyboard to write <u>NLA</u> -style lessons plans (Step 4) (90 minutes)	iTV/Adobe Connect	Marc, Holger, Heather, Sara,	May 7, 2014 2:30-4:00pm <i>1st drafts due mid- June 2014</i>
5) Lesson Showcase and Work Day	Meet in person with all content writers to share and review lessons Workshop one-on-one with developers	In person (TBD)	Steering Committee and Work Group	<i>Final Drafts due end of June 2014 Workshop 1st</i>

Our Technology Learning Curve



Getting Your OER into Classes

The screenshot displays a course management system interface. On the left is a navigation sidebar with icons for Account, Dashboard, Courses, Groups, Calendar, Inbox, Commons, and Help. The main content area shows a list of OER modules. Each module entry includes a document icon, a title, a description, a due date and time, a point value, a green checkmark, and a three-dot menu icon.

Module Title	Description	Due Date & Time	Points	Status
Le Cid, jour 3		Due Feb 13 at 3:55pm	100 pts	✓
Scudéry, Clélie	Scudéry, Clélie Module	Due Feb 15 at 3:55pm	100 pts	✓
Library Day	Useful Resources Module	Due Feb 20 at 3:55pm	100 pts	✓
Library Lesson 1: Questions of Authority	Useful Resources Module	Due Feb 20 at 3:55pm	8 pts	✓
Library Lesson 2: Citations	Useful Resources Module	Due Feb 20 at 3:55pm	8 pts	✓
Library Lesson 3: Scholarly Conversations	Useful Resources Module	Due Feb 20 at 3:55pm	10 pts	✓
Library Lesson 4: Search Strategies	Useful Resources Module	Due Feb 20 at 3:55pm	3 pts	✓
L'époque coloniale: la Nouvelle France	L'époque coloniale Module	Due Feb 22 at 3:55pm	100 pts	✓
La Nouvelle France (cont)	L'époque coloniale Module	Due Feb 27 at 3:55pm	100 pts	✓

Complexity

- Different LMS platforms
- LMS system administration level communication for implementing new services
- Librarian inexperience with LMS at course level



The screenshot displays the SOFTCHALK SCORECENTER interface. At the top left, the logo for SOFTCHALK SCORECENTER is visible. The main heading is "Content Attempts". On the right side, there is a red button labeled "View Lesson". Below the heading, the item name is "Scholarly Conversations", the grading method is "Highest Score", the maximum attempts are "Unlimited", and the score possible is "10.0". A note indicates "All times are GMT". There are four tabs: "Content Details", "Change Grading Method", "Change Maximum Attempts", and "Complete All Attempts". The "Content Details" tab is active, showing the following statistics: Average Grade: 0.0, Learners: 0, Attempts: 0, Activities: 0, QuizPoppers: 5, and Quiz Groups: 0. At the bottom left, it says "Learners No attempts found" and "There are no learners". At the bottom right, it says "Learners per page: 10 | 25 | 50".



Assignment Group Assignments

Display Grade as Points

Configure External Tool

Select a tool from the list below, or enter a URL for an external tool you already know is configured with Basic LTI to add a link to it to this module.

Roll Call

A very handy tool for creating seating charts and keeping track of attendance.

Scantron

Scantron Canvas Integration

Scantron (previous)

Scantron Canvas Integration

SoftChalk Cloud

Teval

Teval Canvas Integration

Teval

Add links to external web resources that show up as navigation items in course, user or account navigation. Whatever URL you specify is loaded within the

LIDBIT

URL:

to use this tool the domain must match softchalkcloud.com

Load in a new tab

Message

Delete Archive Reply Reply All Forward Move Junk Rules Read/Unread Categorize Follow Up

NLA lesson links



newliteraciesalliance@gmail.com <newliteraciesalliance@gmail.com>

Thursday, April 19, 2018 at 12:57 PM

To: Sara Kearns

Thank you for your interest in New Literacies Alliance (NLA) lessons. You requested LTI links, which integrate with learning management systems such as Blackboard, Canvas, and D2L.

The LTI links provided below are active for the 2017-2018 academic year, at a minimum. They may continue beyond, however it would be beneficial to check back with us at the start of each academic year. Sometimes there are new improved versions available.

