

Open Educational Resources Grant Final Report

The last step toward completing your OER funded project is to submit a short final report. The purpose of this report is to share with the OER committee the successes and challenges of your project, and the extent to which you exceeded, met, or fell short of meeting project milestones or key objectives as outlined in your project plan. We expect final reports to be submitted within 3 – 4 weeks of completing your project.

Please note that your final report may be referenced or made available to the Office of the Vice President, Academic and Provost, upon request.

The SFU Library and the TLC would also like to ask for your permission to use sections of your report for promotional materials related the OER Grants. Please indicate whether you will or will not allow the SFU Library and the TLC to use your report.

Yes, I allow the SFU Library and the TLC to use sections of my report for promotional materials related to the OER Grants.

No, I do not allow the SFU Library and the TLC to use sections of my report for promotional materials related to the OER Grants.

Please submit your final reports to oer-grants@sfu.ca.

Section 1: General Information

Title of Project: Social Enterprise in Open Educational Resources

Principal Applicant: Mark Roseland, Prof. Emeritus

Faculty: Environment

Department/School: Resource and Environmental Management

Co-applicant(s) (if applicable): Gretchen Ferguson

Faculty: Environment

Department/School: Sustainable Development Program (Director)

Project Start Date: April 2018

Project End Date: December 2018

Total Grant Funding: \$5000

Section 2: Findings and Results of Your OER Project.

1. Please provide a brief overview of your project. (Up to 200 words)

Following two successful OER projects, we received an OER Grant in 2018 to update an important course of the Sustainable Development program with open access materials. The course SD 481 on the Theory and Practice of Social Enterprise is more focused in content than the other courses of the SD program and thus the various OER we already had didn't necessarily or entirely apply to SD 481.

While the other Sustainable Development courses were revised more recently, this course hadn't been updated for more than five years. At the same time, theoretical knowledge on social economy and entrepreneurship has evolved significantly and its practical applications have expanded in Canada and across the world.

In this project, we largely captured these developments by identifying more than 90 suitable OER. The list included open textbooks, educational talks and other videos, parts of related MOOCs, and other reliable and freely accessible resources to provide students with updated theoretical debates and real-world case studies. We evaluated the suitability of the identified resources using criteria from our previous projects, and we curated the material for adaptation to the course modules and assignments.

2. How did you adapt and/or adopt an OER for your course? (Up to 200 words)

All courses of the SD program frequently incorporate "flipped classroom" techniques. One of the objectives of updating SD 481 with OER was to enrich the flipped classroom components with digital and contemporary material that can engage students before, during, and after class.

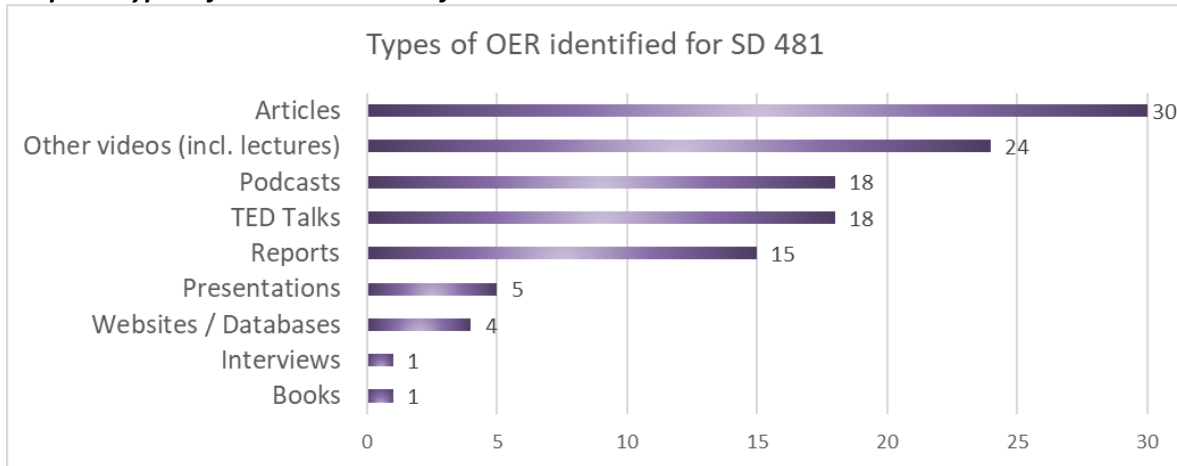
The first step of the project, i.e. the thorough search for suitable and credible OER, was followed by a careful evaluation and curation of the material. Some of the objective criteria used were: date of publication or production, length, copyright, source (educational, research, etc.), reliability (references, evidence-based, etc.), and apparent biases. Also, our research assistant watched or read through all OER and offered additional comments related for instance to the speaker's or author's tone and biases, and to the content's clarity or potential usefulness for SD481 students.

