Project Summary: [Microbiology for Nursing/Allied Health]

Project Leads: [Erica, Ayda, Debra, Li, Lisa, Meiko, Ilya, Adronisha]

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# Overview

A brief summary of your OER. Explain how the project came about and its importance. ***What do you hope this resource will achieve?***

* **Greater access to content for diverse learners that is engaging in a student-centered learning environment.**
* **Address diverse health equities and disparities.**
* **Provide learners with access to educational materials, reducing disparities caused by economic constraints. (Thompson)**

# Motivators

**Project Level:** Identify the primary motivators that drive this project.

**Individual Level:** What motivates your participation in the project of your team?

Project Level:

**A primary motivator is ensuring that learning and resources are provided to diverse learners without undue stress or duress of educational costs.**

Individual Level:

**Li: introduces future nurses to the wonder of microbial diversity, which ensures competence in the workforce**

**Lisa: The primary motivators that drive this project are creating open educational resources and courses to ensure that all learners from diverse backgrounds are afforded equal opportunities to acquire knowledge without the undue stress of paying for those resources. What motivates my participation in the project team is assisting with implementing curriculum and instructions to provide pedagogy and resources to faculty, staff, and students at no cost to the diverse learners we serve who are entering workforce development in the healthcare industry.**

**Meiko: Offer high-quality, peer-reviewed educational content that meets the diverse needs of learners and educators**

**Ilya: Increase access to nursing & allied health career of underrepresented minorities; increase health equity and knowledgebase of underreported health & disease states of underrepresented minorities by providing information & education about findings of the microbiome, epidemiology of diseases, clinical signs & symptoms in the area of microbiology & immunology of underrepresented minorities. Educate about the contributions of scientists, allied health professionals, and patients to the field of microbiology & immunology.**

# Course and Audience

What courses will this OER be used in? Identify both the primary student audience (academic level, discipline etc.) and any secondary audiences (instructors, researchers, professionals, other interested parties).

**We are using Louisiana Board of Regents information. This course is equivalent to CBIO2113 & CBIO2111.) Nursing majors, and majors in allied health of the state of Louisiana.**

**Illya: This course about microbiology is primarily designed for students that are nursing majors or majors of allied health programs.**

# Significant Learning Outcomes

* Articulating the overarching learning goals will guide you in the process of locating useful resources and/or creating your own.
* If the OER is assigned to be used in a particular course, list and revise the course outcomes.
* ***What do you want students to learn that will still be with them several years later?***
* Think expansively, beyond “understand and remember” kinds of learning. Use this as an opportunity to build your dream course.

Considerations for LO:

* **What the BoR has in the articulation matrix**
* **Alignment with accreditation and licensing requirements**
* **Illya: Skills of inquiry, analysis, critical thinking, and communication in a variety of modes, including the written and spoken word (based on “Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice”, page 10, The Essentials of Baccalaureate Education for Professional Nursing Practice October 20, 2008. American Association of Colleges of Nursing)**
* **Illya: appreciation for cultural and ethnic diversity (based on “Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice”, page 10, The Essentials of Baccalaureate Education for Professional Nursing Practice October 20, 2008. American Association of Colleges of Nursing)**
* **Exposure to real-world learning via AI, AR, virtual reality**
* **Diversity of patients in their clinical presentations**
* **Develop a good understanding of cell structures and functions, microbial diversity, infectious diseases, and antimicrobial strategies. (Li)**
* **Recognize and describe the clinical manifestations, transmission routes, and epidemiology of major infectious diseases, particularly for minority populations. (Thompson)**
* **Understand the principles of epidemiology and the methods used to study the spread and control of infectious diseases.**
* **Engage with interactive and multimedia OER materials to enhance understanding and retention of microbiological concepts.**

# Course Materials Needed

Think about the teaching environments in which your OER will be used. Identify what materials you will need in addition to a core textbook or ancillary materials. You may want to list and link to items like a syllabus, assessments, lesson plans, teaching aids, etc. List these out below.

**In addition to the textbook and ancillary materials, our course will need a syllabus.**

Whose voices, perspectives and narratives will you want to embed in your OER to ensure it is a resource reflective of the audience it will serve?

**In our OER, we want to amplify diverse voices and perspectives to represent the diverse student population across Louisiana. Our working group brings in varied backgrounds that will provide rich collaboration as the textbook and ancillary materials are created.**

# Using Existing OER?

Will you be using existing OER to adapt or remix for your purposes? Scanning the OER landscape in your discipline will help decide how much content you will need to create in addition to what you can find among already existing materials.

**We are reviewing existing OERs to adapt or remix.**

The [OER Discovery worksheet](https://docs.google.com/document/d/1ujRzFu2DMAS-uDX-hiG5Yx5X2Plp-qa_aFNzX1yvPBI/edit?usp=sharing) will guide you in the process of locating OER and mapping suitable resources to your project.

# Structure

1. **Chapter Structure:** *If you are creating a textbook,**how will the textbook be structured? (e.g. 3 parts to every chapter, student-facing text plus instructor handbook etc.).*
2. **Adapting/ Remixing:** *Will you be drawing on existing OER? In what ways?*
3. **Supplementary Materials:** *What (if any) accompanying elements (e.g. instructor resources, presentations, quizzes, maps, data sets) will be produced or collected? If you are creating these, how would these be structured?*
4. **Collaborative Authorship:** *Are there other subject-matter experts, industry voices, non-traditional practitioners, or other perspectives that you want to feature in your OER? Whose stories will help convey specific information in your OER? How will you embed multiple perspectives to make your OER more rounded and representative of your classroom, locality, and changing field? Consider where their voices will fit into your OER’s structure.*

# Licensing

Explain what license the OER will carry and why. You may want to link to external resources where readers can go for more information on the CC BY license, such as the [Creative Commons website](https://creativecommons.org/), or the [Rebus Community Licensing Policy](https://rebus.foundation/2019/09/30/the-evolution-of-rebus-communitys-licensing-policy/).

**We agreed to the following license: CC-BY-NC-SA.**

# Anticipated Timeline

Provide an approximate timeline for the project. This doesn’t have to be comprehensive, or rigid, but an indicator of dates for major milestones (e.g. chapters submitted, editing complete, peer review complete, layout, accessibility review, initial release, classroom review, etc.).

**An approximate timeline for the project is provided below.**

|  |  |
| --- | --- |
| **Event/Milestone** | **Anticipated Dealine** |
| Chapter 1 Draft | September 30, 2024 |
| Completed 65% of draft course materials determined in planning document | January 17, 2024 |

# Measures of Success

* How will you know if you’ve met your goal?
* What constitutes success, and how will you measure it?
* Consider indicators along the production process like number of participants, range of perspectives (geographic, cultural, social, etc.), feedback opportunities, number of adoptions etc.
* Also think about student success beyond traditional metrics of grades and focus on deeper learning measures. Do students feel joyful and empowered in the course?
* These don’t have to be comprehensive, but help to clarify what success means to your project, beyond just writing a text.