OER Enabled Canvas Sample Course Shells – Equity for All!

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@DrBSI

Who has used OER for course materials?

- What course?
- Did you start from scratch to create the OER by yourself or with colleagues?
- If not, how did you come to that OER?

OER can be hard to find.

https://commons.wikimedia.org/wiki/File:Needle_in_haystack7.jpg

That's where we can help!

A Grassroots Project

Team: California Community Colleges + OpenStax

- Barbara Illowsky (then Chief Academic Affairs Officer for the CCC Online Education Initiative)
- CCC instructional designers
  - Cyrus Helf, WLAC
  - Helen Graves, OEI
  - Liezl Madrona, OEI
- Librarians
  - Nicole Woolley, SCC, OEI (project coordinator)
  - Antonio Lopez, SCC
- Faculty (OEI Design Rubric)
- OpenStax

A Grassroots Project

Project:

Create 30 sample course shells ~ 29 with embedded OER to make adoption simple for faculty + 1 “empty” shell

Note: the project made 11 shells for mathematics

A Grassroots Project

Location:

Canvas Commons ~

all 114 CCC plus several CSU use Canvas

Equity:

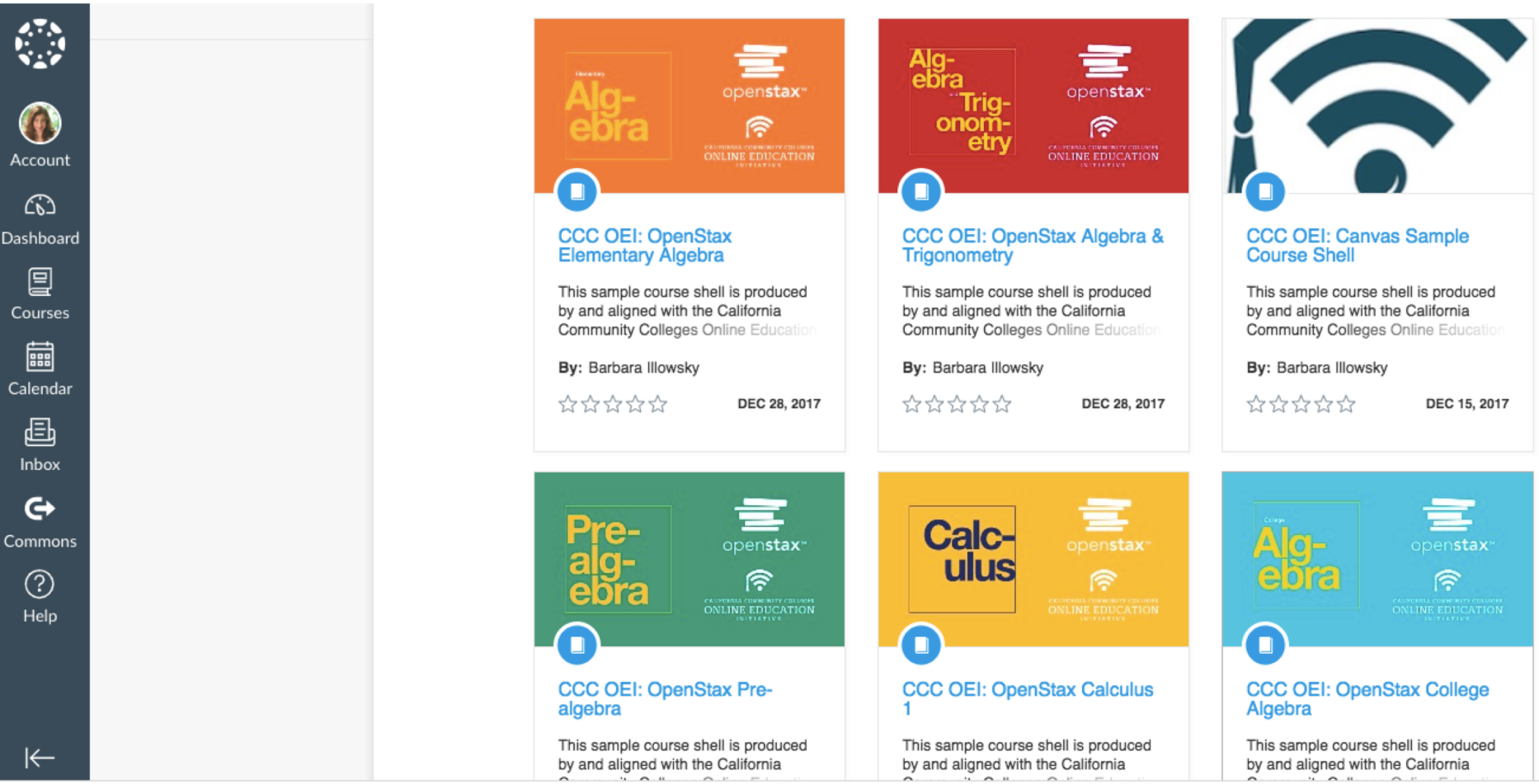
Make it easy to adopt OER

Professional Development:

Build in effective online teaching strategies

Canvas Commons

Search: CCC OEI OER Math



… and some more shells

CCC OEI: OpenStax Calculus 3

This sample course shell is produced by and aligned with the California Community Colleges Online Education

By: Barbara Illowsky

☆☆☆☆☆ **DEC 28, 2017**

CCC OEI: OpenStax Statistics

OER-enabled Canvas sample course shell This sample course shell is produced by and aligned with the

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CCC OEI: OpenStax Calculus 2

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CCC OEI: OpenStax Business Statistics

This sample course shell is produced by and aligned with the California

CCC OEI: OpenStax Precalculus

OER-enabled Canvas sample course shell This sample course shell is produced by and aligned with the