Eventually, the material was matched to modules and topics of the then-current syllabus of SD 481. Students would be asked to watch some videos or peruse some websites or reports in advance of a class and thus be prepared for a discussion or other activity. Unfortunately, due to constraints mentioned below, we were unable to conduct a classroom evaluation of the material's effectiveness.

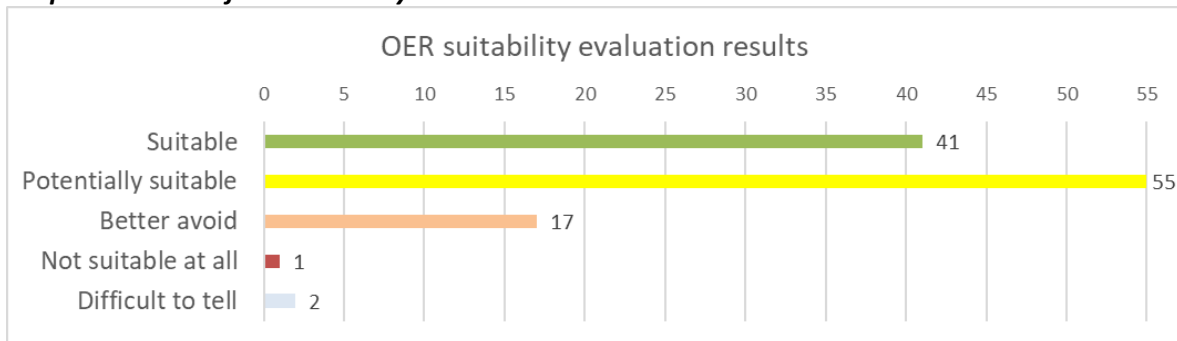
3. Did you meet the outcome(s) you hoped to achieve? Please explain. (Up to 200 words)

We largely met the outcomes we had set for, but not entirely. We collected 116 resources, the vast majority of which were evaluated as meeting our criteria so to be considered for inclusion in the course (96 OER). The two graphs below show the types of OER we identified (Graph 1) and the results of our suitability evaluation (Graph 2).

Graph 1. Types of the OER we identified.



Graph 2. Results of the suitability evaluation.



Despite discovering an abundance of suitable OER and sharing this information with the SD program instructors, we were unable to complete the last part of this project which was the classroom application and effectiveness evaluation. The course we aimed to incorporate the OER into, SD 481, was rather unexpectedly merged with another course, SD 483 Leadership in Sustainable Community Development, and subsequently changed focus. The new course is now called SD 481 Sustainable Communities Leadership Lab and it more broadly aims to help students develop the skills to lead change toward sustainability at the community level. Therefore, we encountered difficulties in keeping the original action plan of this OER project since the social enterprise OER were not entirely a proper fit for the new course. Nonetheless some of the material is still usable for this course and across the SD program and we will continue to process which resources to use where.

4. What were your findings and/or assessment of the effectiveness of the OER? (Up to 200 words)

As explained right above, the effectiveness assessment part of the project was not completed. Given our previous experience with OER, however, we believe that the material we collected through this project will be valuable in other SD Program courses and will hopefully be used by instructors in other programs as well.

5. How did you share the resource(s) and your project? Do you have future plans for your project?
(Up to 200 words)

Once the identified OER were evaluated and finalized, we shared this information with the other SD Program instructors for use in their own courses. We also aim to upload the OER with positive evaluation (green and yellow in Graph 2) in our online database that contains sustainability-related OER and to make the list available through SFU Summit as well.

Section 3: Overall Experience and Impressions

1. What were some of the successes and challenges you faced in completing your project?

Our project's major success was the compilation of a long list of OER related to social economy, social entrepreneurship, and community economic development – topics that were missing from our database of sustainability OER. We were also fortunate to work with a dedicated and passionate about sustainability research assistant, who diligently collected the material, watched or read it, and provided us with a detailed initial evaluation.

The main challenge we encountered was the merging of the course the OER was meant to update with another course in the SD Program, as explained in detail above. In any case, we are pleased that we were able to complete the bulk of the project and have an abundance of valuable resources at the disposal of our instructors in the SD Program and beyond.

2. What in-kind support(s) did you receive (e.g., from library and TLC staff)? What other supports would have been helpful?

We received invaluable support from the Library through Hope Power and we thank her for that and for her patience with our project's difficulties.

3. General comments and overall impressions.

Date: May 7, 2019

Signature (electronic signature accepted): 