

COMMUNITY BUILDING: USING PEER REVIEW TO ENGAGE LIBRARIANS & FACULTY IN THE DESIGN OF AN OER COMMUNITY OF LEARNING



Jessica
McClean



Amanda
Nelson Price



Dianna
Morganti



Stephanie
Towery



Laura
Waugh

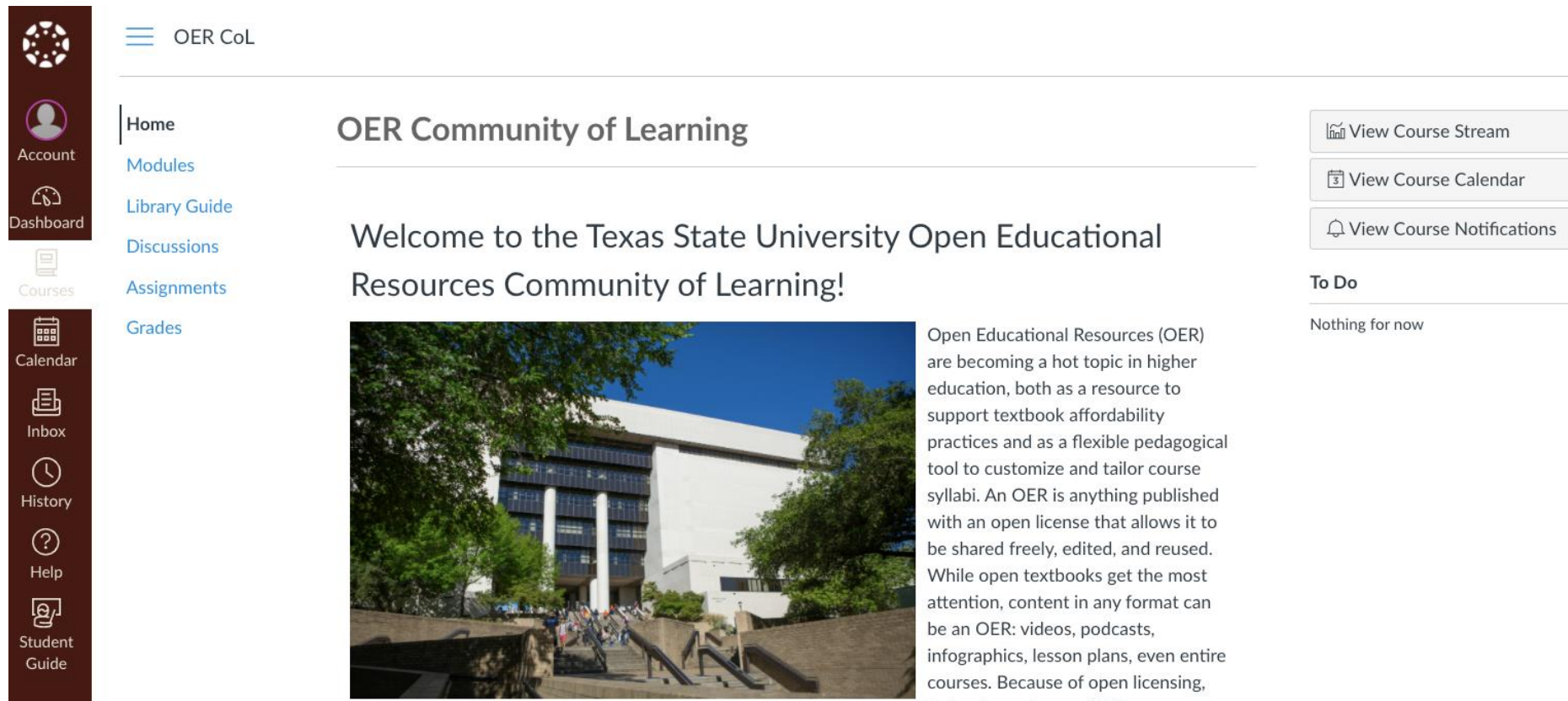


PRESENTERS

- Jessica McClean, Research, Instruction, and Outreach Librarian
- Amanda Nelson Price, Acquisitions Librarian
- Dianna Morganti, Research, Instruction, and Outreach Librarian
- Stephanie Towery, Copyright Officer
- Laura Waugh, Digital Collections Librarian

OER COMMUNITY OF LEARNING

- Structure
 - Five self-paced instructional modules based in Canvas
 - Supplementary workshops and discussions to support topics covered




The screenshot shows the Canvas LMS interface for the OER CoL. On the left is a dark sidebar with navigation icons for Account, Dashboard, Courses, Calendar, Inbox, History, Help, and Student Guide. The top navigation bar includes the OER CoL logo and a hamburger menu. The main content area features a header for 'OER Community of Learning' and a welcome message: 'Welcome to the Texas State University Open Educational Resources Community of Learning!'. Below the text is a photograph of a modern university building with a large set of stairs. To the right of the photo is a text block explaining OER. On the far right, there are three buttons: 'View Course Stream', 'View Course Calendar', and 'View Course Notifications', followed by a 'To Do' section showing 'Nothing for now'.