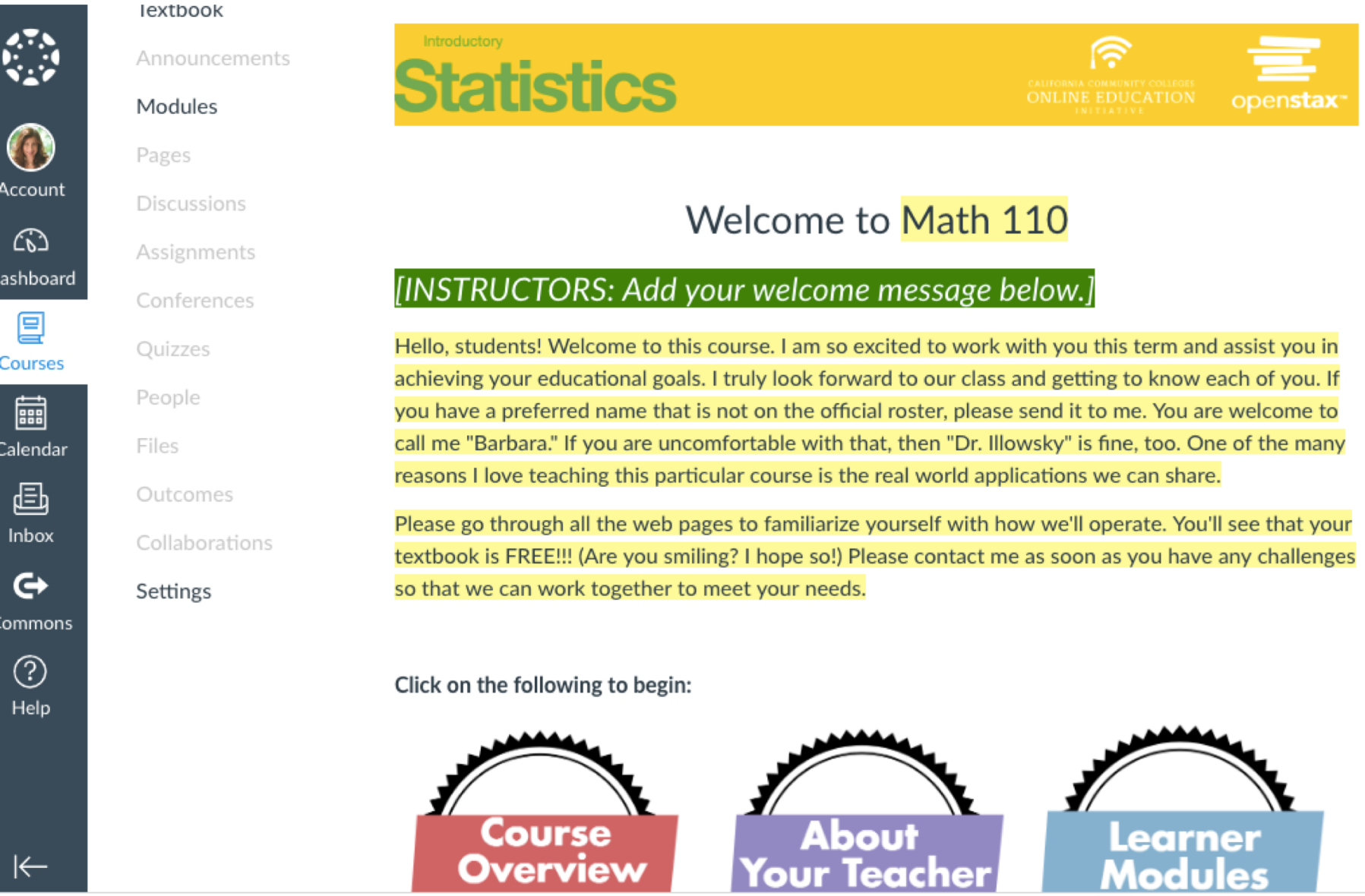
CCC OEI: OpenStax Intermediate Algebra

This sample course shell is produced by and aligned with the California Community Colleges Online Education

How to use view & use the shells

- Make a sandbox shell in your Canvas instance
- Find the shell you want from Canvas Commons
- Import that Canvas Commons into your sandbox
- NOTE: any imported shell will overwrite everything in your shell so start with an empty shell!!
- Edit away!

Simplified Homepage



Syllabus

Course Description:

(INSTRUCTORS: We have included the C-ID descriptor here as a place holder. As with all sections, feel free to keep this information, replace it with your local course description, or remove th

The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life scie education.

Student Learning Outcomes:

(INSTRUCTORS: We have included the C-ID outcomes here as a place holder. As with all sections, feel free to keep this information, replace it with your local Student Learning Outcomes, or

Upon successful completion of the course, students will be able to:

