Open For Learning:
Redesigning Courses for Student Success

Gerry Hanley, Ph.D.
Assistant Vice Chancellor, Academic Technology Services
Executive Director, MERLOT
California State University, Office of the Chancellor
April 5, 2016
AGENDA:

• Why Open Educational Resources can be an important part of the your strategy for student success in CA & LA

• How we’re making it work in CA

• How LA can leverage CSU’s initiatives very cost-effectively
• 23 campuses
• 460,000 students
• 45,000 faculty & staff
• The CSU confers over 100,000 degrees annually
• One of the most affordable universities in the U.S.

Why is the affordability of course materials so important?
Begin with what is affordable for students, not what the books cost

- 365,000 CSU Students received aid (80% of all students) in 2014-15
- Students on State University Grants
  - 95% have Expected Family Contributions less than $4,000 and average Cost of Attendance at the CSU is estimated at $23,700 (on or off campus)
  - Average income for independent students (about 1/3 of the students) is $12,115
• About **10%** of students in the Cal State University system experience **homelessness** and another **23%** of the students **worry about hunger** according to a preliminary **CSU study** (2015).

https://www.calstate.edu/AcadAff/foodsecurity.shtml
What Happens When Students Can Afford The Textbooks?

Florida students’ responses to costs (2012)

- Not purchase the textbook (64%)
- Take fewer courses (49%)
- Withdraw from a course (21%)
- Fail a course (17%)

Is Louisiana trying to:

- Improve Graduation Rates?
- Close the Achievement Gap?
WHAT CAN WE DO TO HELP OUR STUDENTS, THEIR FAMILIES, AND OUR CAMPUS COMMUNITIES?
GIVE A GIFT
AND
NOT A BURDEN
LET’S TAKE A WEB TOUR OF WWW.COOL4ED.ORG
COOL4Ed Focuses on 50 Courses Across 3 Systems

Course Showcase

The California Open Education Resources Council, a collaboration among UC, CSU and CCC faculty, is facilitating the peer review of open textbooks which are showcased in the California Open Source Digital Library (COOL4Ed).

The COOL4Ed Course Showcase will be continually updated during the duration of this project (2014 – 2016), and it will eventually reflect approximately 50 courses and a number of peer reviewed open textbooks for each course.

<table>
<thead>
<tr>
<th>CID Number</th>
<th>Course</th>
<th>Course Description and Adoption Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 110</td>
<td>Financial Accounting</td>
<td>General Course Description and Recommended Free eTextbooks</td>
</tr>
<tr>
<td>BUS 101</td>
<td>Introduction to Business</td>
<td>General Course Description and Recommended Free eTextbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty Reviews of Free eTextbooks</td>
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<tr>
<td></td>
<td></td>
<td>Recommend eTextbooks</td>
</tr>
<tr>
<td>BIO 110B, 120B, 115S</td>
<td>Human Anatomy and Physiology</td>
<td>General Course Description and Recommended Free eTextbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty Reviews of Free eTextbooks</td>
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<tr>
<td></td>
<td></td>
<td>Faculty Showcase for Using Free eTextbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommend eTextbooks</td>
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</tbody>
</table>
Course ePortfolio Description:

This collection contains the California Open Educational Resources Council (CA OER) list of peer-reviewed textbooks for Financial Accounting (common course-id ACCT 110), a top 50 college course identified for inclusion in the California Open Online Library for Education (COOLforEd).

CID Number: ACCT 110

Course:

General Course Description: ACCT 110

This is the study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. Includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics.

Minimum Units: 3.0

Date Added to MERLOT: October 02, 2014

Created by: California Open Education Resource Council CA OER
MERLOT provides easy access to the free and open textbooks associated with the course.

