

## 2015 OER Special Project Grants Awarded

The 2015 Open Educational Resources Special Project Grants have been awarded. The descriptions below outline the innovative projects that hardworking faculty will produce in the coming year. Beyond the pilot phase it is expected that these fully accessible and openly licensed course materials will be used more widely and increase the impact of the grants.

Taken together, the projects represent collaborations with 13 different institutions that have the potential to save thousands of Oregon students an estimated \$227,175.26 to \$386,921.50 per year. This savings goal is based on expected enrollment multiplied by the lowest and highest available prices for the textbooks currently in use (some students skip buying textbooks due to high prices, but these numbers reflect what is asked of students in the syllabus).

In addition, two projects are not associated with a specific savings goal, but instead create important infrastructure that makes it possible for faculty to more easily create and adopt OER for their courses. One of the grants also has an intangible goal of modeling ethical copyright practices for students.

Congratulations to our grantees!

*Many thanks to the Oregon Community College Distance Learning Association for sponsoring this grant funding, and to the Special Project Grant Committee members for their teamwork in evaluating the grant proposals: Jen Kludinyi, Portland Community College; Jil Freeman, Clackamas Community College; Bruce Kauss and Jackie Ray, Blue Mountain Community College; Claire Dannenbaum, Lane Community College; Joan Campbell, Umpqua Community College; John Schoppert, Columbia Gorge Community College; Michael Weissenfluh, Tillamook Bay Community College.*

### **Enabling Successful, Accessible OER in Mathematics with a WeBWork-MathBook XML Bridge**

*Alex Jordan, Instructor of Mathematics, Portland Community College; Michael Gage, Professor, University of Rochester; Geoff Goehle, Professor, Western Carolina University; Rob Beezer, Professor, University of Puget Sound*

This project will remove barriers to successful and accessible OER creation and adoption in mathematics. Two powerful and successful OER tools for mathematics ([WeBWork](#) and [MathBook XML](#)) can be combined in a way that will enable OER in mathematics to have interactive homework embedded in an online textbook. Existing OER in mathematics only offers pieces that cannot easily be combined cohesively. Moreover, they are largely constructed in Word and PDF documents, which presents special challenges for mathematical content: the math formulas and images are inaccessible, and present a barrier to a would-be adopter who would like to make changes. Ultimately, the MBX-based OER would fully compete with the "total package" that publishers offer, and in several ways out-compete the publishers. All this software is openly licensed under the GNU GPL. This project doesn't aim to replace textbooks in any

specific course; rather, it creates infrastructure for math instructors to write and adopt fully accessible open math textbooks in the future.

*University of Puget Sound is providing a matching grant for this project.*

### **Geology and Environmental Science sequence redevelopment**

*Alexandra Geddes, Adjunct Instructor; Paul Ruscher, Department Chair, Lane Community College*

This project will examine the textbooks and other materials associated with 7 courses offered in the department of Earth and Environmental Science at Lane Community College. The project leads, along with the adjunct instructors who teach classes in those departments and the expert assistance of the LCC library staff, will adopt OER materials for Environmental Science 181, 182, 183, 184 and Geology 101, 102, 103. The courses will be realigned to flow better with those materials while maintaining the highest academic and pedagogical standards. The project team will work together with instructors to generate support materials which might be lacking in the OER textbooks and materials, including both in-class and independent study materials for student. Up to 500 students will save approximately \$50,000-75,000 per year once the project is complete. The department aims to convert to primarily using open resources within two years.

### **PCC Health Studies OER Team**

*Valerie Limbrunner-Bartlett, Alissa Leavitt, Shari Rochelle, Rachelle Katter, Michael Meagher, Portland Community College*

The Portland Community College Health Studies department will redevelop the Personal Health course with OERs as a basis for course material. Doing so will enable presenting course material through multiple lenses of health issues, reflecting the values and learning outcomes of our department. HE 250: Personal Health is an option for students to complete a transfer degree and a prerequisite for health professions. During the 2014-2015 year, 2675 students enrolled in this course; if every student bought the textbook that would translate into \$200,625-\$254,125 per year - up to a quarter of a million dollars in savings!

### **OER and Eastern Promise**

*Jacquelyn Ray, Director, Library and Media Services, Blue Mountain Community College; Theresa Pihl, Adjunct Instructor, History and Social Science, Eastern Promise Professional Learning Community (PLC) Leader; Aaron Davis, Faculty, Hermiston High School and Eastern Promise Instructor; Kris Pepera, Faculty, Baker High School and Eastern Promise Instructor*

The Eastern Promise program is a collaboration between K-12 school districts, community colleges, and the regional university in eastern Oregon. The program creates opportunities for high school students to earn college credit while they are still in high school, offering the potential for great financial savings for families. This project will develop and implement an OER text and supporting resources for U.S. History courses taught by both Blue Mountain Community College and the local high schools. With approximately 200 students enrolled in History 201,202, and 203 per year, savings for students and school districts is projected between \$7,698-18,458 annually.