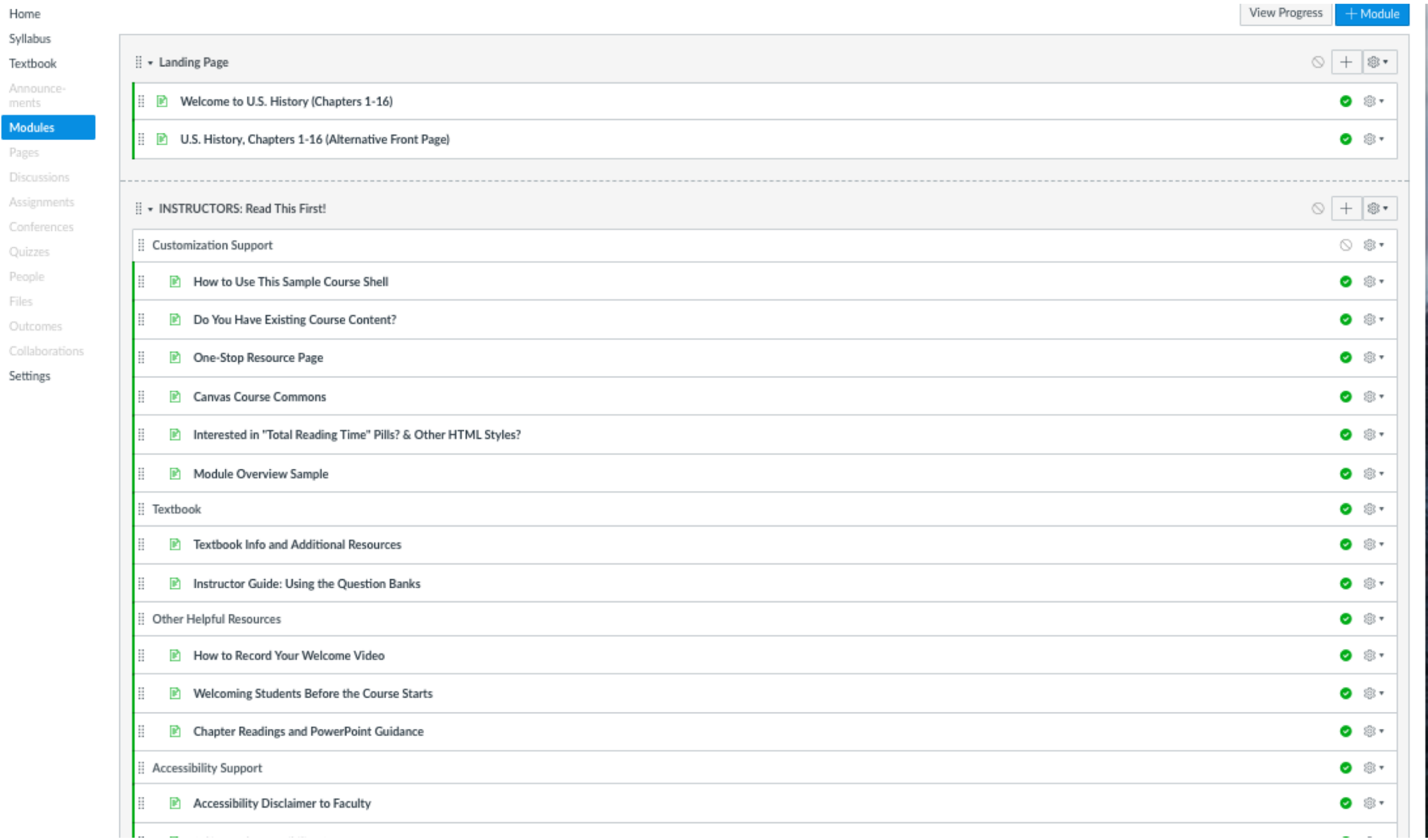
- Distinguish among different scales of measurement and their implications;
- Interpret data displayed in tables and graphically;
- Apply concepts of sample space and probability;
- Calculate measures of central tendency and variation for a given data set;
- Identify the standard methods of obtaining data and identify advantages and disadvantages of each;
- Calculate the mean and variance of a discrete distribution;
- Calculate probabilities using normal and student's t-distributions;
- Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem;
- Construct and interpret confidence intervals;
- Determine and interpret levels of statistical significance including p-values;
- Interpret the output of a technology-based statistical analysis;
- Identify the basic concept of hypothesis testing including Type I and II errors;
- Formulate hypothesis tests involving samples from one and two populations;
- Select the appropriate technique for testing a hypothesis and interpret the result;
- Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics; and
- Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.

Course Content:

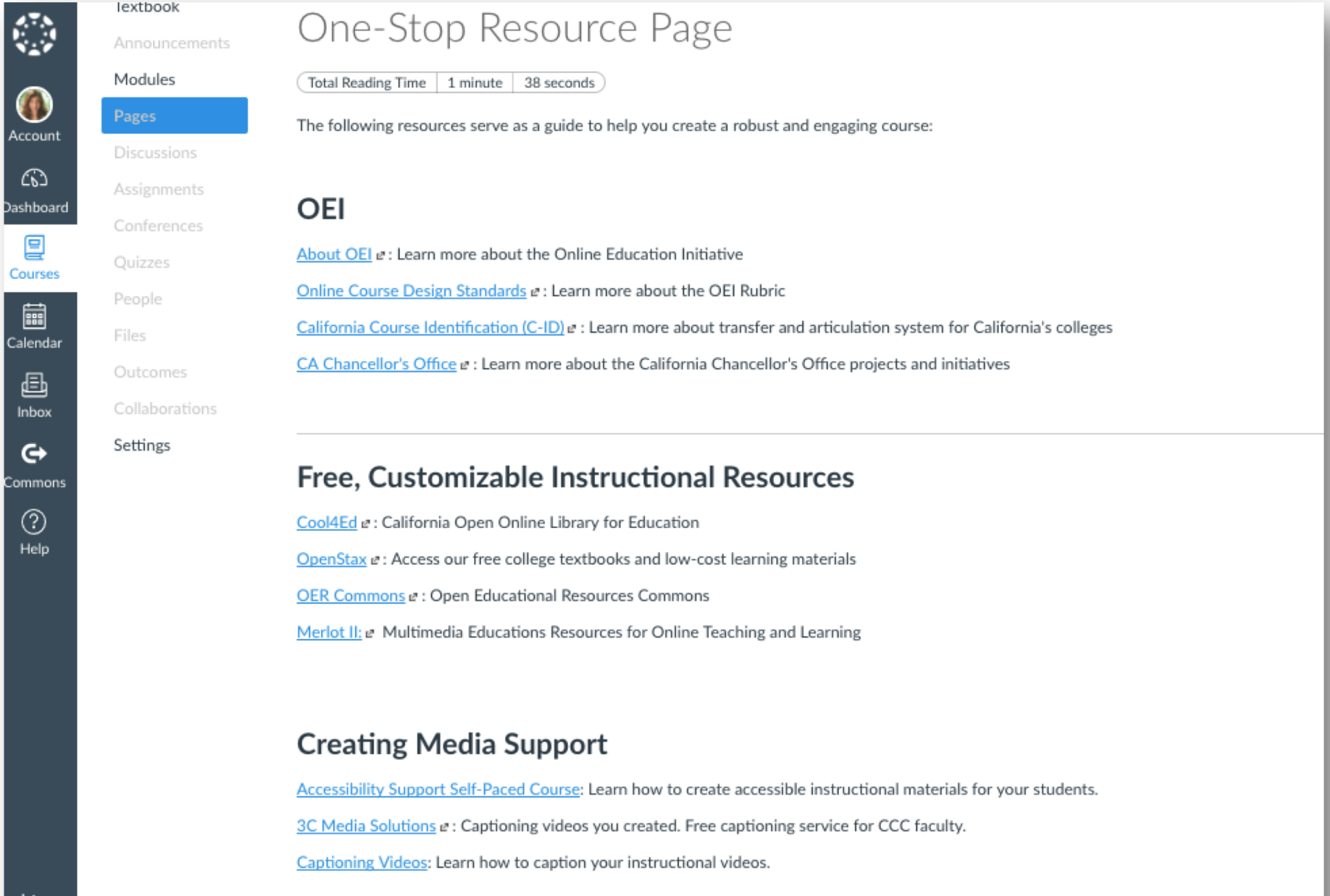
(INSTRUCTORS: Insert course content)

- Summarizing data graphically and numerically;
- Descriptive statistics: measures of central tendency, variation, relative position, and levels/scales of measurement;
- Sample spaces and probability;

