**This OER assignment is based on Amy Kassler’s PSYC 220 syllabus (Abnormal Psychology).**

For the culminating assignment in this course, you will search for, select, and evaluate open educational resources (OER) to replace your textbook for future students. As you know, the cost of textbooks often makes courses prohibitive for many students, so this assignment is an investment to make this course more affordable for future students while also gaining expertise in the abnormal psychology subject assigned to your group.

You’ll be working in a group of 3 students. Each group will be assigned a chapter from the textbook. Your group will submit 5 OER sources to replace that chapter. That means you’ll need to create an outline of the chapter’s content and then search for free sources on the Web or in library databases that cover the same content. You might find one source that covers all of the content, or you may have to piece together 2-3 sources to cover everything.

**Assignment Objectives:** After doing this assignment, you will be able to:

* Find relevant and current OER materials.
* Understand the differences between copyright, creative commons, licensing, fair use, and open access.
* Apply criteria to evaluate information for scholarly merit, content/relevance, currency, and language/audience.
* Describe in detail the subject matter assigned to your group.
* Correctly cite sources in APA format.

Groups of 3 students work on each topic. Subjects to cover for PSYC220:

1. Abnormal Psych Past and Present
2. Theories of Abnormal Psychology
3. Assessment, Diagnosis, and Treatment
4. Anxiety Disorders
5. Mood Disorders and Suicide
6. Eating Disorders
7. Disorders of Sex and Gender
8. Schizophrenia
9. Personality Disorders
10. Childhood Disorders

Steps:

1. Professor explains a bit about the rising cost of textbooks and its impact on college students. Professor then explains the project, objectives, and expected outcomes.
2. Librarian visits classroom to teach about copyright, fair use, creative commons, licensing, and open access.
3. Students work in groups to create an outline of how their textbook covers their assigned subject area. Outlines are submitted to professor for approval and revised if necessary.
4. Students attend a library session on where and how to find OER sources. A libguide is created with both OER websites and library databases as a launching point for students (do we have one already?).
5. Working in groups, students find 5 sources covering the subject they are assigned and evaluate them based on a rubric (see Table 1 for sample rubric). Librarians create and provide guide on how to evaluate sources in general. Students can upload them to Canvas so everyone can see them. Professors can decide if they will accept podcasts/videos in lieu of or in addition to texts.

**Table 1**: Rubric to be used by students/groups to evaluate each OER source

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0Not at all | 1Somewhat | 2Mostly | 3Definitely |
| Content of OER matches chapter in textbook |  |  |  |  |
| Length of OER source is about the same as the textbook chapter |  |  |  |  |
| Authors of OER source are scholars/experts, have an advanced degree (PhD, Master’s) |  |  |  |  |
| Content is current enough for topic |  |  |  |  |
| Content is understandable, not too technical |  |  |  |  |
| The authors cited studies by researchers. There is a list of references, and the sources in the list are credible. |  |  |  |  |
| It is legal to use this content for academic purposes. If you answer somewhat or mostly, explain. |  |  |  |  |
| Add up all points in the rubric and put in last box. |  |  |  | Total: |

Scale:

21-19 – good, pass it on to the professor

18-16 – consider whether the lower scores make it appropriate to use as a textbook

Below 16, forget it.

Dealbreakers: Content does not match textbook; content is really out of date; it is illegal to use (meaning, it is not OER).

1. Based on scores, students may need to go back and look for more sources.
2. Once they are satisfied with 5 sources, they enter them onto the spreadsheet (see Table 2) and turn it in to the professor.

