

# Pressure, Pushing Down on Costs, Pushing Up on Student Success

Promoting  
Student  
Success with  
OERs





# Hello!

**We are happy you all could join us!**

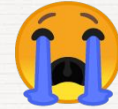
**Chelsy Schnabel**, Assistant Director of Developmental Math

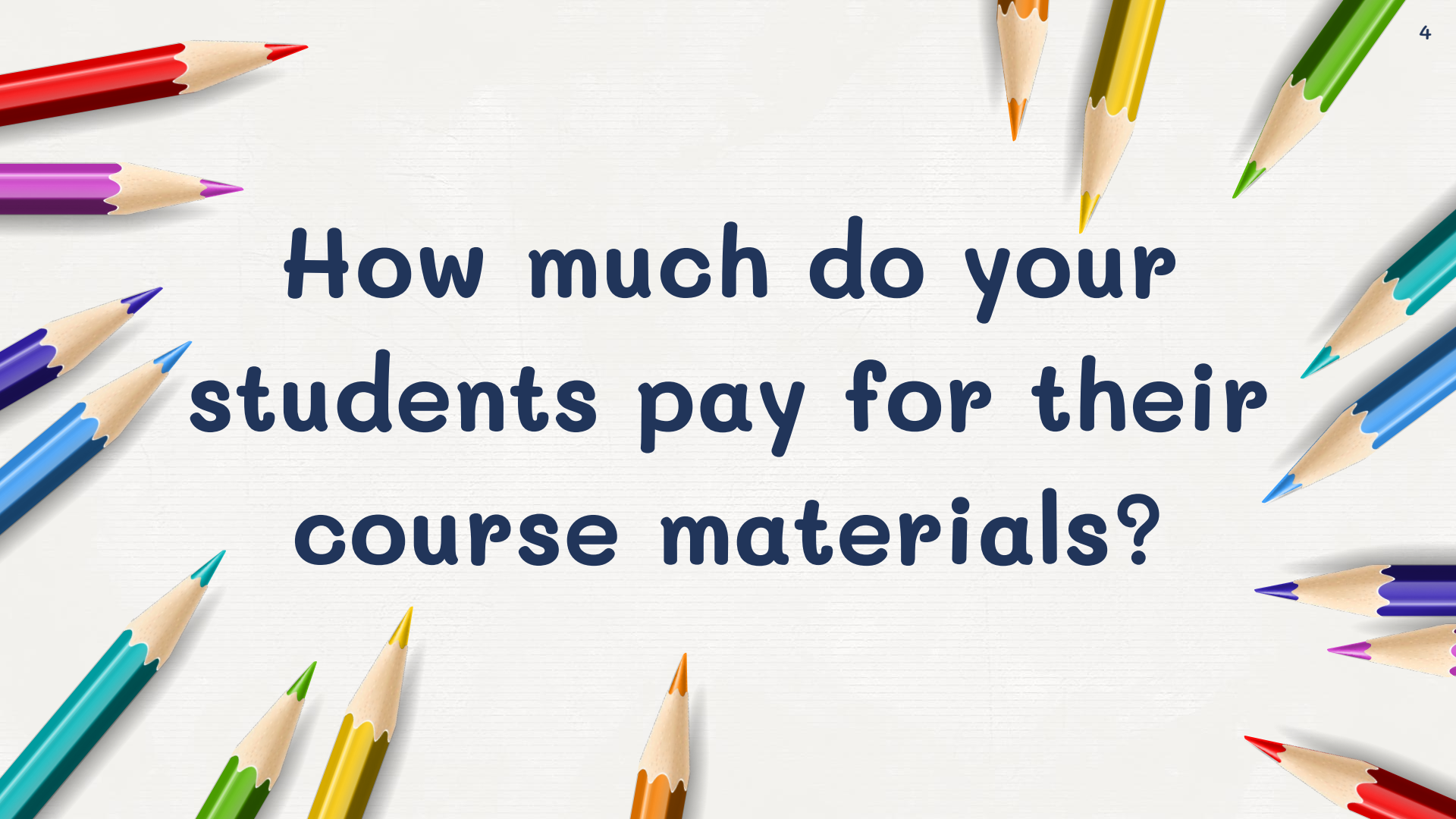
**Alison Breiding**, Director of Developmental Math

**Jessica Markle**, Math Lab Coordinator

Presentation link: <https://bit.ly/3csXj4w>

How do you feel  
about OERs?





