

Open Educational Resources (OER) in the Modern Classroom

Exploring the Use of an OER in an Interdisciplinary Faculty of Education Course.



Presenters



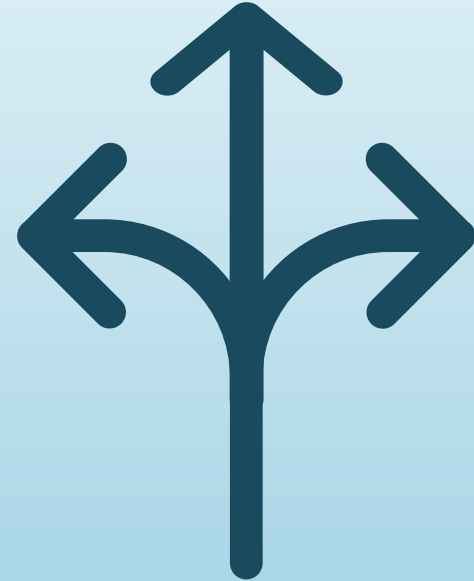
- Dr. Clayton Smith is an Associate Professor in the Faculty of Education at the University of Windsor. Dr. Smith teaches courses in educational research, educational policy and leadership, and concurrent education. His research interests include: promising practices for teaching international students and the international student experience, effective use of OERs, strategic enrolment management, and peer mentoring in higher education.



- Carson Babich is a recent M.Ed. graduate and a current Research Assistant in the Faculty of Education at the University of Windsor. Carson has been a co-author for two OER textbooks. His research interests include interdisciplinarity and higher education policy analysis.

Agenda

1. What is OER?
2. Interdisciplinary Faculty of Education Course
3. The OER
4. Reason for the use of OER
5. The OER Journey
6. Student Feedback
7. Second OER
8. What is the Modern Classroom Entering the Third Decade
9. Conclusion
10. Questions



What is an OER?

- Origins found within MIT and the OpenCourseWare Platform.
- Stands for Open Education Resource – is an educational tool that is used for the intensive purposes of learning that is predominantly a not-for-profit option.
- OERs attempts to achieve learning outcomes for students, all while practicing true resource and economic sustainability.



Interdisciplinary Faculty of Education Course

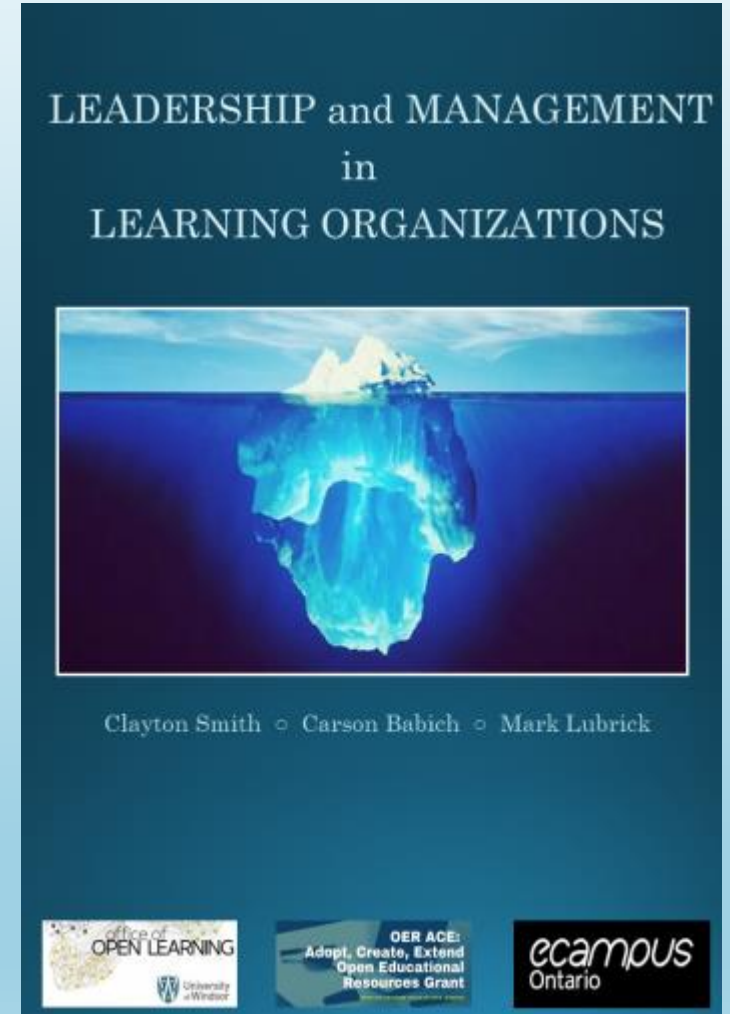
- Learning Organizations – Management and Leadership. One course in the Minor in Organizational Learning and Teaching.
- Incorporates the aspects of business, management, epistemology, pedagogy, philosophy, science, and sociology making it a true interdisciplinary experience.



Members of the Fall 2018 Learning Organizations – Management and Leadership Class with Dr. Smith

The OER

- *Leadership and Management in Learning Organizations (Canadian Edition)* By Clayton Smith, Carson Babich, and Mark Lubrick
- The outline of the book follows a standard textbook model. However, the content is available for free and online, incorporates teaching activities inside of the chapters, and can be edited at any time when updates arise.
- Rather than creating a whole new edition of the OER, updates can be added which is a benefit for both the educator and the student.



