Project Summary: Foundational Digital Skills, Financial Literacy, Communication and Time Management and Goal-Setting

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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?**

Foundational Digital Skills, Financial Literacy, Communication, Time Management, and Goal-Setting are essential to today's modern workforce. These various skills and abilities are crucial to an individual's success in education, career, and life. Foundational Digital Skills include navigating, locating, using, and troubleshooting various computer software and mobile applications. Financial Literacy, the ability to use, work, and understand basic economic and personal finance principles, directly improves an individual's personal life and prepares them to function in a professional capacity to oversee and administer budgets. Communication, Time Management, and Goal-Setting are the basic skills expected of a career-minded individual in the 21st century.

Motivators

Project Level: Identify the primary motivators that drive this project.
Individual Level: What motivates your participation in the project of your team?

Our book aims to provide a broad overview and inclusive content for undergraduate students in Louisiana to acquire a solid understanding of the basic skills and abilities expected from modern employers and that enhance life generally.

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, and other interested parties).

This OER is primarily intended for undergraduate students in Louisiana at various institution types, including, but not limited to: 2-year colleges, 4-year universities, public institutions, private institutions, and other institutions of higher education. Because of the versatility of the material covered in this OER, it may be used in various courses, including, but not limited to: First-Year Success, College Success Skills, Student Success Pathways, Study Skills, and other introductory courses. This text may also be used by instructors in these or other courses, researchers, academic advisors, and other parties that may find the content useful to their educational and/or professional needs. While the text will be cohesive, each skill or strand within the text will also serve as standalone instructional materials, allowing instructors to customize the chapters to fit their local contexts.

Significant Learning Outcomes

(General Outline, will be fleshed out)
- Time Management
  - Understand how each course/discipline uses time
  - Develop strategies for allocating time
  - Identifying and avoiding distractions and procrastination
  - Managing time in groups and group roles

1. Analyze Course Time Demands (Specific, Measurable, Achievable, Relevant)

- **Develop a Coursework Time Audit:** Students will create a chart outlining the estimated weekly workload (readings, assignments, projects) for each course based on syllabi (Specific & Achievable).
- **Identify High-Demand Courses:** Students will be able to pinpoint courses with the most significant time commitment (Measurable & Relevant).

2. Master Time Allocation Techniques (Specific, Measurable, Achievable, Relevant)

- **Explore Time Management Strategies:** Students will be introduced to various techniques like the Pareto analysis and the Pomodoro Technique (Specific).
  - **Example only:** [9 Popular Time Management Techniques and Tools | USAHS](#)
- **Apply Techniques to Real-World Schedules:** Students will create personal weekly schedules incorporating chosen time management techniques (Measurable & Achievable).
- **Evaluate Technique Effectiveness:** Students will assess the effectiveness of their chosen techniques through weekly reflections (Measurable & Relevant).

3. Conquer Distractions and Procrastination (Specific, Measurable, Achievable, Relevant)

- **Identify Personal Distractions:** Students will create a list of their top three distractions while studying (Specific & Measurable).
- **Develop a Distraction Management Plan:** Students will create a plan to minimize distractions (e.g., silencing notifications, website blockers) (Specific & Achievable).
- **Track Progress and Refine Strategies:** Students will track their progress in managing distractions over a week and adjust strategies if needed (Measurable & Achievable).

4. Foster Effective Teamwork (Specific, Measurable, Achievable, Relevant)

- **Learn Group Collaboration Techniques:** Students will explore various strategies for successful group work, like communication tools and role delegation (Specific).
- **Develop Group Management Plans:** Students will create plans for their groups to utilize learned collaboration strategies (Specific & Achievable).
- **Role-Playing Group Scenarios:** Students will participate in role-playing exercises to practice effective communication and conflict resolution within groups (Measurable & Achievable).
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- Digital Literacy
    - AI and Academic Integrity
    - Define Digital Literacy (types of digital literacy)
    - Using online communication tools effectively
    - Identifying and evaluating online resources

1. Simplify Digital Literacy (Specific, Measurable, Achievable, Relevant)

- **Define Key Digital Literacy Concepts:** Students will be able to explain the core components of digital literacy, including information literacy, media literacy, and technological literacy (Specific & Measurable).
- **Identify Different Types of Digital Literacy:** Students will categorize various digital skills into relevant types (e.g., information evaluation, online communication, data analysis) (Measurable & Relevant).
- **Create a Digital Literacy Self-Assessment:** Students will complete a self-assessment to identify their current strengths and weaknesses in different digital literacy areas (Specific & Achievable).

