

WISCONSIN OPEN EDUCATION SYMPOSIUM

Investing in Our Students

October 27, 2023

Brought to you by the Wisconsin Open Education Symposium Planning Committee

Hosted by Madison College



| Time (CDT) | Activity | Session Information |
|-----------------------|---|---|
| Workshop Day | Workshop Day recording | View Workshop Day Copyright 101 & MATC presentation View Workshop Day Finding OER presentation |
| 9:00 a.m. | Welcome & Opening Remarks Rachel Becker Madison College | View Keynote |
| | Keynote Speaker Panel | |
| 10:00 a.m.-10:45 a.m. | Breakout Session #1 | <i>See links below to view recordings</i> |
| 11:00 a.m.-11:45 a.m. | Breakout Session #2 | |
| 12:00 p.m.-12:30 p.m. | Lightning Talks Amy Wiedmeyer <i>Moraine Park Technical College</i> Laurie Ellen Paugel <i>Nicolet College</i> Greg Mayer, Stephanie Reikes, Hi Shin, Bekki George <i>Georgia Institute of Technology</i> Regina Seguin <i>Excelsior University</i> Emily Trenholm <i>Western Technical College</i> | Link to View Lightning Talks |
| 1:00 p.m.-1:45 p.m. | Breakout Session #3 | <i>See links below to view recordings</i> |
| 2:00 p.m.-2:45 p.m. | Breakout Session #4 | |
| 3:00 p.m. | Student Panel Hilary Barker <i>Wisconsin Technical College System</i> | View Closing Session |
| | Closing | |
| | Symposium Evaluation | Survey Link |

Leave a thank you note for the Symposium planning committee, presenters, volunteers, or just wish everyone a great day

[Link to add a thank you note](#)



Keynote Panelists



Lori Ann Simmons
Mathematics
Instructor and
Department Chair
at Chippewa
Valley Technical
College



Paul J Carrier
Lead Faculty and
Department Chair
of the Culinary
Arts Program at
Milwaukee Area
Technical College



Ellen Range
Librarian at
Western
Technical
College



**Kimberlee
McGeshick**
Nicolet College
Student
Ambassador

Hear from a group of Open Education experts from across the Wisconsin Technical College System discuss their experience working on projects, creating OER, and more.

This Code of Conduct sets the standard of behavior expected of participants in the Wisconsin Open Education Symposium and its related online spaces. It sets the expectation that all participants will actively work to create a safe, welcoming, and inclusive environment and strictly prohibits discrimination, harassment, and sexual harassment. Participation in the Wisconsin Open Education Symposium activities is conditional upon acceptance of the Code of Conduct.

If you experience or witness a violation of this Code of Conduct, please submit a report by emailing Rachel Becker, Symposium Chair, at rhbecker1@madisoncollege.edu.

Scope

This Code of Conduct applies to all aspects of the Wisconsin Open Education Symposium activities where individuals' behavior affects the ability of others to participate. This includes within the virtual conference platform, conference sessions, planning meetings, informal side meetings associated with the conference, social platforms, email discussion lists, and other related interactions. This Code of Conduct applies to all participants, including attendees, speakers, proposal authors, sponsors, scholarship recipients, volunteers, reviewers, conference staff, and vendors.

Standard of Conduct

The Wisconsin Open Education Symposium seeks to offer a safe, welcoming, and inclusive space for learning and sharing, guided by the values of diversity, equity, and inclusion. These values can only thrive in an environment that is free from harassment, sexual harassment, and discriminatory behavior.

The standard of conduct at the Wisconsin Open Education Symposium and related spaces is set forth below. Anyone asked to cease behavior in violation of this Code of Conduct is expected to comply immediately. Engaging in prohibited behavior is subject to enforcement action, which may include being removed from the conference or its online spaces.

