In 2014 the Technology Across the Curriculum (TAC) committee received its usual avalanche of applications; in the latest round of competition, the college was able to offer 27 awards. The Edge invited all of these award recipients to comment on their plans for these projects.

Also in this issue, Andrea Milligan, Director of Instructional Technology and Design, has written a progress report on Blackboard Learn, the college’s new Learning Management System (LMS). Lance Eaton, Coordinator of Instructional Design, has submitted an article entitled, “The Open Textbook Initiative at North Shore Community College.” Larry Davis, history professor, has contributed an article entitled “Connecting the Campus: Models for Cross-Campus Collaborations,” about the presentation that he, Andrea, and Lance made at the March conference of the League for Innovation in Boston. Finally, Terri Whitney, TAC Coordinator and editor of The Edge, has written an editorial appealing for more NSCC involvement with the League for Innovation in Community Colleges.

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Credits

The Edge is a publication of Technology Across the Curriculum. The publication editor is Terri Whitney with layout by the NSCC Marketing Department. Contributors include: Andrea Milligan, Lance Eaton, and Larry Davis. Photography by Kurt Eddy.
I am currently working on a TAC grant to turn a long-standing and multi- formatted (traditional and video-conference) course — Literature of the Holocaust — into an online course. The course will utilize primary texts (in literature and film) and an assortment of links to materials in the United States Holocaust Memorial Museum. I have settled on three primary areas of study: poetry of the Holocaust, Schindler’s List, and Elie Wiesel’s Night. I hope to first offer the course in the Fall of 2015.

With the hybrid Statistics course, students will have all the advantages of an online course such as access to an eText, my supplement materials in Blackboard and an online course management system. In addition, they will have the guidance and encouragement of an instructor in a classroom environment. I will be using an Open Educational Resource textbook for this hybrid statistics course. Developing a course from OER materials has been very time consuming since I am adding a lot of my own materials to fit my class and teaching style.

In my upcoming Fall 2015 course, I plan to focus on making students independent learners in a student-centered online environment and with the interactive environment of a traditional classroom. The students will do the practice problems at home, but will take quizzes and tests in class. The quizzes will be password protected and must be done in class. I will be using WebAssign, an independent online tool for online assignments. With a hybrid course, the challenge is to make students learn the basics and concepts ahead of time, so that more involved problems can be discussed in class. My plan is to test the new book and the new course management system for Fall 2015 and fully implement a reduced face-to-face time hybrid class in Spring 2016.

The students will have the option to download a pdf version of the eText or to buy a print version of the book but they must have a book for this course. The cost of the book/online bundle is substantially reduced compared to the books I have used in the past. With the TAC support, I have been able to get the guidance to build the course from the scratch.

I am creating a hybrid Composition 1 class. The class will teach critical reading and thinking skills as well as writing to meet college-level expectations. Students will be introduced to essays from a variety of disciplines and asked to write critical responses to those writings.

While NSCC offers a traditional Composition 1 course and a fully online Composition 1 course, we do not offer a hybrid course. Having a hybrid course would be useful to those students with busy non-academic schedules, but who would prefer to have some face-to-face time with their instructors. The hybrid course format also provides the instructor with the opportunity to tailor course materials to each student. I am hopeful that the hybrid model will provide an efficient and dynamic way to address and assist a variety of different learning and writing styles.
I am developing an online version of Small Business Computerized Accounting (ACC110), a 1 credit course offered primarily in the Small Business Management/Entrepreneurship Certificate. Other programs of study now include the course as well. The course covers the basic aspects of Quickbooks, which is a computerized accounting software widely used by small and mid-sized organizations. As an instructor, I have had the fortune of transitioning from ANGEL to Blackboard Learn this semester, like many of my colleagues, and I’m learning all the different ways in which Blackboard Learn is friendlier than ANGEL. Also, I feel that ANGEL was becoming obsolete in terms of the visual and interactive features that we could include to improve our students’ learning opportunities. I am currently teaching another online course and a hybrid course using Blackboard Learn for the first time, which is also helping me a lot to understand which features I will develop and use frequently in the new ACC110 online course. I have found that creating a community of learners, even if they are at a distance and have not met personally, is critical. ACC110 online will strive to create a community of learners that helps each other learn and obtain the best results in the course. I would like to use this opportunity to thank the staff in Academic Technology for their support in the transition from ANGEL to Blackboard Learn, and for putting together a portfolio of best practices and courses we can explore and from which we can learn how to improve our existing courses and how to develop new online courses from which our students will benefit greatly.