## **To Be Free: An OER Project for Rock Creek Developmental English Online Rd 115 Courses**

*Theresa Love, Department Chair, Faculty; Robbie Pock, M.F.A, PT Faculty, Developmental English; David Pontious, M.S., M.A., PT Faculty, Developmental Education Instructor, Portland Community College - Rock Creek campus*

The purpose of this project is to adapt, create, design, and publish an OER course, including textbook and activities, with a Creative Commons license to be used in all Rock Creek Developmental English Department's online RD 115 classes in order to benefit Developmental English students at PCC. Students in Developmental Education often experience financial hardship, struggle, and more barriers than many students in college. The need is great for OER specifically as it relates to the population we serve. We want to use the OER project as an opportunity to practice building a "free," transparent, supportive and "open practices" pedagogical experience among faculty, in which the respectful, innovative spirit of openness is valued and shared as a cultural norm. We also aim to construct an equal-opportunity pedagogical experience in which PT and FT faculty share leadership in developing, facilitating, and creating a potential model in which OER has a direct pedagogical impact on student persistence, completion, retention, and success. With 150 students in the pilot courses, this project expects to save \$5,422.50-8,758.50 for the coming year.

## **Teaching Technical Writing with OER**

*Annemarie Hamlin, Associate Professor of English; Chris Rubio, Assistant Professor of English; Michele DeSilva, Emerging Technologies Librarian, Central Oregon Community College*

A team of two faculty and one librarian at COCC will redesign a technical writing course using open educational resources to eliminate the need for students to purchase textbooks. The course currently requires students to purchase one textbook and a handbook at a cost of approximately \$75 per student. With 156-260 students enrolled each year, this project will save \$11,700-19,500 annually. The team will reuse, write, and develop materials including video lectures, assignments, and textbook-style readings. Ultimately, the team will make this work freely available to and used by our colleagues at COCC and other Oregon campuses.

## **College Now/CGCC OER Collaboration**

*John Schoppert, Director of Library Services, Columbia Gorge Community College; Chauna Ramsey, Eng/WR instructor, Hood River Valley HS and Columbia Gorge Community College; Jennifer Hanlon-Wilde, Eng/WR instructor, Columbia Gorge Community College*

This proposal is a collaboration between Hood River Valley High School (HRVHS) and Columbia Gorge Community College (CGCC). One of the goals for the school district is to support high school students earning college credit while building bridges with CGCC in order to increase college graduation rates. English/Writing department Instructors from both institutions will redevelop Eng 253/254 - American Literature courses that will be used for College Now high school students and CGCC students, many of whom are first-generation college students. With 140 students enrolled in these two courses per year, students will save \$6,650-8,610 and learn about ethical use of copyrighted materials.

## **OWI: An Oregon Writing OER Collection**

*Jennifer Kepka, Instructor, English, Linn-Benton and Lane Community College; Christopher Roethle, Instructor, University of Oregon*

This proposal seeks to bring together front-line English instructors to create a usable, and scalable, collection of currently in-use Oregon's Writing Open Educational Resources (OWOER) for first- and developmental-level composition courses while also supporting collaboration between institutions to fill in gaps. The project will support three phases. In phase one, the OWOER coordinator will collect current outcomes for Writing 95, Writing 115, and Writing 121-equivalent courses, then collect these outcomes into an easily accessible web site. In phase two, instructors in each department will be engaged through in-person and web-conference meetings to, first, contribute their existing OER to the collection and, then, to help create materials to fill in the gaps. This work may be incentivized through project funding or through Faculty Professional Development funds at each participating school. Participants will also be encouraged to attend a one-day write-in at Linn-Benton Community College where gaps will be addressed and materials will be added and created to fill. At or after this write-in, the OWOER coordinator and recruited/interested participants will work to standardize materials and make them accessible. In phase three, the OWOER coordinator and any involved/interested representatives from these institutions will present the collected materials at department meetings before Fall 2016 textbook adoption happens. In Fall of 2016, the OWOER coordinator will also survey campuses to find out how many instructors have adopted materials from the collection. This project doesn't have a specific savings goal; rather, it lays the groundwork for writing instructors to easily adopt OER for writing courses in the future.