

BRIDGEWATER STATE UNIVERSITY

"Flip the Resource" OER Summer Bootcamp

Bridgewater State University, located in Bridgewater, M.A., was founded in 1840, and is the 10th-largest four-year academic institution in Massachusetts, with 9,942 enrolled students (as of Fall 2021.)

ABOUT THE BOOTCAMP

Contact Jessica Birthisel, Associate Professor of Communication Studies, for more information about this initiative (jbirthisel@bridgew.edu).

Which campus entity (or entities) led the initiative?

This was designed and led by one campus OER faculty cheerleader (we don't have any official leadership positions related to OER.) The Associate Provost for Academic and Faculty Affairs also helped procure an external grant to fund the bootcamp.

Details of the initiative:

This online four-week "Flip the Resource" boot camp was designed to support 25 BSU faculty in flipping a course from using traditional (costly) textbooks to utilizing no-cost Open Educational Resources (OER) instead. In exchange for a \$770 stipend Participants committed to using the OER alternative they developed during the boot camp the next time they teach the course, providing much needed financial relief and digital flexibility to our BSU students over 2020-2021 academic year. Planned activities for this asynchronous boot camp (ran through Blackboard) included weekly modules focused on key definitions and strategies related to OER (including the 5Rs of OER, open pedagogy, Creative Commons, copyright issues, and relevant database identification and navigation.) Additionally, each participant was asked to complete a series of scaffolded assignments that culminated in a complete set of OER for a BSU course. Assignments included the development of a course topic outline worksheet, a topic/resource matrix, a unit resource inventory, and a fully revised course syllabus.

What did it cost to run the initiative, and how was it funded?

The experience, funded externally by a Davis Educational Foundation "Presidential Grant for Alternate Academic Delivery," cost approximately \$18,000. The faculty facilitator received \$1,000 to design the boot camp and an additional \$1,000 to facilitate it. Twenty-one participants were paid a stipend of \$770 to complete the four-week experience and the follow-up work.



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"Flip the Resource" OER Summer Bootcamp, con't.

What worked well about the initiative? What do you see as its successes? Can you estimate how this led to a cost savings for your students?

Each participating faculty member picked one course to focus on for the boot camp. In their application, they identified the course at hand, listed the standard textbook(s) used in the course – and the average cost of the book(s) – and the number of sections of that course they anticipated teaching in the Fall 2020 semester. The cost of required texts for the courses at hand ranged from \$32 to \$250 per student. If we imagine a world where all students would have paid full price for the textbooks used in the courses that were re-designed during this boot camp, the savings to our BSU students for fall 2020 would be approximately \$90,000. While this is already a fantastic return on the investment of the grant, the exciting thing is that this is just one semester. Moving forward, if these faculty continue to utilize the free and open course materials they curated and developed for this boot camp, the savings will repeat itself for our students semester after semester.

Additionally, in post-bootcamp surveys, several participants specifically mentioned that what was helpful about the boot camp was the accountability it provided. They'd been thinking for a while about utilizing OER, but the boot camp was the final push they needed to act on it. Additionally, several participants commented that the boot camp helped them feel confident/brave/empowered enough to begin the work of transforming their classes in earnest. Several participants were pre-tenure and part-time faculty, and in our discussions, some of these folks mentioned that an institutional offering like this made it feel safe to experiment with their teaching in this way. (Several mentioned, too, that the stipend helped them feel more accountable for completing their work in the boot camp.)

Did you run into any hurdles or challenges in the implementation of the program? What (if anything) might you change in future iterations?

One lesson learned was that people came into the boot camp with varying OER experience levels and different goals. In terms of facilitation, it was a challenge at times to accommodate different needs (beginners versus people with more experience finding OER; people who wanted to find resources versus people who wanted to create a book from scratch; people from vastly different disciplines with varying pedagogical challenges.) Future offerings may consider a more tailored approach (by discipline or by experience level.) Relatedly, BSU may consider a tiered roll out of OER development opportunities that allow participants to "graduate" from professional development experiences in a scaffolded sequence, and progress accordingly.

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"Flip the Resource" OER Summer Bootcamp, con't.

Have you pursued any follow-up OER initiatives after this one? If so, please describe. If not, are there any that you'd consider?

