



PROBLEM

In a DNP-leadership program, faculty were developing a course that incorporated the concepts of professionalism, advocacy, communication, and political engagement

While there was a need to cover all the topics, it was challenging to identify one book that covered all the required content. To limit financial barriers, the faculty did not want to require students to purchase multiple texts for the course

One potential solution to this problem was to combine a variety of open education resources (OER) to develop a cohesive learning resource for students^{2,3}

The purpose of this project was to identify, organize, and utilize high-quality, no-cost OER learning resources for students taking a DNP course covering professionalism, advocacy, communication, and political engagement



BACKGROUND

- Multiple studies link textbook cost to Equity Issues. ^{2,3,4,5,6,7}
- In a recent survey ⁷:
 - 89% of students experienced increased stress due to textbook costs
 - 80% had delayed purchasing a textbook because of the cost
 - 27% of students avoided taking a course because of textbook costs
 - 65% of students had not purchased at least one textbook because of the cost
 - 56% said not purchasing a textbook had a negative impact on their performance
- These statistics were even higher among minority students ⁷
- Multiple studies have linked the use of OER to improved student performance ^{1,2,3,4,6,7}



INTERVENTION

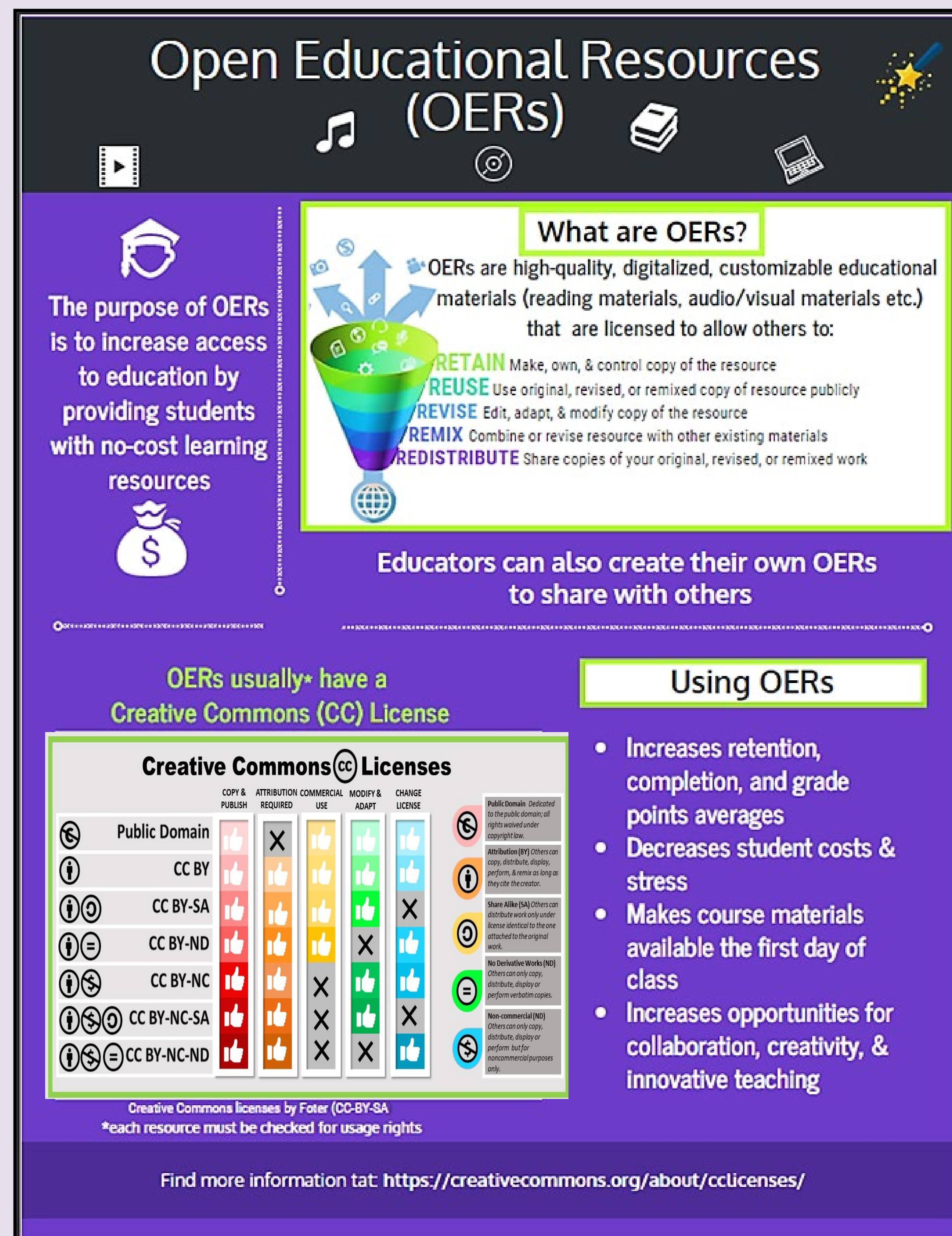
An OER was created for the course using the following steps:

- Faculty participated in OER training
- A review of current OERs was conducted to determine the availability of reading materials that would provide the required content/information
- Once acceptable content was located, each resource was reviewed, and applicable information was identified
- After applicable content was collected, it was organized sequentially to reflect the flow of the course
- An editing process was completed to ensure the resource was cohesive, well-ordered, and logical
- Content was chunked into units and integrated into a learning management system
- Each resource was attributed according to the CC rules ⁴
- The new OER was utilized in the course
- In addition to the OER resource, a variety of other no-cost resources (library articles, public websites, etc.) were utilized.



CONCLUSIONS

- The OER learning materials for the new course were a successful way to decrease student costs while still providing them with high-quality learning materials
- Student satisfaction with the no-cost learning resources was higher than in previous courses
- It is challenging to identify and organize content. Also, some discipline-specific information may not exist in the OER databases
- While this innovation may not work for all courses, it may be helpful to some faculty



Open Educational Resources (OERs)

What are OERs?
OERs are high-quality, digitalized, customizable educational materials (reading materials, audio/visual materials etc.) that are licensed to allow others to:

- RETAIN** Make, own, & control copy of the resource
- REUSE** Use original, revised, or remixed copy of resource publicly
- REVISE** Edit, adapt, & modify copy of the resource
- REMIX** Combine or revise resource with other existing materials
- REDISTRIBUTE** Share copies of your original, revised, or remixed work

The purpose of OERs is to increase access to education by providing students with no-cost learning resources

Edutors can also create their own OERs to share with others

OERs usually* have a Creative Commons (CC) License

Creative Commons Licenses	COPY & PUBLISH	ATTRIBUTION REQUIRED	COMMERCIAL USE	MODIFY & ADAPT	CHANGE LICENSE
Public Domain	✔	✘	✔	✔	✔
CC BY	✔	✔	✔	✔	✔
CC BY-SA	✔	✔	✔	✔	✘
CC BY-ND	✔	✔	✘	✔	✔
CC BY-NC	✔	✔	✘	✔	✔
CC BY-NC-SA	✔	✔	✘	✔	✘
CC BY-NC-ND	✔	✔	✘	✘	✔

Using OERs

- Increases retention, completion, and grade points averages
- Decreases student costs & stress
- Makes course materials available the first day of class
- Increases opportunities for collaboration, creativity, & innovative teaching

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