Course Design and OER: What You Need to Know

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USG eCore: Historical Context

First & largest online collaborative in Georgia

Began in 2000

Core curriculum online

Successful model for Georgia and beyond

More than 61,000 course enrollments since 2000

Fall 2015- Twenty USG Affiliate Institutions
2015 eCore Affiliate Schools
Meeting the Needs of Learners

Helping USG campuses meet demand for high need classes to avoid bottlenecks

Increased options for students
Online Delivery, Short & Full Sessions

Financial savings to students
Decreased Tuition Rate, Open Education Resources (OER), MOOC

Serving non-traditional populations
Adult Learners, Military, and Joint/Dual
USG eCore

eCore

- successful USG collaborative providing increased institutional capabilities
  - online programs
  - efficient operations
  - proven course quality and outcomes

Course Completion Rate

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<tr>
<th>Year</th>
<th>2005</th>
<th>2010</th>
<th>2014</th>
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<tr>
<td>Rate</td>
<td>68%</td>
<td>82%</td>
<td>87%</td>
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eCore OER Beginnings

- University Press of North Georgia
  - [http://upnorthgeorgia.org/?page_id=2181](http://upnorthgeorgia.org/?page_id=2181)
- MERLOT
  - [http://www.merlot.org](http://www.merlot.org)
- College Open Textbooks
  - [www.collegeopentextbooks.com](http://www.collegeopentextbooks.com)
- PDF and EPUB versions available
- Traditional print version
Collaborating For Success

- UPNG
- ALG
- OpenStax
USG eCore & OpenStax

http://openstaxcollege.org/pages/university_system_of_georgia
## Dollars & Sense

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<tr>
<td>ENGL-1101</td>
<td>New Century Handbook-Text</td>
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Cost of Traditional Text calculated by Amazon purchase price of current edition of a new, hard copy text. Cost doesn't include shipping.
# eCore Course Teams

## Course Revision
- Subject Matter Experts (USG Faculty)
- eCore Instructional Designer
- Academic Semester

## Course Development
- SMEs
- Instructional Designer
- Academic Semester per Phase
- Three Phases of Course Development
Open Educational Resources

Increasing College Access
Improving Course Completion
Growing Student Success

https://ecore.usg.edu/courses/textbooks.php
What’s the intended purpose?

Purpose → Amount

Type

License

Usage

Flexibility
Introducing Students to OER

Include a statement of how the OER is utilized

Create multiple, highly-visible access points

List available print options

Provide full-text access

Provide navigation tutorials and tips

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OER Delivery: Introduction to Sociology

Implemented Fall 2014

Creative Commons License: CC BY

Minimal customization

Selected chapters embedded as PDFs

Ancillaries – Test bank and Chapter PowerPoints
Introduction to Sociology Open-Source Textbook

- Chapter 5 - "Socialization"
- Chapter 8 - "Media and Technology"

Introduction to Sociology readings for Lesson 4 are provided on the following content pages. NOTE: The PDF reading pages may take a moment to fully appear within GoVIEW. If you would prefer to download the chapter(s), you can do so by clicking on the download button at the bottom of the page. You can also click HERE to access the full-text version.
OER Delivery: American Literature I

Implemented Fall 2014

Combined multiple web resources

Aligned OER content with assignments
OER Delivery: American Literature I

HANNAH FOSTER

- New
- Add Existing Activities

- Hannah Foster: Introduction
- Hannah Foster: The Coquette
- Hannah Foster: Questions for Study

Unit 3 Discussion 2

Answer one of the following questions in this category: narrow and focus your answer and also support your response with examples and/or quotes from the readings.

1. Wheatley is our first published African American poet, but she does not overtly criticize slavery in her poetry. Does she actually criticize the practice of slavery, if so, how does she do this in her poetry? Cite examples from her poems. Why do you think she is so subtle in her criticism? What could her reasons be in 19th century America?
2. Discuss Tyler's description of the "sentimental" hero and heroine, Col. Manly and Maria. What do you find of value in these characters? Are they too idealistic? In what ways is Van Routh the most realistic character in the play.
3. Contrast Eliza and her role as an anti-model of the sentimental heroine to that of Maria in Tyler's The Contrast. Which character has the better qualities and why?
4. Do you think Foster is offering a critique of Eliza, providing a model to young female readers of the dangers of being a coquette and becoming a "fallen woman" (she gives in to passion over reason)? Or is Foster subverting that model by presenting the difficulties women faced in pursuing the same kind of freedom men possessed in determining their life choices (she seeks individualism over conformity)?