— Ulises Arcos-Castrejon
Dept. of Business

I developed an updated version of the online course BUSI16 Introduction to Excel. This course had previously been administered using Microsoft Excel 2010. This course adds some new elements and uses Microsoft Excel 2013 which is the current release on all computers here at the college. It is a 5-week, 1-credit course where the students get to use much of the functionality that Excel has to offer. The course is divided into 4 modules and a finals week. Each module requires the students to complete a quiz through Blackboard Learn and submit 2 cases per module demonstrating their ability to use Excel. The last week of the course is designed to have the student complete 4 cases that demonstrate mastery of each of the 4 modules that were covered. The use of a textbook is required, and a video companion demonstrates the tasks in each module.

— John Bosco
Dept. of Business

“I have found that creating a community of learners, even if they are at a distance and have not met personally, is critical. ACC110 online will strive to create a community of learners that helps each other learn and obtain the best results in the course.”
DIANNE MCDERMOTT CERASUOLO,  
Department of Business

I am developing an online version of MKT216 Internet Marketing. This is the second online course I have developed. The first course (Advertising) is running for the second time this semester and has received great feedback from students on the methods and assignments used to reinforce student learning. I am using similar methods for this new class.

I am teaching Internet Marketing on campus this semester using two new books. I am using the face-to-face experience, learning, assessments, and student feedback to test and refine what I am putting into the online class. The primary text that I selected for the class has turned out to be less than desirable for the results I want to achieve. As you might imagine, this puts a kink in my development schedule because I need to find a better solution. Thankfully we are heading into spring break when I will have the time to look at building a course-specific text.

PATTY CHISHOLM,  
adjunct Department of Business

I received a TAC grant to convert my Computer Applications for Business class to an online class. I just recently completed the Teaching and Learning Online course. My first meeting with my instructional design coach is this afternoon. My attitude about teaching online courses has changed since I completed this course. I now understand the difference between a face-to-face teacher as compared to an online professor. There is so much more upfront design work that is required in teaching an online course. Once the course begins, the role of the teacher changes again to that of a facilitator. I am very excited about taking the next steps to begin designing my course.

STEVEN M. CHISHOLM,  
Department of Drug and Alcohol Rehabilitation

The Drug and Alcohol Rehabilitation Department is excited to begin offering its first ever online course this fall. The course, DRG101: Substance Abuse and Society, explores how society has viewed and approached substance use and misuse throughout history, how substances affect individuals, families, and communities, and the role of the criminal justice system. This is one of the first courses that students take in the program. It is anticipated to run at least annually and will also fulfill open elective requirements for students-at-large.

NATHAN CHIO,  
Department of History, Government, and Economics

This semester, I’m working on replacing the costly textbook in my African American history course with Open Educational Resources. Besides saving our students money, replacing the textbook with a series of readings, historical documents, speeches, letters, etc., all freely available online or through the library, will deepen and enrich the students’ connection with a vital and understudied part of American history.
“Besides saving our students money, replacing the textbook [with OER sources] will deepen and enrich the students’ connection with a vital and understudied part of American history.”
— Nathan Chio
History, Government, and Economics

LANCE EATON, Coordinator of Instructional Design, Instructional Technology and Design

This year, I am converting my Comics in American Culture course into an online course. I’m quite excited about this because I can create a much more vibrant and engaging environment wherein students can draw upon (pun intended!) a large range of material online to help reinforce their ideas and arguments. I am also excited because this is one of only a few courses on comics that will be available nationwide. Currently, I am working out how to make the course as cost-effective as possible and within that, maybe go without requiring book purchases.

