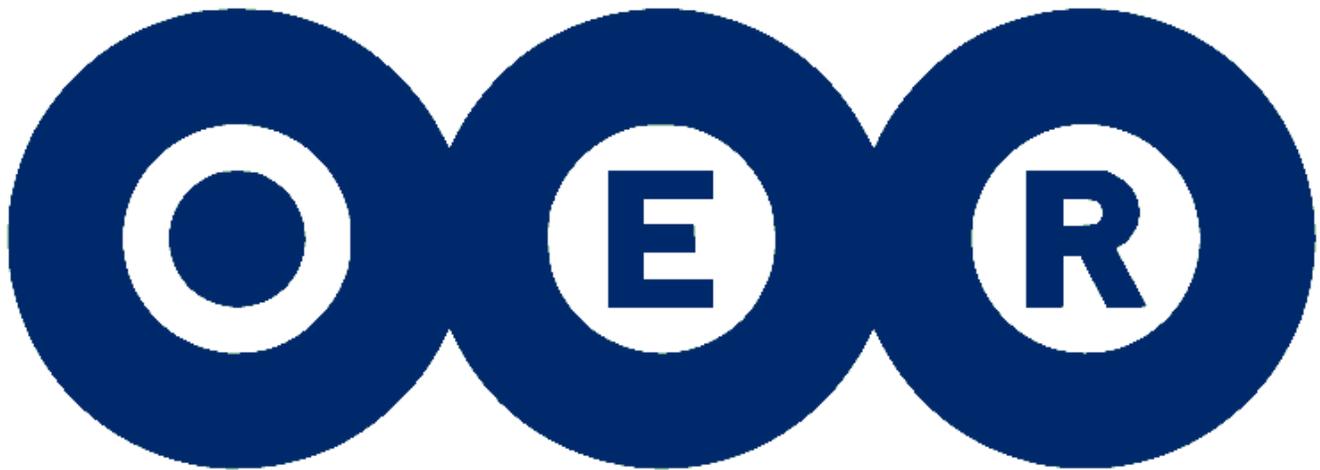## New England Faculty Development Consortium

OER

The OER Initiative: Working towards Availability, Accessibility, and Affordability

November 17, 2017
College of the Holy Cross
Worcester, Massachusetts

Conference Overview

8:00   Continental Breakfast

8:30 – 9:00   Conference Registration

9:00 – 9:15   Welcome and Introductions

9:15 – 10:30   O.E.R. Panel Discussion

10:30 – 10:45   Break

10:45 – 11:40   Concurrent Session 1

11:40 – 12:45   Lunch

12:45 – 1:40   Concurrent Session 2

1:40 – 1:55   Break

1:55 – 3:10   Concurrent Session 3

3:10 – 4:30   Poster Session, Wine and Cheese Reception

Conference Chair: Peter Shea
Proposal Chair: Susan Tashjian
President: Dakin Burdick

Conference Planning Grid

9:00-9:15 -- Welcome & Introductions, Hogan Center Ballroom

9:15-10:30 -- Panel Discussion, Hogan Center Ballroom

10:30-10:45 -- Break

10:45-11:40 -- Concurrent Session 1

304(05)	320	328	401	519	Suite A
Renew and Redesign: 2 R's for Open Pedagogy "DIY First Folio": Shakespeare and Active OER Learning	Open Pedagogy in Professional Development	Leveraging OER for Trauma-Informed Higher Education	Beyond Savings: Empowering Faculty to Make the Switch	The Cost, Financing and Sustainability of OER Z-Degrees	Using OER to Support Significant Learning

11:40-12:45 -- Lunch, Hogan Center Ballroom

12:45-1:40 -- Concurrent Session 2

304(05)	320	328	401	519	Suite A
Creating interactive videos with open source content Transforming a Lecture into Open Educational Resources	Reusing Learning Objects: Open Pedagogy & Student Content	Using OER & OA Textbooks in Graduate/Undergraduate Courses	Growing a Vibrant OER Initiative on your Campus	Getting Started with OER: The Dean College Roadmap	Teaching with OER: Benefits and Challenges