Once you have completed your initial post, read and respond to at least 1 of your peers.

Unit 3 Quiz: Toward a National Literature

IMPORTANT NOTE: Be sure to review the "Questions for Study" sections in this Unit prior to beginning this quiz. These questions are designed to help you prepare for the reading assessment.

Toward a National Literature

Royall Tyler

Test your understanding of the assigned reading selections before moving on to the next lesson. These questions are designed to help prepare you for the reading comprehension quiz at the end of the unit.

QUESTIONS FOR STUDY

1. Examine the larger "contrast" between Europe and America in this play. In what ways is it similar to Cowper's "What is an American?" Is there an "illogical" aspect to Tyler's portrayal of American virtue?
2. Discuss Tyler's depiction of the "sentimental" hero and heroine, Col. Manly and Maria.
3. Discuss the major characteristics of sentimental comedy as depicted in this play.
OER Delivery: Calculus I

Implemented Spring 2014

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Collaborative effort to remix OER

Customized chapters embedded as PDFs
OER Delivery: Mathematical Modeling

Implemented Spring 2014

Creative Commons License: CC BY-NC-SA 2.5

Highly targeted practice & review sections linked throughout content modules

Enhanced with multimedia
OER Delivery: Mathematical Modeling

Lesson 1 - Review Guide
Lesson 1 - Video Review - Conversions
Lesson 1 - Video Review - Function Notation
Lesson 1 - Video Review - Functions
OER Delivery: Principles of Chemistry I & II

To be implemented Fall 2015

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High level of customization

OER content serves as the course content

Ancillaries – Test bank and Chapter PowerPoints
Forces between Molecules

Under appropriate conditions, the attractions between all gas molecules will cause them to form liquids or solids. This is due to intermolecular forces, not intramolecular forces. Intermolecular forces are those within the molecule that keep the molecule together, for example, the bonds between the atoms. Intermolecular forces are the attractions between molecules, which determine many of the physical properties of a substance. Figure 10.5 illustrates these different molecular forces. The strengths of these attractive forces vary widely, though usually the IMFs between small molecules are weak compared to the intramolecular forces that bond atoms together within a molecule. For example, to overcome the IMFs in one mole of liquid HCl and convert it into gaseous HCl requires only about 17 kilojoules. However, to break the covalent bonds between the hydrogen and chlorine atoms in one mole of HCl requires about 25 times more energy—430 kilojoules.

Intramolecular force (strong)

Intermolecular force (weak)

Figure 10.5. Intramolecular forces keep a molecule intact. Intermolecular forces hold multiple molecules together and determine many of a substance’s properties.

LINK TO LEARNING:

Watch this video to learn more about Kellar Autumn’s research that determined that van der Waals forces are responsible for a gecko’s ability to cling and climb.

Geckos and Intermolecular Forces: Interested in reading more about these concepts in everyday life? Reference this example or page 534 of the full-text version of your course open-textbook.
Putting it All Together

- Collaborate when needed.
- Before beginning your OER search, establish your intended purpose.
- Ensure that the selected OER supports your learning objectives.
- Know your license and any associated limitations.
- Don’t be afraid to think outside of the box!
- Ensure your students are aware of how to access and use the selected OER.
eCore and OER: Student Testimonials

“Free textbooks!”

“The free textbooks were my favorite part, it helped relieve my extra expenses.”

“The free textbooks are honestly the best thing ... Not having to spend hundreds on textbooks is such a good thing.”

“most of all, the free textbooks!”

“I love the free textbooks, I spend about $500 on textbooks in school each semester.”

“Flexibility and free textbooks are the two things that are most important to me as a student and a working mother of two.”

“the free e-text ... it chopped off about $200 and it was easier to read on my phone instead of lugging around a 10+ pound book bag.”