No, though participants were asked what other trainings around open education they'd be interested in. Of the participating respondents, 100% said they would be interested or very interested in future offerings related to discipline-specific OER strategies. This suggests that future iterations of this boot camp, or future OER professional developments on campus, might consider offerings by college, or including a more disciplinary cohort-style component to their organization or facilitation. When asked about what additional aspects of "open education" participants would be most interested in learning more about via future professional development opportunities, people responded as follows:

- 82% were interested in offerings about creating original OER
- 58.8% were interested in offerings about designing assignments using OER
- 52.9% were interested in offerings about best practices for "curating" free and open materials from many sources
- 52.9% were interested in offerings about designing and publishing an OER book

"I feel very empowered to create and curate OER content now. I started from zero and now I feel like I know exactly what to do to get started. The framework and resources were so useful and could easily be adapted to any class."

"[The most valuable part of the boot camp were] all of the resources and the ability to browse through them at our own pace and as needed each week.. Also, being required to begin the specific planning using course outcomes for the course we wanted to use OER in was important for making me progress forward and not get stuck online just searching and searching for things."

-Faculty feedback following the OER bootcamp

MASSASOIT COMMUNITY COLLEGE

Massasoit OER Program, con't.

Massasoit Community College, located in Brockton, M.A., is a NICHE-accredited public community college that was founded in 1966 and serves 6,995 students (as of Fall 2018).

ABOUT THE 'OER PROGRAM'

Contact Jesse Schreier, Coordinator of Instructional Technology, jschreier@massasoit.mass.edu, or Kathleen Berry, Instructional Technology Specialist, kberry2@massasoit.mass.edu, for additional information about the initiative.

Details of the initiative:

The Massasoit OER Program has existed since Fall of 2015. We have helped over 60 faculty members develop courses based solely on OER materials with zero cost to the student. At this time, faculty have developed over 100 different courses as OER. Each semester, we have approximately 100 sections of courses that use only OER materials. In total, the Massasoit OER Program has saved students over \$3,000,000 in textbook costs.

Which campus entity (or entities) led the initiative?

- The Provost's Office/Office of Academic Affairs—Financial Support for OER development
- The Office of Online Learning – Executing the Program, OER Training, tracking, course marking
- The Massasoit Library – Help with OER training
- Massasoit Registrar – Allowing course marking
- Massasoit College Communications – Marketing OER to students and staff

What did it cost to run the initiative, what was this money spent on, and how was it funded? (i.e. through a particular department, an internal or external grant, etc.)

Cost to fund OER training and course development/transformation: depending on the time, the college has paid \$333/credit or \$500/credit to faculty who complete training and OER course development. Funding has generally come from the Office of Online Learning Budget (through Academic Affairs). The Office of Online Learning did secure a PIF Grant in 2018 to support OER development. Massasoit is happy to share this application and our year end report with any college that would like to replicate the effort.

MASSASOIT COMMUNITY COLLEGE

Massasoit OER Program, con't.

What worked well about the initiative? What do you see as its successes? Can you estimate how this led to a cost savings for your students?

Successes: Faculty training and course development. Saving students money is obviously a success. Many faculty eliminated costly textbooks from big publishers from their courses. We do require that faculty have \$0 cost to the student to receive the designation of OER course and a stipend for training and course development.

Did you run into any hurdles or challenges in the implementation of the program? What (if anything) might you change in future iterations?

First, finding funding to support faculty training and course development is always a challenge. It does take a significant amount of time for faculty to complete training and transform their courses to rely on OER. OER materials are still not readily available for all courses. Many faculty do not like the OER resources that exist.

Additionally, students do not know what OER means. However, it is challenging to label course as "No Textbook" because that implies the course lacks content and it is inaccurate as many courses have electronic OER textbooks. When we survey students about OER courses, many do not know they enrolled in one until the course starts and they meet the professor for the first time. So, marketing OER is a constant challenge.

Have you pursued any follow-up OER initiatives after this one? If so, please describe. If not, are there any that you'd consider?

Our OER Program is ongoing. We carve out money from our budget and from grants and fund training and course development as appropriate. COVID has sucked up much of our time for training.

"My overall experience with the OER project was outstanding. The materials I have students read have improved, my approach to the course and the curriculum have improved, and I feel proud to know that I am no longer asking students to shell out \$150+ for a textbook for my course. The high price of textbooks has become a nuisance for students, especially community college students who may be at an economic disadvantage, so projects like the OER program make me hopeful that we are on our way to becoming a responsible and ethical college that truly cares about people, and in that sense we are leading the way."