### Textbooks Linked to Courses

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Financial Accounting - Second Edit...</td>
<td>(Open Textbook) Based on International Financial Reporting Standards, this textbook was written by Henry... More</td>
</tr>
<tr>
<td>2</td>
<td>Principles of Accounting</td>
<td>(Open Textbook) Walther's textbook covers a range of financial accounting topics related to the accounting... More</td>
</tr>
<tr>
<td>3</td>
<td>Accounting</td>
<td>(Open Textbook) The Boundless Accounting textbook is a college-level, introductory textbook that covers... More</td>
</tr>
<tr>
<td>4</td>
<td>Accounting Principles: A Business Perspective (Fin...</td>
<td>(Open Textbook) Hermanson, Edwards, and Ivancevich’s text Accounting Principles: A Business Perspective... More</td>
</tr>
<tr>
<td>5</td>
<td>Financial Accounting</td>
<td>(Open Textbook) Hoyle and Skender’s text is intended for an undergraduate or MBA level Financial... More</td>
</tr>
</tbody>
</table>
### Accounting

<table>
<thead>
<tr>
<th>eTextbook</th>
<th>eTextbook Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting Principles: A Business Perspective</strong></td>
<td>Solveg Cooper, CCC Faculty</td>
</tr>
<tr>
<td></td>
<td>Sy Pearlman, CSU Faculty</td>
</tr>
<tr>
<td></td>
<td><strong>Vincent Turner, CSU Faculty</strong></td>
</tr>
<tr>
<td><strong>Boundless Accounting</strong></td>
<td>Solveg Cooper, CCC Faculty</td>
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<td>Vincent Turner, CSU Faculty</td>
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</tbody>
</table>
Faculty Review of Open eTextbooks

The California Open Educational Resources Council has designed and implemented a faculty review process of the free and open etextbooks showcased within the California Open Online Library for Education (www.cool4ed.org). Faculty from the California Community Colleges, the California State University, and the University of California were invited to review the selected free and open etextbooks using a rubric. Faculty received a stipend for their efforts and funding was provided by the State of California, the William and Flora Hewlett Foundation, and the Bill and Melinda Gates Foundation.

Textbook Name:

Principles of Accounting

Textbook Authors:
Larry Walther, Ph.D.

Reviewed by:
Vincent Turner

Institution:
California State Polytechnic University, Pomona

License: Copyright 2015

Find it: eTextbook Website

Review Summary

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>4.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Design</td>
<td>5.0</td>
</tr>
</tbody>
</table>
How are faculty using Open Textbooks?

Faculty Showcase

Business

Matthew J. Holian from San Jose State University, CA
eTextbook: Principles of Microeconomics by Rittenberg and Tregarthen

Course Description:
Allocation of resources and distribution of income as affected by the workings of the price system and by government policies. Notes: May be taken concurrently or prior to Econ 1A. Meets the general education requirement for social science – human behavior, Area D-1

Quote
"A major motivation for me was certainly the desire to save students money. However I also want to make the material easy to access, for example, by sending students PDF documents, deconstructing and posting sections of the text into emails and so on. So it is not just that the books are free but they are also easy to access."

Learn How I Use This Open Textbook in My Course

Brian Evans from Foothill College, CA
eTextbook: Principles of Microeconomics by OpenStax College
Teaching ePortfolios: Faculty Use of Free & Open Textbooks

Microeconomics
Common Course ID: ECON 201
CSU Instructor Open Textbook Adoption Portrait

Abstract: This open textbook is being utilized in a microeconomics course for undergraduates students, largely business majors, by Professor Matt Holian, Ph.D at San Jose State University. The open textbook is written in a modular format that breaks down topics into manageable parts starting with a story to motivate the topic and ending with wrap-up and additional problems. A major motivation was to save students money but also to make the material easy to access. Students access the book as a PDF in the form of a course reader.

Reviews: The book has been reviewed by a CCC faculty member and a CSU faculty member from within the California higher education systems.

Principles of Microeconomics
Description:
Recognizing that a course in economics may seem daunting to some students, the authors have tried to make the writing clear and engaging. Clarity comes in part from the intuitive presentation style, but also a number of pedagogical features are utilized that make learning economic concepts and principles easier and more enjoyable.