IRENE FERNANDEZ, Department of Cultural Arts

I’ve decided to flip my Spanish 101/hybrid class. I assign students video grammar tutorials that they watch on their own and at their own time. When they do that, time spent in the classroom is more efficient. It allows me to clarify concepts, respond to questions, and address pronunciation issues right on the spot. It simply provides more time for oral practice.

It also helped us to catch up quickly when classes were canceled. Students knew that the weekly assigned video grammar tutorials had to be completed along with self quizzes in Blackboard Learn.

SANDY FUHS, Chair of the Department of Graphic Arts

My project was to create a Blackboard online version of MGT206 Small Business Management—Entrepreneurship. Designing and delivering an online-format course requires additional effort in creative presentation, communication between peers and faculty and distribution of complex content. I am embracing these challenges during the design of this course. I anticipate when the course is up and running that I (they) must be flexible in methodologies to get teams working together and communicating in an efficient, business-focused manner. Employing online and digital technologies (e.g. Adobe Connect, Google+, Facetime, Skype) will enhance the collaboration between the instructor and students/teams. If I plan and implement this course/content creatively, I can expect the students to learn how to use their online course communication skills as a foundation for using the same tools and best practices for time management and efficient networking in a small business.
CAROLYN GENATOSSIO, adjunct, Department of Behavioral Science

I am creating an online course for Human Growth and Development which examines the sequence of growth and development from conception to death. Specifically this course will present information on:

- how data is collected through a variety of research methods
- universal commonalities and individual differences
- the interplay of heredity, environment and culture
- brain development including cognitive and language development, motivation, and the development of motor behaviors.

This course will be designed to introduce students to theory, methods and research surrounding life span development. This course addresses the biological, social and psychological aspects of growth and change that influence the life cycle. The primary goal of this course is to provide knowledge of the theories, principles and concepts thereby providing a basic understanding of human growth and development that can then be applied in daily life and academic activities.

I will use a variety of assessment techniques such as discussion boards, journals, case studies and online quizzes.

NANCY GERARDI, adjunct, Department of Business

I can think of no course more ideally suited than PLG205, Computer Application for the Law Office, to be offered in the hybrid modality. The course itself emphasizes the new and developing trends of using computers as yet another tool in the delivery of legal services. This course builds on the students’ current software knowledge and introduces them to databases, case management, electronic discovery, and electronic courthouses, which looming in the not so far future. It is not only important that students know about computers in the legal profession, but actually to use the computer applications hands-on. With the course being offered as a hybrid, the students will be able to use, practice and experiment with many of the applications at their own pace. I would say that the only challenges I see is that although the wheels of justice may move slowly, the advances in technology move quickly, and it is imperative that students going into the job market keep their skills current.

YUSEF HAYES, Department of Cultural Arts

I am developing REL106, Understanding Islamic Faith, into an online course. The successes are a deepening of my understanding of the instructional process, both f2f and online, and an increased appreciation of the elements of student learning, even in the arts and humanities, that can be measured. If there is a problem it is a reluctance or block of some sort on my part that I am working through. I think I fear losing some of the spontaneity and spark that usually characterizes my teaching.

JOYCE JEONG, Department of Engineering and Industrial Technology

My project is to look for a suitable OER physics textbook and use it to create supplementary materials for my physics class. The evaluation of textbooks is underway. I am also learning how to use screencast-o-matic to produce voice-narrated Power Point tutoring slides.
“It is not only important that students know about computers in the legal profession, but actually to use the computer applications hands-on.”

— Nancy Gerardi
Adjunct, Department of Business
CARLOS M. MARIN,  
Department of Behavioral Science

Thanks to this year’s TAC grant I am working on putting together an online Criminology course. This will be the second online course I have taught at the college. While developing the first online course, Introduction to Sociology, I must confess I was apprehensive about how to integrate two crucial components of my face-to-face teaching approach: engaging students in an active and participatory learning experience and making myself approachable and supportive to that process. However, with the great coaching and training by the Academic Technology and Distance Learning staff, I was provided with the tools to figure out how to deal with these two challenges.

