# Staebler Insurance OER Fellows Grant Application

## Instructions

Please answer the below questions and upload your completed document to the web form. The web form will be open from Monday, November 6, 2023 to Sunday, February 4, 2024. Remember that you must also submit a budget and timeline for your project using the templates provided. See the grant guidelines How to Apply section for more information.

## Project Information

1. Project title: Open Educational Resource Implementation and Evaluation for UDL in Recreation and Leisure Studies
2. Provide the names and roles of project team members, if any.
   Brendan Riggin, Lecturer, University of Waterloo
   Donna Kotsopoulos, Dean of Education, Western University
   Boba Samuels, Director of The Health Science Writing Centre, University of Toronto


3. Provide a one paragraph description of the OER project. Explain why this project is especially appropriate for this course/program and what change(s) will be made to tailor the OER to the course/program more directly.


Rather than a single resource, this project looks at developing a library of resources to replace a textbook for a first-year Recreation and Leisure Studies (RLS) course. Specifically, a learning module will be created to deliver content that supports the objectives of Universal Design for Learning (UDL) in RLS and allows for the evaluation of the module's effectiveness. The Accessibility for Ontarians with Disability Act (AODA) makes a bold commitment to make Ontario fully accessible by 2025. This means that universities will also have to attend to accessibility in all instructional contexts. The aim of this project is to develop, implement, and evaluate the success of a course entirely founded in a variety of Open Educational Resources (OER) in RLS. In particular, we will focus on the creation of a multimodal learning module which will combine videos, voice-over PowerPoints and case study examples which will replace students' traditional textbook reading for the course. We commit to creating at least one OER for inclusion in the library for each week of the course. The goal is to give students multiple ways to engage with material rather than the traditional in-course textbook. This large first-year course will be delivered face-to-face by the applicant. The module will combine OERs we create along with currently available OERs we adapt to fit the needs of the course to create one coherent module. While OERs are becoming more common in disciplines like business, the use of freely available OERs are still relatively uncommon in RLS and its sister health science and kinesiology disciplines. Additionally, the fact that this project is being implemented in REC101 makes its implementation relevant to a wide student base and provide resources that others will be able to borrow in upper-year courses. Learning analytics from the LMS (i.e., student log data) and regular reflections will form the basis of our evaluation of the materials following implementation and prior to dissemination. Given the lack of OERs available in RLS, this

project is novel and will serve as an important foundation for future accessibility-focused RLS open access courses.

4. What type of OER are you developing?

   ☒ Design and create original resource(s)

   ☒ Adapt existing resource(s)

   ☐ Other. Please describe:

5. What form will this OER take and where will it reside? i.e. how will the OER be made accessible to others to adopt and adapt? For example, will you share your project in the eCampusOntario Pressbooks library, on OER Commons, on a publicly available website, etc.

   This project will produce a course in RLS based fully on OERs which meet the criteria of UDL to give students multiple ways to engage including through reading, listening or watching of material. The accessibility-based OERs created in this course will be available on eCampus Ontario's VLS collection and the University of Waterloo's Centre for Teaching and Learning website and can be used as guides for the development and assessment of OERs. While many resources will be specific to RLS, the module, as well as the OERs collected for use in the class, can be used as examples for implementation in other classes. We will also circulate the link via listserv to major groups that may be interesed to raise awareness of the library of resources, such as the North American Society for Sport Management (NASSM) and the Canadian Association for Leisure Studies Association.

6. Which Creative Commons or open license will you assign to the completed project? You can use the Creative Commons license chooser for help.

   We will assign the Attribution 4.0 International Creative Commons license to the project.

