## Description of the DOER Fellowship Grant project

The CSU Textbook Affordability grants offered to faculty through the Michael Schwartz Library and Glenda Thornton, Director, encouraged the adoption of *Theatrical Worlds* by Lisa Bernd, PhD. *Theatrical Worlds* is an open source textbook, listed on the Open Textbook Library's website. It replaces a traditional text that would cost a student around $200. The current issues that students and teachers face with the rising cost of college tuition, texts and course materials inspired Dr. Bernd to adopt the open textbook. An open textbook, freely available as a PDF, online, gives everyone access to the learning materials from day one. Students do better in the course and don't fall behind.

Shortly, after receiving the CSU Textbook Affordability Grant, Glenda Thornton and Gwen Evans, Director of OhioLINK, passed along information about a second small grant opportunity administered by the Open Education Group, and funded by the William and Flora Hewlett Foundation. Thirty grants were offered nationally to instructional designer and subject matter experts working with OER. This Designing with Open Educational Resources (DOER) Fellowship grant sparked the creation of three renewable assignments, with associated learning objectives and grading rubrics, as well as the development of a Pressbook to showcase student work. Introduction to Theater students created interactive learning content and knowledge checks with the H5P plugin in WordPress (Pressbooks). They also contributed analyses of local live performances. You can see the student created open educational resource content and the assignments within the Pressbook called "[Introduction to Theater – Learning Resources – Fall 2017](https://pressbooks.ulib.csuohio.edu/theater/)" hosted by the Michael Schwartz Library. (See: <https://pressbooks.ulib.csuohio.edu/theater/>).

The assignments are based on constructionism learning theory developed by Seymour Papert. Papert found that we learn best when we're "actively engaged in constructing something that has personal meaning to [us]." Students were encouraged to pick a theater topic that interested them from *Theatrical Worlds*, or presented in the course. This helped Dr. Bernd determine what subjects interested students the most and facilitated engagement with the open resources. Students were encouraged to collaborate on larger endeavors, such as the creation of interactive video. We were impressed by one student, Dylan Sell, who created an [interactive video on the CSU student production of Stephen Sondheim's play called Company](https://pressbooks.ulib.csuohio.edu/theater/chapter/chapter-1-2-interactive-learning-content-theatrical-roles/). Dylan interviewed people involved in the various theatrical roles working on Company. Other interactive learning content took the form of multiple choice, and fill in the blank questions, short quizzes and a timeline on costume production. Students found existing videos on Youtube on costume design and added interactivity to these.

Though it took some effort to reorganize the Introduction to Theater course at CSU to fit with the new open text, the improved student performance and avoidance of the frustration of ordering and obtaining the text, lead to greater job satisfaction. We believe everyone involved had fun, and this facilitates learning also!

We're grateful to Glenda Thornton, Director of the Cleveland State University's Michael Schwartz Library, and Gwen Evans, Director of OhioLINK, for letting us know about the grant opportunities.