2. Master Ethical AI Use in Academics (Specific, Measurable, Achievable, Relevant)

- **Explain Artificial Intelligence (AI) Applications in Academia:** Students will identify how AI is used in research tools, plagiarism detection software, and online learning platforms (Specific & Measurable).

- **Evaluate AI's Impact on Academic Integrity:** Students will analyze the potential challenges and benefits of AI in maintaining academic integrity (Measurable & Relevant).
- **Identify Strategies for Ethical AI Use:** Students will develop strategies for using AI tools responsibly and ethically in their academic work (Specific & Achievable).
- **Align Needs with Values**: Students will review their goals to ensure they align with their values.

3. Navigate Online Communication Tools (Specific, Measurable, Achievable, Relevant)

- **Evaluate Different Online Communication Platforms:** Students will compare and contrast the strengths and weaknesses of various online communication tools for academic purposes (e.g., email, video conferencing, discussion forums) (Specific & Measurable).
- **Practice Effective Online Communication Techniques:** Students will participate in role-playing exercises to practice professional online communication skills (e.g., email etiquette, online discussions) (Measurable & Achievable).
- **Develop Digital Communication Guidelines:** Students will create a set of personal guidelines for effectively using online communication tools (Specific & Achievable).

4. Become Savvy Online Researchers (Specific, Measurable, Achievable, Relevant)

- **Differentiate Credible from Untrustworthy Sources:** Students will apply critical thinking skills to evaluate the credibility of online information sources (e.g., website authority, author expertise, source bias) (Specific & Measurable).
- **Utilize Advanced Research Techniques:** Students will learn advanced search strategies for scholarly databases and online resources (Specific & Achievable).
- **Properly Cite Online Sources:** Students will practice accurate citation methods for online resources according to a specific style guide (e.g., APA, MLA) (Measurable & Achievable).
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- Financial Literacy
    - Personal financial literacy
    - Understand types of education financing
    - Debt

Objectives for College Students: Financial Literacy

Objective 1: Master Personal Financial Management (Specific, Achievable, Relevant, Time-Bound)

- **Develop a Budget:** By [date], students will create a personal budget that tracks income and expenses for a month (Specific & Achievable).
- **Analyze Spending Habits:** Students will identify areas of overspending and develop strategies to adjust their budget accordingly (Specific & Relevant).
- **Track Progress:** Students will monitor their budget for [duration] and reflect on its effectiveness in managing their finances (Measurable & Achievable).

Objective 2: Demystify Education Financing (Specific, Achievable, Relevant)

- **Compare Financial Aid Options:** Students will research and compare different types of financial aid, including grants, scholarships, and federal loans (Specific & Achievable).
- **Evaluate Financing Strategies:** Students will analyze the pros and cons of various education financing options to make informed decisions (Measurable & Relevant).
- **Develop a Financing Plan:** Students will create a personalized plan for financing their education, considering financial aid options and potential out-of-pocket costs (Specific & Achievable).

Objective 3: Navigate Debt Wisely (Specific, Achievable, Relevant)

- **Differentiate Good Debt vs. Bad Debt:** Students will define and differentiate between good debt (e.g., student loans for future earning potential) and bad debt (e.g., high-interest credit card debt) (Specific & Measurable).
- **Develop a Debt Repayment Strategy:** Students will create a plan for managing and repaying existing debt, including prioritizing high-interest loans (Specific & Achievable).
- **Explore Debt Avoidance Techniques:** Students will learn strategies for minimizing future debt accumulation, such as utilizing scholarships and budgeting effectively (Specific & Relevant).
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- Communication Skills
    - Identify, define, and explain key concepts, theories, and competencies related to interpersonal communication.
    - Evaluate, demonstrate, and articulate the importance of interpersonal communication applied in a real world setting.
    - Develop a confident and strategic approach to finding their own solutions to real word communications problems.
    - Observe and articulate communication principles in practice and in theory
    - Articulate the significance of listening and the importance of its function in interpersonal communication.
    - Articulate and implement effective conflict management concepts.