**How much do your  
students pay for their  
course materials?**



# ISU Dev. Math course material costs

**\$225 - \$300**

2017/18 School Year



“EEK! I can’t afford that!”  
“I am waiting on Financial Aid.”

**\$145 - \$215**

2018/19 School Year



“That’s more affordable, but still expensive.”  
“I am still waiting on Financial Aid.”

**\$59 - \$97**

2019/20 School Year



“I can afford that!”  
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\* Price ranges are dependent of where students purchase their class supplies (University bookstore, major retailer, etc.).

\*\* Printing costs associated with the 2018/19 and 2019/20 years are estimated amounts - the amount decreased in the 2019/2020 school year

# Let's summarize our suggestions first...

- 1 Utilize your Institution's Resources
- 2 Utilize Pre-Made Resources
- 3 Utilize Affordable Resources
- 4 Utilize Your Knowledge
- 5 Utilize Social Media/Email
- 6 Transition Gradually (if possible)



# 1. Utilize Your Institution's Resources

What resources does your institution already offer you? Use them to your advantage!

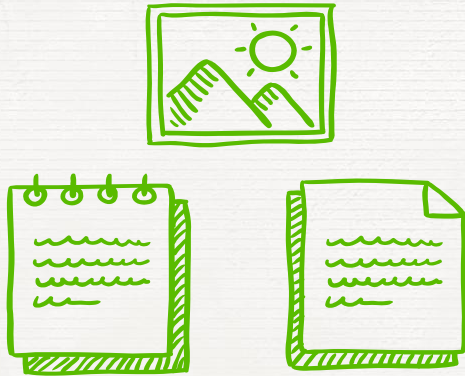


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- What can you do in your LMS?
  - Does your Institution provide an Interactive Tutorial Software, video editing software, etc?
  - Does your Institution/Provider have free trainings, resources, and/or support?



## 2. Utilize pre-made resources

What resources already exists and are proven to work well? Check out their resources!



# Public Domain vs. Creative Commons

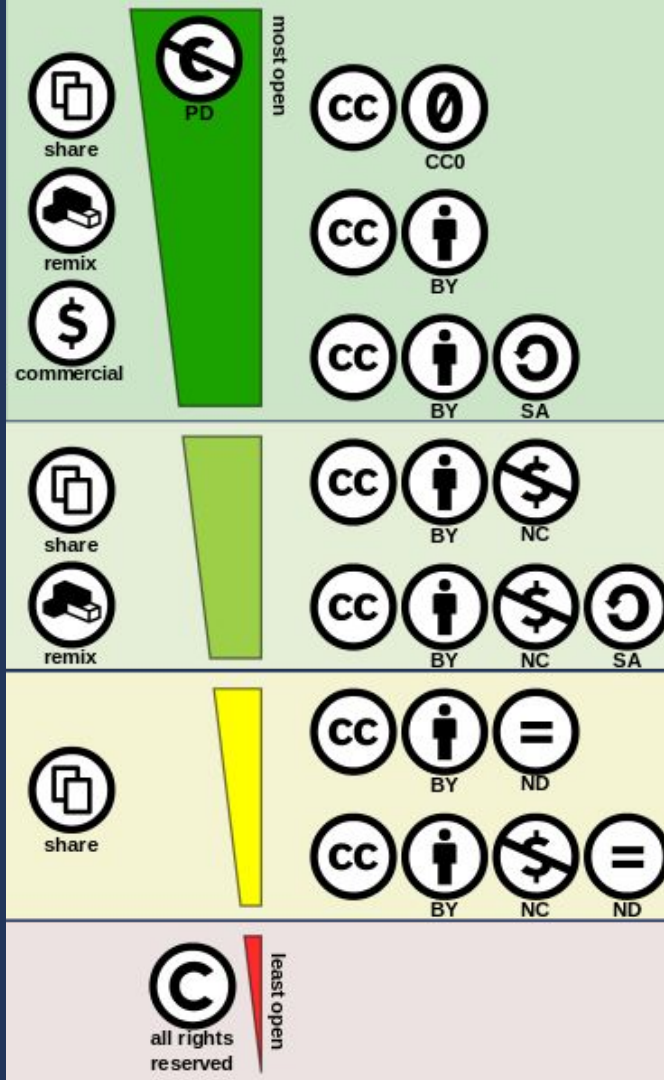
Description	Attribution Requirement	Allows Remix	Allows Commercial Use
Public Domain	No	Yes	Yes
CC-BY	Yes	Yes	Yes
CC-BY-SA	Yes	Yes	Yes
CC-BY-NC	Yes	Yes	No
CC-BY-NC-SA	Yes	Yes	No
CC-BY-ND	Yes	No	Yes
CC-BY-NC-ND	Yes	No	No