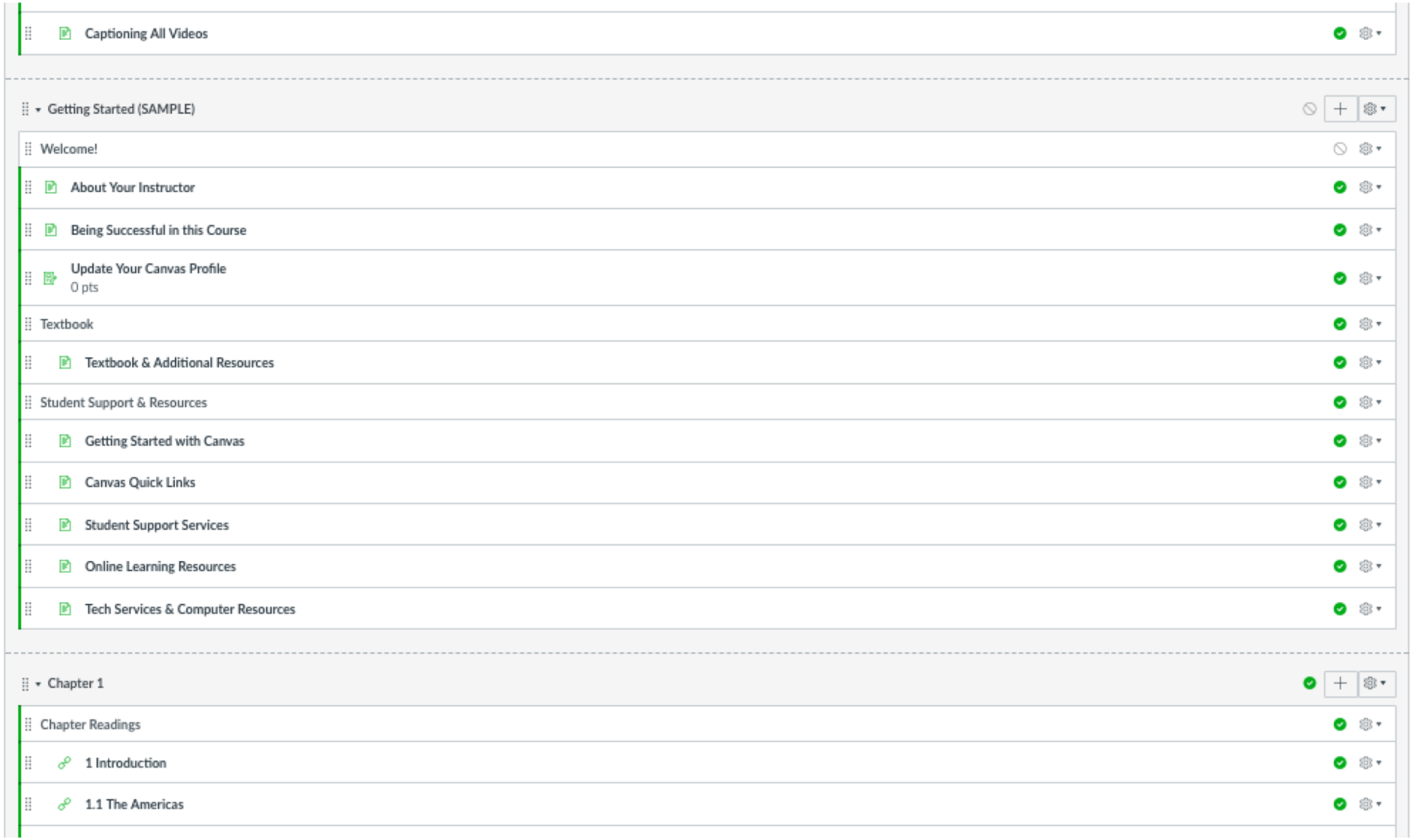
Support for Faculty



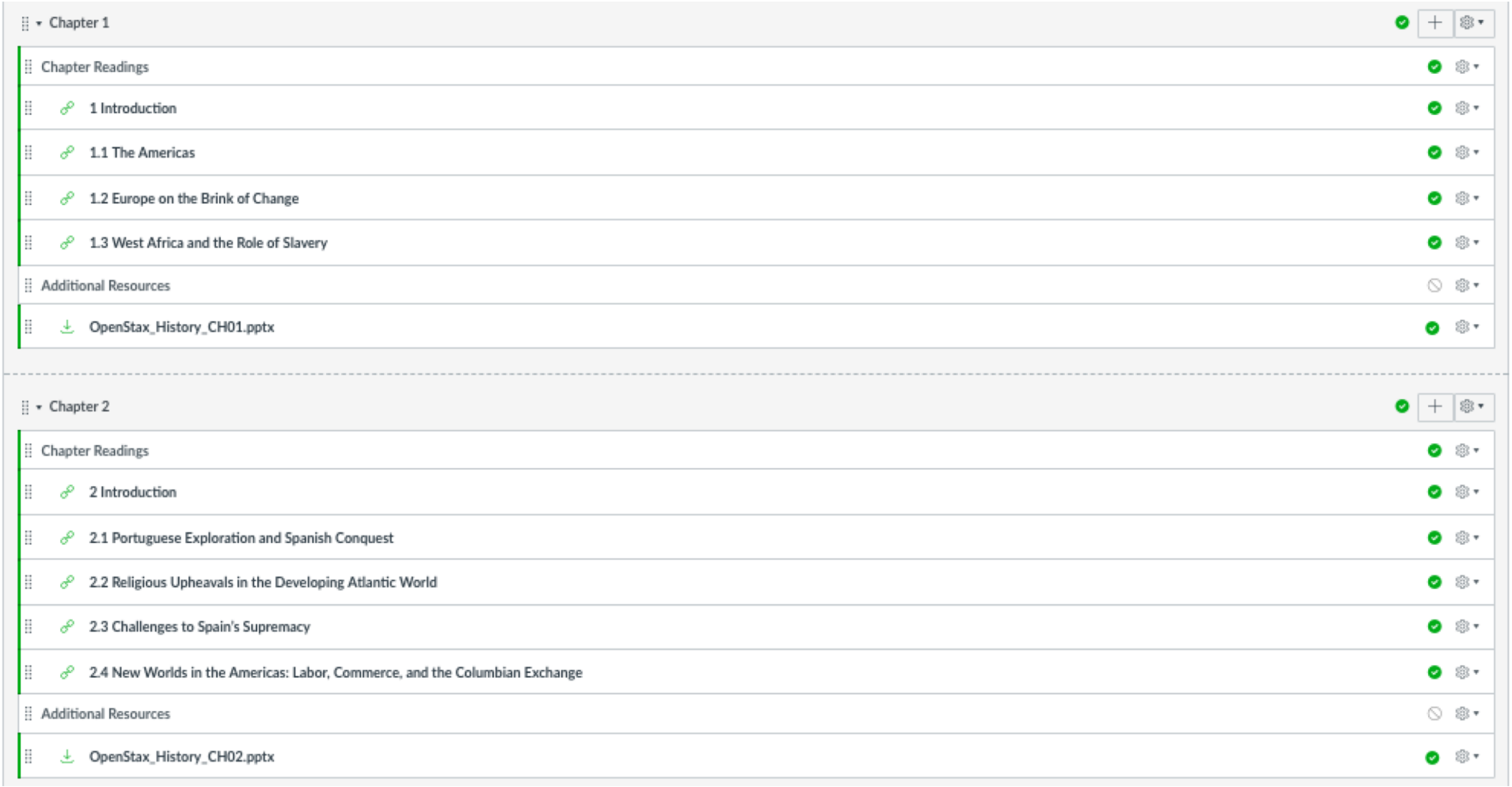
… and more support for Faculty



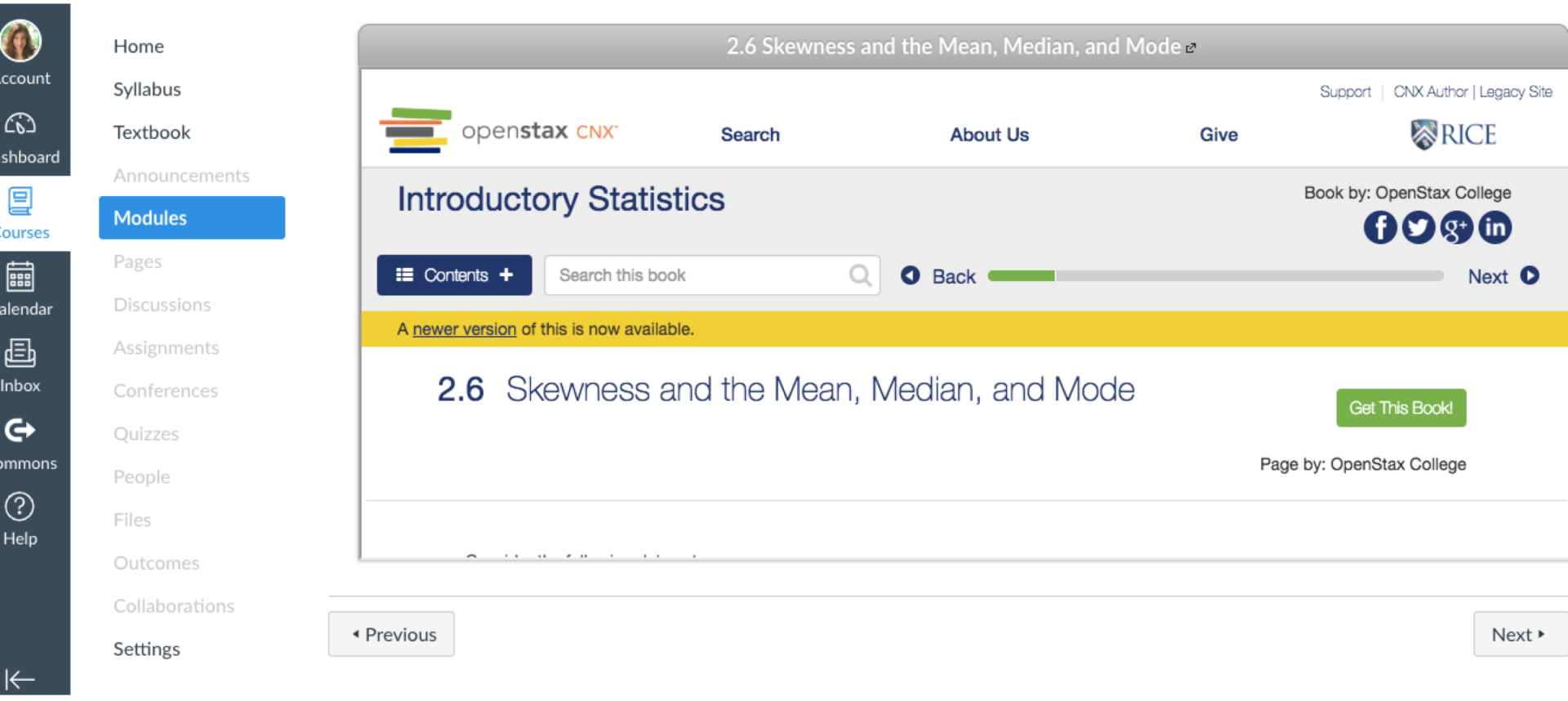
Support for Students



Embedded textbook & PPts



… ta da! …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CC BY ➔ adaptable

Colleagues‘ adaptions

- **PPts**
- **Embed MyOpenMath homework system**
- **Test banks**
- **Customizing shells**
- **College customization**

