TEXAS STATE
UNIVERSITY LIBRARIES

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

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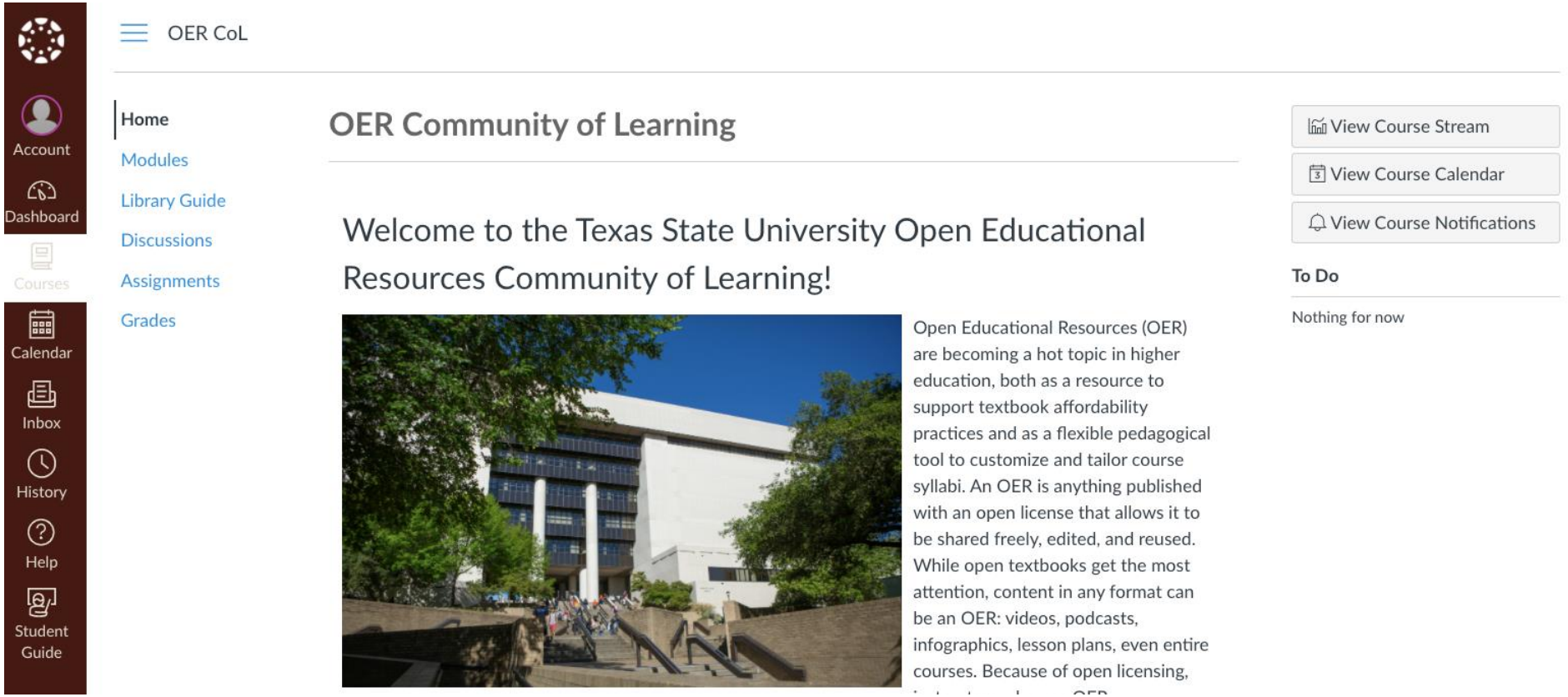
ALKEK LIBRARY

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



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

TEXAS STATE
FACULTY DEVELOPMENT

Spring 2021

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?

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QUESTIONS?

Scholarly Communications Team Website:
http://bit.ly/TXSTScholComm

Contact the Scholarly Communications Team:
scholcomm@txstate.edu

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