Behavior that is expected and encouraged:

- Be respectful, inclusive, and accepting of others. Actively seek to challenge your personal biases, assumptions, and preconceived stereotypes, and approach differences with openness and curiosity.
- Be conscious of how your words and actions (including unintentional ones) might harm others. Take time to educate yourself on how to be more inclusive, and listen when someone takes the time to educate you.
- Be aware of privilege and power dynamics. If you find you are talking or commenting a lot, consider stepping back to leave more space for others. If you share the work or ideas of others, give credit where it is due.
- Be considerate of privacy and personal boundaries. Give others a chance to "opt-in" to personal interactions, and respect limits when they are set.
- Be constructive in offering criticism, and be gracious in accepting it. Consider "calling in" rather than "calling out," and direct critiques toward ideas rather than people.

Behavior that is strictly prohibited:

- Discrimination, including unfavorable or disparate treatment to others because of any aspect of their identity, appearance, or protected class.
- Harassment and harassing behavior, including use of epithets and slurs, derogatory or hostile comments, repeated attempts to make contact, or any behavior that interferes with another person's participation in the conference.
- Sexual harassment, including use of sexual images, jokes of a sexual or gendered nature, or any unwelcome contact of a sexual nature in any medium.



If you experience any technical issues with accessing Webex sessions within this Symposium, please report these in our [Tech Support Google Doc](#) or email Rachel Becker, rhbecker1@madisoncollege.edu. The Webex Hosts and Symposium Planning Committee are monitoring this Google doc and will work to resolve the problem and provide tech support.

Explore this [WebEx guide](#) for helpful tips on joining sessions

| Track | Concurrent Breakout Sessions 1 10:00 a.m. - 10:45 a.m. (CDT) | Facilitators | Link |
|--------------------|--|---|--------------------------------|
| Equity | Empowering Innovation and Unleashing Potential: Faculty-driven Exploration through OER Grants | Di Zhang, Cindy Xie, Aaron Barquet, Alan Roth, and David Meyer <i>Renton Technical College</i> | View Recording |
| Innovation | Increase Student Ownership of Learning via Learning Roadmaps | Desiah Melby <i>Mid-State Technical College</i> | View Recording |
| Teaching with Open | OER for Tools? | Adam Wehling <i>Chippewa Valley Technical College</i> | View Slides |
| OER Tools | The Sixth R: 'Reskinning' the Open Educational RPG | Luke Konkol <i>Moraine Park Technical College</i> | View Recording |
| Track | Concurrent Breakout Sessions 2 11:00 a.m. - 11:45 a.m. (CDT) | Facilitators | Link |
| OER Tools | Using ADAPT to Create and Remix OER NCLEX Next Generation Style Case Studies and Questions | Kim Ernstmeyer and Delmar Larsen <i>Chippewa Valley Technical College & LibreTexts/University of California, Davis</i> | View Recording |
| Innovation | Starting at the Beginning: Building a New Program with OER | Nichole LaGrow and Linda Kramer <i>Martin Luther College</i> | View Recording |
| Equity | Creating Inclusive and Accessible Classrooms through Open Educational Practices | Una Daly and Deborah Baker <i>Open Education Global</i> | View Recording |
| Teaching with Open | An Equity Conversation: Moving with Purpose and Intention to Bring Real Change for Students | Devon LaRosa <i>Chicago Public Schools</i> | View Recording |
| Track | Concurrent Breakout Sessions 3 1:00 p.m. - 1:45 p.m. (CDT) | Facilitators | Link |
| Innovation | MATC Open Access Marketing: Building Awareness and Promoting Over \$1 Million in Student Savings | Krystia Nora and Elaine Strachota <i>Milwaukee Area Technical College</i> | View Recording |
| OER Tools | ADAPT and LibreStudio: Building the Textbook of the Future with Next Generation OER Homework | Delmar Larsen <i>LibreTexts/University of California, Davis</i> | View Recording |
| OER Projects | Our Students Wrote a Book, and Yours Could Too! | Alyssa Hedenstrom <i>Chippewa Valley Technical College</i> | View Recording |
| Track | Concurrent Breakout Sessions 4 2:00 p.m. - 2:45 p.m. (CDT) | Facilitators | Link |

