Welcome and thank you for attending the 2018 Online Teaching Conference!

Please help us improve your conference experience by…

- **Rating and reviewing our sessions and speakers within our OTC Mobile Event App after each session you attend.**

AND

- **Taking our online surveys at the conclusion of the conference.**

Survey links are available at:

onlineteachingconference.org/evaluations

ONLINE TEACHING CONFERENCE

JUNE 18-20, 2018 • ANAHEIM

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

OER-Enabled Canvas Sample Course Shells

Equity for all!

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

OER-enabled Canvas Sample Course Shells – Equity for all!

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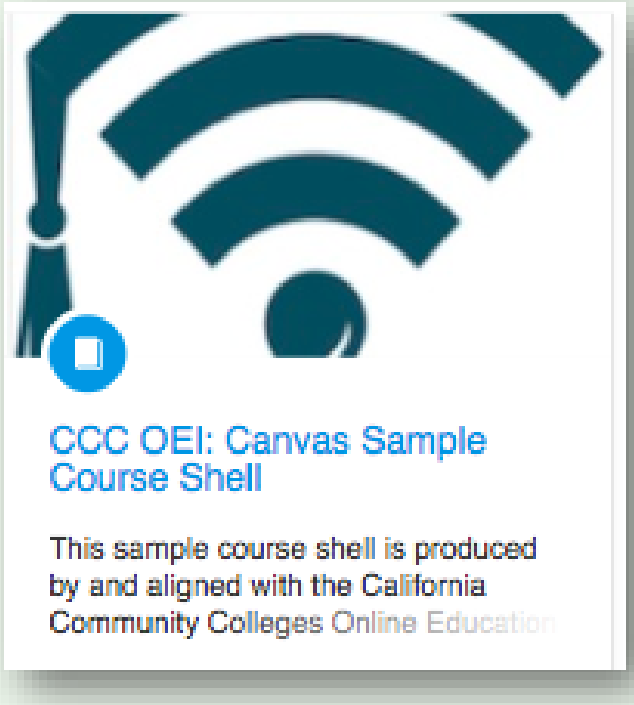


OEI's additional OER support

OEI home page: **@CCCoei**

http://ccconlineed.org/

OEI OER landing page:

http://ccconlineed.org/faculty-resources/open-educational-resources/

OEI Design Rubric landing page:

http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/

Is there a problem?

Student Impact

Survey of 2039 college students at 156 campuses across 33 states

Source: Fixing the Broken Textbook Market, 2014

- **48% take fewer classes or different classes**
- **65% choose to not buy textbook**
- **94% report concern that grades affected**

OEI's OER pages

> *Replacing expensive textbooks with OER is an equity and social justice issue. Students have free access to course materials on Day 1 of class, not when they can afford to purchase their textbooks. ~ Dr. Barbara Illowsky, Chief Academic Affairs Officer for the OEI.*

Open Educational Resources (OER) are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students. "Open Educational Resources" include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge (AB-798, section 67423, adapted from the Hewlett Foundation definition, **https://www.hewlett.org/strategy/open-educational-resources/**)

Tools & Resources

Read More

Guidelines & Research

Read More

- → Faculty Resources
  - → Professional Development
    - → Teaching with the OEI
    - → Accessibility Support
    - → Peer Reviews
    - → Online Course Design Standards
  - → Canvas CCMS
    - → Canvas Course Migration Support
    - → Getting Started with Canvas
    - → Canvas Community
    - → Open Educational Resources (OER)
      - → OER Tools and Resources
      - → OER Guidelines and Research
      - → OER Zero Textbook Cost Degree
      - → OER FAQ
  - → Proctoring
  - → Plagiarism Detection
  - → Resources for Underprepared Students
  - → Policies and Effective Practices

https://tinyurl.com/OEI-OER2018

OER Zero Textbook Cost Degree

"Zero-textbook-cost degrees" means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies, including open educational resources. Discretionary student printing of instructional materials shall not be considered a cost as part of this program (CALIFORNIA EDUCATION CODE – EDC Section 78052).

Read what Dr. LeBaron Woodyard, Dean of Academic Affairs, and Stephanie Ricks- Albert, Academic Affairs Specialist, California Community College Chancellor's Office and others say about Open Education (Zero Textbook Cost) Degrees.