After two years of teaching Introduction to Sociology online, I feel enthusiastic about developing a second online course. Based on this experience, I am very excited about potential technological innovations and anything that Blackboard offers that I can incorporate into this new course in order to make myself present in the class, foster a participatory and active learning environment, and enhance the overall online learning experience for students.

MADELEINE MCAFULIFFE,  
Department of Office Technology

I am currently developing a hybrid course in Medical Terminology. During the snow days, I began creating PowerPoint presentations and decided to experiment with these in my current face-to-face class. I added the audio portion of my lecture by using the PowerPoint program. I found, however, that the PowerPoint files were so large that many of the students were unable to open them. Also, some students did not have PowerPoint installed on their home computers. I learned that if I converted the PowerPoint to a YouTube Video, the students were able to view them.

I also learned from the Monday Morning Mentor that if I enjoy an activity in the classroom and it works well for my students, I should continue those activities in the online classroom. This has helped me determine what portions of my course will be covered in class or online.

MARY ELLEN McNEIL,  
adjunct, Department of Office Technology

My T.A.C. project references converting my OFT 222 Spreadsheet Presentation Graphic face-to-face course into a hybrid for the fall semester of 2015. The goal of my hybrid is to provide all of the Spreadsheet Presentation Graphic students an opportunity to receive the highest quality of education through a combination of an online and classroom learning environment facilitated by extensive and ongoing course design and development. I recently completed the Teaching and Learning Online course. The TLO has given me the foundation for my hybrid as well as the tools and education to accomplish this endeavor. I am most excited to meet with my instructional designer, Andrea Milligan, in order to receive her guidance and expertise in finalizing the hybrid.
Elizabeth McCrank, Adjunct, Department of History, Government, and Economics

My project, “Gamification for HI 131 (World History 1)” creates game modules that lead students from simple trivial pursuit type quiz games to more sophisticated games that help students develop textual awareness of history as well as a sense of the way in which an author or illustrator’s personal “filters” shape the way he or she presents material. As of now, content for these first two game types has been established and the “gamifying” aspect is well underway. The third module is still in development; both the content and the game platform aspect are not yet settled.

The first module is the least complex. It consists of quiz questions about the events, people and movements that most people think make up history. Students simply answer questions in a trivia game style format. But that first part is really the tip of the iceberg — it just ensures that some portion of what students become familiar with is informational so that students leave the course having been exposed to a chronological and geographical range of material — in other words, the proverbial “just the facts, ma’am.”

The second module was a trickier proposition. I wanted students to read historical texts the way people play “hidden object” games — specifically, looking for material that originated in other times and places and separating that material from modern inclusions. Students read a text (or at subsequent levels, view illustrations) and have to select the material from specific periods and places. Controls are included that prevent a student from completing a level merely by random mouse clicks. Students can repeat a level an unlimited number of times, but can only save one result. This module really came about because I am old-fashioned enough to believe that a significant portion of what historians do is to engage with texts and to be aware of what they are reading or seeing. There simply is no way around that for me, and I wanted to make sure that students who participate in my course come away with both an understanding and an experience of that engagement.

The third, and as yet somewhat inchoate, part of the project involves creating a module in which students seek the cues and signals that reveal an author’s perspective on a particular topic. In other words, I want students to move beyond the simplistic notion that “everything is biased” and on to the understanding that although authors and illustrators have individual perspectives, those perspectives can be identified and accounted for in the student’s reading and viewing of texts. This module involves parallel versions or representations of an event that students compare to each other, seeking the differences and then using the collection of those differences to establish a framework that reveals the author’s or illustrator’s perspective. I’m still working with Lance (Eaton, Coordinator of Instructional Design) on this part of the project!

Two parts of this project really stand out from a non-techie’s point of view: the first is that I did not have to become a computer programmer or an app writer to develop these modules. As people like to say, “there is an app for that.” So, once I had established what I wanted students to get out of a module I could employ any one of a wide range of already-created platforms for the actual “gamification.”