OER CoL

Home
Modules
Library Guide
Discussions
Assignments
Grades

OER Community of Learning

Welcome to the Texas State University Open Educational Resources Community of Learning!



Open Educational Resources (OER) are becoming a hot topic in higher education, both as a resource to support textbook affordability practices and as a flexible pedagogical tool to customize and tailor course syllabi. An OER is anything published with an open license that allows it to be shared freely, edited, and reused. While open textbooks get the most attention, content in any format can be an OER: videos, podcasts, infographics, lesson plans, even entire courses. Because of open licensing,

[View Course Stream](#)
[View Course Calendar](#)
[View Course Notifications](#)

To Do
Nothing for now

OER COMMUNITY OF LEARNING

Defining the project, its purpose, structure and goals

- Learning outcomes
 - Baseline knowledge on OER topics
 - Build community for campus-wide initiatives and cross-disciplinary work
- Goals for longevity
 - Produce a framework that taps into existing faculty workflows and focus on scholarship
 - Manageable with busy schedules and teaching loads (self-paced)
 - Element of continued support and sense of community
 - Trust in quality of content based on faculty scholarship and research standards
 - Active participation in content quality control and content inclusion

LONGTERM USE OF PEER REVIEW IN COURSE DEVELOPMENT

- OER is constantly developing -> course will need to change for future iterations
- Course additions and edits will be peer reviewed to maintain quality
- Course graduates become next round of contributors and/or peer reviewers
 - Investment in the course and larger OER goals
 - Further build community of practice
- Librarians remain a permanent fixture to provide continued support, expertise and some content creation.

IDENTIFY WAYS TO COLLABORATE WITH FACULTY PARTNERS USING THE GOALS OF THE FACULTY.

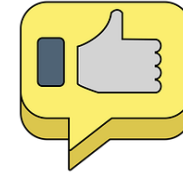
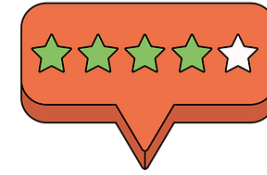
- Look for intersecting priorities
 - New Faculty Orientation
 - Accommodation of OER legislative priorities
 - Faculty Development
 - Academic Committees
- Who else?

BUILDING RELATIONSHIPS

Faculty Focus

TEXAS  STATE. Spring 2021
FACULTY DEVELOPMENT

PEER REVIEW PROCESS: REVIEWERS



-
- Round One: Librarians
 - 18 reviewers
 - Administrators
 - Subject Librarians
 - Archivists
 - Public Services
 - Collection Development
 - Round Two: Faculty
 - 11 reviewers
 - Faculty Development
 - Distance Education
 - Instructional Design
 - Humanities
 - Nursing

PEER REVIEW PROCESS: RUBRIC



1. How long did it take you to complete Module #X?

- Significantly less than 30 minutes
- Approximately 30 minutes
- Significantly more than 30 minutes

2. For Module #X, indicate how much you agree with each statement

- The content of the module was organized in a logical order
- The content felt incomplete and/or I wanted more information
- Wording (vague, appropriate to level, jargon)
- The supporting resources (e.g., images, videos) added value to the written content
- The module quiz was appropriate to measure understanding of the content

3. Additional comments

PEER REVIEW PROCESS: FEEDBACK



- Everyone's a critic – that's why we asked and what we needed
- Some issues identified in the process:
 - Streamline licensing statements and credit for consistency
 - Hyperlinks (active) for accessibility versus typed out
 - Certain sections need more time/coverage (e.g., copyright)
 - Instructions must be VERY clear throughout
 - Maintain the scope of initial purpose – it's an introduction
- Open dialogue is key as we're learning together

FUTURE CONSIDERATIONS

- Balancing need to update content with desire to limit course scope
- Opening course to other audiences – staff, administrators, students
- Possible partnership – tying participation to grant program eligibility
- Who will be responsible for administering the course in the future?

QUESTIONS?

Scholarly Communications Team Website:

<http://bit.ly/TXSTScholComm>

Contact the Scholarly Communications Team:

scholcomm@txstate.edu