Zero Textbook Cost Degree programs address the issue of increasing textbook and instructional materials costs that affect students. The California Community Colleges Chancellor's Office, Academic Affairs Division leads the management, policy development, and implementation of the **Zero Textbook Cost Degree special project**.

Community College Consortium for Open Educational Resources (CCCOER) maintains an archive of **North American OER case studies** and an index of **past webinars**.

Explore

- → Faculty Resources
  - → Professional Development
    - → Teaching with the OEI
    - → Accessibility Support
    - → Peer Reviews
    - → Online Course Design Standards
  - → Canvas CCMS
    - → Canvas Course Migration Support
    - → Getting Started with Canvas
    - → Canvas Community
  - → Open Educational Resources (OER)
    - → OER Tools and Resources
    - → OER Guidelines and Research
    - → OER Zero Textbook Cost Degree
    - → OER FAQ

OER can be hard to find.
That’s where we can help!

OER:

Make it easy for faculty to use high quality OER with integrated content and supplemental materials

Online presence:

Develop a course shell for faculty to adopt and adapt for online, hybrid & f2f classes

A Grassroots Project

Team:

- OEI ~ Barbara Illowsky
- 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

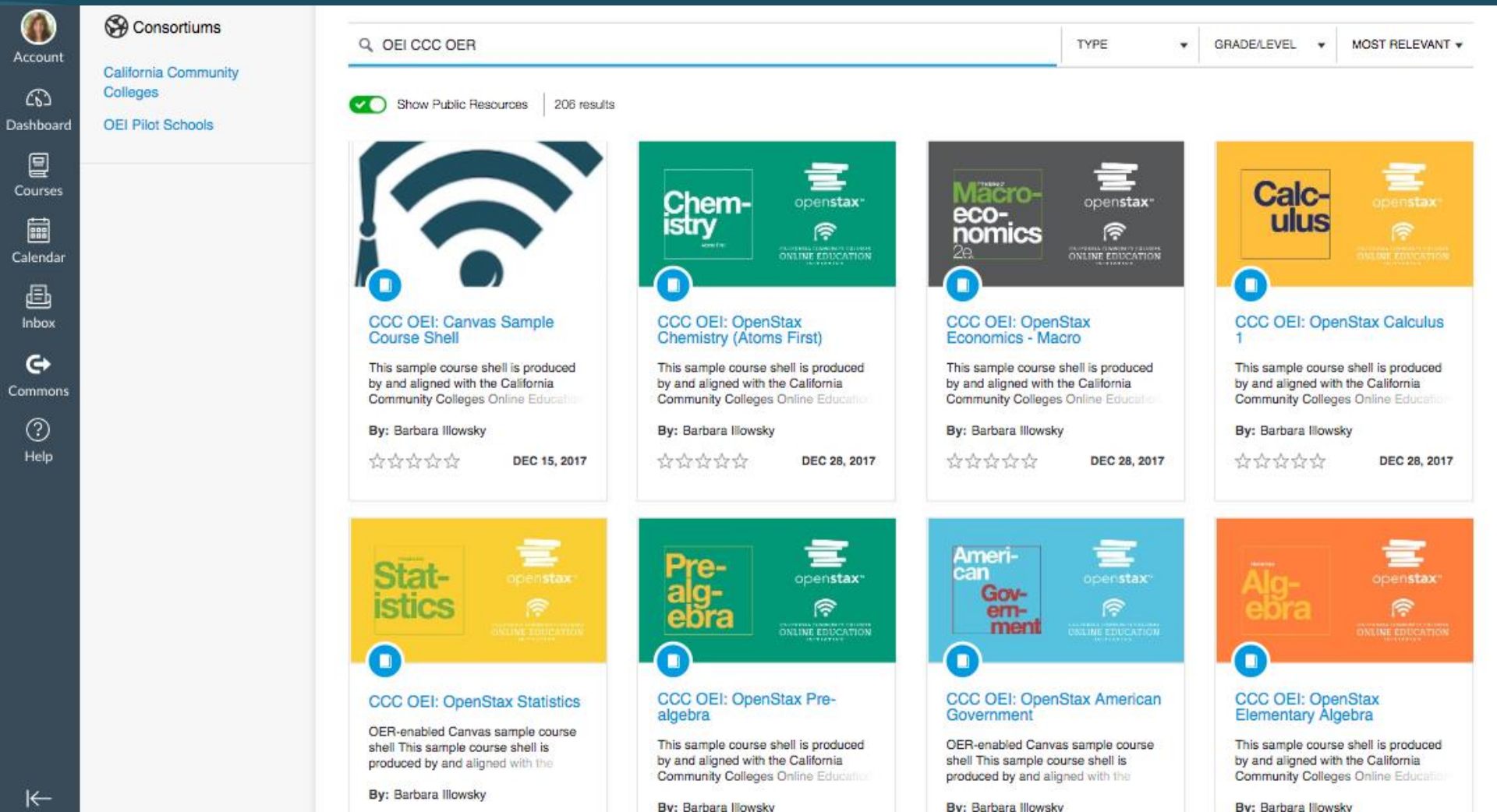
Project:

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

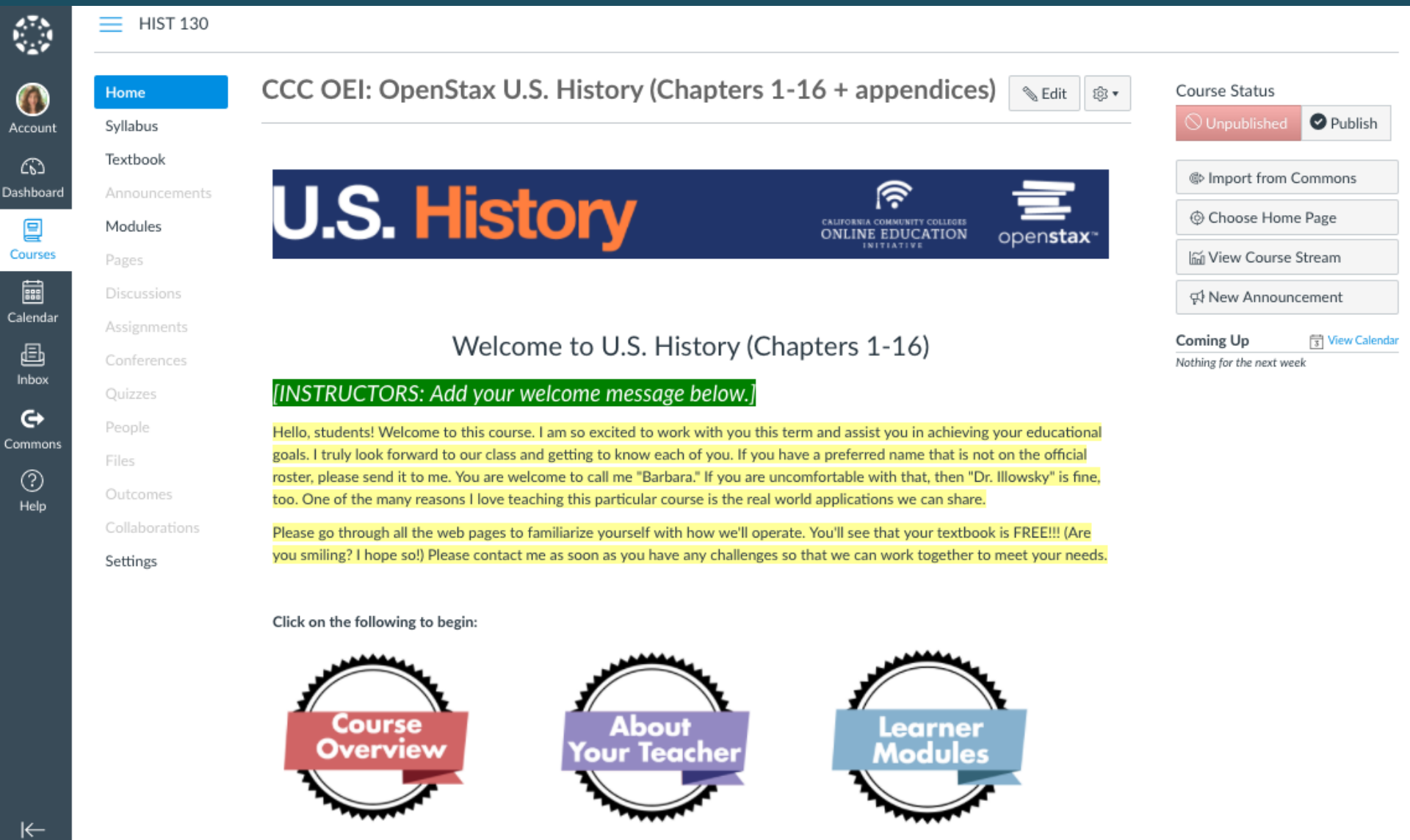
Location:

Canvas Commons

Canvas Commons Search: CCC OEI OER



Simplified Homepage



Syllabus

sample version

Meant to give you a starting point for your own creativity

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 this section entirely.]