The second surprise — and it really is a surprise — is that for at least the first two modules, the new Learning Management System that the college is adopting, Blackboard, actually can function as the game platform, even for the “hidden object” segment. In other words, I didn’t have to master outside material, and everything that I have done so far can instantly be integrated into the course as it would be in Blackboard even if I had not undertaken to create these game-style exercises. The moral of the story really is that anyone can do this — and the college already has the resources to put this to work!
ANDREA MILLIGAN,  
Director of Instructional Technology and Design

I am excited to be developing a HyFlex version of my course section for Information Technology and Its Applications (CPS100). The HyFlex course design model “presents the components of hybrid learning in a flexible course structure that gives students the option of attending sessions in the classroom, participating online, or doing both. Students can change their mode of attendance weekly or by topic, according to need or preference. Models like HyFlex, which present multiple paths through course content, may work well for courses where students arrive with varying levels of expertise or background in the subject matter” (Source: 7 Things You Should Know About the HyFlex Course Model, http://www.educause.edu/library/resources/7-things-you-should-know-about-hyflex-course-model).

I teach this section of Information Technology and Its Applications in the evening where the majority of the students are working adults with many life responsibilities. Over the past five semesters that I have taught this course, I have had several students miss class because of job commitments or family issues (as an example, one student’s child care giver became ill and had issues with finding someone to watch her son), and they have asked for opportunities to complete the work online. The course, redesigned in the HyFlex model, would allow students to more easily move into the course’s online environment in order to continue to actively participate. Also, I find that the students’ technology skill levels vary considerably in this course. I have some students who need a lot of assistance and support in the course and would benefit from the face-to-face hands-on component of the course while other students are experienced in certain applications (for example, students who use Microsoft Word on a daily basis as part of their jobs) and could more easily thrive in the online portion by viewing the simulations and completing the activities. The HyFlex model would allow for students to have more of a personal learning experience that meets them where they are with their technology skills. This course is currently offered online but a HyFlex version would provide students in a face-to-face section more flexibility to learn in an environment that best suits their needs at a particular point in time.

I am currently working on mapping out the course to ensure that the face-to-face and online components align and complement each other so students can easily transition between the two environments and still meet the learning objectives of the course. Once the mapping is done, I will begin building out the online component in the learning management system. My goal would be to offer this as a HyFlex course in the fall.
OLGA SKORAPA, adjunct, Department of Communication Skills

I am working on creating a free online text book for my writing classes. Some of my students had a hard time buying textbooks and fell behind while trying to pay for them. Since there is a great deal of free material, I am assembling and organizing readings and examples in a text that I can use regularly and other teachers might access as well. I intend to include a means of determining when my students access this text as well.

“I am working on creating a free online text book for my writing classes. I intend to include a means of determining when my students access this text as well.”

—Olga Skorapa
Adjunct, Department of Communication Skills

MARY BETH STEIGERWALD, Department of Engineering and Industrial Technology

The objective of my TAC project is to find OER (Open Educational Resources) materials for the electricity and magnetism portion of our engineering focused physics classes and to create my own videos to supplement the written material that will demonstrate difficult problem solving concepts addressed in the course. My work so far has been to find and evaluate OER material. I have found OER material that can supplement the course content and that I can integrate into the course. My evaluations of textbooks, however, have fallen short of meeting the requirement that the text be calculus-based and engineering-oriented. I am leaning towards keeping the current textbook but supplementing material with OER resources. This will allow the students to purchase the less expensive electronic version of the textbook and allow me to create video examples that are based on the OER material. I plan to meet my first milestones over the March vacation.

FRANK W. TWISS, adjunct, Department of Fire Protection and Safety Program

My TAC project involves the creation of an online program entitled “Fire and Emergency Services Safety and Survival.” This important program centers around the critical importance of firefighter safety and the responsibility of every firefighter to invest in our commitment to reduce firefighter deaths and injuries. As firefighters, we must make an investment in ourselves, our department, and our community to increase our awareness of safety and challenge each of us to make necessary changes. The overall goal is to ensure that every firefighter goes home at the end of the shift, and that changes in our attitudes and habits relative to safety are acceptable to achieve that goal.
In August, ITD facilitated several professional development opportunities for faculty participating in the fall 2014 pilot to prepare them to teach with Blackboard Learn in September. In the fall semester, 21 faculty piloted Blackboard Learn in 29 course sections. The next phase of the implementation was to deliver all online and hybrid courses for the intersession and spring 2015 semesters in Blackboard Learn. Training for faculty and course migration occurred throughout the fall semester. ITD also offered workshops and open labs in January 2015. ANGEL was operational during this time and all spring 2015 face-to-face courses were delivered in ANGEL.