Economics 1B: Principles of Microeconomics
Description:
Allocation of resources and distribution of income as affected by the workings of the price system and by government policies. Notes: May be taken concurrently or prior to Econ 1A. Meets the general education requirement for social science – human behavior, Area D-1.
Prerequisite: None
GE Credit: 4 units, degree applicable.

OER Adoption Process
A major motivation for me was certainly the desire to save students money. However, I also want to make the material easy to access, i.e., by sending students PDF documents, or by copying and pasting sections of the text into emails and so on. It is not just that the books are free, but they are also easy to access.

Student Access:
Students can access the textbook in a number of formats, including HTML, PDF or in print. I encourage students to
Browsing the Open Library

FREE and OPEN eTextbooks in the MERLOT collection:

- Arts
- Business
- Education
- Humanities
- Mathematics and Statistics
- Science and Technology
- Social Sciences
- Academic Support Services

FREE and OPEN eTextbooks with a Creative Commons License:

- Arts
- Business
- Education
- Humanities
- Mathematics and Statistics
- Science and Technology
- Social Sciences
- Academic Support Services
Review the list of available resources

- Leverages the MERLOT open library
- 785 free digital textbooks in Business
- 64 free digital textbooks in Accounting
Focus on Your Priorities

- Explore the 64 free digital textbooks in Accounting - some are websites and some are downloadable
Review the Resource

• MERLOT provides reviews, comments, and applications

PRINCIPLES OF ACCOUNTING

This principles of accounting website provides a free comprehensive textbook and learning center. Both financial accounting and managerial accounting topics are covered. Interactive formative assessments are included along with downloadable problems and exercises in Excel and pdf formats. Educators wishing to use these books as the primary or secondary sources of content in their curriculum must obtain written permission from Dr. Walthers.

Go to material Discuss this Material

Material Type: Open Textbook
Technical Format: HTML/Text
Date Added to MERLOT: December 26, 2009
Date Modified in MERLOT: July 30, 2015

Author:
Larry Walther
Utah State University

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Go to the Resource

principlesofaccounting.com
Finding RELEVANT OER Easier

CSU AL$ Search Engine

http://als.csuprojects.org/free-etextbooks
Find FREE/Open Textbooks Related to a Book

Enter ISBN:
9780077354763
Search

Chemistry
Author: Burdge, Julia R.
Publisher: McGraw-Hill, 2012

Related FREE/Open Textbooks
(And there's more to explore once you go to the materials.)

- **CK-12 Chemistry**
  This is a free, online textbook offered by the CK12 Organization. “CK-12 Chemistry covers Matter, Atomic Structure; The Elements and Their Properties; Stoichiometry; Chemical Kinetics; Physical States of Matter; Thermodynamics; Nuclear Chemistry; and Organic Chemistry.”

- **Concept Development Studies in Chemistry**
  “Concept Development Studies in Chemistry” is an online textbook for an Introductory General Chemistry course, written specifically for use with Socratic teaching or other active learning or interactive teaching styles. Each case study is a development of a major fundamental chemical concept, starting from experimental observations and following scientific reasoning to the development of a model. Each module develops a central concept in Chemistry from experimental observations and inductive reasoning.”
Scale Use By Sharing Use

Share Your Uses of Free and Open eTextbooks

MERLOT provides you many ways to share with others how you are using specific Free and Open eTextbooks in your teaching and your students’ mobile learning.

EASIEST TO DO:
Use MERLOT discussion forum connected to the open textbook to write a comment about how you are using the open textbook.

EASY TO DO:
Use MERLOT’s online Learning Exercise form to share the goals, learning outcomes, teaching strategies, assessment rubrics, and more about how you are using the open textbook. Just type in your text and publish it in MERLOT.
Accessibility

• CSU-MERLOT rubric for evaluating accessibility of instructional materials to all COOL ebooks
So What’s COOL?