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|--------------------|--|--|--------------------------------|
| Teaching with Open | Texas Two-Step: Varied Approaches to Supporting Faculty Adoption and Creation of OER | Heather Walter and Gabrielle Hernandez <i>University of Texas at Austin Libraries</i> | View Recording |
| Teaching with Open | How to Promote Textbook Affordability Online | Amanda Janke <i>Winthrop University</i> | View Recording |



| Lightning Talk Title | Presenter(s) | Access |
|--|---|---|
| OER Sparkshop to Generate Buy-In | Amy Wiedmeyer <i>Moraine Park Technical College</i> | |
| Enhancing Inclusive and Equitable Instruction through Developing Open Courses in the Schools of Mathematics and Psychology | Greg Mayer, Stephanie Reikes, Hi Shin, and Bekki George <i>Georgia Institute of Technology</i> | Link to join all lightning talks here |
| OER in the Wild: Revealing “Hidden” Open Educational Resources | Regina Seguin <i>Excelsior University</i> | |
| A Student-Centered Approach: Using OER Textbooks in the English Composition Classroom | Emily Trenholm <i>Western Technical College</i> | |



Empowering Innovation and Unleashing Potential: Faculty-driven Exploration through OER Grants

Facilitator: Di Zhang, Cindy Xie, Aaron Barquet, Alan Roth, and David Meyer

Renton Technical College

Witness how Renton Technical College (RTC) spearheaded a groundbreaking OER Mini-Grant initiative, igniting positive change across Washington State's educational landscape. RTC's OER Mini-Grant program innovates education by fostering faculty-driven explorations of OER. Dive into our journey as we share the triumphant tale of saving students nearly \$400,000 in textbook expenses in 2022, all while harnessing the potential of OER. Engage with our esteemed faculty 'OER Heroes,' who've seamlessly integrated OER into ESL, math, computer science, welding, and biology courses. Gain firsthand insights into our faculty's experience—ranging from discovering, adapting, and creating OER to observing transformative pedagogical outcomes. Explore the diverse perspectives and innovative best practices that emerged, with student feedback echoing the resounding success. This session offers a toolbox of strategies to cultivate institutional support for instructors, nurture a culture of Openness, and transcend traditional educational boundaries.

Increase Student Ownership of Learning via Learning Roadmaps

Facilitator: Desiah Melby

Mid-State Technical College

Learning road maps are a great visual way to organize unit content and OER resources. They allow the instructor to visually scaffold all the assignments, rubrics, examples, resources, and review materials on a single document. This empowers students to self-pace, differentiate, and easily access materials, supporting student ownership

over the learning process. This also facilitates absence learning recovery for students who miss class. Join this session to learn best practices on how to construct and use a learning road map in your courses.

OER for Tools?

Facilitator: Adam Wehling

Chippewa Valley Technical College

New students were spending a total of over \$300,000+ annually on tools BEFORE started transportation programs at CVTC. With a capital investment in toolkits for students, CVTC has now removed a large and expensive barrier. Come and learn about how CVTC incorporated Point of Use tools in the new 38-million-dollar Transportation Education Center and the benefits realized by students, industry and the learning experience. This workshop will also cover best practices incorporated into trade programs purchasing toolkits, books and technology so students show up day one with everything required to fully ready to start!

The Sixth R: 'Reskinning' the Open Educational RPG

Facilitator: Luke Konkol

Moraine Park Technical College

OER comprise the entire gamut of media—this should include tabletop roleplaying games (RPG)! Countless instructors have experienced the benefits of simulated scenarios as a pedagogical medium to make abstract concepts tangible, but this can limit access to quality scenarios to those associated with expensive publishers or to materials crafted or purchased by well-resourced instructors or institutions. Meanwhile a host of highly accessible RPG exist under open licenses—many encouraging a sixth R: “Reskinning.” Reskinning is the game design practice of keeping mechanics of play while modifying narrative and theme. For us, this can mean repurposing an RPG for classroom use. This presentation highlights the pedagogical value of RPG, makes the case for RPG OER, and provides some practical considerations for “Reskinning” for instruction.