Historical survey of the European colonization of North America and of the United States through Reconstruction.

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, or replace it with your local Student Learning Outcomes, or remove it entirely.]

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

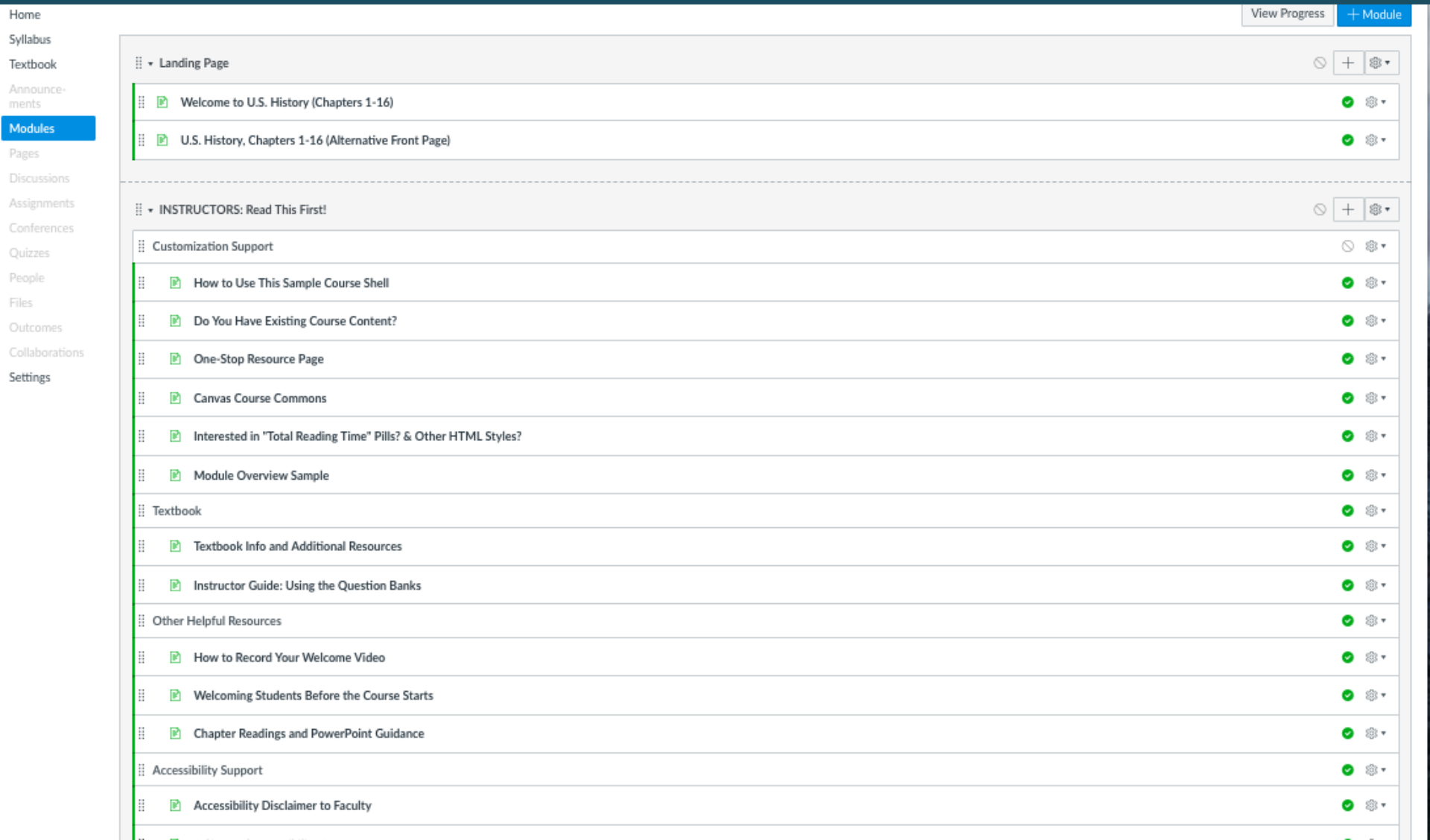
- Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
- Demonstrate an understanding of U.S. History through current analytical categories of race, class, gender and ethnicity.
- Demonstrate an understanding of America's growth in a global context.
- Explain the major economic, technological and scientific developments and their historical significance.
- Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.
- Explain the major social and cultural developments, their causes and effects, and their historical significance.