1:40-1:55 – Break

1:55-3:10 – Concurrent Session 3

304(05)	320	328	401	519	Suite A
Citizen Science in the Classroom Invigorating the Classroom through Contemporary Articles	OER and UAT: Are Your Materials Working for Your Students?	Making the Shift to OER an Approachable Process	The Open Hub: 6 years of a Collaborative OER Initiative	Converting Courses Across the Disciplines to OER Curricula	The Open Road - Supporting Campus-wide OER Adoption

3:10-4:30 – Poster Session and Wine and Cheese Reception, Suite B/C (4th Floor)

9:00 – 9:15   **Welcome and Introductions (Room N206)**

Peter Shea, Conference Chair
Dakin Burdick, NEFDC President

9:15 – 10:30   **Panel Discussion**
"Open Educational Resources in Higher Education"

Four people, with four different roles for approaching Open Educational Resources. Peter Shea will moderate the discussion.

Tom Thibodeau, Assistant Provost, New England Institute of Technology

Sue Tashjian, Coordinator of Instructional Technology, Northern Essex Community College

Patricia Richard, Faculty Member, Middlesex Community College

Donna Maturi, Coordinator of Library Services, Middlesex Community College

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10:30 – 10:45   **Break**

10:45 – 11:40   Concurrent Session 1

Room 304(05) -- Renew and Redesign: 2 R's for Open Pedagogy
        Susan Eliason (seliason@bridgew.edu) - Bridgewater State University

Come and explore how to engage students in the 5R activities required for an OER. See a redesigned course and assignments using OER-enabled constructionist pedagogy. Discover how to encourage students to retain, reuse, revise, remix, and redistribute content using renewable assignments. Engage in an activity using Hypothes.is to annotate a Pressbook created for the redesigned course. Download Hypothes.is software at: https://web.hypothes.is/start/ There will be a discussion to produce a list of ideas to explore for your teaching practice.

Room 304(05) -- "DIY First Folio": Shakespeare and Active OER Learning
        Kyle Sebastian Vitale (kyle.vitale@yale.edu) - Yale University

This session explores "DIY First Folio," an OER collaboration among librarians, digital designers, and faculty to situate Shakespeare's First Folio for active learning through an interactive website. College instructors historically lack accessible, dynamic resources for teaching the early centuries of print culture. Participants will explore how the open, mobile-compatible DIY-FF activates the Folio through clear language and constructivist exercises. The session encourages discussion about how the resource enables students to create and reflect in the classroom.

Room 320 -- Open Pedagogy in Professional Development
        Monica Poole (mcpoole@bhcc.mass.edu) - Bunker Hill Community College
        Lori Catallozzi (lacatall@bhcc.mass.edu) - Bunker Hill Community College
        Proshot Kalami (pkalami@bhcc.mass.edu) - Bunker Hill Community College

At Bunker Hill Community College, we are deeply committed to culturally sustaining pedagogies and we bring that commitment to our approach to open educational resources. Our faculty professional development for OER integrates these two orientations using the concept of open pedagogy. Drawing on Maha Bali's definition of open pedagogy, our 2-day OER Institute is committed to openness, sharing, and equity, with a strong social justice orientation. This session analyzes and reflects on BHCC's OER Institute and helps participants to reimagine professional development using open pedagogy.

Room 328 -- Leveraging OER for Trauma-Informed Higher Education
        Emily J. Wilson (emily.wilson2@simmons.edu) - Simmons College

Traumatic exposures often result in barriers that can disrupt learning. During his 2009 TED Talk, University of the People founder Shai Reshef referenced traumatic exposures as global barriers to higher learning from the U.S. to Syria to Liberia, concluding that open educational resources (OER) can disrupt these barriers. Today, government agencies, colleges, and universities use trauma-informed OER to train teachers, reach students, and connect advocates. Through demonstrations, activities, discussion, and resource-sharing, this session will briefly introduce the science of trauma and learning and present three major uses for trauma-informed OER currently practiced in higher education.