Feel free to write to me with technical questions. For general questions about the lessons or the NLA program contact Joelle Pitts at jopitts@ksu.edu or one of the other project leaders listed on the website. (<http://newliteraciesalliance.org/about-us/>)

With best regards,

Alice Anderson
Instructional Designer
New Literacies Alliance
Kansas State University Libraries
aliceanderson@ksu.edu

LTI Links:

Ask the Right Questions v.2:
<https://www.softchalkcloud.com/scorecenter/lti/0M62a4Ui7bWouN>



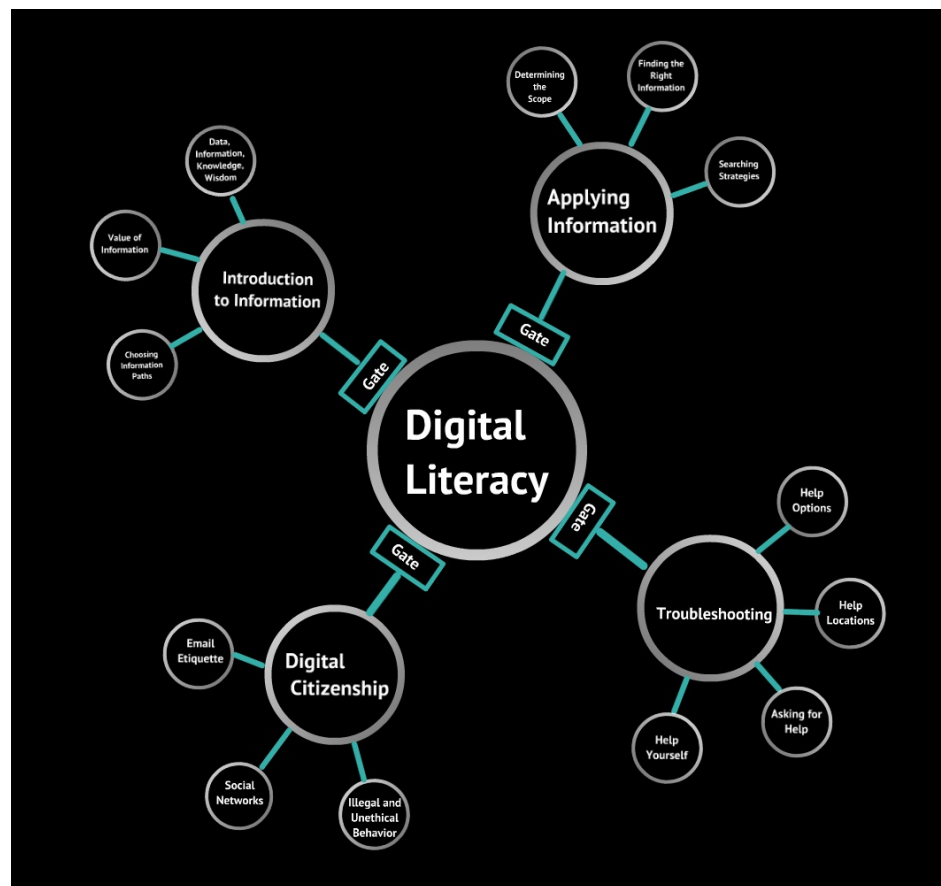
Strategies

MVPs

Prescriptive Growth

Organic Growth

Original Product Plan



Minimum Viable Product (MVP)



The screenshot shows a lesson page from the New Literacies Alliance (NLA). The header features the NLA logo and the title "Data, Information, Knowledge, and Wisdom" with the subtitle "Synthesizing data and information into knowledge". A navigation bar includes a "Next" button and a sequence of numbers 1 through 9. Below the title, a paragraph explains the lesson's focus on the data-information-knowledge-wisdom relationship. Three images illustrate the progression: a field of workers, a factory assembly line, and a modern office with computers. The bottom right corner of the screenshot includes a "Created with SoftChalk" logo and Creative Commons BY-NC-SA license icons.