An “empty” shell for YOU!

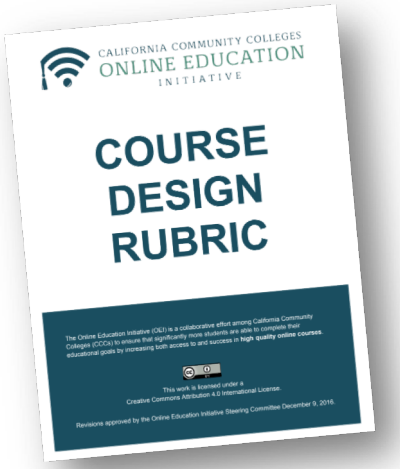
Use the shell with any textbook you want…. OER or not!

Next steps

- **Upload PPts**
- **Add videos**
- **Test banks**
- **OER Commons hub for collaboration**

Next session ~ CCC ZTC grant

- **Full cc mathematics pathway, starting with Elem. Algebra and going through Differential Eq's**
- **Most open textbooks: OpenStax**
- **MyOpenMath for hw system**
- **Online support**



For online, hybrid, f2f classes

Course Shells

WCAG Version 2.0, Level AA

To learn more…

OPEN EDUCATION CONSORTIUM
The Global Network for Open Education

https://www.oeconsortium.org/

COMMUNITY COLLEGE CONSORTIUM FOR OPEN EDUCATIONAL RESOURCES

https://www.cccoer.org/

California Virtual Campus
Access. Quality. Completion.

http://cvc.edu/faculty-resources/open-educational-resources/

Thank you!

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