Room 401 -- Beyond Savings: Empowering Faculty to Make the Switch
     Lindsey Gumb (lgumb@rwu.edu) - Rhode Island College
     Dragan Gill (dgill@ric.edu) - Rhode Island College

There are various benefits of Open Educational Resources (OER) in higher education. However, much of the focus still revolves around the financial savings that these resources promise. While saving students money may have been the initial motivator, OER also have the potential to transform the way faculty teach and students learn. When copyright restrictions dissolve, so do many of the barriers to deep, active learning. How do we communicate this to people who are not yet actively involved in OER?

Room 519 -- The Cost, Financing and Sustainability of OER Z-Degrees
     Kelly Gillerlain (kgillerlain@tcc.edu) - Tidewater Community College

This session will give a brief history of how Tidewater Community College (TCC) created the "Z-Degree." Topics discussed will include: how TCC funds the OER initiative, the importance of policy, obstacles to overcome, and how the college hopes to fund additional Z-Degrees going forward. In addition, data from the last four years will be presented and lessons learned will be highlighted. Qualitative and quantitative student success data will be shared. The presenter hopes to facilitate discussion that will aid the participants in their pursuit of establishing and maintaining OER Z-Degrees and OER courses.

Suite A -- Using OER to Support Significant Learning
     Elizabeth Siler (esiler@worcester.edu) - Worcester State University
     Miriam Plavin-Masterman (mplavinmasterman@worcester.edu) - Worcester State University
     Vicki Gruzynski (vgruzynski@worcester.edu) - Worcester State University

Once you have decided to use open educational resources in your classroom, what do you do next? How do you get started? And how can using open resources make your courses and teaching even better? In this session, we will use Dee Fink's Taxonomy of Significant Learning as a framework for choosing course materials. In the first part of the session, we will give an overview of open educational resources, then present the authors' social science course as an example. The second half of the session will be a workshop for participants' courses and/or continued discussion.

11:40 – 12:45   **Lunch**

12:45 – 1:40   **Concurrent Session 2**

Room 304(05) -- Creating Interactive Videos with Open Source Content
     Lori Rosenthal (lrosenthal@lasell.edu) - Lasell College

In this session, participants will learn how to use Edpuzzle, a free online tool, to create interactive videos out of YouTube, Ted Talk or other available video content. Faculty will learn how to select specific

clips, how to embed their own voice comments into existing videos, and how to add both multiple choice and open-ended questions. Participants will also learn how to use Edpuzzle's tracking features to identify video sections that students skip and replay to see which content might need further review. Participants are encouraged to bring a computer to the session, but it is not necessary.

Room 304(05) -- Transforming a Lecture into Open Educational Resources
Frank Robinson (robinsonf3@sacredheart.edu) - Sacred Heart University

This session will describe a project in which a physics class for non-scientists called "Movie Physics" was transformed from a regular lecture into an online class and later into a series of open educational resources on physics topics. By applying problem solving techniques to a movie clip, students learn how to use physics to quantitatively judge "reality," as depicted in Hollywood Movies. To accommodate the wide variety of student learning styles, the material in each educational unit is presented in five progressively more quantitative ways ranging from concrete visualizations (movies) to abstract formalism (equations).

Room 320 -- Reusing Learning Objects: Open Pedagogy and Student Content
Lance Eaton (leaton01@brandeis.edu) -- Brandeis University

Open pedagogy moves OER from passive to interactive content for future use. With the opportunity to augment content and reuse it, faculty can create increasingly useful resources for their courses while students can create artifacts that can used beyond a given course. Open pedagogy creates an opportunity to think more strategically for instructors to make students co-developers of course content. This workshop will introduce participants to the idea of open pedagogy, provide some brief examples and then delve into an idea exchange of how one might apply open pedagogy to different activities or assignments in a given course.