• Library of over 3,900 free and open etextbooks
• Library of over 62,000 OER
• Library of 51 common courses with eportfolios of topics/learning objectives along with possible free and open etextbooks
• Library of 400+ peer reviews of 150+ etextbooks by faculty in discipline and from their sister institutions
• Coming Soon! Library of accessibility reviews for the free and open etextbooks
Would You Like OOLALA?

Open Online Library for Academics in Louisiana

The library is one piece of the initiative puzzle
Affordable Learning Solutions Strategy

Enabling Ecosystems with policies, leadership, business models

Developing Demand with communications, training, professional development

Creating Capabilities with convenient & affordable access to content through technologies

Leveraging Content Providers
Publishers--Libraries--Academic Authors--Open Education Resources (CSU-MERLOT)
<table>
<thead>
<tr>
<th>Types of Services</th>
<th>STRATEGIES Creating Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Outreach</td>
<td>Sample memo’s, emails, posters, and flyers about webinars, programs, purpose, etc.</td>
</tr>
<tr>
<td>Training &amp; Professional Development</td>
<td>Provide ongoing services including webinars, “how-to” videos, and regional workshops</td>
</tr>
<tr>
<td>Help &amp; Support Services</td>
<td>Enlist support from your reference librarians and campus technology support.</td>
</tr>
<tr>
<td>Providing Print Copies</td>
<td>Work with your bookstore. OpenStax has print copies ready. Additional strategies in the works.</td>
</tr>
<tr>
<td>Library, Discovery, Curation</td>
<td>Leverage COOL4Ed library; Every campus can create their own Course ePortfolio in MERLOT</td>
</tr>
<tr>
<td>Technology Services</td>
<td>Put a link to COOL4Ed in your LMS. MERLOT also has LMS integrations</td>
</tr>
<tr>
<td>Campus Coordination/Leadership</td>
<td>Leverage existing campus leadership. Academic Senate resolution supporting faculty choice of OER. Create a MERLOT Voices online community for support</td>
</tr>
</tbody>
</table>
With CA Legislation, Funding for Campus Programs

Request for Proposals: The California College Textbook Affordability Act of 2015 (AB 798)

The goal of College Textbook Affordability Act of 2015 (AB 798) is to save college students money by empowering professors and local campuses to adopt high quality, free and open educational resources for courses materials. Assemblywoman Bonilla (sponsor of AB 798) recognized that free and open educational resources can reduce the total cost of education for students and their families in California’s higher education institutions.

This Request for Proposals (RFP) provides the guidelines, requirements and processes for campuses to submit proposals for their local textbook affordability programs and receive up to $50,000 to implement their program and report on the student savings created by their program. More specifically, the RFP provides:

<table>
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<tr>
<th>Step 1</th>
<th>Review RFP and Evaluation Rubric</th>
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<tbody>
<tr>
<td></td>
<td>Review Background Resources</td>
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<tr>
<td></td>
<td>Review timeline</td>
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<tr>
<td></td>
<td>Brainstorm / draft goals and implementation plan with your campus stakeholders</td>
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<tr>
<td></td>
<td>Toolkit #1</td>
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<tr>
<th>Step 2</th>
<th>Create account in InfoReady See PDF Sample</th>
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<tbody>
<tr>
<td></td>
<td>Attend informational webinars (Optional)</td>
</tr>
<tr>
<td></td>
<td>Join COOL4Ed Voices to keep up to date on online discussions about AB 798</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Step 3</th>
<th>Campus academic senate approves resolution. Example: Sample AB 798 completed resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Designate Campus Coordinator</td>
</tr>
<tr>
<td></td>
<td>Campus Coordinator: Assemble your Campus Plan Using the Template</td>
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</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Submit Proposal by June 30, 2016 with the following items:</th>
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<tbody>
<tr>
<td></td>
<td>Approved Academic Senate Resolution</td>
</tr>
<tr>
<td></td>
<td>Implementation Plan</td>
</tr>
<tr>
<td></td>
<td>Projected Cost Savings Excel Spreadsheet</td>
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</tbody>
</table>

LATEST RFP NEWS

The RFP documentation for AB 798 funding applications has been released! Please read through the four steps located to the left of this message to find the relevant RFP information.