The Reason for the OER

- Before the OER, the class used a traditional textbook pertaining to the content.
- However, the textbook was more geared towards a business administration class, rather than a class discussing leadership inside of a learning organization.
- As students were faced with reading the text – along with journal articles – they were reading almost three times as much content to cover the same topic. The key factors for starting this project were:
 - **Produce a no cost option**
 - **Condense content into a single textbook**
 - **Create interactive activities students could do outside of class.**

The OER Journey

- **Dr. Smith served as the instructor for EDUC 4150 in fall 2018, when Carson was a student taking this class.**
- **Dr. Smith subsequently completed the Office of Open Learning's Certificate in Online and Open Learning (COOL).**
- **The Office of Open Learning created the OER: Adopt, Create, Extend (ACE) Open Educational Resources grant program.**
- **We successfully received an ACE grant to develop the OER, with support provided by Mark Lubrick in the Office of Open Learning.**
- **Carson was asked to serve as Research Assistant for the project.**
- **Editing support was provided by Shannon Smith.**
- **The OER was used by Dr. Smith to teach EDUC 4150 in fall 2020.**
- **Our success led to us to apply for and receiving a second ACE grant to develop an OER for EDUC 4200, Theories of Individual and Collective Learning.**
- **We are currently waiting a decision from eCampusOntario regarding a grant application we made to develop the remaining OER textbooks to make the MOLT program the University's first no-cost textbook program.**

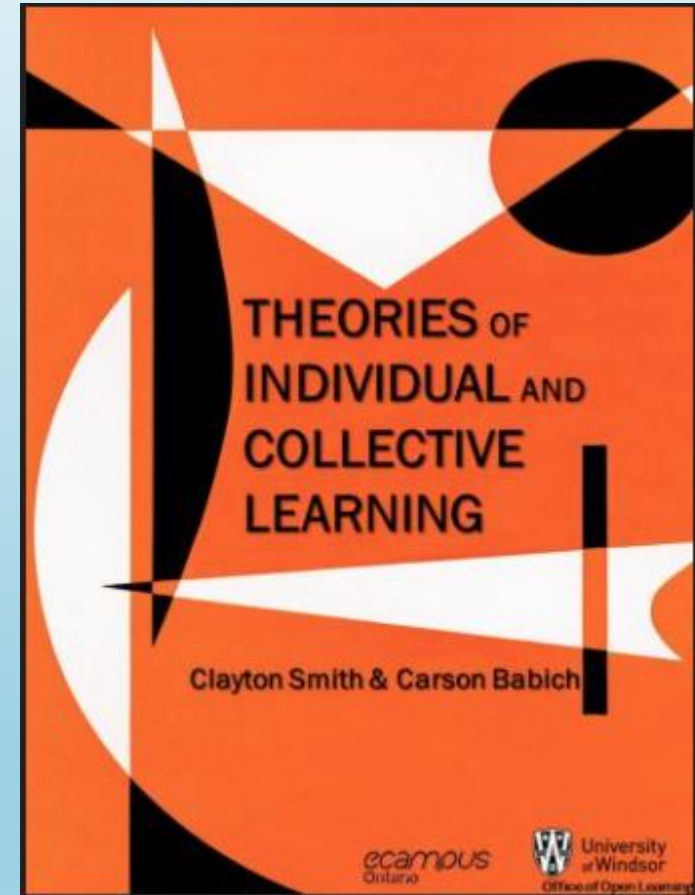
Student Feedback

- Student feedback received after the first use of the OER outlines a general favorability.
- Those responding
 - liked the no-cost part
 - found that the book well-supported course learning objectives
 - enjoyed the book's interactive elements
 - endorsed continuing to develop OERs for other MOLT courses



Second OER

- Completed the second OER on Theories of Individual and Collective Learning
- Engaged Kendra Hart, a second-year Outstanding Scholar and Concurrent Education student to develop interactive teaching activities and associated course presentation slides
- Carson served as the Research Assistant
- Shannon Smith served as the copy editor



What is the Modern Classroom in the Third Decade

- Discussion around OER and Open Classrooms are an interesting debate considering the climate we are entering: the third decade of the 21st Century.
- Ikedinachi et al. (2019) and Tarbuton (2018) suggest that technology will continue to play a huge role in the classroom not only through tangible products in the classroom (i.e. computers etc.) but the way we learn and obtain information towards collaboration and critical thinking.
- Criticisms abound in relation to leadership qualities with this fast pace of technology integration (Raman et al., 2019) and the potential for learning segregation through competency and willingness from learners (Ikedinachi et al., 2019).
- Critical questions about OER and online learning still need to be discussed before specific policy action is taken towards a complete shift towards technological learning.

Conclusions

- An OER is a free (or low cost) option to deliver content to students to achieve learning objectives.
- OER can achieve sustainable education initiatives towards learning through consistent updates and adjustment towards new ways of learning.
- Can work towards consolidating dense material towards a clear and cohesive understanding content.
- Additional questions need to be addressed such as the impact of technology in a future classroom and observe deeper questions on how OER's can attribute towards deep and interdisciplinary learning. To this point, we are engaging with this research currently through a research stimulus grant.

Questions



References

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Raman, A., Thannimalai, R., & Noor-Ismail, S. (2019). Principals' technology leadership and its effect on teachers' technology integration in 21st century classrooms. *International Journal of Instruction*, 12(4), 423-442. <https://files.eric.ed.gov/fulltext/EJ1230076.pdf>

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