**BY** = attribution required  
**ND** = no derivatives  
**SA** = share alike  
**NC** = noncommercial



# The CC Spectrum

[“Creative Commons License Spectrum”](#) by [Wikipedia](#) is licensed under CC-BY 4.0



# 3. Utilize affordable resources

Is there a company who has already done the OER research legwork for you and is affordable? Use them!



## OpenStax Allies

<https://openstax.org/partners>

## Khan Academy Math Courses

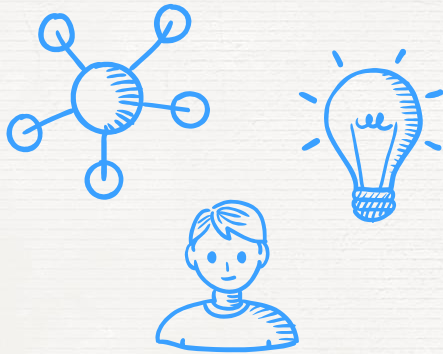
<https://www.khanacademy.org/math>

## Interactive Class Activities

<https://teacher.desmos.com/>  
<https://www.geogebra.org/materials?lang=en>

# 4. Utilize your own knowledge

What content do you know you need additional resources for? Be the master and share!





## Create Videos

- [ScreenCast-o-Matic](#)
- [ScreenCastify](#)
- [Jing](#)

## Add Timeline Quizzes to Videos

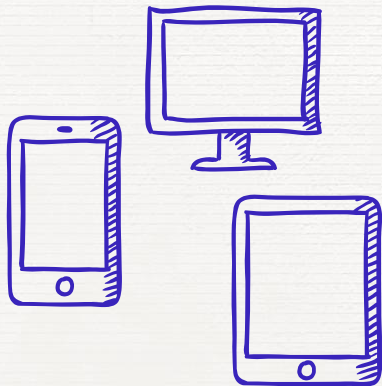
- [Edpuzzle](#)
- [Playposit](#)

## Create Interactive Activities

- [Desmos](#)
- [Geogebra](#)
- [Kahoot!](#)

# 5. Use Social Media/Email

Who regularly creates new free/affordable resources regularly? Subscribe or follow them!





# Desmos Social Media Posts

New Activity Posts (2/28/2020):

<https://twitter.com/Desmos/status/1233442436648538115>

<https://www.facebook.com/desmosinc/videos/174480934007086/>

Many (including Desmos) host free webinars, too! Info about new materials and webinars are usually found via email newsletters and/or social media.

# 6. Transition gradually (if possible)

Try to only transition portions at a time. If you must adjust the entire course in one go, give yourself plenty of time.





