OER and Active Learning

OER as Impetus for a Student-Centered Classroom

Motivations

o To reduce students' textbook / online homework costs

o To carefully coordinate college algebra course sections

o To align course content with curriculum

o To justify course fee for undergraduate learning assistants

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Emergent Structure

o **Committee** selected text / OER technology, content pacing

o **Coordinator** (Devlin) adopted/adapted, liaised with OER tech provider, University IT

o **Instructors** provided feedback and created content ad-hoc

o **Undergraduate Learning Assistants** provided weekly feedback on student experience

o **Students** provided feedback and acted as ad-hoc editors

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Challenges

o More inconsistencies than anticipated

o More errors in curated materials than anticipated

o Minor errors amplify in the learning environment

o Unable to overcome instructor's frustrations

o Reduced participation in immediate future iteration

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Successes

o OER ideally customizable for active-learning content development.

o Rich, well-organized content builds quickly.

o Combination of OER, Active Learning, and Learning Assistants provides powerfully student-centered environment.

o Anecdotal evidence suggestive of increased student success.

o OER adoption in higher-level courses

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Future Plans

o Continued OER over four sections of College Algebra in Spring 2018

o Dedicated staff of Learning Assistants approved for future active learning courses with reduced course costs

o Development of curriculum-contextualized textbook and course

o Target of Fall 2019 to reattempt full scale implementation