> - *"… the innovation of the course and this type of thinking is the reason I go to PVCC."* (Fall 2010 student)
>
> - *"Saved money not having to buy a textbook – Epic! (Fall 2010 student)"*
>
> - *"This course is amazing! Love the interactive learning, working with classmates …"(Fall 2010 student)*
>
> - *"Since this course is about current business affairs, it makes more sense to do it this way. If we had a textbook it would be outdated by the time we started, I've enjoyed this class." (Fall 2010 student)"*
>
> - *"I would like to give credit to two of our librarians … I just wanted to let you know how much of a difference they made in showing us how to do the research and putting together our Wiki pages."* (Fall 2010 student)
>
> - *"The textbook free class has allowed me to improve my presentation skills and has made me more involved in the class because I am researching the information for the class." (Fall 2011 student)*
>
> - *"I thoroughly enjoyed this class and new style of learning without a textbook." (Fall 2011 student)*
>
> - *"Very interactive and interesting class. I would take more classes like this." (Fall 2011 student)*

OER as Content, OER as Pedagogy: Empowering Students as Partners in Learning Using Scholarly <u>O</u>pen <u>E</u>ducational <u>R</u>esources (The Medrano Project)

Recipient of the American Librarian Association
2012 EBSCO Community College Learning Resources Award

Description

The *Medrano Project* has been recognized within MCCCD and nationally for sparking unprecedented student engagement and learning while saving students more than $100 each on textbooks:

- 100% of students agreed or strongly agreed that instructors encouraged critical thinking and problem solving (Fall 2010);
- 95% found content for this course more engaging than a traditional textbook (Fall 2010);
- 62% stated textbook costs to be an academic barrier (Fall 2010); 75% stated textbook costs to be an academic barrier (Fall 2011); and,
- 76% agreed or strongly agreed that information literacy instruction provided by faculty librarians assisted in their creation of the "living textbook" (Fall 2010).

In spring 2010 the PVCC Business and Information Technology Division approached the Library for assistance to curate open source content that could substitute for costly textbooks. But the project became something much more than content replacement. By recognizing the pedagogical potential, it unleashed a paradigm shift in which students responded to course lectures not with rote memory, but as curators who researched, evaluated, and mixed relevant digital content into their own "living textbook."

Integrating information literacy instruction, proprietary and open access content, 2.0 tools, and a team-based structure, a student-centered model of learning emerged. Working in cooperative learning groups, students researched relevant and timely information rooted in course lectures and assembled their findings in a wiki replete with images, videos, and peer feedback. Each week student teams presented their findings to the class. Students mastered IBS101 course objectives as well as ancillary 21st Century skills including digital research, peer teaching, public speaking, and team building.

The *Medrano Project*:

- Saved students money;

- Demonstrated the efficacy of embedded information literacy on student engagement, critical thinking, and learning;
- Offers scalability across the curriculum by retooling the very resources we already use;
- Supports success and completion mandates while addressing social justice and equity of access in higher education.

Remix author, digital copyright scholar, and Creative Commons founding board member Lawrence Lessig astutely advises digital creativity, "is the life our kids push for. They demand it . . . We can't make them passive again."[1] There is no doubt the *Medrano Project* has profoundly tapped into the heart of active, participatory learning ushered in by current technologies.   In an era characterized by rising tuition and textbook costs, increasing enrollment of developmental learners, and the demand for greater accountability through stringent success and completion mandates, this initiative demonstrates content and learning can be elevated while lowering the cost of course materials.   Furthermore, this approach has potential scalability across the curriculum by retooling existing resources – human, digital, and otherwise – through a new vision, a little courage, and start up time.

Presentations

- MCCCD Teaching and Learning with Technology Conference, 50-minute session, Glendale Community College, AZ, May 17, 2011
- 40th Annual Loex Conference, 50-minute session, Columbus, OH, upcoming May 4, 2012. Paper to be published in conference proceedings.
- 5th Annual International Symposium for Emerging Technologies for Online Learning, sponsored by the Sloan Consortium and MERLOT, 50-minute information session, Las Vegas, NV, upcoming July 25-27, 2012. Paper to be published in conference proceedings.

Awards

- *2012 Diversity Advisory Council Awards of Excellence,* Maricopa Community Colleges, presented at the Diversity Advisory Council Annual Meeting, Mesa Community College, March 29, 2012.

- *2012 EBSCO Community College Learning Resources Award*, American Library Association, Association of College and Research Libraries, Community and Junior College Libraries Section, to be presented at the American Library Association Annual Conference, Anaheim, CA, June 22, 2012.

Contact Us

Sheila Afnan-Manns, MS, MLIS
SCC Faculty Librarian
(480) 423-6434

Reyes Medrano, MS
PVCC Faculty, Business & IT
(602) 787-6722

Kandice Mickelsen, MS
PVCC Faculty Librarian
(480) 787-6691

---

[1] Retrieved on November 15, 2011, from http://www.pcmag.com/print_article2/0,1217,a=186184,00.asp?hidPrint=true.