Room 328 -- Using OER & OA Textbooks in Graduate/Undergraduate Courses
John Kennedy Lewis (lewisj@salve.edu) - Salve Regina University
Arlene J. Nicholas (arlene.nicholas@salve.edu) - Salve Regina University

The first presenter will describe the process of redesigning a graduate online course in Business Law in a LMS environment using OER. He will present some of the best sources that can be used to locate OER and how the resources can be made available through an LMS. The second presenter will explain how she located an OA textbook for use in her undergraduate Human Resources Management class. She will demonstrate the sites she used to locate the OA text and discuss how she has integrated the text into her on-campus class. This session will be of interest to anyone interested in discussing best practices for using OER or OAT in their classes.

Room 401 -- Growing a Vibrant OER Initiative on your Campus
Lindsey Rothschild (lrothschild@hcc.edu) - Holyoke Community College
Karin Moyano Camihort (kmoyanocamihort@hcc.edu) - Holyoke Community College
Mary Dixey (mdixey@hcc.edu) - Holyoke Community College
Karen Hines (khines@hcc.edu) - Holyoke Community College

This session will engage participants in the process of developing an effective OER initiative. Implementing OER courses and scaling up requires the buy-in and coordination of many members of the campus community. An OER taskforce was founded at HCC November of 2016 and has sparked a movement that engages constituents across campus. This interactive session is being facilitated by four

key members of the HCC OER task force. Participants will take on roles of different stakeholders to consider challenges and how to address them, illuminate benefits and craft a working mission statement.

Room 519 -- Getting Started with OER: The Dean College Roadmap
    Ted Burke (tburke@dean.edu) - Dean College
    Amy Matten (amatten@dean.edu) - Dean College
    Melissa Read (mread@dean.edu) - Dean College

In the summer of 2016, Dean College began an initiative to implement OER resources into three introductory courses: Biology, Math, and Speech. These are part of the core curriculum for all First Year students. Teams of three in each discipline as well as a librarian, IT representative and LMS administrator were formed and were charged with developing low cost/no cost alternatives to these cost heavy courses. The courses were developed and delivered and were well received by the students. This session will outline the process of creating and assessing the impact of the project with our students.

Suite A -- Teaching with OER: Benefits and Challenges
    Hamid El Khalfi (helkhalfi@charteroak.edu) - Charter Oak State College

In the ever-expanding world of technology and increasing number of users of digital content, the time has come to join the world of academia, which has been opening up to make educational materials readily available, affordable, and accessible. As a course developer, I will share my experience working with OER. I will address what it is like for faculty to teach by using such resources and also what it is like for students to learn from these open resources. I will address a list of benefits and challenges and explore viable solutions that would contribute to successful teaching and learning.

1:40 – 1:55   **Break**

1:55 – 3:10   **Concurrent Session 3**

Room 304(05) -- Citizen Science in the Classroom
    Leonora Shell (Lea_Shell@ncsu.edu) - North Carolina State University

This session will introduce participants to the integration of citizen science protocols into the formal or non-formal classroom. Citizen science, sometimes known as public science, engages the public in authentic scientific research. Involving students in authentic research and experiments has provided valuable learning experiences for both students and researchers. All teaching materials for the projects presented on are made available for free on the project's website. The data collected by participants is made free and available for use by participants and scientific publications made available and published open-access whenever possible.

Room 304(05) -- Invigorating the Classroom through Contemporary Articles
    Kellie Deys (kellie.deys@nichols.edu) - Nichols College
    James Deys (james.deys@nichols.edu) - Nichols College

It can be easy for instructors to fall into a rut when they teach the same courses repeatedly. Students worry about the increasing costs of textbooks and course materials. We will discuss an approach to

course design that helps address both of these issues, as well as encourages student agency. We will share our experiences designing and teaching College Writing using contemporary articles, short stories, and Op-Eds. By seeking out freely accessible materials, we have found ourselves reimagining our courses and exploring different themes/focuses, assignments, and class activities. Students also develop agency and engagement by seeking out cultural artifacts to inform class discussion.