Course Content:

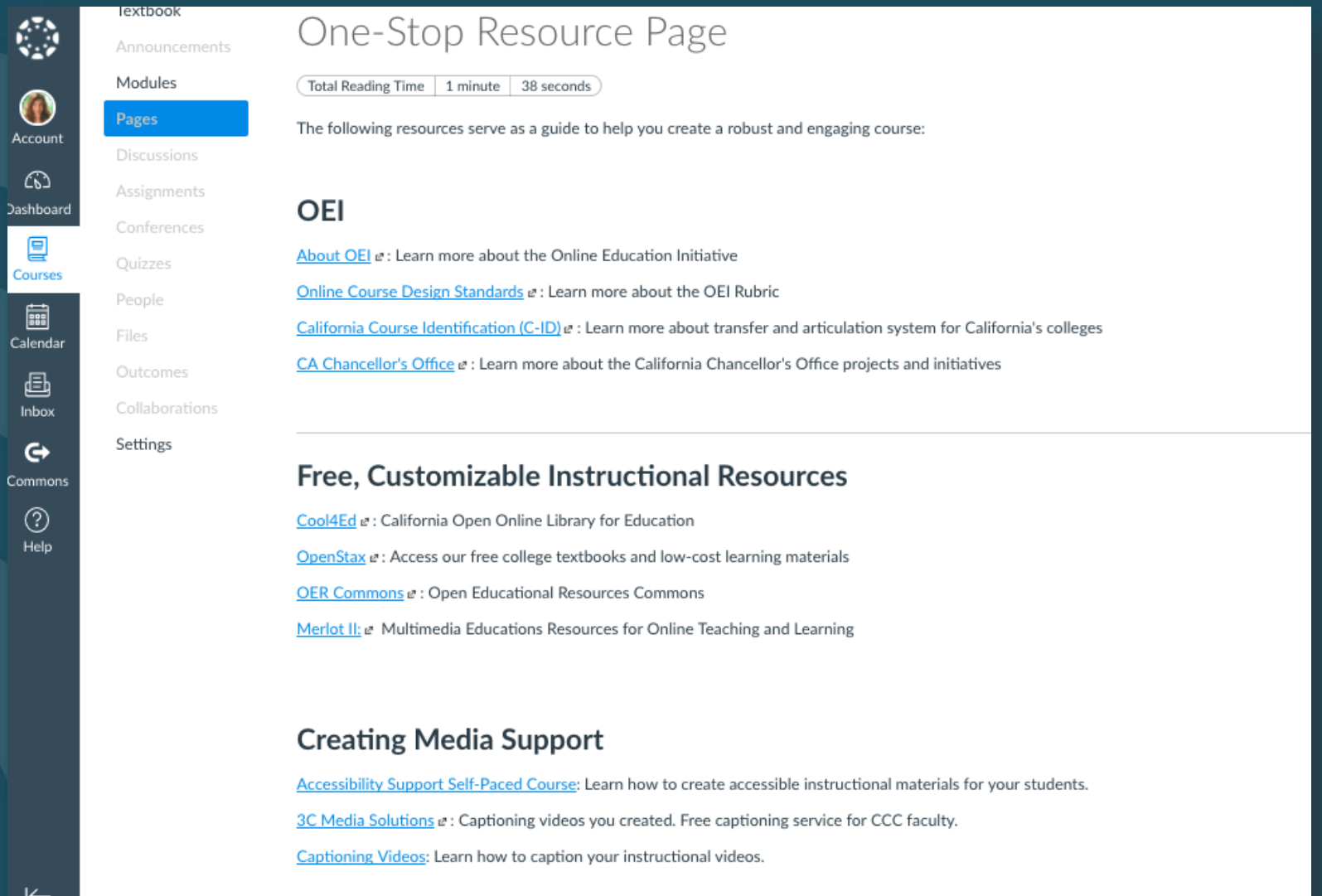
[INSTRUCTORS: Insert course content]

- Native American societies and cultures prior to European arrival.
- European colonization and its impact on Native America.
- Establishment and maturation of diverse colonial settlements and populations.

