

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

- **Summary of your transformation experience, including challenges and accomplishments**

The process was extremely gratifying. To read and hear the students' responses to the Open Education Resources made the time commitment worthwhile. During 2017, the grantees compiled, analyzed, and implemented multimedia resources that align with the student learning outcomes of Education 2110, Education 2120, and Education 2130. Upper level students who were previously enrolled in the courses assisted in content compilation. The librarians provided professional development for the student workers and faculty about copyright and platforms to utilize. Throughout the semester discussions were had with students about the appropriateness of the resources and at the end of the semester students were surveyed about their overall experience. The only challenge is the time commitment to compile and evaluate the plethora of existing resources. With the variety, quality, and quantity of resources available and the limited financial resources of students we felt ethically compelled to utilize OERs and to advocate for others to do likewise. The grantees were recipients of Round 1 and 8 grants. The two biggest accomplishments are 1) expanding the types of resources made available to students, ensuring the resources were engaging and reflective of the digital natives we were teaching and 2) as we modeled for faculty the ease of using OERs more faculty have adopted OERs. We did not want to try to force anyone to utilize OERs, but by paving the way and discussing the positive outcomes faculty have begun eliminating traditional textbooks in their courses.

- **Transformative impacts on your instruction**

Utilizing the multimedia OERs aligned with our interactive teaching approach. As faculty, we had a more in-depth understanding of the course outcomes and ensured the content was relevant, timely, accessible, and engaging. Since the faculty were intimately involved in finding and critiquing the resources they had full, thorough understanding of the content students were viewing, reading, and utilizing. Creating a technologically enhanced course aids the faculty in developing course that addresses the diverse needs of the students in their respective courses.

- **Transformative impacts on your students and their performance**

Student engagement was at an all-time high. Students responded that the multimedia resources were interesting and engaging. The students often came to class excited about the "game" they played, the video watched, or the module they completed. The students were active participants in their learning and utilizing OERs truly created a student centered environment. One student commented, "When the semester started, I was so concerned on how I would purchase my books.

Luckily, the professor did not require a text book for her class. We used open educational resources that enhanced our learning of the content.” Using OERs caused all students to become participators and resulted in increased motivation and learning.

B. Describe lessons learned, including any things you would do differently next time.

- 1) It is harder to find interactive multimedia resources, allow ample time to find suitable activities.
- 2) Allow students access to all of the materials earlier. With a textbook students can read ahead, however we did not release all resources in the beginning of the semester so students could not work ahead if they desired. In the future, we will give the students access to the materials so they can view, read, engage in a timeframe that is most conducive to their time respective schedule.

2. Quotes

1. When the semester started, I was so concerned on how I would purchase my books. Luckily, Professor Sartin did not require a text book for her class. Instead, we used open educational resources that enhanced our learning of the content.
2. I definitely benefitted from the open resources more than I would a textbook. I am a very hands-on learner, so the activities as well as the videos were great.
3. I appreciated the fact that as a major, the education department really took charge in helping the students of Middle Georgia because they understand most of us are in school and work full-time, as well. Although that is stressful within itself, saving as little as five dollars and as much as a hundred dollars really makes that much more of a difference.

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: _____48_____

- Positive: 93% of 30 number of respondents
- Neutral: 7% of 30 number of respondents
- Negative: 0% of 30 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:

2 % of students, out of a total 48 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

Of the 48 students enrolled across the 4 sections of the courses 2 withdrew 46 successfully passed the course with a C or higher. The average grade for the course was 93%. Of the students enrolled in the fall sections of the courses 37 participated in the voluntary survey. Students responded favorably about the use of the multimedia OERs and stated they were more motivated to learn due to the engagement, accessibility, and relevancy of the content. Detailed qualitative responses are provided in the survey results document.

The resources were fully implemented across 4 sections during Fall 2017. During Spring 2018, other education faculty will provide detailed analysis of the new materials for each course. The end of course grades remained close to the same average as other semesters when utilizing a textbook. The grantees thought the implementation proved to be a success, considering the DFW rate and average grade for the courses remained close to the same from previous semesters. This proves that the students were not negatively impacted by utilizing OERs. Moreover, the students benefited from the financial savings and

overwhelmingly students found the class more enjoyable and were appreciative of the resources utilized. The professors noted one of the biggest increases they observed was the difference in the course discourse. More students came prepared to engage in the class dialogue about the content and more completed the required readings, viewings/listening, and engaging tasks due to the multimedia OERs. At the submission of this final report end of course evaluations were not given to the faculty.

The grantees only formally surveyed the students enrolled in the final semester of the implementation. Other students throughout the year gave informal feedback on the resources. Students that had previously taken the courses, assisted in finding multimedia OERs.

4. Sustainability Plan

Offering Materials: The grantees are utilizing LibGuides CMS hosting site to house the multimedia OER content, modules, and activities. By creating a comprehensive, easily accessible collection that can be easily embedded in the D2L learning management system it encourages and removes barriers, so other faculty can fully adopt OER in lieu of traditional textbooks.

Sustainability: The Curriculum Review Committee will review the content at least three pivotal points throughout the academic year (April, August, and December). During those times the multimedia OER will be reviewed to ensure they are relevant, and current. Findings will be shared with education faculty for review, critique, and revisions as needed to meet the needs of learners in the School of Education.

5. Future Plans

The grantees better appreciate the importance of providing students with more in-depth technological tools. The grantees are committed to finding and/or creating more engaging, relevant, and timely material in additional education course in the upper division. They will accomplish this by utilizing multimedia resources, modules, and activities that more accurately reflect current trends and issues. Throughout this process the grantees have become more aware, through the assistance of the librarian, of the vast open education resources that are available. The grantees are continuously championing the concept of utilizing OERs to School of Education faculty and the university faculty at large.

The grantees have submitted a proposal to present at the University System of Georgia Teaching and Learning Conference to share their outcomes and will continue to attend conferences to enhance their knowledge of OERs. Additionally, they are in the process of writing an article detailing their work and the benefits and barriers to implementing open education resources.

6. Description of Photograph

Students from EDUC 2110 Dublin campus Front row, left to right: Amy Brown, Morgan Snow, Hailey Adams, Elizabeth Purvis, Samantha Harrelson, Ashley Lucas

Back row, left to right: Emily Peoples, Carleigh Harris, Hannah Bracewell, Aranda Thomas, Katlyn Etheridge, Megan, Giles, Jalen Gordy, Molly Kimsey, Katlyn Etheridge, Megan, Giles, Jalen Gordy, Instructor of Record and Content Area Expert, Molly Kimsey