Room 320 -- OER and UAT: Are Your Materials Working for Your Students?
Don Vescio (dvescio@worcester.edu) - Worcester State University

Open Education Resources can impact the cost and quality of course instruction, but there has not been much discussion as to techniques that can help quantify the effectiveness of such materials. User Acceptance Testing (UAT) is associated with software development in which an application is tested to make sure that it functions as intended. UAT sessions rely on carefully designed protocols and specific tools; these same tools can be used in developing OER materials for our teaching. This presentation offers an introduction to UAT and its use in developing course materials.

Room 328 -- Making the Shift to OER an Approachable Process
Kelly Faulkner (kfaulkner@jwu.edu) - Johnson & Wales University
T.C. Rogers (tc.rogers@jwu.edu) - Johnson & Wales University

During this active session participants will have the opportunity to brainstorm with their colleagues and develop SMART goals for implementing open educational resources (OER) into curriculum. Previous to brainstorming, experienced OER curriculum designers will provide examples of dynamic OER curriculum and how informed searching can help the transition to OER. Facilitators will share common challenges with the implementation of OER and how to overcome those challenges. Facilitators will tailor the session to the participants' preferences, based on their level of experience with OER.

Room 401 -- The Open Hub: Six Years of a Collaborative OER initiative
Jeremy Smith (jlsmith@library.umass.edu) - University of Massachusetts Amherst
Mei-Yau Shih (mshih@umass.edu) - University of Massachusetts Amherst

This session will explore six years of the Open Education Initiative at UMass Amherst, a faculty incentive program managed by the Library Scholarly Communication office that encourages the adoption, adaption, or creation of existing low-cost or free information resources to support UMass Amherst students' learning. The session will explore how the program was funded, campus partnerships among faculty, students, administration, instructional designers, IT staff, and national organizations. Challenges to implementation, sustainability of the program, assessment, and examples of faculty projects will also be explored.

Room 519 -- Converting Courses Across the Disciplines to OER Curricula
Katherine E. Lynch (klynch8@sunyrockland.edu) - Rockland Community College
Stephen Burke (sburke@sunyrockland.edu) - Rockland Community College
Talia Lipton (tlipton@sunyrockland.edu) - Rockland Community College
Matthew Matcovich (mmatcovi@sunyrockland.edu) - Rockland Community College

Community college faculty in the English, Speech, Mathematics, and Honors departments will discuss the methods by which they converted their course curricula from relying on copyrighted material to using open educational resources. Special attention will be paid to the challenges inherent in moving to OER-based education. The audience will be invited to take part in a discussion about these challenges

culminating in a brainstorming session on promising practices for facilitating an increase in OER usage across the disciplines.

Suite A -- The Open Road: Supporting Campus-wide OER Adoption
Kevin Corcoran (kcorcoran@ctdlc.org) - Connecticut Distance Learning Consortium

Participants will explore (and retain) a framework for moving their department or institution to broader OER adoption. The session will present a framework for growing and sustaining OER adoptions by addressing awareness, adoption, and maintenance approaches. Once the framework has been presented, participants will be asked to apply the basic tenets to their campus situation and suggest alterations or additions to the "road map."

3:10 – 4:30   **Poster Session and Wine and Cheese Reception**
                         Suite B/C, 4th Floor

Creation and Implementation of an Online OER Textbook
Paul Webb (pwebb@rwu.edu) - Roger Williams University

Instructors embracing the OER movement often look for resources to incorporate into their courses, but find that those resources don't yet exist, or are not appropriate to the instructor's' needs. The instructor is left creating the resources themselves; which can be intimidating. We describe the creation of an OER textbook for a lecture course in oceanography at Roger Williams University, using Pressbooks, a free, online platform that produces texts as a website, pdf, or in a variety of ebook formats. The benefits and challenges of creating this text are outlined, along with the results of a student survey showing a favorable response.