NLA
NEW LITERACIES ALLIANCE

Data, Information, Knowledge, and Wisdom

Synthesizing data and information into knowledge

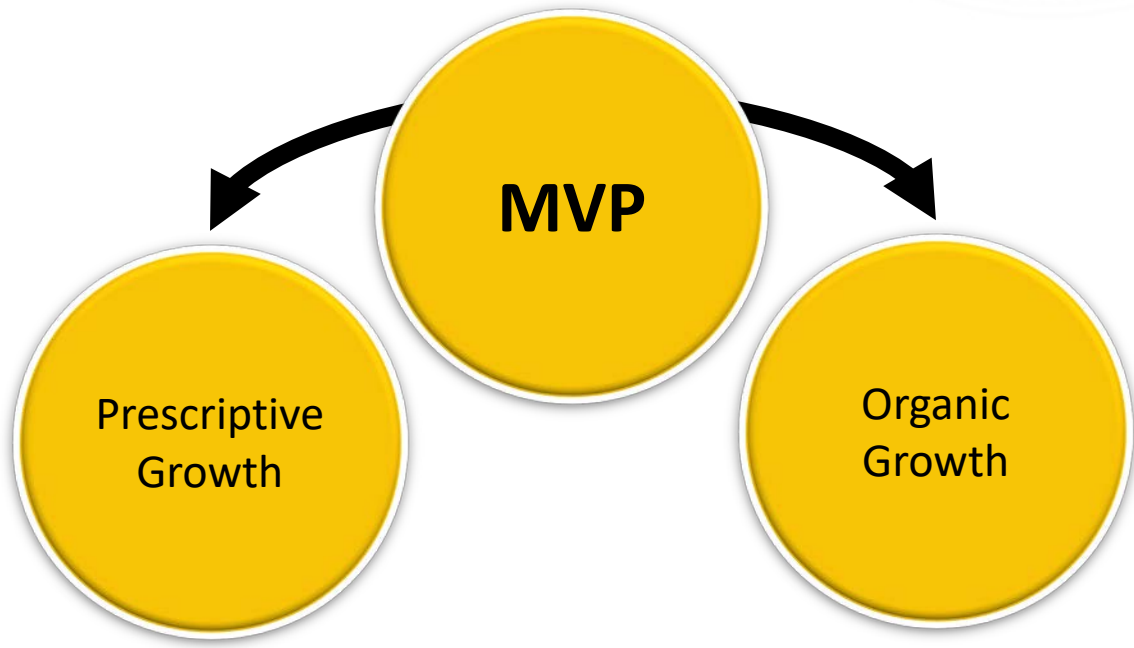
Next ▶ 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 score print all

Data, Information, Knowledge, and Wisdom

This lesson will introduce the data-information-knowledge-wisdom relationship. You will learn about the need to extrapolate meaning from "too much" information. The challenge is to take data and information and synthesize it into knowledge.

