Open Lifelong Learning

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2020-2023 IMLS Grant
East Central University
Oklahoma State University
Redlands Community College

Fast facts

- **Full title:** Developing a Reliable Method to Assess the Efficacy of OER on Lifelong Learning Competencies
- **Funding amount:** $428,304
- **Funding organization:** Institute of Museum and Library Services (IMLS)
- **Key staff:**
  - Marla Lobley, East Central University, PI
  - Kathy Essmiller, Oklahoma State University, Co-PI
  - Rose Marie Moore, Redlands Community College, Co-PI
  - 2 graduate student research assistants
  - 10 advisory board members
  - Multiple collaborators among faculty and Office of Sponsored Programs offices at each institution

Deliverables

- Toolkit that can be used to measure the efficacy of OER on developing lifelong learning competencies
  - Will be applicable to multiple contexts
  - Will be distributed nationwide
  - Will be easy for faculty to implement
- An open book on research methodology focused on librarians conducting research
  - Will be released with a Creative Commons license
  - Will meet a need in the librarian profession

Research Questions

1. What competencies of lifelong learning can be measured through self-report data?
2. What are the student and teacher variables that impact OER efficacy studies?
3. Can the identified competencies of lifelong learning and student/teacher variables be accurately measured through a self-report instrument?
4. Do OER increase students' lifelong learning competencies?

Project phases

Year 1 (Sept. 2020-Aug. 2021)

- Conceptualize the constructs of lifelong learning competencies (literature review)
- Conduct expert analysis for construct validity of lifelong learning competencies
- Identify measures to control for student and teacher differences in conducting OER research (literature review)
- Conduct expert analysis for construct validity of student/teacher differences

Advisory board role: Identify experts and suggest methods for construct validity analysis

COLE role: Provide feedback about the identified constructs before & after expert analysis.

Project phases

Year 2 (Sept. 2021-Aug. 2022)

- Create instrument that measures lifelong learning competencies and controls for student/teacher differences
- Pilot test the instrument at each institution
- Measure validity/ reliability of the instrument

Advisory board role: Provide feedback on the instrument before pilot testing, especially its relevance to different types of institutions, classes, etc.

COLE role: Provide feedback on the instrument before pilot testing.

Project phases

Year 3 (Sept. 2022-Aug. 2023)

- Multi-institutional study
  - RQ4- Do OER increase students' lifelong learning competencies?
  - ECU, OSU and RCC

Advisory board role: Provide input about multi-institutional study and findings

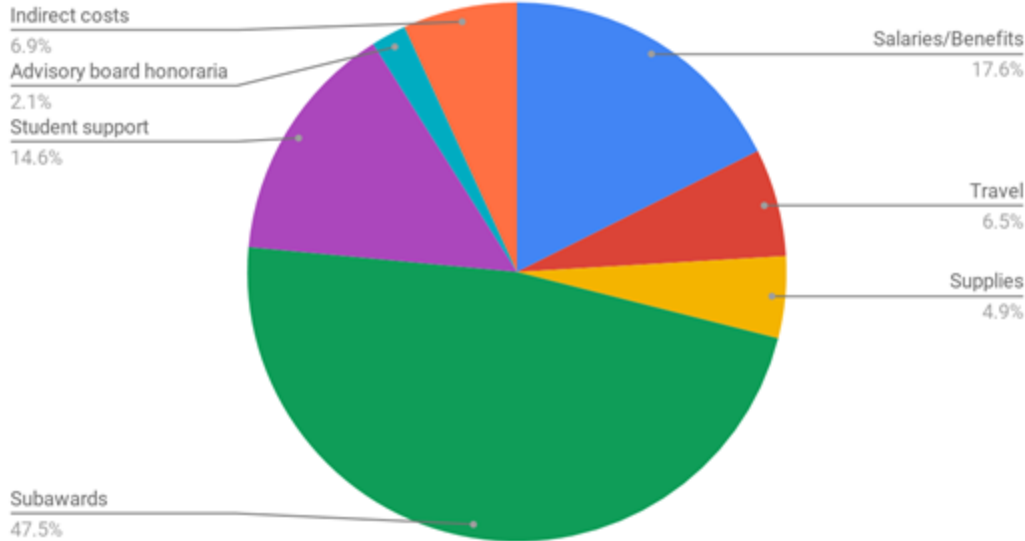COLE role: Provide feedback about the study data analysis and findings

Project phases

Intersession periods (December, Summer)

- Gather existing research methodology OER
- Outline topics
- Remix content from existing resources
- Create content
- Gather feedback from librarians

Budget Overview

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- Indirect costs 6.9%
- Advisory board honoraria 2.1%
- Student support 14.6%
- Salaries/Benefits 17.6%
- Travel 6.5%
- Supplies 4.9%
- Subawards 47.5%

- Faculty incentives- $750 x 12 for each institution (years 2 &3)
- Student incentives- $1,000 per institution (all years)
- Advisory board- $100 per member per year
- Construct analysis experts- $100 x 30 each year

Acknowledgement