Low-Cost Teaching Solutions Using Social Media Technologies
Kyle Moody (kmoody4@fitchburgstate.edu) - Fitchburg State University

The biggest challenge facing students going into careers in Communications Media is using their skills across a dynamic media environment. The low-entry cost of social media, which is focused on accessibility and user engagement, allows instructors to address these dynamic shifts while also providing tools to measure impact. Attendees will learn how to implement low-cost social media solutions into their teaching. This presentation will focus on using existing popular social media technologies to create accessible lesson plans and teaching content. It presents social media as open educational resources that measure impact and success of communicating ideas and practices.

OER Awareness, Advocacy, and Adoption
Chelsea Stone (stonec7@sacredheart.edu) - Sacred Heart University
Zach Claybaugh (claybaughz@sacredheart.edu) - Sacred Heart University

Our poster presentation will focus on Sacred Heart University's efforts to foster awareness and encourage adoption of Open Educational Resources (OER). SHU's OER Task Force, an entity composed of the Office of the Provost, the Office of Digital Learning, Sacred Heart University Library, and faculty from across campus, has worked for the past two years to integrate OER into the educational culture of the university. To accomplish this we've employed a process that focuses on building

awareness, identifying campus units for building strategic partnerships, assisting faculty in locating relevant resources, and, through pilot programs, onboarding OER into courses for trial.

Printing Open Access 3D Models for Classroom Use
> **Tracie Addy** (tracie.addy@yale.edu) - Yale University
> **Brian Pauze** (brian.pauze@yale.edu) - Yale University

There are a variety of ways that 3D-printed models can enhance undergraduate teaching and learning. From being able to study and physically manipulate 3D structures and artifacts, to project-based learning exercises where students design original products, there is much to be gained from the integration of these tools in the classroom. This poster session will introduce participants to the pedagogical utility of implementing 3D printing in the classroom, sample usages of 3D printing, open access sites for obtaining 3D-printed models, and other practical considerations for using this technology.

Using Open Data as OER in the Humanities and Beyond
> **J.J. Sylvia IV** (jsylvia3@fitchburgstate.edu) - Fitchburg State University

This session explains how open data sources can become OER when used within a pedagogical context (Atenas and Havemann, 2015). Participants will have hands-on practice with p5.js, an open source web-based programming language designed specifically for beginners, educators, and artists. Together we will create some basic data visualizations in order to understand how the language works and how course accessible it is. The session concludes with examples of ways this OER has previously been used in the classroom with suggestions and tips for future implementation. No coding experience needed!

NEFDC Spring Conference
Friday, June 8, 2018

The Role of the Affective Domain in Teaching and Learning
Lasell College, Newton, Massachusetts

Keynote Speaker: Sara Rose Cavanaugh

Associate Professor of Psychology
Associate Director for Grants & Research for the CTE

Sara is a faculty member at Assumption College, where her research interests focus on the interaction of psychological and biological processes in healthy and disrupted emotion regulation. Her particular research interests include the role of attention in emotion regulation, cognitive biases in mood and anxiety disorders, and the relationships among emotion regulation, well-being, and positive moods states. Her writing includes a best-selling book *The Spark of Learning: Energizing the College Classroom with the Science of Emotion* (2016). She speaks with groups and corporations about applying the science of motivation and emotion to their efforts, including the Bose Corporation, Subforum, and Mount Auburn Hospital.

The New England Faculty Development Consortium (NEFDC) was founded in 1998 as a not-for-profit, regional organization dedicated to enhancing the professional development of faculty and administrators committed to excellence in teaching and learning. The consortium membership includes individuals and institutions, and both private and public colleges and universities throughout New England and beyond.