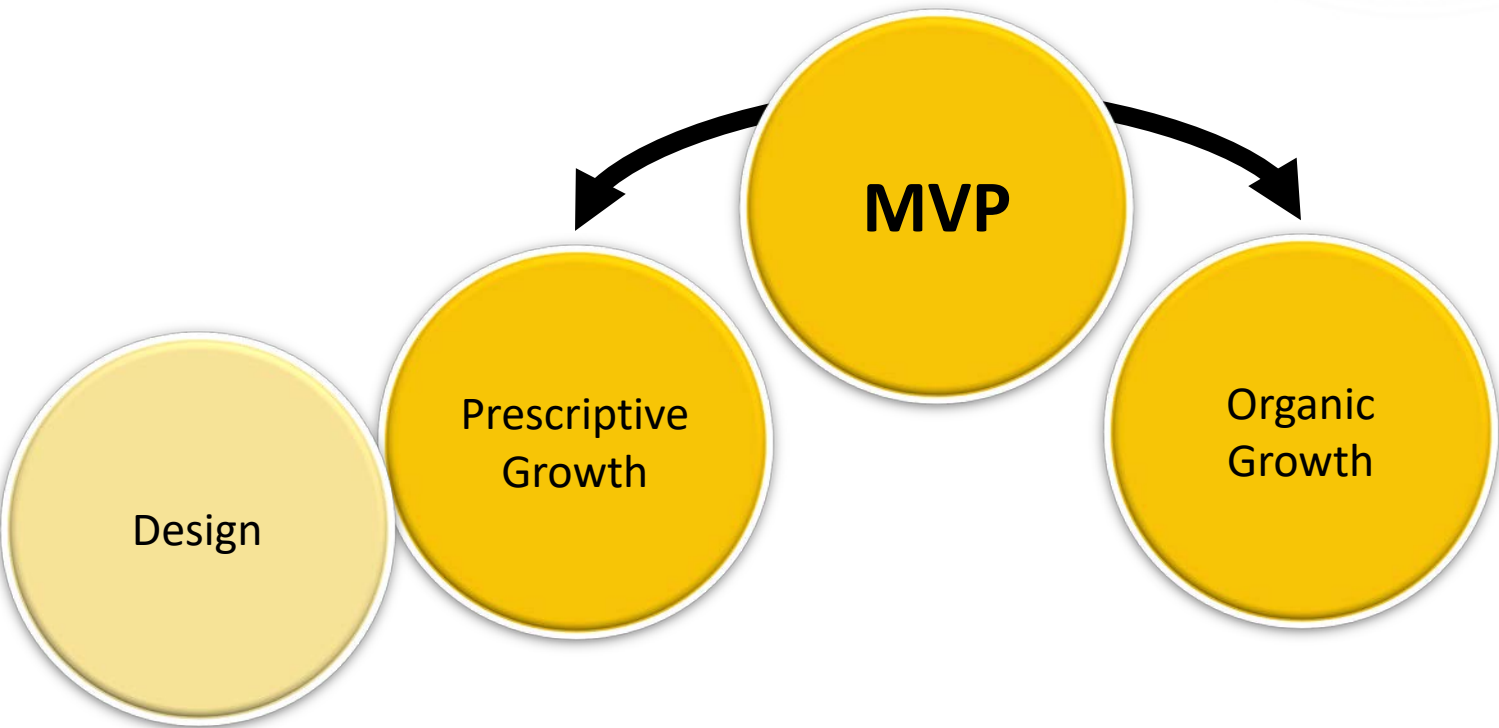


Created with SoftChalk 



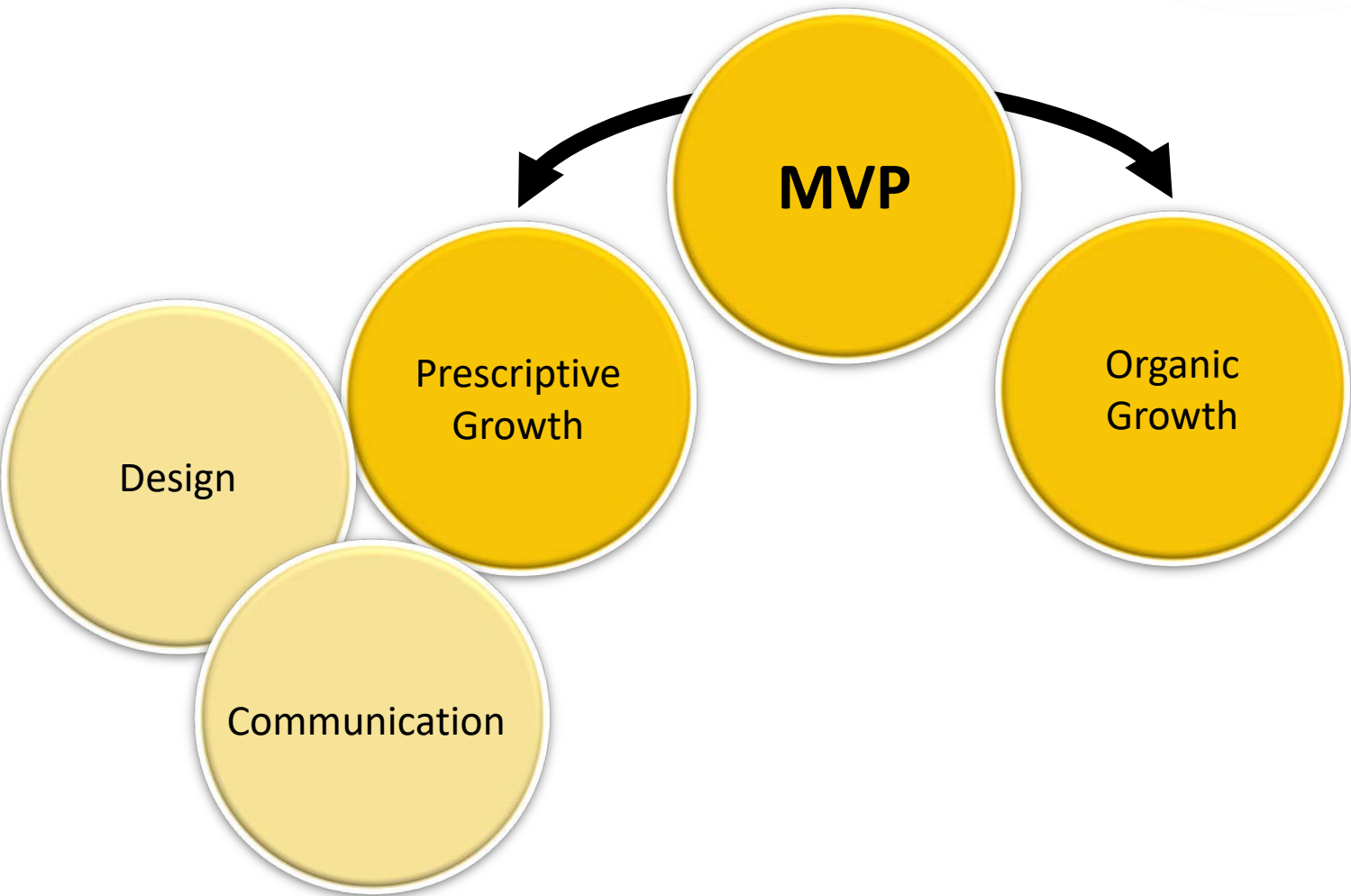
Design

- IDs lead design process
- Work with IDs and Accessibility Experts
- Rapid Prototyping, testing



