The Integration of Open Education Resources in a Graduate Program

MASTER OF SCIENCE

INSTRUCTIONAL DESIGN AND TECHNOLOGY

CALIFORNIA STATE UNIVERSITY FULLERTON

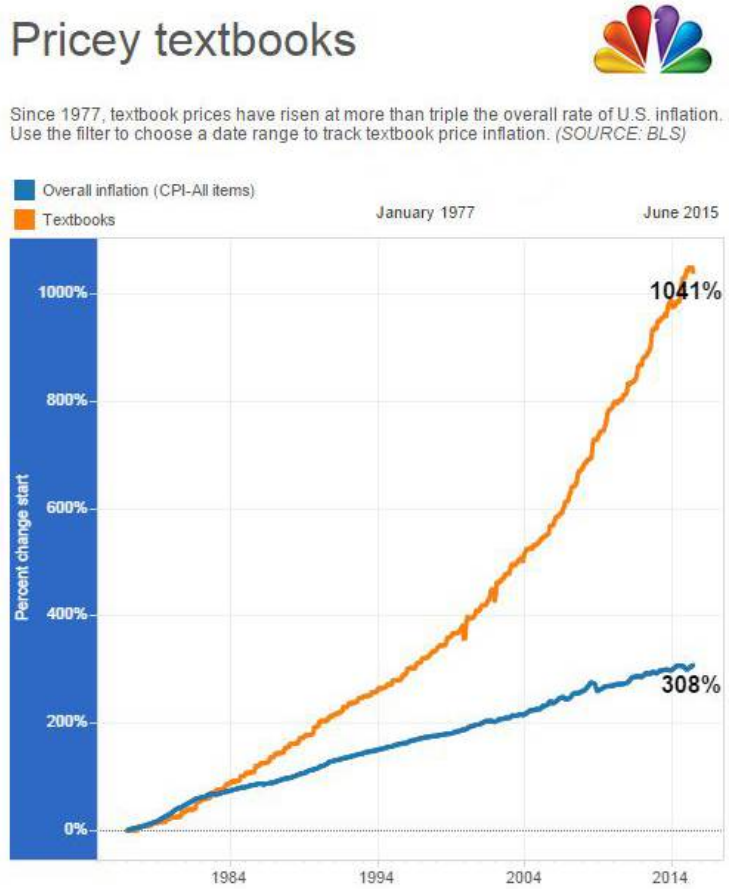
ED.FULLERTON.EDU/MSIDT

OPEN EDUCATION RESOURCES

- California State University Fullerton
- Master of Science in Instructional Design and Technology
- Student population are current instructional designers working in corporations (Apple, Google, Disney) or K-12 teachers.
- Online program, first online program in Cal State Universities, 15 years ago
- Innovative and forward thinking – this is one step towards remaining innovative and supporting students

TEXTBOOKS

- University offered training in Open Education Resources and Affordable Learning Solutions
- Cost of textbooks increased x amount in past 10 years.
- Support students in their academic goals, cost effective strategies to decrease costs of higher education



STUDENT FEEDBACK & ATD

- Positive feedback from students regarding low cost options.
- Collaborative effort with library, to provide high quality textbooks to students.
- Working with libraries was a key component in our efforts.
- Some students still opt to purchase printed textbooks.
- Ebooks are a cost effective alternative to printed textbooks.
- Several of our textbooks were located on this site:
- https://www.td.org/Publications/Books/Search-Books

Faculty Perspective:

Dr. Barbara Glaeser

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Step 1. Learning about OER

- All faculty attended a 2-day training that included:
  - The definition and benefits of OER
  - OER resources on campus
  - OER resources on the web
  - Creative Commons licensing for faculty created content
  - How to make sure materials were accessible for students with disabilities
- Time was given for department faculty to discuss the initiative and plan for implementation.

Step 2: Replacing traditional texts

- The textbook used in the course I was teaching, Research Methods, was a hardback book by well-known publisher that included Power Point slides, quizzes, and other materials.
- This text was first adopted when the program began in 2002 and had never been changed.
- The search for an equivalent text that was freely available and that also contained similar topics and content was not easy. Finally, one was found in the CSUF Library e-book collection.

Step 3: Adapting to new materials

Disadvantages

- The free text did not include the additional materials, and topics were presented in a different order than the current text.
- Thus, the entire course had to be rewritten, with new lectures, quizzes, activities, and the syllabus and LMS had to be restructured to offer topics in a different sequence.
- This process was extremely time consuming.

Advantages

- Having to adapt to a new book encouraged me to "refresh" the course. I chose to create Softchalk lessons about each chapter/topic and embedded my own materials and quizzes that supported each chapter.
- The new text has more emphasis on writing and the process of research, which is more appropriate to our program.
- Students expressed their appreciation (JOY!) at not having to buy a traditional text, and seemed to really enjoy the new course content, sequence, and especially, the emphasis on writing about research.

Using OER to Teach Emerging Technologies

Dr. Shariq Ahmed

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The Challenge

- Course: Emerging Technologies & Issues in Teaching
- Course Objective: *"Evaluate and compare a variety of emerging technologies as they relate to theories of learning and curriculum development".*
- Analyze and Critique contemporary emerging tech tools.
- New topics are added each semester.
- Textbook used traditionally
  - New editions are infrequent.
  - Cant keep up with the pace of emerging technologies.
  - Obsolescence.
  - Almost impossible to find one book that would cover all aspects of emerging technologies.
  - Rising co$t.
  - Student engagement.

The Solution: OER

- Attended OER training @ CSUF in Summer 2016.
- Consulted with Instructional Designers.
- Reviewed OER books & resources on related topics.
- The Emerging Technologies Course was a natural fit for OER.
- Frees the syllabus from the confines of a single textbook.
- Content was delivered:
  - scholarly articles through the CSUF Library database, Google Scholar, TED Talks, Lynda.com
  - publications: Educause, The Chronicle of Higher Education, Inside Higher Ed, WSJ (Tech), etc.

Findings

- Students preferred not having a textbook
  - Co$t, flexibility, access, relevance, engagement
- Flexibility to add and update topics, and include technologies and issues as they happen.
- Forced me to think out of the box.
- Using OER resources helped facilitate new projects into the course:
  - e-Portfolios
  - Use of social networks for teaching & learning
- Better fit for adult learning and the constructivist approach.
- Time!
- Not as structured, organizing the syllabus is a task.
- Once you go OER, it's difficult to turn back to the textbook model.

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