Objective 1: Master Communication Fundamentals (Specific, Measurable, Achievable, Relevant, Time-Bound)

- **Define Key Communication Concepts:** By [date], students will define and explain at least five core interpersonal communication concepts, theories, and competencies (e.g., active listening, nonverbal communication, conflict resolution) (Specific & Measurable).
- **Analyze Communication Strategies:** Students will analyze case studies of real-world communication scenarios and identify the strengths and weaknesses of the communication approaches used (Measurable & Relevant).
- **Create a Communication Skills Portfolio:** Students will develop a portfolio showcasing their understanding of communication concepts through written summaries, presentations, or role-playing exercises (Specific & Achievable).

Objective 2: Become Effective Communicators (Specific, Measurable, Achievable, Relevant, Time-Bound)

- **Practice Active Listening Techniques:** Students will participate in role-playing exercises to demonstrate different active listening techniques (e.g., summarizing, reflecting, asking clarifying questions) (Specific & Measurable).
- **Deliver Clear and Concise Messages:** Students will develop and deliver presentations on chosen topics, demonstrating effective verbal and nonverbal communication skills (Specific & Measurable).
- **Adapt Communication Styles for Different Audiences:** Students will analyze various communication styles and practice adapting their communication to suit different audiences (Measurable & Relevant).

Objective 3: Navigate Conflict Constructively (Specific, Measurable, Achievable, Relevant, Time-Bound)

- **Identify Conflict Resolution Strategies:** Students will research and learn effective conflict resolution strategies, including negotiation, compromise, and mediation (Specific & Achievable).
- **Role-Play Conflict Scenarios:** Students will participate in role-playing exercises where they employ learned conflict resolution strategies to address conflict in a simulated real-world setting (Measurable & Relevant).
- **Develop a Personal Conflict Management Plan:** Students will create a personalized plan outlining steps they can take to identify, address, and resolve future communication conflicts (Specific & Achievable).

- Goal Setting
    - Set SMART and SMARTER goals/develop a framework for setting short, intermediate, and long-term goals
    - Distinguish between needs and wants when setting goals

Objectives for College Students: Goal Setting

Objective 1: Master the Art of SMART Goal Setting (Specific, Measurable, Achievable, Relevant, Time-Bound)

- **Define SMART and SMARTER Goals:** By [date], students will define the acronym SMART and SMARTER (Specific, Measurable, Achievable, Relevant, Time-Bound, Evaluated, Rewarded) and explain how each element contributes to effective goal setting (Specific & Measurable).
- **Create a SMART Goal Framework:** Students will develop a personal framework for setting SMART or SMARTER goals for different areas of their lives (e.g., academics, career, personal development) (Specific & Achievable).
- **Apply the Framework to Sample Goals:** Students will practice applying their framework by setting SMART or SMARTER goals for short-term (weekly/monthly), intermediate (semester/year), and long-term (multi-year) timeframes (Measurable & Achievable).

Objective 2: Prioritize Needs vs. Wants for Goal Setting (Specific, Achievable, Relevant)

- **Differentiate Needs and Wants:** Students will define and differentiate between needs (essential for survival and well-being) and wants (desires that enhance life but aren't essential) (Specific & Achievable).
- **Evaluate Goals for Need vs. Want:** Students will analyze their existing or proposed goals and identify whether they address needs or wants (Measurable & Relevant).
- **Align Goals with Needs:** Students will revise their goals to ensure they prioritize meeting essential needs before focusing on fulfilling wants (Specific & Achievable).

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.

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?

Course materials
Learning-objective aligned assignments and assessments
Lesson Outlines
Digital Resources

Readings
Videos
Multimedia presentations
Differentiated Assessments
Discussion Board Posts
Multiple Choice, fill-in-the-blanks
Case Studies
Syllabus

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.

The OER Discovery worksheet will guide you in the process of locating OER and mapping suitable resources to your project.

Potential List TBD

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.). Each chapter/module will be standalone with similar elements, including industry statistics, video resources, and instructor resources.*
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? Listed above*
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.*
    a. *Pull quotes/interviews with professionals from different fields on how they use each of the foundation skills*
    b. *Survey data from industry people about what their industry needs are*

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](#), or the [Rebus Community Licensing Policy](#).

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.). We'll follow the timeline set by REBUS.

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.