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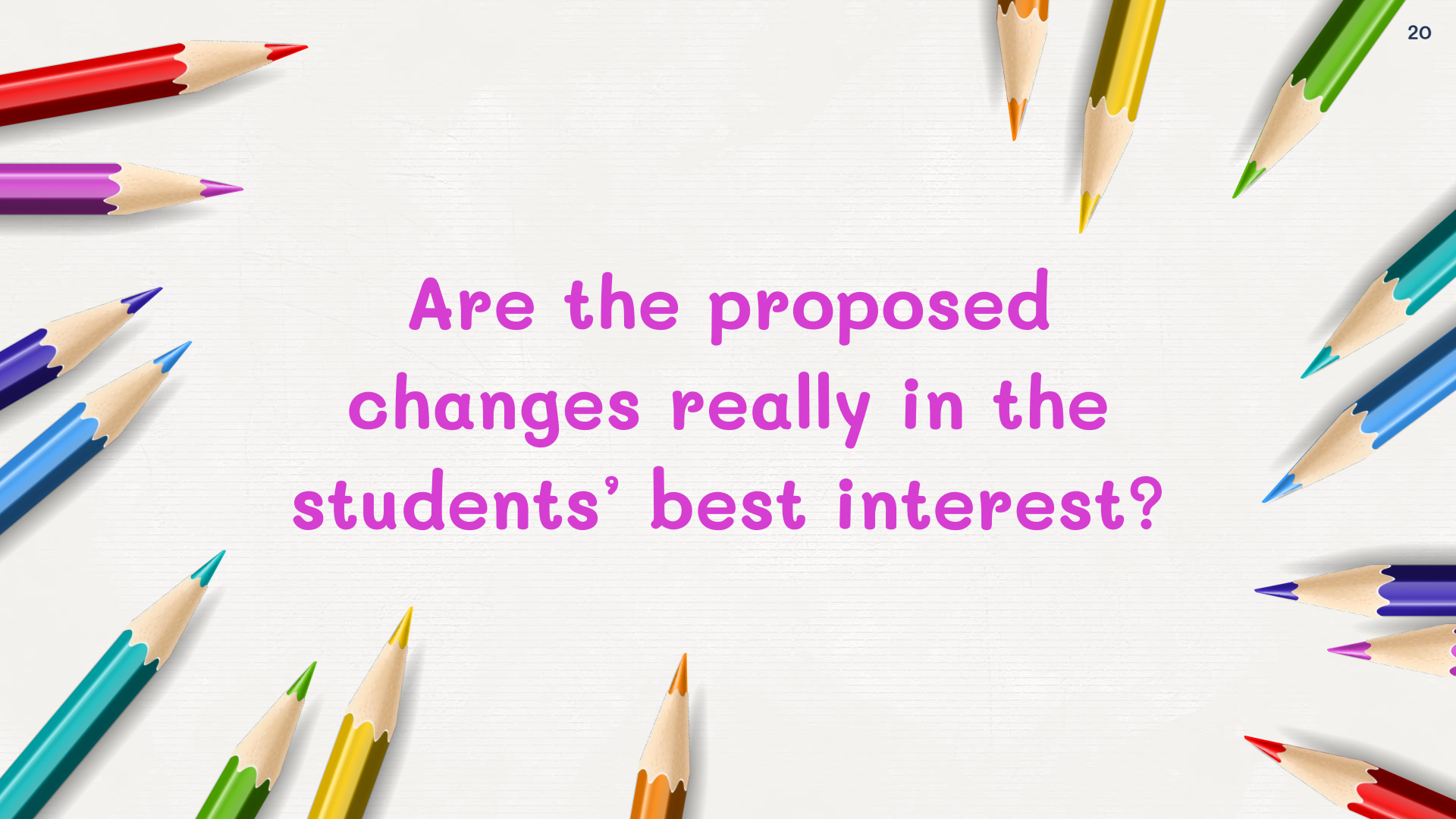


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Are the proposed  
changes really in the  
students' best interest?