The first time that all courses (online, hybrid, and face-to-face) will be delivered in Blackboard Learn is summer 2015. At this point, ANGEL will be taken offline and will not be used to deliver any courses. ITD will be offering a series of Blackboard Learn workshops for faculty teaching during the summer and in the fall throughout the spring and summer. The complete schedule of workshop sessions (with descriptions) and RSVP information is available at http://goo.gl/UIkoUk. ITD will also be offering Open Labs at the start of each summer session and the fall semester for faculty to stop in with questions and get just-in-time support.

ITD has also created the following resources to aid faculty in the transition from ANGEL to Blackboard Learn.

- **Course Migration from ANGEL to Blackboard Learn:** Outlines how content is migrated over from ANGEL and displayed in Blackboard Learn, http://goo.gl/SidmX4

Blackboard Learn Course Checklist: A quick reference checklist of course areas that should be looked at and updated if necessary, especially as it relates to the migration from ANGEL to Blackboard Learn, http://goo.gl/JfGxka.

In Blackboard Learn, faculty will find similar functionality to that in ANGEL (announcements, discussion forums, assignment submissions, and quizzes/tests) as well as some enhanced options and new features.

Global Navigation Menu and My Blackboard: A singular convenient location that provides faculty and students with “quick and easy access to critical and timely information” about their courses. For more information, visit http://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/030_Navigation.

Customizable Course Menu: A customizable course navigation panel that “contains links to all top-level course areas.” Faculty can determine the best navigation structure for their courses to direct students to the course content by adding links to individual tools pages, course items, and web sites. For more information, visit http://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/010_Navigate_Course.

Enhanced Course Calendar: The Blackboard Learn calendar provides faculty and students with a consolidated view of all their course events. If the due date feature is used on discussions, assignments, and quizzes/tests, these items will automatically appear in the course calendar. For more information, visit http://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/030_Navigation/Calendar.

Inline Assignment Grading: Assignment documents submitted by students can be viewed inside of the grading window and the inline grading capability allows faculty to add feedback directly to the document. For more information, visit http://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/100_Assignments/050_Grade_Assignments.

Mashups: The mashup tool allows faculty to easily embed YouTube videos and other sources, such as Atomic Learning video tutorials, directly into the course content. For more information, visit http://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/020_Create_Content_in_a_Course_Area (scroll down to the bottom of the page).

Video Everywhere: A tool which allows faculty and students to easily record video anywhere in Blackboard Learn (for example, Announcements, Pages, Discussion Forums, Assignments, etc.) using their webcams. For more information, visit http://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content(Editor)/Video_Everywhere.

Journals, Blogs and Wikis: Collaborative tools in Blackboard Learn that allow students to interact with each other and the instructor around course content. For more information, visit http://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/080_Collaboration (click on the Journals, Blogs, or Wikis section to view more).

Safe Assign: A built in plagiarism tool that faculty can use if they choose as part of an assignment submission. Faculty can allow students to see originality reports to facilitate conversations around properly citing sources. For more information, visit http://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/100_Assignments/025_Use_SafeAssign.

Retention Center (identify students at risk): A resource that provides faculty with an easy way to identify potential at risk students in their courses. Faculty can set the criteria for alert notification based on participation and performance in the course. For more information, visit http://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/130_Student_Performance/010_Retention_Center.

Portfolios: A built in tool that provides “a powerful medium for users to efficiently collect and organize artifacts representative of work completed over time” that can offer a way “to demonstrate formative and/or summative progress and achievement.” For more information, visit http://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/030_Navigation/Portfolios.

Please feel free to contact ITD at itd@northshore.edu if you have any questions about Blackboard Learn or would like to learn more about any of the features of Blackboard Learn.
After all, we were blown away by the staggering numbers we had seen surrounding the cost of textbooks for community college students ($120 per course on average; amounting to about $2,500 at the end of two years).