Using ADAPT to Create and Remix OER NCLEX Next Generation Style Case Studies and Questions

Facilitator: Kim Ernstmeyer and Delmar Larsen

Chippewa Valley Technical College & LibreTexts/University of California, Davis

Next Gen RN is a spinoff of the Open RN project with the mission to help nursing students prepare for NCLEX Next Generation (NGN) case studies and standalone questions. In collaboration with LibreTexts, the ADAPT platform was customized so that NGN-style case studies and questions can be easily created and shared by nursing faculty.

Nursing faculty participating in the Next Gen RN project have created and shared over 25 “public” NGN case studies with CC BY 4.0 licensing in the “Next Gen RN” repository. These assessments can be imported into any faculty member’s personal ADAPT account and integrated into their learning management system.

Additionally, hundreds of NGN- style formative questions also been created and linked from the Open RN OER textbooks so that students can independently complete these formative assessments that provide immediate feedback. Open RN OER textbooks have CC BY 4.0 licensing and can be accessed at www.cvtc.edu/open-rn.

Starting at the Beginning: Building a New Program with OER

Facilitators: Nichole LaGrow and Linda Kramer

Martin Luther College

What if you were given the opportunity to build a new academic program at your college? How would you incorporate OER into the course design process from the beginning of a program? That is the question we are wrestling with at Martin Luther College. As we develop two online asynchronous competency-based programs to support our growing returning adult learner population, we are committed to leveraging OER and AER throughout our curriculum. Our presentation will share the roles of our faculty support team – the program director, instructional designer, and library director – as well as the resources we are using to educate our faculty on OER. We’ll also discuss how we are managing the exponentially growing catalog of OER materials we are uncovering and creating.

Creating Inclusive and Accessible Classrooms through Open Educational Practices

Facilitator: Una Daly and Deborah Baker

Open Education Global

Are you exploring how to make your classroom and resources more inclusive and equitable? Research shows that creating a sense of belonging and inclusion in your classroom promotes better learning outcomes for students. In this workshop, we'll explore strategies for how to create inclusive classrooms through open educational and culturally responsive pedagogies. Some examples include involving students and their lived experiences in OER curation and creation and applying the principles of universal design for learning to promote culturally responsive pedagogy.

Three inclusive classroom strategies will be shared as an overview. Participants will then be invited to choose one of the strategies to engage more deeply in with other participants and a facilitator in a breakout room. Join us to learn how you might implement these strategies in your classroom to promote a stronger sense of belonging for all students:

- Contextualize your course materials through the use of diverse openly licensed images and case studies
- Ensure your course design follows the principles of UDL to support diverse learners and provide a culturally responsive learning environment.
- Examine your discipline to include diverse scholars and voices that have previously been omitted.

An Equity Conversation: Moving with Purpose and Intention to Bring Real Change for Students

Facilitators: Devon LaRosa
Chicago Public Schools

In this presentation we will have an intentional dialogue centered on moving our respective organizations forward in our equity work. How are we collectively making space for our most vulnerable and marginalized stakeholders? How are we developing systems of support for them? And what do leaders need to know to sustain and drive the work forward?

MATC Open Access Marketing: Building Awareness and Promoting Over \$1 Million in Student Savings

Facilitator: Krystia Nora and Elaine Strachota
Milwaukee Area Technical College

For the last several years, the Milwaukee Area Technical College Open Access Team has worked diligently to share with MATC information about the international open education movement through regular email announcements, campus flyers, and presentations at campus events. Furthermore, each OER Facilitator is responsible for communicating with faculty in their assigned pathway, and an OER Facilitator was hired to be a college-wide OER Marketing Coordinator, publishing a newsletter each term with a faculty feature showcasing OER successes alongside OER opportunities and publications. This person also coordinates the regular campus-wide announcements, assists with the MATC OER website development alongside our library liaison, and recently led an OER communications team to create OER flyers for students, lead faculty, and the bookstore. Furthermore, the whole Open Access Team has led Open Education Week events each year, presented at MATC Day, and more. This marketing along with the creation of no cost/low cost OER courses has helped MATC students save over a million dollars. In this session we will share our marketing materials with other colleges and then offer an open discussion to brainstorm more ways we can promote OER in our colleges.