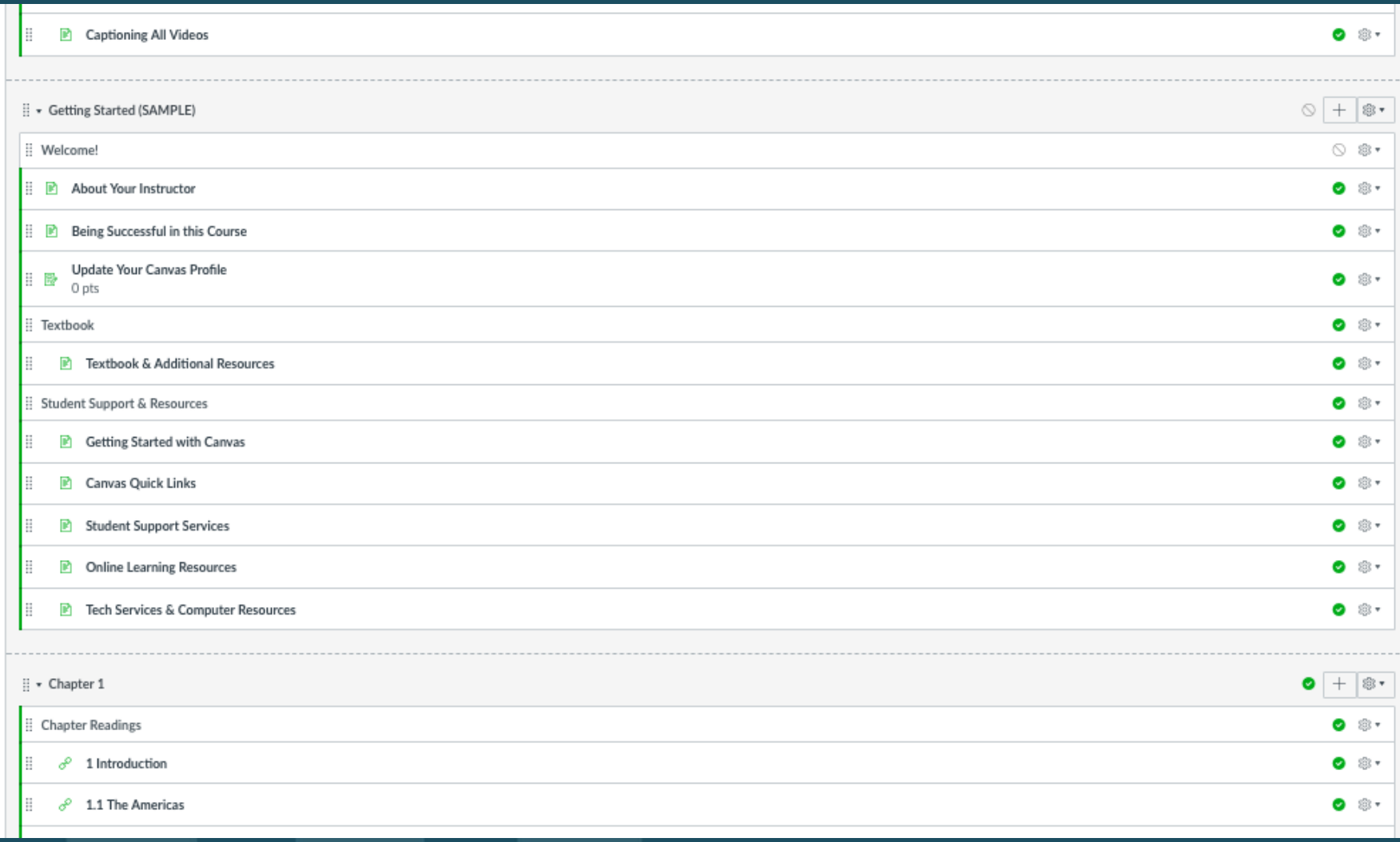
Support for Faculty



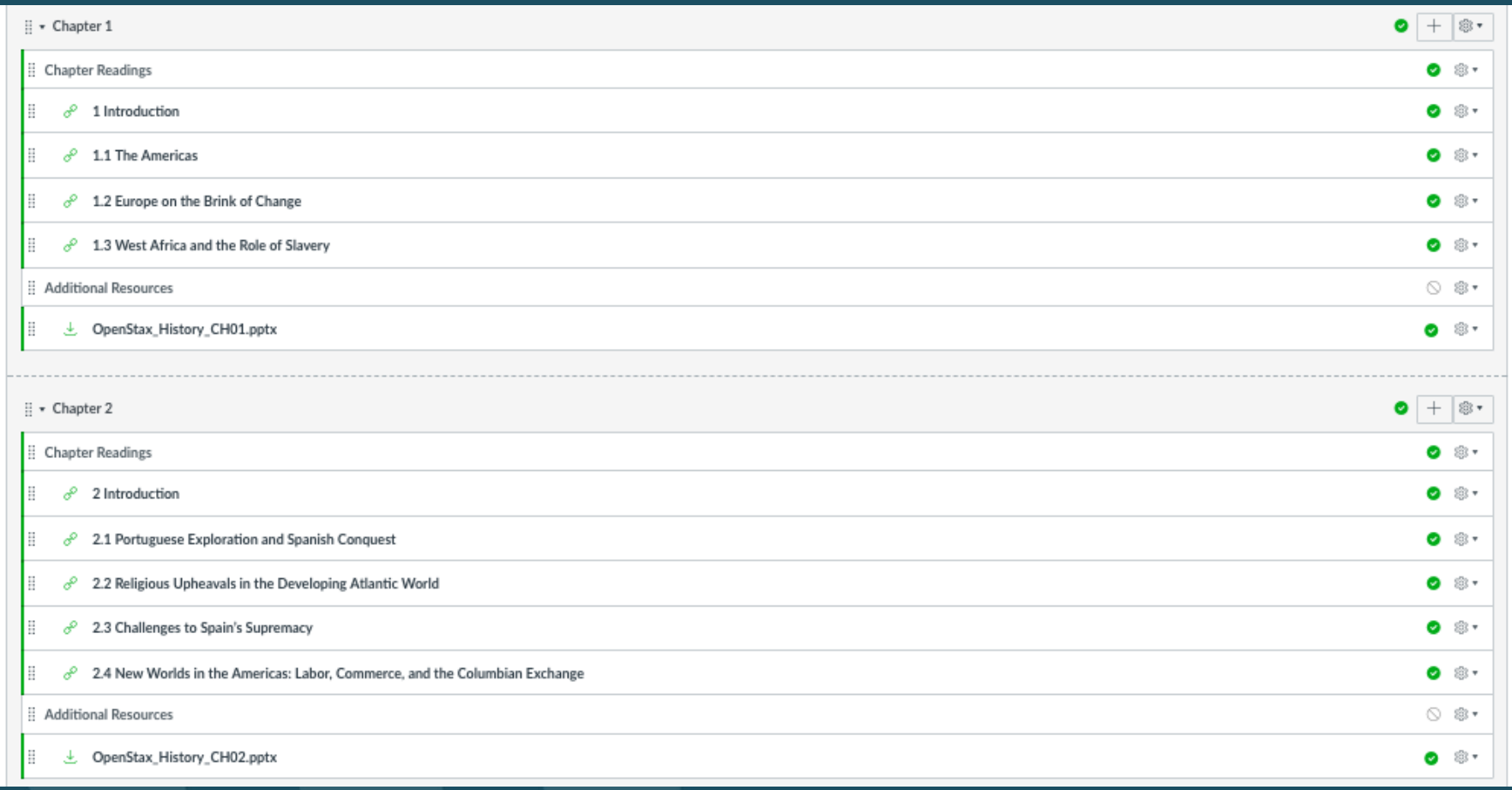
··· and more support for Faculty



Support for Students



Embedded textbook & PPts



Test Banks

Course Question Banks
+ Add Question Ba
View Bookmarke
Ch 1 History
21 Questions
Last Updated: Jun 12 at 12:35pm
Ch 2 History
17 Questions
Last Updated: Jun 12 at 12:35pm
Ch 3 History
26 Questions
Last Updated: Jun 12 at 12:35pm
Ch 4 History

… ta da! …

Home
Syllabus
Textbook
Announcements
Modules
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Assignments
Conferences
Quizzes
People
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Outcomes
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3.1 Spanish Exploration and Colonial Society

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▸ Summary

Figure 1.

‹ Previous Next ›

For online, hybrid, f2f classes

Course Shells

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An “empty” shell for YOU!

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

Thank you!