With the support of Karen Pangallo (Director, NSCC Library) and Michael Badolato (Dean, Academic and Faculty Support), our team explored how we could help faculty navigate OER content. Soon, Torrey Dukes (Reference Librarian, Lynn) and Dava Davanis (Coordinator Public Services, Lynn Library) joined us and we developed a LibGuide to OER (http://libguides.northshore.edu/open). This resource continues to grow and morph, providing some great repositories of content that faculty can use for their courses in lieu of textbooks, assignments, video content, and other learning objects.

While finishing up the first phase of the LibGuide, we heard about the Vision Project Innovation Grant call for proposals. We decided that, while the LibGuide is essential for helping faculty find OER materials, we needed to do something more palpable to help support faculty as they moved into incorporating OER. We submitted a proposal and eventually received a grant to help fund a Faculty Technology Summer Institute on OER. The Institute was a great success with some forty faculty and staff attending the Keynote Address by Nicole Allen from the Scholarly Publishing and Academic Resources Coalition (SPARC).

Thirty–two faculty attended the rest of the Summer Institute and nine faculty applied for a mini-grant from our Innovation Grant to replace a textbook with open and affordable content for their courses. This fall, we had an additional five faculty apply for Technology...
Across the Curriculum Grants to also adopt, adapt, or build content for their courses and save students significant costs. One faculty member has already launched a course with OER materials, while many of our faculty are preparing to launch their first course this fall.

**COLLABORATING WITH OER**

In looking at the OER movement, we realized the best strategy to pursue would be an affordability strategy. This means that when we work with faculty, we do not solely focus on OER repositories to find content, but we also rely upon the great material from the various library subscriptions. We also consider if it is possible for the student purchase to be significantly reduced somehow by mixing OER content, library resources, and a significantly cheaper book purchase than previously considered (e.g. going from $150 to $15).

The collaborative process has been rewarding for faculty and staff. Each faculty member has been paired with an instructional designer and a librarian. The three meet regularly to find, develop and implement content for the course in a variety of ways. Some faculty have been using the substantial resources provided by the library such as their article databases, Films-On-Demand, or their great collection of digital books in ebrary. Other faculty are delving head first into completely OER content and finding free textbooks or other instructional content that they can plug into their courses for each relevant topic covered in the course. And some faculty are creating open content and contributing to the further availability of open educational resources.

Faculty are quite energized about using OER in their courses. They are finding that using OER can change how they approach their content and students’ learning. Several have offered the following thoughts about their experience:

**Irene Fernandez**

“I’m excited that I can contribute to making knowledge accessible to students. They benefit from my OER project every semester.”

**Nathan Chio**

“I’m very excited about implementing OER into my African American History course. With the wealth of historical documents pertaining to African American history freely available online and in the public domain, I believe that I’ll not only be able to save my students a significant amount of money but also will actually be able to offer them a better, more intellectually enriching history course.”

**Anne Sears**

“Working with the OTI (Open Textbook Initiative) team this year helped me think through the issues, understand fair use rules and locate rich teaching materials. I’ve put together a set of foundation readings and videos and will be able to expand case study readings and videos each semester. My students will appreciate current examples connected to specific lesson plans available in Blackboard.”

We developed a LibGuide to OER, [http://libguides.north-shore.edu/open](http://libguides.north-shore.edu/open) that continues to grow and morph, providing some great repositories of content for faculty."

**RECENT DEVELOPMENTS**

These are some other developments with the OER movement at NSCC in the last few months.

In fall 2014, Michael Badolato and Karen Pangallo launched the OER Working Group as a means of sustaining the Open Educational Resources movement at North Shore Community College. While the Open Textbook Initiative focuses on helping faculty locate, assess, and implement OER into their courses, the OER Working Group will work on larger institutional issues regarding OER such as working with the bookstore to find printing solutions and offering tablets or with the Registrar to get special designations for OER courses.

Professor Larry Davis was granted a sabbatical so that he could focus on working on several OER projects (mentioned elsewhere in this publication).