7. Provide an outline of the content (high-level content map) of the proposed OER. Describe any ancillary resources or supplementary material you plan to create (e.g. interactive quizzes, videos, question banks, slides, etc.).

| REC101 Introduction to Recreation and Leisure Services | | | | |
|---|---|---|---|---|
| Content/themes | Management principles | Nature and scope of leisure provision in the private, nonprofit, and public sectors. | Professionalism and current managerial trends | Future developments in RLS |
| Audience | For each theme, OERs will be targeted to meet the needs of students in the class through providing multiple opportunities for engagement. This will support both the Instructor and TAs in their evaluation of student learning to gauge students' understanding of material across various settings | | | |

| Resources | The module will include various types of OERs across weeks, including journal articles, case studies, podcasts, voice-over PowerPoint slides, quizzes, and videos relevant to the material for each week to give students the opportunity to engage with the material in the way that will benefit them the most. All material will be combined into a SCORM file for easy integration across LMS platforms |
|---|---|
| Evaluation | Evaluation of the selected material will be an iterative process during which the instructor and research assistant will identify multiple resources to include at the start of the term. If students show an early preference for a specific modality of content, then additional resources will be added in that modality in later weeks (i.e., podcasts which cover similar material). End-of-term student perception surveys and LMS data will be collected and evaluated to revise the material included in the course before the link is posted and made publicly available. |

8. Are there other OERs available that cover the same learning objectives as your proposal? If so, explain in 3-4 sentences why you've elected not to adopt or adapt them.

At this time, there are similar OER based courses in other disciplines, such as business, however there is a dearth of accessible OERs in recreation and leisure studies which can be easily implemented by instructors in this discipline.

## Course Information
1. Provide the course code and title that will use the OER.
   REC 101 - Introduction to Recreation and Leisure Services

2. Provide the typical class size and/or number of sections.
   200

3. How often is the course offered?
   Annually

4. What resource(s) does the course typically use? (choose all that apply)
   ☒ Required commercial textbook
   ☐ Required open textbook
   ☐ Required course pack
   ☐ Other. Please describe:

5. What is the approximate cost of the above required resource(s)?
   $163.95

6. Will the creation of this OER reduce student costs for your course?

Yes, they will not need to purchase the course textbook typically associated with this course

7. Are there any other Waterloo courses that might use the OER? If yes, please list the Waterloo courses that might use the OER.

Yes, this resource will be of interest across the recreation and leisure studies department, including other first year or upper-year recreation and leisure studies courses

8. Do you know of similar courses at other institutions that might use the OER? If yes, please list the courses at other institutions that might use the OER.

Yes, this resource will be relevant to other universities and colleges offering introductions to recreation and leisure studies. This may include, for example, KIN 2298A Introduction to Management in Kinesiology at University of Western Ontario, as well as in the introductory Recreation and Leisure studies offerings in departments at Brock University, Lakehead University, University of Ottawa, Conestoga College, Algonquin College, Fanshawe College, Humber College and Centennial College.

## Project Impact

1. Describe the impact of your project, if any, on your students, you as an instructor, your department, your discipline, or the University.

The goal of this project is not to create one OER, but rather a module that can replace the style of a traditional textbook to support learning for more students. This means that in addition to removing the cost of a textbook for our students, this project will give students greater opportunity to interact with the materials and learn the content in various ways as suited to their learning preferences, aligning with the principles of UDL. Given the time-consuming nature of such a project to be taken up by individual faculty, this project will benefit RLS both at UWaterloo and in the discipline more broadly by providing instructors a read- to-use course with resources both purposefully chosen and evaluated and revised after the fact, which they can easily borrow for specific resources, tailored weeks, or even the entire OER module to implement in their own teaching. This model has the possibility to reach students at multiple universities as instructors in the discipline take up wider OER use borrowing from our model.

## Plan for Project Success

1. In 3-4 sentences, describe how you plan to measure the impact of the project, including, but not limited to, student learning experience/feedback?

The creation of this OER module will take an action-oriented approach whereby we begin with evaluating the challenges facing current educational programming, develop a plan to address the changes, and reflect on the plan's successes and weaknesses (Stringer, 2008). Our measurement plan will begin with the implementation of an OER-based class in an RLS course and will utilize LMS descriptive log data (e.g., frequency that a resource was accessed, student grades) and reflections from both the instructor and students to evaluate the effectiveness of OERs in uptake. We will look specifically for the impact the OER has on student grades and perceived learning in student reflections.

Weekly reflective writing will be completed by the course instructor focused on their perceptions of the benefits and challenges of OER implementation.

2. In 3-4 sentences, describe your maintenance plan. How will the OER be regularly reviewed and revised? What is your plan for updating the OER and keeping it openly available online?