Review the presentations and meeting notes from the AB 798 Informational Conference

Calendar of Webinars, Office Hours, & Presentations

Frequently Asked Questions

www.cool4ed.org
IF YOU BUILD IT, WILL THEY COME?

Developing Demand: How Do We Support Faculty Wanting to Use Free and Open Educational Resources
CSU’s Course Redesign with Technology Initiative
Flipping the Anatomical Position: Enhancing Student Understanding and Success in BIOL 208 Human Anatomy via Flipped Lectures and Interactive Laboratories

Kelly A. Young, Ph.D., Professor
Jacqueline Pal, MD, Full Time Lecturer
Tiffany Price, MS, Part Time Lecturer
Kerry Robison, MS, Part Time Lecturer

Department of Biological Sciences, California State University Long Beach
Contact: kelly.young@csulb.edu

Abstract

Human Anatomy (BIOL 208) is a non-majors course with an annual enrollment of 700-800 students. For many of these students, this rigorous class represents the first science course they have taken since high school, and many are not accustomed to the level of rigor anatomy requires. Our restructure is focused on making the course an interactive learning experience. We have removed the hour-long lectures that accompanied the laboratory portion of the class and replaced them with a three part learning system: 1) multiple short videos describing every anatomical part students need to know*, to be watched at home, 2) a readiness assurance quiz each week on both review and new material covered in the videos, but not in class#, and 3) in class interactive laboratory stations where students use critical thinking and inquiry skills to investigate anatomical materials and make key learning connections#. These techniques have decreased the number of D grades and increased student understanding beyond the rote memorization typically associated with anatomy.
Need for Redesign

For many students, this class represents the first science course they have taken since high school. We have found that many are not accustomed to the rigor of a natural science course. We have tried to tailor this course to the needs of upper division courses in Nursing and Kinesiology, therefore, the content coverage is substantial. While many of our students earn strong grades, demonstrating that success in this class is achievable, they often don’t engage until after the first exam.

Coupling the general lack of student preparation with the large content load demanded by subsequent classes has led us to a situation which is common across human anatomy courses in the United States: a low retention/high failure rate.

Redesign Activities: Anatomy on Demand

Anatomy on Demand is a short video series that describes every structure our students need to learn in the class. Although images are used with permission from various sources, the slides are not provided by a textbook company, we custom make these for our course. We then film a video that blends a verbal explanation of the structure with a camera recording of that professor demonstrating the structures on a 3D model along with the slides. We have kept the videos short on purpose; all are under 15 minutes in length, with most under 7 minutes.

Analysis of Obstacles to Learning in BIOL 208

Our analysis for restructure determined that poor grades and low student success correlate with: access to resources (laboratory models and cadavers), amount of material, student preparedness, student motivation, student schedules (school, work, etc.).

Using Newly Created Class Time To Engage Students

While the videos often get attention in a

Biol 208 CSULB Anatomy on Demand: Cerebral Blood Supply

This is one of the nearly 100 panopto videos that are part of the BIOL 208 course restructure. Students watch 4-8 short (2-9 min, average 5 min) videos that describe each term that they will need to know in the laboratory before arriving to class. The in-class time can then be spent digging deeper to make the connections needed to solidify what they learned.