Irene Fernandez and I are working on her OER textbook that she made for her sabbatical project to turn it into a physical book that can be sold in the bookstore as an alternative for students who want a physical text.

Most recently, our team served on a panel with UMASS Amherst and the Connecticut Distance Learning Consortium at UMASS Boston’s OpenEd Forum, an all-day forum dedicated to exploring and supporting OER movements in New England. We had an opportunity to discuss some of the great OER projects and our excitement about implementing OER at North Shore Community College.

If you are interested in learning more about or pursuing OER materials for your courses, please do not hesitate to contact us at itd@northshore.edu or library@northshore.edu.
On March 9th, **Lance Eaton** (Coordinator of Instructional Design), **Andrea Milligan** (Director of Instructional Technology and Design), and I delivered a presentation at the League for Innovation in the Community College’s annual conference in Boston. The presentation, “Connecting the Campus: Models for Cross-Campus Collaborations,” illustrated strategies for fostering collaboration around instructional technology through projects led by faculty, staff, and administrators.

**Lance Eaton** discussed some of the experiences and outcomes of the Campus-Wide Instructional Technology Study. He explored how the opportunity to meet face-to-face with representatives of some 35 academic departments helped create strong ties and feedback from the faculty to better respond to their needs.

He identified some great projects that have come out of the study including the development of Online Learning 101, a free 2-4 hour course students can take to get some experience with online learning, and the acquisition of Atomic Learning, a database of instructional videos on technology available to students and faculty.

**Andrea Milligan** explained the Technology Across the Curriculum (TAC) process and how it supports many initiatives across the curriculum. By design, TAC is a collaborative effort between faculty and Instructional Technology and Design (ITD) with a faculty coordinator facilitating the process and a faculty committee selecting the recipients. Faculty may decide to apply for technology innovation projects to enhance the use of instructional technology in the classroom, or to develop online or hybrid courses to meet the increasing demand for this type of instruction. In order to deliver rigorous online or hybrid courses, faculty take Teaching and Learning Online (TLO),
The panel concluded with an enthusiastic discussion over the presentation’s main themes. We challenged the audience to consider two very important questions at the heart of our talk: What kinds of projects are you pursuing that foster collaboration among faculty, staff, and your administration? What kinds of projects would you like to pursue that improve the institution while also fostering collaboration among faculty, staff, and the administration?

Questions and comments from the audience largely focused on understanding and appreciating the support network that is in place for faculty in moving to hybrid and online courses. Additionally, one audience member was interested in learning more about NSCC’s development of the Open Textbook Initiative.

This year the League for Innovation in Community Colleges Conference was held in Boston. This national conference is one of the best, if not the best, in the country for bringing together educators from around the world to exchange ideas on teaching with technology in the community college. Having attended this conference a number of times in the past, I can testify to its power to stimulate and motivate.

NSCC deserves to be proud that we were represented at that conference this year by two members of the Academic Technology Department, Andrea Milligan (Director of Instructional Technology and Design), Lance Eaton (Coordinator of Instructional Design), and one faculty member, Larry Davis (Department of History). All three of them gave a presentation entitled “Connecting the Campus: Models for Cross-Campus Collaborations” (see Larry’s article about that presentation in this issue) which was well received, but they regretted not having the opportunity to attend the full conference and attend sessions other than their own.

NSCC has a terrific Academic Technology team, and the faculty take full advantage of the many workshops and online tutorials that the A.T. team provides. Nevertheless, there is no substitute for the opportunity to meet with colleagues from around the country and be exposed to a torrent of new ideas. This is not an inexpensive conference, but the payoff in ideas and motivation makes it a steal.

We hope that in the future NSCC will fully fund one or two faculty members, in addition to members of the Academic Technology team, to attend this conference no matter where in the U.S. it is held. Moreover, we hope that NSCC will consider joining the 800 other institutions from around the country and the world as a member of this organization. If our college wishes to be in the vanguard of teaching with technology, being more involved with the League and supporting faculty and I.T. staff attendance at the annual conference are ways of accomplishing just that.