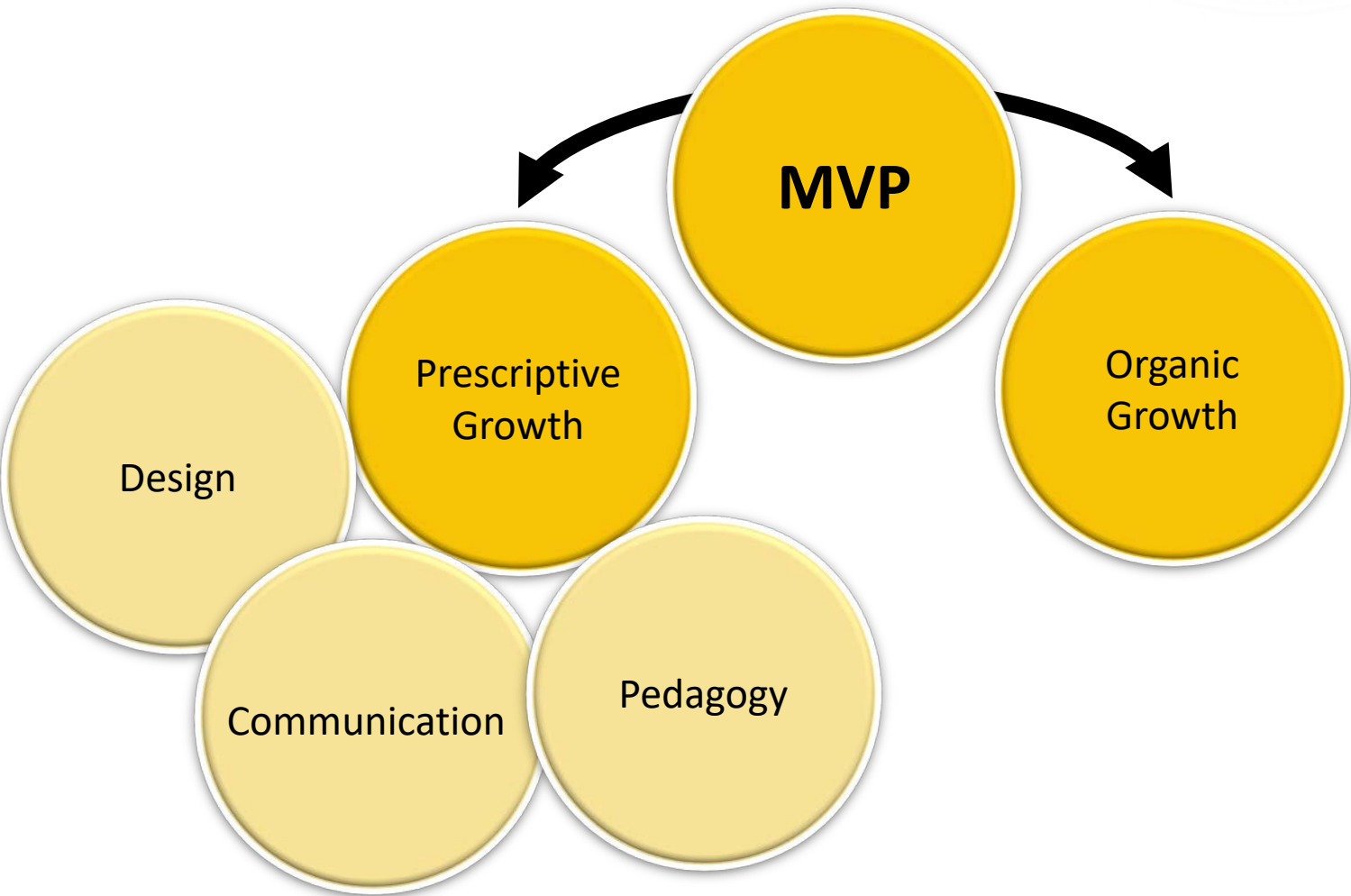
Communication

- [Elevator pitch](#)
- [Websites](#)
- [Presentations, papers, & books](#)