ADAPT and LibreStudio: Building the Textbook of the Future with Next Generation OER Homework

Facilitators: Delmar Larsen
LibreTexts/University of California, Davis

ADAPT is a new online homework system being developed by LibreTexts to serve the Open Education community. This workshop will showcase the ADAPT online homework system which incorporates LibreStudio for building H5P questions and sophisticated learning analytics. We will demonstrate how to use ADAPT to augment existing and newly constructed OER textbooks and embed them in LMSs, LibreTexts textbooks, as a standalone application for summative testing and to use with cell phones as in-class clickers. Access is free to all verified instructors at <https://ADAPT.libretexts.org>.

Our Students Wrote a Book, and Yours Could Too!

Facilitators: Alyssa Hedenstrom
Chippewa Valley Technical College

Learn about "Voices of the Valley: Immigrant Stories from Students of Chippewa Valley Technical College" a book written and designed by CVTC students under the guidance of their instructors. In the fall of 2022, English

Language Learning (ELL) instructors at CVTC had a vision to teach their students how to write personal narratives to increase their confidence, and amplify their voices and perspectives.

Nearly a year later, the stories have been self-published in their very own book and are available as an OER for any instructor to share in their class. In this session, you will learn about the process, steps, successes, and hurdles of this student created OER and how your students can do it too!

Texas Two-Step: Varied Approaches to Supporting Faculty Adoption and Creation of OER

Facilitators: Heather Walter and Gabrielle Hernandez

University of Texas at Austin Libraries

The need to support faculty who are adopting or creating OER is tantamount to growing an Open Education program. Two schools within the University of Texas system, UT Austin and UT Rio Grande Valley, take varied approaches on assisting faculty with their OER efforts. At UT Rio Grande Valley, faculty are offered mini-professional development stipends to explore, review, and adopt OER. At UT Austin, faculty apply for a stipend-supported fellowship in which they adopt or create OER intended to render their course cost-free for students. In this presentation, attendees will learn about both approaches, each of which provides targeted methods to support and engage with faculty. Attendees will leave the presentation with concrete ideas and resources to begin or grow similar programs at their own institutions, including ideas on how to market those programs, how to support participating faculty, and how to overcome potential obstacles.

How to Promote Textbook Affordability Online

Facilitator: Amanda Janke

Winthrop University

During a summer fellowship at UNC Charlotte, I created a website for the library that promoted textbook affordability by providing information on OERs, providing helpful/relevant links to students and faculty alike, and contact forms that are sent to librarians to continue the conversation on textbook affordability. In order to ensure I created the best website for the library, I did plenty of research by interviewing librarians at other schools promoting textbook affordability and looking to other schools' websites to see what worked and didn't. For my presentation, I would discuss my process of finding the perfect elements of the website and walk people through the website and the importance of different aspects.

OER Sparkshop to Generate Buy-In

Facilitator: Amy Wiedmeyer

Moraine Park Technical College

In an effort to dispel the myths that OER mean whole-course textbooks and that 'there are no good OER for what I teach,' Moraine Park Technical College (MPTC) offered "Sparkshops" about OER. These short, mini workshops provided to faculty groups were intended to 'spark' interest in the topic and provide insight into the advantages of OER. The sparkshop shared the financial and access benefits of OER but also explored their diverse formats including media elements and module- and activity-level resources which can be integrated to provide a more engaging and accessible learning experience for students. Emphasis was on the flexibility that OER bring to course content when compared to traditional textbooks.

Sparkshops aim to cultivate a network of advocates within educational institutions. This 'lightning round' will discuss the sparkshop model, its use at MPTC, and potential next steps for developing additional OER resources and training opportunities, fostering a sustainable culture of OER usage at your institution.

Using OER Resources for Student Success

Facilitator: Laurie Ellen Paugel

Nicolet College

I have been using the OER resources for my students for 2 years now in the nursing program. The availability and resources are game changers for my students. The learning activities and the flashcards provide a great resource for students to study. The fact that the resource can be adapted to students needs is also a great plus! The cost savings is a great help to many of the students struggling to find an affordable way to learn nursing. I have used some of the other resources (not just nursing books) and adapted them, included them in my facilities version of the book with the help of our IT department. I would be interested in helping others facilitate adoption!

