UNF OPEN EDUCATIONAL RESOURCES INITIATIVE
FINAL REPORT

Instructor Name: John W. Frank

Department: Taylor Leadership Institute, teaching for LSCSM in COEHS

Semester of Implementation: Fall’18

COURSE TRANSFORMATION: LDR 4263 / Leadership Practicum

Previous Total Cost of Instructional Materials per Student:
A minimum of $45 and as much as $150 if the student lost the primary text from Intro to Leadership, as that text is required in LDR 4263 as well.

Previous Course Textbook or Materials required for students to buy:
TWO TEXTS previously required in LDR 4263/Leadership Practicum:
ISBN: 9781483375885. Sells in UNF Bookstore for $105; this text is required in Intro to Leadership (LDR 3003) as well as LDR 4263 (for those students who go on to declare the leadership minor). In the past, students who lost or sold the book would be required to purchase another copy when they got to LDR 4263.

New Total Cost of Instructional Materials per Student: Zero ($0)
with the implementation of OER materials, there is virtually no cost for instructional materials to students in LDR 4263. The first text (Komives, Leadership for a Better World) is now available as an EBook, at no cost to students. Regarding the second text, those students who pursue the leadership minor are now strongly advised to hold on to their copy of Leadership Dynamics. For the few students who lose their original text from LDR 3003, we now maintain a supply of those texts and make them available on a free “loan” basis to students in LDR 4263 who no longer have the text.
NARRATIVE
Provide a brief summary for each of the following prompts:

1. Describe challenges and accomplishments you experienced in finding and integrating OER materials.

The largest accomplishment was negotiating with the UNF Library to secure E-Book rights to Komives’ text, *Leadership for a Better World*. Upon further investigation, I came to discover a supporting set of PowerPoint slides that accompany the EBook.

A major challenge was re-organizing content on Canvas and learning how to more efficiently use this platform for instruction. Though still a “work in progress,” my current course Canvas demonstrates a more systematic integration of online instructional resources, tied into the “flipped classroom” model that prepared and follows each of the 7 physical 2.5 hr. class sessions. The result has been a major redesign of the course Canvas, with a far more extensive lineup of supporting instructional material including online articles, podcasts and video elements.

Another success was the creation of a 15-minute video INTRODUCTION to the course, which I put together with the able assistance of support staff in CIRT. This was a totally new experience for me.

Yet another advance was the corollary development of my personal “library” skills, including rediscovery of valuable resources afforded through the UNF Library, as well as the expansion of my personal “RefWorks” database of articles on various aspects of student leadership development.

On the “shortcomings” side of things, I would have hoped to integrate more graphics into the course canvas. Though I did explore some of those opportunities with CIRT staff, I simply did not have time to implement them, though I imagine them finding their way into the course in the future.

2. Discuss how the integration of OERs will make impacts on your teaching and your students.

The conversion of LDR 4263 to rely totally on online instructional resources has substantially fueled my commitment to the “hybrid” model integrating online resources with classroom engagement. The process has also enhanced my practice and support of the so-called “flipped classroom” instructional model, reversing the traditional educational arrangement by delivering instructional content online, and most of it prior to the respective class session/module. This has made the classroom experience more interactive, with activities, classroom dialogue and face-to-face interaction. Having
“more” materials to “choose” from, for both the instructor and student, affords the pursuit of varied learning outcomes that can be customized to the needs and circumstance of students in LDR 4263, especially given the “inter-disciplinary” nature of the leadership minor.

The bottom line for me has been a sort of increased awareness of the amazing versatility and flexibility of online learning, especially when used in context of the hybrid classroom model. The course syllabus is less a definitive “recipe” and more of a general roadmap affording numerous “side excursions” to be discovered along the way, presenting multiple and varied learning opportunities that will appeal to students’ pursuit of self-directed learning. A video shown “here” may be more appropriate “there” in another context, and an article referenced “here” might “come up” elsewhere, as curriculum is presented in variable contexts and modes of presentation. The result is a far more dynamic and creative use of the “depository” of the instructional materials to resource variable student learning experiences.

I find that students, when challenged to pursue their deepest interests in the subject matter (leadership in this case), become invested and responsive as they become increasingly self-motivated and as they seek to “own” their own learning outcomes. They seem to be better prepared for each session, and often demonstrate that they have invested 6-8 hours to prepare for each session. This work involves various online readings, both in the E-Book text and a number of articles, as well as videos, audio-pods, and self-assessment tools. They are also assigned “review” readings from the primary text used in their initial leadership course. For each class session, they are tasked with one or two discussion forums.

Students perceive “content” as an enfolding body of knowledge, expansive and multi-directional, rather than a strictly linear movement from module to module. There is a sort of “double loop” learning process going on, as students “pickup and connect” and “see” wholeness and integration in retrospect, capturing an increasingly “bigger picture” of their knowledge of leadership. Teaching and Learning becomes increasingly co-mingled, as the roles of teacher/student become more fluid. The bottom line, OER motivates students to seek more and do more, enhances collaborative learning, and present prospects for student contributions in the ongoing development of the course from one rendering to the next. The process is creative and dynamic.

3. Share any valuable lessons learned from the process.

Four key Lessons come to mind:

Lesson #1: OER has presented an exciting opportunity to exercise creativity and entrepreneurship in my practice of teaching. Short of writing my own textbook, the use
of multiple Open Educational Resources has afforded me amazing versatility in presentation of curricula.

Lesson #2: I have come to a new-found appreciation for the wonderful resources available through CIRT and the UNF Library;

Lesson #3: OER stimulates innovation that allow one to explore additional content, and try out new content without being locked into it. Unlike a textbook that is fixed and unchanged (until the next edition), the use of OER materials can be changed from term to term, and content can more likely stay “fresh.”

Lesson #4: At TLI we have always felt that the leadership minor isn’t simply a checklist of courses that students work their way through, but rather a seamless learning process that provides students context to be self-directed learners as they come to demonstrate a commitment to the intentional and sustained PRACTICE and STUDY of leadership. The focus here is PROCESS and PROCESS LEARNING ... the process, if done with diligence, becomes a constitutive part of a student’s undergraduate experience at UNF and likely becomes increasingly important as the student prepares for enrollment in LDR 4263. The delivery of LDR 4263 is itself an exercise in PROCESS LEARNING, and OER enables increasing accommodation of diversity in terms of both curriculum and processes. This becomes increasingly important to the future of TLI as the Leadership Minor takes on an increasingly “interdisciplinary” shape. The continued advancement of OER in LDR 4263 holds promise of creating multiple expressions of the course to meet the needs of students across all UNF colleges.

Respectfully Submitted,

John W. Frank, Ed.D.
Taylor Leadership Institute, Assistant Director
Instructor/ LDR 4263 (Dept of Leadership, School Counseling and Sport Management)