-Massasoit Community College English Professor

MIDDLESEX COMMUNITY COLLEGE

"Equity in Action: MCC Goes Open" Initiative

Middlesex Community College, located in Bedford and Lowell, M.A., is a public community college founded in 1966. It serves 6,152 students (as of Fall 2018).

ABOUT THE BOOTCAMP

Contact the following people for more information about this initiative: Jordana Shaw, Coordinator of Library Services (shawj@middlesex.mass.edu); Tracy Joyce, Coordinator of Library Services (joycet@middlesex.mass.edu); and for questions about Open Pedagogy, contact Joanna Gray, Student Success Librarian, (grayjo@middlesex.mass.edu).

Details of the initiative:

- Duration of asynchronous module participation: 1 month
- Number and description of participants:
 - OER Modules - One faculty participant (English)
 - MCCLibOER Modules allow faculty the flexibility to engage with materials and resources that will bring one up to speed on everything OER. Topics include: Defining, Searching, and Evaluating OER; Adopting, Adapting, and Creating; and Licensing and Sharing. Participants search and evaluate OER to complete an assessment that tests their knowledge. Anticipated completion time: 3 hours.
 - Open Pedagogy Module - Four faculty participants (Science, English, and Business)
 - The MCCLibOP Modules allow faculty the flexibility to engage with materials and resources that will bring you up to speed on everything Open Pedagogy. Topics include: Defining and Examples of Open Pedagogy, Designing a Renewable Assignment, and Licensing and Sharing. Participants will develop a renewable assignment and complete an assessment to test their knowledge. Anticipated completion time: 3 hours.

Who on your campus helped execute the initiative?

- Student Success Librarian - created Open Pedagogy Modules, followed up with faculty who completed modules
- Director of Libraries - coordinated contracts and stipends for faculty participants
- Coordinators of Library Services - Created module objectives and assessments, followed up with faculty who completed modules
- Coordinator of Library Systems & eResources - Created OER Modules, followed up with faculty who completed modules
- All Reference Staff - marketing and recruiting



MIDDLESEX COMMUNITY COLLEGE

"Equity in Action: MCC Goes Open" Initiative, con't.

What did it cost to run the initiative, what was this money spent on, and how was it funded?

- Total Cost: \$600.00
- The funding for these trainings was made available through a FY2020: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Postsecondary Allocation Grant
- Faculty who completed the modules received a stipend of \$40 per hour for 3 hours of work, for a total of \$120.

What worked well about the initiative? What do you see as its successes? Can you estimate how this led to a cost savings for your students?

It allowed us to provide asynchronous training to our faculty members who may not have the time to attend a synchronous training. It also gave faculty who may not be ready to commit to a major redesign of their courses with OER or Open Pedagogy assignments the chance to explore these possibilities.

Did you run into any hurdles or challenges in the implementation of the program? What (if anything) might you change in future iterations?

- Open Pedagogy Module:
 - The assessment turned out to be more challenging than we initially expected, so we plan to modify it in future iterations.
 - Once a few instructors participated in the modules, we realized that some of the wording could be clearer and made some changes to more clearly state the work we expect instructors to complete.
 - Since a couple of the faculty members who completed the Open Pedagogy modules required some follow up discussion and resources to make their assignments truly open, we have considered removing the assignment redesign requirement from this module. This would allow them to use their time to focus on learning about open pedagogy. We could then offer a second stipend for the design of an open pedagogy assignment.

MIDDLESEX COMMUNITY COLLEGE

"Equity in Action: MCC Goes Open" Initiative, con't.

Have you pursued any follow-up OER initiatives after this one? If so, please describe. If not, are there any that you'd consider?

We plan to continue to offer the OER and Open Pedagogy modules as asynchronous training options for our faculty.

“... I did learn a lot about open pedagogy, which I am very much interested in. Busy work is for the birds so I appreciate the opportunity to learn more about open assignments. I plan of developing more for all my classes. The modules are wonderful and I think they will make a big difference in how willing people are to develop these types of assignments. They made a great case for the replacement of disposable assignments, and I think the more we can spread the word, the better student outcomes will be. Over all, I want to thank you all for the opportunities you have provided me for growing as an instructor. The work I have done in OER is like a paradigm shift in how I thought about classroom materials and assessments like the open pedagogy examples the modules covered.”

-Faculty feedback from the Open Pedagogy Modules