**Table 2**: Sample spreadsheet to be completed by groups and handed in to professor

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| APA citation of source | Copyright, fair use, open access, creative commons | Is it legal for the professor to modify/change this source to meet his/her course needs?  | List content of what is covered in the textbook  | List content of your OER source | Rate on a scale of 1-10 (10 being the most) the content based on thoroughness of matching textbook in terms of content and how scholarly it is | Rank your sources best to worst with 1 being the best. | What is your overall impression of the source? Strengths/weaknesses? Would you want to read this instead of the textbook? |
| Frey, R., Wienclaw, R. A., & Atkins, W. A. (2012). Schizophrenia. In K. Key (Ed.), *The Gale Encyclopedia of Mental Health* (3rd ed., Vol. 2, pp. 1321-1331). <https://link.gale.com/apps/doc/CX4013200411/GVRL?u=olym74496&sid=GVRL&xid=aa5d9ae5> | This is from a library database, which can be used by SPSCC students via a password. | No | ??? Can’t see the textbook. | This is an encyclopedia article giving an overview of this disorder. It covers definition, demographics, description, causes, symptoms, diagnosis, treatment, prognosis, and prevention | 9 | 1 | Yes, this was easy to understand and lays the information out in a logical order. It’s kind of dry reading, but gets the job done. |
| Williams-Jackson, C. (n.d.) Schizophrenia. *OER Commons*. https://www.oercommons.org/courseware/lesson/59389/overview | This is licensed under creative commons but must give attribution. | Yes, you can change, share, and use with attribution. | Can’t see textbook. | This gives an overview, symptoms, causes, early warning signs, a summary, and review questions and a critical thinking question at the end. | 7 | 2 | This source is easy to understand, gave lots of definitions, had outcomes at the top (labeled under “Overview”), and the review questions were helpful, although there are only 2. Drawback is that it seemed a bit short and not as comprehensive compared to the encyclopedia article. |
| Gabrieli, J. (2011).*Description of schizophrenia and genetic factors* [Lecture]. MIT Open Courseware. https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-00sc-introduction-to-psychology-fall-2011/psychopathology-i/description-of-schizophrenia-and-genetic-factors/ | This has a creative commons license. | Yes, anyone can share, use, and build on this. But it’s a video so not sure how professor would change the content. | Can’t see textbook. | This is a 51-minute lecture by a psychology professor. He first begins with the broader subject of brain disorders, a bit about the history of mental illness and how it was treated, and then schizophrenia and genetic factors. | 6 | 3 | This guy was a bit boring and seemed really old school. Long lecture with a PowerPoint with lots of text. Students could probably skip the first part since it is not specific to schizophrenia. |

1. Professor gives feedback on spreadsheet. Students may need to go back and find more sources based on the feedback from professor.
2. Students revise spreadsheets and, if necessary, find different sources.
3. Final spreadsheets are submitted.
4. Students write about their subject area in an essay quiz/exam to see what information stuck.

Outcomes for students

Students will learn about ethical and legal use of information for academic purposes.

Students will learn how to search for and select relevant information.

Students will learn how to evaluate information for credibility.

Students will gain an in-depth understanding of the subject matter assigned by comparing/contrasting the OER sources to the textbook.

Outcomes for professor

Professor will have 5 sources on each topic listed above.

Professor will sift through these sources using the spreadsheets.

Professor will adopt one or more for each chapter in lieu of the textbook.

Professor will upload selected sources to Canvas.

Assessment of students – see Table 3 rubric on next page

**Table 3**: Assessment of students/project

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | ***Beginning 1*** | ***Developing 2*** | ***Proficient 3*** | ***Exemplary 4*** |
| *Selected relevant sources where content matches up with textbook chapter assigned* | Found 2 or fewer relevant sources  | Found 3 relevant sources | Found 4 relevant sources | Found 5 relevant sources |
| *Evaluated sources:**1) current 2) scholarly tone3) authors are experts4) audience is college students 5) authors citestudies* | 2 or fewer of the criteria are true | 3 of them are true | 4 of them are true | All 5 are true |
| *Understood the legality of use* | Not at all | Made an effort to understand but was confused | Seemed to mostly understand but not entirely | Understood and got it right |
| *Cited sources using correct APA 7 style* | Not even close | An attempt was made | Somewhat but there are a few errors | Mostly, if not completely, correct |
| *Engagement: attended library sessions, participated in group work* | Absent mostly, not engaged | Attended somewhat, partially engaged | Mostly present and engaged | Always present and engaged |