BIOL 208 Anatomy on Demand: Bones of the Thorax
BIOL 208 Anatomy on Demand: Sinuses Sutures & Fontanel
BIOL 208 Anatomy on Demand: Cerebral Blood Supply
Let’s Take a Web Tour

http://coursereredesign.csuprojects.org/wp/eportfolios/

<table>
<thead>
<tr>
<th>E-PORTFOLIO TITLE</th>
<th>ABSTRACT</th>
<th>AUTHOR</th>
<th>CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the History of World Civilizations through Digital Technology and Team-based Teaching</td>
<td></td>
<td>Ivey, Linda</td>
<td>East Bay</td>
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<tr>
<td>A New Gateway to College Success: Civic Purpose and Active Learning in U.S. History Courses</td>
<td></td>
<td>Ford, Bridget</td>
<td>East Bay</td>
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<tr>
<td>Flipping the Anatomical Position: Enhancing Student Understanding and Success in BIOL 208 Human Anatomy via Flipped Lectures and Interactive Laboratories</td>
<td></td>
<td>Young, Kelly</td>
<td>Long Beach</td>
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<tr>
<td>Improve Time-On-Task and Data Analytics Skills Through Group Projects and Activities in Business Calculus</td>
<td></td>
<td>Chang, Jen-Mei</td>
<td>Long Beach</td>
</tr>
</tbody>
</table>
Give a Gift and Not a Burden

• Enable faculty to achieve their goals
  – Helping their students learning up to academic standards

• Recognize and reward faculty for their efforts
  – Publish/share their scholarship of teaching and learning with technology
  – Align their time and resources with priorities

• Help faculty enjoy the work of redesigning their courses for student success
  – Work with colleagues within a community
Proven Course Redesign

Proven Course Redesign is focused on CSU "Lead" faculty sharing their designs of their course where they have accrued evidence of the strategies' success for improving student learning. "Adopting" faculty across the CSU then choose to adopt and adapt that proven strategy in their own courses. All the faculty work within a professional learning community to discuss and evaluate course redesign successes and lessons learned. These proven courses that have documented improved student retention, engagement, and success have included such strategies as flipped classrooms, online homework, virtual labs, blended course designs, Supplemental Instruction, and other technology-enhanced delivery methods.

proven.csuprojects.org

Promising Practices

Promising Practices is a program focused on local campus course redesigns that have not yet been proven to increase student success and/or that address local campus bottlenecks. Faculty accepted into the Promising Practices program are given resources and support to strengthen their course design through the Course Redesign Professional Learning Community and build additional evidence as to the redesign effectiveness. Promising Practices are considered incubators toward future proven redesigns.

promising.csuprojects.org

Quality Assurance

As CSU campuses offer more blended and online courses, it is critical to ensure quality online teaching and learning, as well as determining how to assess and make desired improvements for greater student success. There are many skeptics who question the validity of online teaching, making it critical to inform and prepare instructors to effectively teach hybrid or online courses. The Quality Assurance program offers multiple services and methodologies to ensure instructional quality, instructional materials accessibility, and academic integrity. qa.csuprojects.org

Virtual Labs

Science, Technology, Engineering and Mathematics (STEM) faculty throughout the CSU are adopting virtual labs to provide students a risk-free environment to explore scientific concepts in inquiry-based fashion, formulating hypotheses and carrying out experiments at their own pace and time, learning from successes and failures. The use of virtual labs can remove some of the barriers to enrollments, such as the limited availability of laboratory space, equipment and instructional support, allowing more students to successfully complete their science labs in a timely manner. vlabs.csuprojects.org
Course Redesign with Technology

The CSU Course Redesign with Technology program was developed in response to the enrollment bottlenecks that many students were experiencing, limiting their ability to progress toward graduation. There are many reasons why CSU students face these bottleneck issues. Read more about CSU Enrollment Bottleneck Solutions.

Enrollment Bottleneck Solutions Initiative

Video of Cal Poly Pomona, Professor of Engineering, Mariappan Jawaharlal discussing his course redesign

Strategies and Solutions to Address the Causes of Enrollment Bottlenecks

Quick Links
- All-in-One Calendar
- Calendar of 16-17 RFPs
- Professional Learning Community
- E-Portfolios Showcase
- Submitting E-Portfolios
- Quality Assurance
- CourseMatch
- eAdvising
- Tools
Welcome to Virtual Labs in the CSU

The Virtual Labs in the CSU is part of system-wide Academic Technology initiative to reduce enrollment bottleneck courses for students through the use of innovative online technologies. Science faculty throughout the CSU are adopting virtual labs to engage students in learning through active participation rather than passive observation. Technological advances, combined with bandwidth maturity and mobile access make virtual labs an increasingly viable part of the teaching and learning.

