

Highlights of the Hewlett-Foundation Grant Award to Bates College

February 2021

S-JEDI Learning

Community provided a cohort of 17 individuals an opportunity to share perspectives across topics of S-JEDI through a curated list of related readings and materials.

SPLINE. 13 participants affiliated with teaching and/or curriculum development participated in a faculty mentoring network (FMNs) to support knowledge of UDL, inclusivity teaching practices, and OER.

Partners@QUBES Leadership Summit.

Over 40 participants from partner organizations promoted their projects and highlighted the support of QUBES to their work.

Study of accessibility metadata.

Research project to understand metadata/search terms STEM faculty utilize to find teaching resources for course instruction.

Calling Bull Study. Research study to understand students' attitudes towards OEP and relationships with 1) efficacy beliefs towards learning outcomes in the course; 2) course achievement; and 3) demographic factors of the students.

Mini-Grant Awards

Piloting an Evaluation Framework for Accessible STEM OER.

ISKME and SERC used input from 4 accessibility experts and 21 STEM faculty to finalize the STEM OER Accessibility Framework, a reference guide of accessibility criteria authors of STEM OER can use when curating, designing, and adapting materials to be accessible.

MM Hub adapted CourseSource's Writing Studio to host a Writer's Workshop during Fall 2020 with 12 high school teachers aimed to support the production of mathematical modeling teaching materials that can be submitted through the MMHub platform.

Math Modeling Writer's Workshop.

Creation of a Sustainable Platform that Benefits CourseSource and QUBES Hub.


CourseSource partnered with QUBES Hub to design a website template that meets the hosting needs of CourseSource and is currently finalizing the new hosting site to support the open-access journal of peer-reviewed teaching resources in undergraduate Biology.


SIMIODE is moving their hosting platform into QUBES Hub through support of technical experts within SIMIODE, QUBES, and HUB Zero.


SIMIODE to QUBES: Gaining Efficiency and Expanding Visibility.



Nomenclature:


CourseSource: Open-access peer-reviewed journal 


ISKME: Institute for the Study of Knowledge Management 


MM Hub: Math Modeling Hub 

OEP/R: Open Education Practices/Resources

QUBES : Quantitative Undergraduate Biology Education & Synthesis 

SERC: Science Education Resource Center 

SIMIODE: Systematic Initiative for Modeling Investigation and Opportunities with Differential Equations; 

S-JEDI: Social Justice, Equity, Diversity and Inclusion 

SPLINE: STEMEd Project Leaders Inclusivity Network 

STEM: Science, Technology, Engineering & Mathematics

So the great thing about this mini grant is that it came with some pretty big outcomes and the first we're really excited about is that we're migrating all of the CourseSource articles to the QUBES Hub platform by April, and quite frankly we wouldn't had the time energy or expertise to get this done without the support from this mini grant, and we are extremely grateful for that. And the other nice thing is it brought upon long term collaborations... And so again we're really thankful that this mini grant brought us together in a way that we were ready to apply for future funding.

Mini-grant recipient feedback for value of collaboration

[The S-JEDI] activities supported me in my work around framing and designing a number of internal DEI group discussions and brainstorming sessions. The S-JEDI group was a fruitful opportunity for practicing small cohort professional learning that also connected directly to seeing our work through a more informed and more intentional social justice lens. As a company, we have emerged from this collective work done during fall 2020 with a revised vision and set of values for the organization, and a set of DEI resources, which I feel personally better equipped to contribute to going forward.

S-JEDI participant on continued impact from participation in the learning community.

QUBES has provided important support and insight into building a community of practice - think of it as the human infrastructure in addition to the technological infrastructure. QUBES has also provided networking with other OER organizations and communities of practice, especially through our participation in the SCORE-UBE Network.

QUBES Partner feedback of their experience with QUBES and SCORE

Remote classes with open education practices creates a more equal playing field. This is important since some students were on campus and off campus meaning their access to certain materials differed.

Student's feedback in Calling Bull study about benefits of courses utilizing OEP

Highlights and Findings of Grant Activities.

The following represents current highlights that have emerged across project activities: **S-JEDI Learning Community**, **SPLINE**, Mini-grants, and **other activities**. Findings that transcend across activities are **highlighted**.

□ [S-JEDI Learning Group Resource doi:10.25334/XXGX-8192](https://doi.org/10.25334/XXGX-8192)

□ [STEM OER Accessibility Framework doi:10.25334/ERXF-AH09](https://doi.org/10.25334/ERXF-AH09)

□ Timely discussions of centering S-JEDI to support agency and organizational transformations

□ **Continued snowball effects as participants modify practices with an S-JEDI lens and share information gained with colleagues and peers.**

□ MM Hub Writer's Workshop to increase submissions of math modeling resources.

□ Combined infrastructures to reduce overhead costs with hopes of assuring financial sustainability of OER groups

□ **Exchange of ideas to improve organization processes**



□ **Increased network connections and cross-collaborations**

□ Increased efficacy for determining how UDL, inclusive pedagogy, and OEP can support and enhance projects of SPLINE participants.

□ Research to increase understanding of metadata used by STEM faculty to locate resources which meet accessibility needs of their learners.

□ Proposal submitted to continue SPLINE program

□ Increased visibility of QUBES services: FMNs, Workshops/ Meetings, Classrooms, Publishing, Project websites, and Private working groups

□ Research of students' attitudes and perceptions of OER and how these factors relate across demographic characteristics, self-efficacy, and achievement.