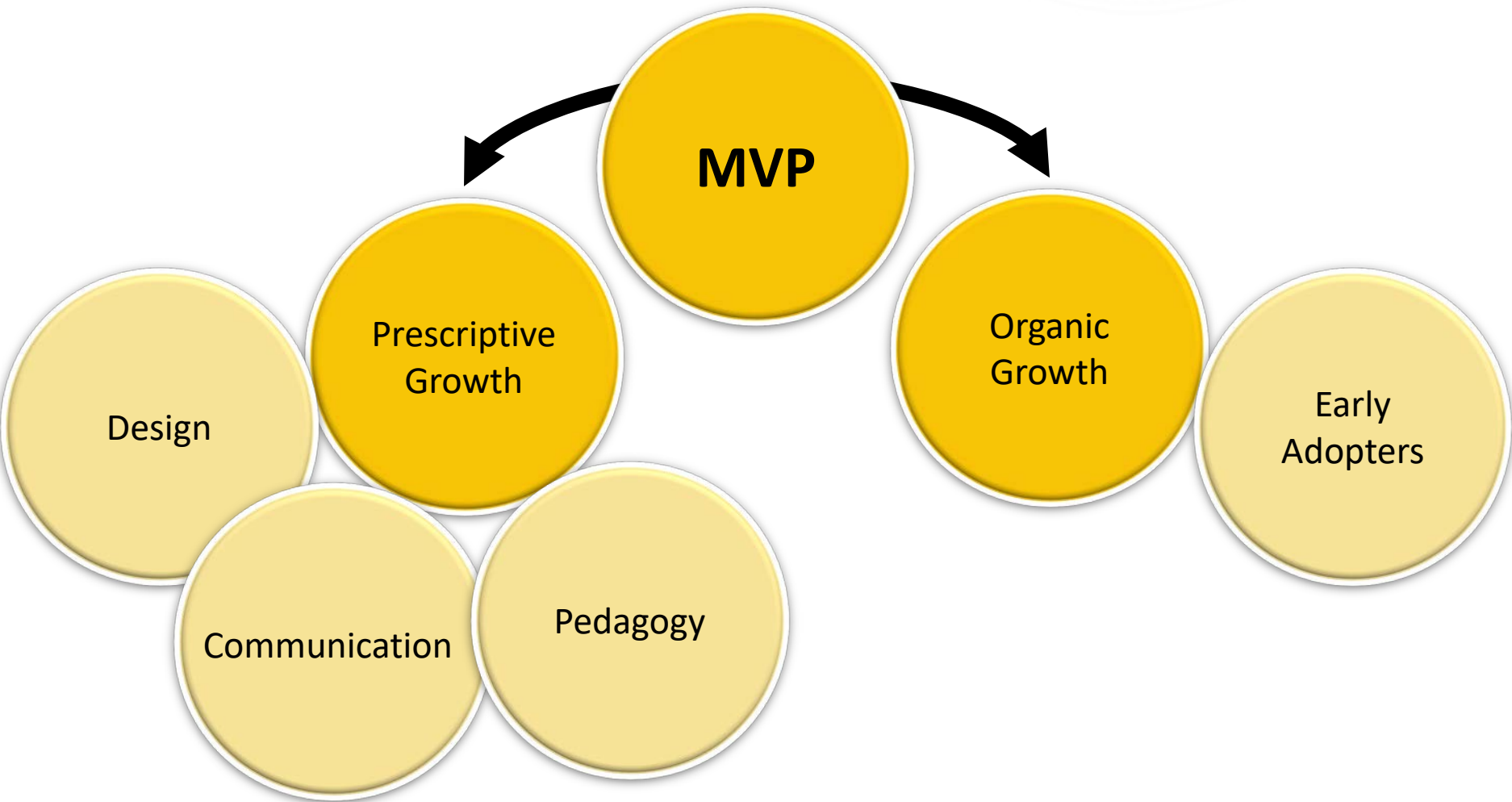
Pedagogy

- [Primer for Librarians](#)
- Learning Activity Plans (LAPs)



Early Adopters

- Listen to them to enable flexible use - what do they need?
- Identify champions & peer-to-peer mentoring
- Create opportunities for champions to interact with second wavers





Forums for Exchanging Ideas

- Workshops
- Focus Groups
- Wine

Quotes from Focus Group

This is my second, only my second time utilizing the NAL, NLA lessons. But, after listening to some of the responses, I think next time that I teach it, next semester. **I might just use the strategies that you've been talking about where they just have to re-take it for, for credit. Because, I think maybe that will, that will reinforce like student engagement.** So, I haven't seen much engagement with the material, other than the Question Authority assignment, which seemed to have the most impact.

More Quotes from Focus Group

respondent2: I was like, "Here, Jane*, go. You do your thing, Jane." I don't have anything else set up, but those quizzes are ready to go by August. And **she just goes in and embeds those, because she knows how to do that and I definitely don't....**

respondent5: I think she has some sort of spreadsheet that we don't ever have to look at because she manages it. ...