Enhancing Inclusive and Equitable Instruction through Developing Open Courses in the Schools of Mathematics and Psychology

Facilitators: Greg Mayer, Stephanie Reikes, Hi Shin, and Bekki George

Georgia Institute of Technology

This lightning talk gives an overview of an interdisciplinary approach to promoting inclusion and equity across campus for student learning at The Georgia Institute of Technology. Our approach, the Open Course project, is supporting student success in core subject areas by developing and curating OER curriculum in three core subject areas that students can use to supplement their learning. The Open Course project at Georgia Tech has developed open courses that cover college algebra, multivariable calculus, and introductory statistical methods for psychology majors.

The project aims to benefit several student groups who need a refresher and/or additional practice, including undergraduate students enrolled in these courses, students in upper-level courses that use these courses as pre-requisites, students needing materials for placement exams, and transfer students who are re-entering college after an extended time away from college. The set of courses being developed are open to students to self-enroll at no cost and they will have access to curated course content, quizzes, and assessments.

Our lightning talk will review our project goals and key outcomes. We will describe how OER was integrated and adapted into our curriculum, how we are measuring the impact of our work, and how we are sharing our resources with the broader higher education community.

Our project is Funded by the Howard Hughes Medical Institute (HHMI) Inclusive Excellence Grant and Center for Promoting Inclusion and Equity in the Sciences at Georgia Tech.

OER in the Wild: Revealing “Hidden” Open Educational Resources

Facilitator: Regina Seguin

Excelsior University

This lightning session will introduce ideas for open education advocates to highlight ways OER are already embedded in teaching and learning at their institutions, often in ways less visible than textbooks, and how these examples might serve as counterpoints to common concerns and myths about OER.

A Student-Centered Approach: Using OER Textbooks in the English Composition Classroom

Facilitators: Emily Trenholm

Western Technical College

In this presentation, I will share my experience with several OER textbooks I've used successfully in my English Composition courses. I'll focus on how OER textbooks can center student experience and serve as an important tool in applying diversity, equity, and inclusion in the classroom.



Hear from students and Wisconsin Student Government members, John Krueger (Nicolet College), Katrina Willis (Madison College) and Brynlei Kuhn (Nicolet College) on their experiences with course materials, open educational resources and advocacy for open content within student government. Come with your questions!

Moderator: Hilary Barker, WTCS

Thank you for participating in the *Investing in Our Students*, Wisconsin Open Education Symposium. We value your insights and impressions. Please take a moment to complete an evaluation on your experience participating in the 2023 WTCS Open Education Symposium.

Those who submit an evaluation will receive a digital badge as a participant.

The evaluation will be open and can be completed through Thursday, November 30, 2023.

[Complete the Evaluation](#)

Thank you to all our speakers, attendees, and passionate educators who have contributed to make this Symposium successful. A very special thank you to the following individuals who have assisted with the planning and implementation of the third annual Wisconsin Open Education Symposium. Your efforts have been greatly appreciated!

| | |
|-----------------------|---------------------------------------|
| Hilary Barker | Wisconsin Technical College System |
| Paige Barreto | Gateway Technical College |
| Rachel Becker | Madison College |
| Kelly Carpenter | Lakeshore Technical College |
| Nancy Chapko | Gateway Technical College |
| Sarah Chojnacki | Moraine Park Technical College |
| Beth Cummins | Southwest Wisconsin Technical College |
| Cindy Domaika | Nicolet College |
| Melissa Earnest | Gateway Technical College |
| Jill Eide | Gateway Technical College |
| Julie Jacob | Gateway Technical College |
| Thomas Kalluvilla | Milwaukee Area Technical College |
| Niki Kruschke | Chippewa Valley Technical College |
| Amy Manion | Waukesha County Technical College |
| Vince Mussehl | Chippewa Valley Technical College |
| Elaine Strachota | Milwaukee Area Technical College |
| Julie Teeter | Gateway Technical College |
| Lee Ann Turner | Mid-State Technical College |
| Linda VanSistine-Yost | Western Technical College |

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