OER Adoption

Moving Beyond Early Adopters and Empowering Everyone Else to Use the OER, Too

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Introductions and Expertise

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ACRL Instruction Section Innovation Award, 2016
New Literacies Alliance  
newliteraciesalliance.org

The New Literacies Alliance (NLA) is a multi-institutional collaborative effort that creates and shares a broad range of online information literacy lessons. These ACRL Framework-based lessons can be embedded in websites and LibGuides, and can be incorporated into most learning management systems. Because sharing is key to our mission, **each lesson features a Creative Commons BY-NC-SA license** and our content is not tied to any one institution so educators can use and adapt the material as they see fit.
Outline

- Technology Curves
- Three Big Blocks
- MVPs
- Plans & Windfalls
Background

Technology Adoption Curve
Technology Learning Curve
Technology Adoption Curve

- Innovators: 2.5%
- Early Adopters: 13.5%
- Early Majority: 34%
- Late Majority: 34%
- Laggards: 16%

Market share %

- 0%
- 25%
- 50%
- 75%
- 100%
K-State Libraries On the T.A.C.
Exercise: Place Your Institution on the T.A.C.
Technology Learning Curve
Barriers to Stage 2 Adoption: Overview

Scaling to New Partners
Getting Your OER into Classes
Complexity
Scaling Production to New Partners

Background

Barriers

Strategies
### Writers’ Training Schedule for NLA Partner Institutions

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Location</th>
<th>Presenters</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Introduction to NLA</td>
<td>iTV/or adobe connect</td>
<td>Sara and the NLA Steering Committee</td>
<td>March 26, 2014 2:30-3:30pm</td>
</tr>
<tr>
<td>2)</td>
<td>Backwards Instruction: Refining and Grouping Content Skills</td>
<td>iTV/Adobe Connect</td>
<td>Joelle, Heather Sara Backup</td>
<td>April 9, 2014 2:30-4:00pm</td>
</tr>
</tbody>
</table>
| 3)      | Creating Learning Outcomes | 1. Use Step 2 Rubric (20-30 min)  
2. Create learning outcomes using content skills (Step 3) (90 minutes) | iTV/Adobe Connect | Heather, Sara | April 23, 2014 2:30-4:00pm |
| 4)      | Using the "Storyboard" to write lesson plans | 1. Use Step 3 Rubric (20-30 min)  
2. Use the storyboard to write NLA-style lessons plans (Step 4) (90 minutes) | iTV/Adobe Connect | Marc, Holger, Heather, Sara, | May 7, 2014 2:30-4:00pm 1st drafts due mid- June 2014 |
| 5)      | Lesson Showcase and Work Day | Meet in person with all content writers to share and review lessons  
Workshop one-on-one with developers | In person (TBD) | Steering Committee and Work Group | Final Drafts due end of June 2014 Workshop 1st |
Our Technology Learning Curve
## Getting Your OER into Classes

### Background

- **Barriers**
- **Strategies**

### Library Timeblocks

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Le Cid, Jour 3</strong></td>
<td>Feb 13 at 3:55pm</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Scudéry, Clélie</strong></td>
<td>Feb 15 at 3:55pm</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Library Day</strong></td>
<td>Feb 20 at 3:55pm</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Library Lesson 1: Questions of Authority</strong></td>
<td>Feb 20 at 3:55pm</td>
<td>10 pts</td>
</tr>
<tr>
<td><strong>Library Lesson 2: Citations</strong></td>
<td>Feb 20 at 3:55pm</td>
<td>8 pts</td>
</tr>
<tr>
<td><strong>Library Lesson 3: Scholarly Conversations</strong></td>
<td>Feb 20 at 3:55pm</td>
<td>10 pts</td>
</tr>
<tr>
<td><strong>Library Lesson 4: Search Strategies</strong></td>
<td>Feb 20 at 3:55pm</td>
<td>10 pts</td>
</tr>
<tr>
<td><strong>L'époque coloniale: la Nouvelle France</strong></td>
<td>Feb 22 at 3:55pm</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>La Nouvelle France (cont)</strong></td>
<td>Feb 27 at 3:55pm</td>
<td>100 pts</td>
</tr>
</tbody>
</table>
Complexity

- Different LMS platforms
- LMS system administration level communication for implementing new services
- Librarian inexperience with LMS at course level
Thank you for your interest in New Literacies Alliance (NLA) lessons. You requested LTI links, which integrate with learning management systems such as Blackboard, Canvas, and D2L.

The LTI links provided below are active for the 2017-2018 academic year, at a minimum. They may continue beyond, however it would be beneficial to check back with us at the start of each academic year. Sometimes there are new improved versions available.

Feel free to write to me with technical questions. For general questions about the lessons or the NLA program contact Joelle Pitts at jopitts@ksu.edu or one of the other project leaders listed on the website. (http://newliteraciesalliance.org/about-us/)

With best regards,

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LTI Links:
Ask the Right Questions v.2:
https://www.softchalkcloud.com/scorecenter/lti/CMk62d4juJ0Q6uA
Strategies

MVPs
Prescriptive Growth
Organic Growth
Original Product Plan
Minimum Viable Product (MVP)

Data, Information, Knowledge, and Wisdom

Synthesizing data and information into knowledge

This lesson will introduce the data-information-knowledge-wisdom relationship. You will learn about the need to extrapolate meaning from "too much" information. The challenge is to take data and information and synthesize it into knowledge.
Design

• IDs lead design process
• Work with IDs and Accessibility Experts
• Rapid Prototyping, testing
MVP

Prescriptive Growth

Organic Growth

Design

Background  Barriers  Strategies
Communication

• Elevator pitch
• Websites
• Presentations, papers, & books
MVP

- Prescriptive Growth
- Design
- Communication
- Organic Growth
Pedagogy

- Primer for Librarians
- Learning Activity Plans (LAPs)
Early Adopters

• Listen to them to enable flexible use - what do they need?
• Identify champions & peer-to-peer mentoring
• Create opportunities for champions to interact with second wavers
Forums for Exchanging Ideas

- Workshops
- Focus Groups
- Wine
Quotes from Focus Group

This is my second, only my second time utilizing the NAL, NLA lessons. But, after listening to some of the responses, I think next time that I teach it, next semester. I might just use the strategies that you've been talking about where they just have to re-take it for, for credit. Because, I think maybe that will, that will reinforce like student engagement. So, I haven't seen much engagement with the material, other than the Question Authority assignment, which seemed to have the most impact.
More Quotes from Focus Group

respondent2: I was like, "Here, Jane*, go. You do your thing, Jane." I don't have anything else set up, but those quizzes are ready to go by August. And she just goes in and embeds those, because she knows how to do that and I definitely don't....

respondent5: I think she has some sort of spreadsheet that we don't ever have to look at because she manages it. ...

respondent3: I embedded them in Canvas myself....

respondent5: Your librarian isn't working hard enough for you.
Learning from Workshops

Librarians from a community college - start with Scholarly Conversations, then go to Search Strategies

Librarian from a 4-year college - uses lessons in class; didn’t have technology for everyone, so paired up and completed Search Strategies together, discussing options in the “Choose Your Own Adventure” activity

Some workshop attendees become partners.
References


Questions? Comments? Want to Try?

- Sara K. Kearns skearns@k-state.edu
- Alice Anderson aliceanderson@k-state.edu

- newliteraciesalliance.org