We invite you through this site to learn about current and innovative virtual labs technologies, lab experiments, and simulations used in teaching the science, technology, engineering, and math disciplines in higher education.

What You'll Find Here

1. The use of leading edge Virtual labs in the teaching and learning process.
2. A "one-stop-shop" for a growing collection of free and fee-based virtual labs.
3. Advice with links to a wide range of additional Science, Engineering, and Math resources and materials on Virtual Labs.

http://teachingcommons.cdl.edu/virtuallabs/
Convenient Access to OER is a Key Ingredient for Success

Community and Technical Colleges are a cornerstone to Louisiana’s education system

Where can you find Workforce OER?
Welcome to SkillsCommons

We’re open for learning.

Learn More About Us

www.skillscommons.org

Browse by Industry

Know your industry? You can browse for materials by specific industry sectors.

Grant Project Showcases

Explore selected TAACCCT projects by initiative and other skill groups.

Support Center Services

Get off to a good start with the SUPPORT Center. Get help and advice on how to use the site.
Explore SkillsCommons By Industry

- Click on a section of the wheel to get an expanded presentation of that specific industry.
- Click on the name in the pop-up box to get a list of the materials for that industry.
- An accessible version is also available.

Health Care and Social Assistance
NAICS Code: 62
(650)
Berkshire Community College - AHS115 Fundamentals of Disease - Respiratory Quiz
Quiz/Test
Berkshire Community College
Berkshire Community College AHS115 Fundamentals of Human Disease Quiz

SkillsCommons Aides
Grant Management Materials
St. Louis Community College
Presentation and tips for uploading resources to the SkillsCommons repository.

MoHealthWINs Rad Tech Open House Flyer
Recruitment and Outreach
Jefferson College
MoHealthWINs Rad Tech Open House Flyer for promotional purposes.

Hearing Instrument Specialist Syllabi
Syllabus
Ozarks Technical College
This industry specific HIS program prepares students for entry level hearing instrument specialist positions. Upon completion of this program, students will earn an Associate of Applied Science degree and are prepared to enter the workforce. The following documents identify the course syllabi for e...

HIS 140 Introduction to Hearing Instrument Components
Hybrid/Blended Course
Ozarks Technical College
This is the Blackboard course materials for HIS 140 Introduction to Hearing Instrument Components.
SkillsCommons help you connect with workforce development partners
SkillsCommons can help you use OER and MAKEOVER the materials for your needs!
Technology Companies
JOIN US AT OLC Innovate 2016
APRIL 20-22 • NEW ORLEANS, LA

• Workforce Innovation is one conference track
• SkillsCommons is launching an annual TAACCCT Community Meeting at INNOVATE
  – Drafting plans for industry-sector & strategy communities
  – Demonstrating “Makeover Strategies” and facilitating connections with technology companies
– Discount Registration Code: 2016INNOVMP
ENABLING ECOSYSTEMS
How to execute without being executed?

Give a Gift and Not a Burden
Showcase exemplary practices
Give Choices
Build Locally- Link Globally
Good Project Management
Running with Scissors in Louisiana

1. Establish an Affordable Learning Louisiana - Innovations (ALL-In) system team to develop your own initiative

2. Ask me to co-create your OOLALA website – as a MERLOT system partner you get one

3. Fund what you can to incentivize your own flavor of Stone Soup
Shall We Be Open For Learning?
And Move the World With Innovations?

Mass = Educational Innovations

Mass = MERLOT/AL$ Community
Thank You!

Questions?

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