respondent3: **I embedded them in Canvas myself....**

respondent5: **Your librarian isn't working hard enough for you.**

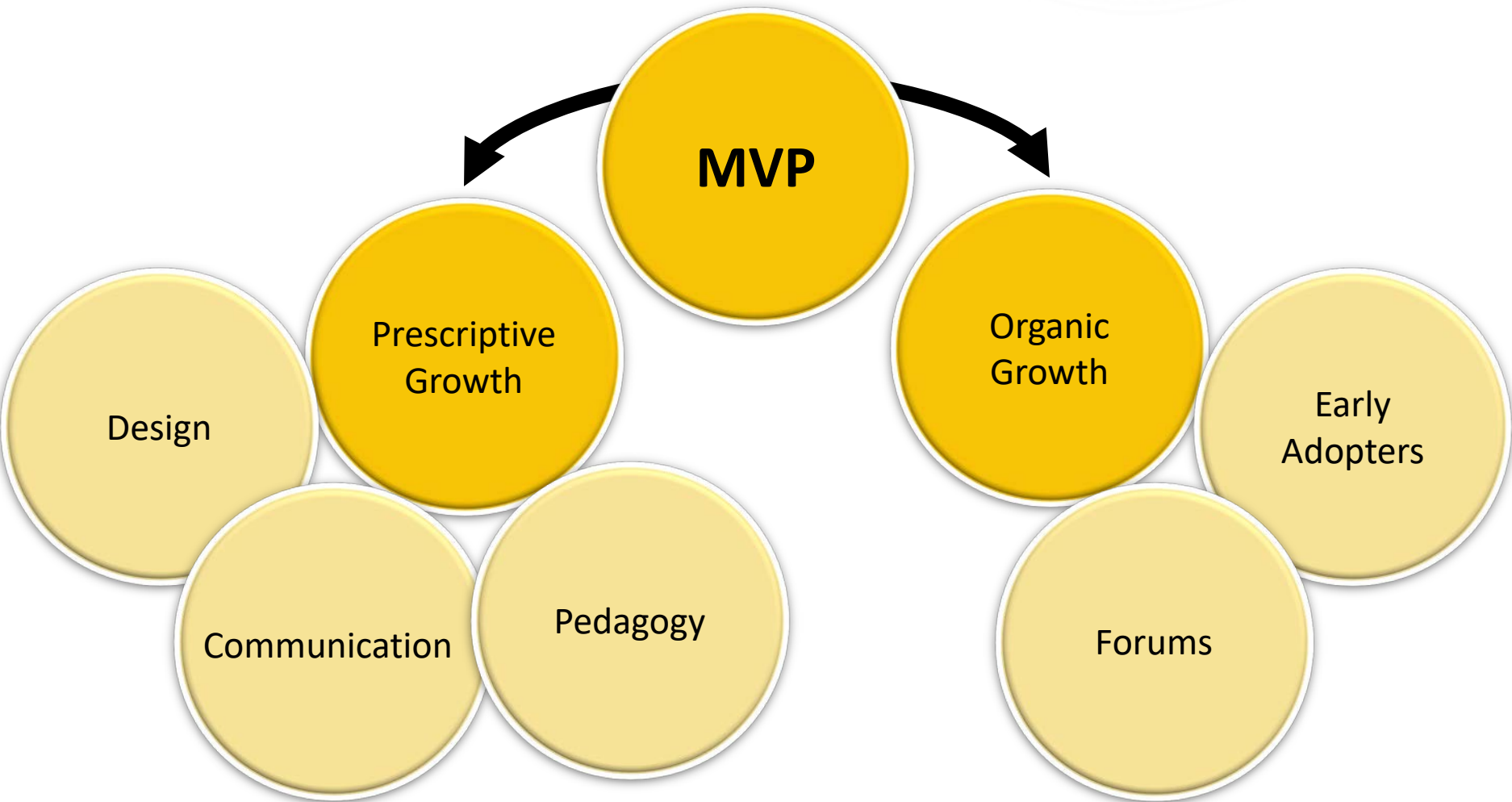


Learning from Workshops

Librarians from a community college - start with Scholarly Conversations, then go to Search Strategies

Librarian from a 4-year college - uses lessons in class; didn't have technology for everyone, so paired up and completed Search Strategies together, discussing options in the "Choose Your Own Adventure" activity

Some workshop attendees become partners.



References

Stagg, A. (2014). OER adoption: A continuum for practice. *RUSC*, 11(3), 151-164. Retrieved from <http://search.proquest.com.er.lib.k-state.edu/docview/1551388111?accountid=11789>

Moore, R. (2003) Diffusion of innovation, <http://www.conceptlab.com/notes/rogers-2003-diffusion-of-innovations.html>

Coleman-Prisco, V. (2016). *Factors influencing faculty innovation and adoption of open educational resources in higher education* (Order No. 10251546). Available from ProQuest Dissertations & Theses Global. (1861963316). Retrieved from <http://search.proquest.com.er.lib.k-state.edu/docview/1861963316?accountid=11789>

The Early Days [Image]. (2013). New Literacies Alliance. Retrieved from <http://www.newliteraciesalliance.org/about-us/project-history>

Questions? Comments? Want to Try?

- Sara K. Kearns skearns@k-state.edu
- Alice Anderson aliceanderson@k-state.edu
- newliteraciesalliance.org