This project will provide funding to develop an initial OER-based learning module that will replace traditional textbooks in the course. Following successful completion of the review portion of the project, the module will be posted on the University of Waterloo Centre for Teaching and Learning website and made available with open access. The availability of this resource will be disseminated through a presentation at the University of Waterloo's annual Teaching and Learning Conference in 2024, where we will share our module with interested faculty and educational developers. This important work will contribute to the available teaching material for instructors and education developers, material which can either be taken up directly by practitioners in their classrooms or taken up and adapted by educational developers at institutional centres for teaching and learning for the specific needs of their students and teachers.

3. Is there any other information you would like to share?

Our project aims to support the achievement of Ontario's AODA 2025 accessibility commitment through integrating the principles of Universal Design for Learning (UDL), by focusing on how courses in RLS, and therefore courses more broadly, can deliver effective accessible learning through the use of OERs to enable different engagement mechanisms. This forms the basis of our engagement with UDL, which offers a research-based approach to accessibility in education as it provides various opportunities for representation, action, and engagement so that all types of learners can successfully participate in the learning environment (Griful-Freixenet et al., 2017). While UDL was originally proposed as a means to support students with disabilities, it has advanced to be recognized as a tool to support all learners (Bracken & Novak, 2019; Cumming & Rose, 2021).

# Grant Expenses (Example)

| Item | Expense Name | Expense Detail | Cost Breakdown | Total Expense (CAD) | Additional information |
|---|---|---|---|---|---|
| **EXAMPLE** | **[Name of tool] OR [Name of person] OR [unnamed type of person], credentials, service** | **What is the purpose of this service, tool, or person?** | **How much per hour? How many hours (estimate)? How long will this service be needed?** | **Amount per hour X hours** | **Any other information you can provide to justify the need of person hired or choice of tool** |
| PhD Student Support | Hiring Brandon Dickson, current PhD student at Uwaterloo | Hours will be divided as follows, with phases for AODA review and OER creation requiring the most time commitment, and term two of implementation requiring limited hours for survey distribution and instructor support. Timeline of student hours Spring 2024: 60 hours reviewing AODA requirements, assisting with OER creation and collection, Fall 2024: 12 hours Data collection from LMS and reflections Winter 2025: 20 hours Revising OERs for public dissemination based on findings and feedback | Uwaterloo PhD RA rate over the course of the term: 52.08*1.04 in lieu=54.16/hour 5000/54.16= 92.5 hours | 5000 | This project will hire Brandon Dickson, a current PhD student at Waterloo, who is working as an RA on a project related to OERs under the supervison of the resarch team currently on a LITE SEED Grant funded by UWaterloo's Centre for Teaching Excellence. Hiring Brandon will limit the need to onboard a new hire, and allow for continuity in the work on this project from the foundation of the past research project, while continuing to allow Brandon to expand his skills and expertise in OERs to position him for a future in education. |

# Grant Timeline

| Item | Project Stage | Stage Detail | Who is Responsible | Target Timeline | Additional information |
|---|---|---|---|---|---|
| 1 | Preparation for Course Implementation | This stage will go through the steps to prepare for OER libreart creation, and review of AODA requirements using checklists available at https://uwaterloo.ca/centre-for-teaching-excellence/resources/accessibility-teaching-0 | RA (Brandon Dickson) under supervision of Team with lead by Kotsopoulos | Spring 2024 | |
| 2 | Creation of OER based course to replace textbook | This stage will focus on creating the OER based course, including, developing framework of course syllabus, beginning construction of the course in LMS and creation of OERs for course, identify other OERs for inclusion in the course | Brendan Riggin with support of RA and Samuels | Spring 2024 | |
| 3 | Implementation of OER Course | This stage will see the launch of the course | Riggin with support of RA | Fall 2024 | |
| 3 | OER Course Revision | Following the course completion, we will engage in analysis of learning analytics, student responses, and course outcomes to determine the effectiveness of the OER based course to make it more effective. This will include: qualitative data from written reflection assignments, student log data from the learning management system reported as frequencies, weekly instructor reflections | Whole team | Winter 2025 | |
| 3 | OER Course Dissemination | This stage will see the OER based course revised based on the findings of our implementation in one course. We will then make the revised resource publicly available | Whole team | Winter 2025 | |