# The SAMR Model

Substitution

S

Technology acts as a direct tool substitute, with no functional improvement

Augmentation

A

Technology acts as a direct tool substitute with functional improvement.

Modification

M

Technology allows for a significant task redesign.

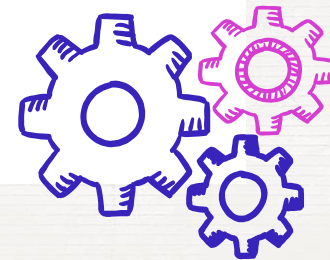
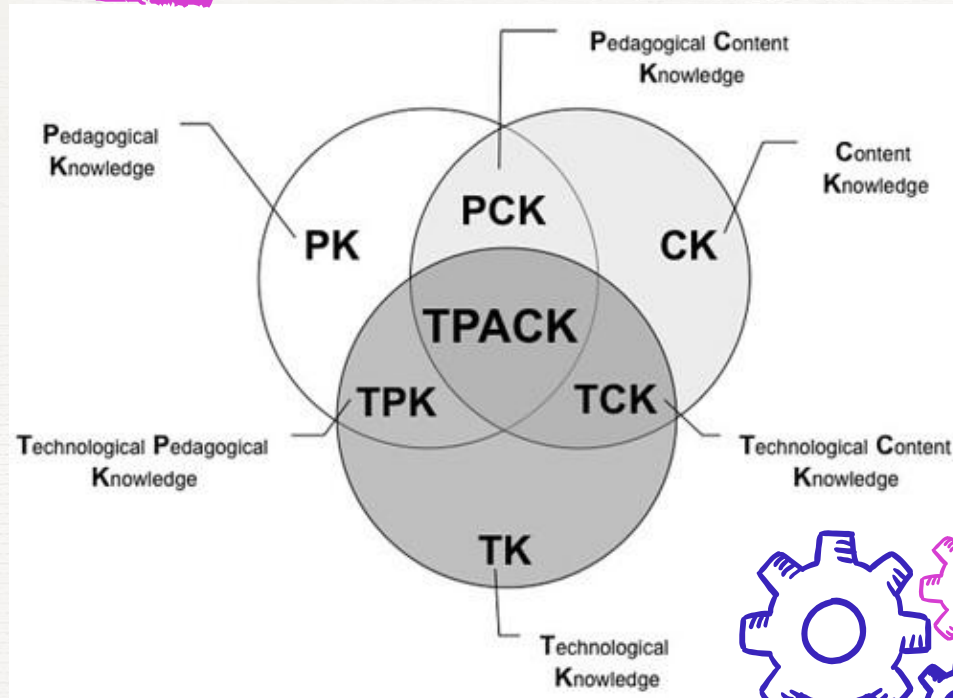
Redefinition

R

Technology allows for the creation of new tasks, previously inconceivable.



# The TPACK Model



# The Triple E Framework

## Extend Learning

Does the technology create opportunities for students to **learn outside** of their typical school day?

Does the technology create a bridge between school learning and **everyday life** experiences?

Does the technology allow students to **build skills**, that they can use in their everyday lives?

## Enhance Learning

Does the technology tool aid students in developing or demonstrating a more **sophisticated understanding** of the content?

Does the technology **create scaffolds** to make it easier to understand concepts or ideas?

Does the technology create paths for students to demonstrate their understanding of the learning goals in a way that they **could not do with traditional tools**?

## Engage Learning

Does the technology allow students to **focus on the task** of the assignment or activity with less distraction?

Does the technology **motivate** students to start the learning process?

Does the technology cause a shift in the behavior of the students, where they move from passive to **active social learners (co-use or co-engagement)**?

## Instructional Strategies

Turn & Talk

Co-Use

Gradual Release

Interactive Modeling

I do, We do, You do

Predicting

Questioning

Share-aloud

Think, Pair and Share

Guided Practice

Software Tour

Switcherchoo

Visible Thinking Routines

Monitoring





# Thanks!

**Have questions? We'd be happy to answer!**

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