

Sustaining Quality, Reducing Costs: A Case Study of “Do No Harm” OER Implementation

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Many instructors are motivated to adopt Open Educational Resources (OER) as an intervention strategy to potentially improve student success metrics—such as grades; drop, failure, and withdrawal rates (DFW); and student learning outcomes—in their courses. For some, however, courses have already been redesigned with interventions aimed at enhancing these outcomes, making OER adoption primarily about reducing costs for students or adopting a “do no harm” approach with possible pedagogical benefits along the way. This case study examines a do no harm adoption within multiple sections of an introductory-level finite mathematics course taught by two mathematics instructors at Indiana University Southeast. Their goal was to maintain existing levels of learning assessments, retention, and positive student feedback. Instructors viewed this OER adoption as a success, valuable for its ability to reduce student costs alone.

Keywords: Open Educational Resources, OER, student success



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