Evaluate Sessions and Win!

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**Five (5) $25 gift cards** will be awarded to five (5) individuals
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REMIXING AND REUSING OER

Eliminate Boundaries in Teaching and Learning
Workshop Facilitators

Vera Kennedy
• Sociology and Education Instructor
• OER Committee Co-chair
• Redesign Introduction to Sociology and Cultural Sociology
• Original OER publication Beyond Race

Ana Leon
• Child Development Instructor
• Student Learning Outcomes Committee
• Redesign Child Development
• Remix OER publication Children’s Development
How is OER customized for your class?

- Open educational resources are freely shared through open licenses which facilitate use, revision, translation, improvement and sharing by anyone.

  ✓ This means faculty and students have the power and freedom to:
    - evaluate, analyze, and critique
    - revise or rewrite
    - include our narratives, perspectives, and examples
    - publish and share
      - develop workplace skills and competencies
      - create a professional portfolio
      - build resume

This image “To deposit or not to deposit, that is the question” by Roche D.G., et al. is licensed under CC BY 4.0
Benefits of Going OER

1. Quality, peer-reviewed sources
   • OER repositories triage and peer review materials
   • Faculty peer review when adopting, remixing, and/or revising

2. Faculty support and funding opportunities
   • Librarians and Instructional designers
   • Stipends, release time, and professional development
     ✓ Achieving the Dream
     ✓ AB 798
     ✓ Chancellors Office ZTC
     ✓ Innovation Funds

3. Re-design courses and instructional approaches
   • Faculty and learner freedom
   • Living, open-ended courses
     ✓ Flexibility to modify/adapt
   • Applied and engaging experiences
   • Improves quality of curriculum and instruction

4. Community Support
   • Visit the homepage and select “Get Involved”
     ✓ Click “Community Email” to join network
From Adoption to Re-design
Remixing and Reusing

• Phase 1
  ✓ Design course content with **student learning outcomes** in mind
  ✓ Use **course objectives** to guide curriculum and instruction
    ▪ Focus on major concepts
    ▪ Emphasize core competencies
    ▪ Meet transfer requirements

• Phase 2
  ✓ Select and revise **OER materials**
    ▪ Note resource sites and creators
    ▪ Develop attributions
  ✓ Develop a **conceptual framework** and foundation of knowledge
    ▪ Arrange or scaffold curriculum in a way that guides learning
      - Core terms, concepts, and theories
      - Supplemental perspectives, arguments, and approaches
      - Audio/visual aids

Pinpoint 2-3 major concepts or core competencies per module or section to spotlight.

Identify 1 to 3 essential sources and 1 to 5 supplemental materials per module or section.
Phase 1 and 2 Workshop Application

1. Review your Course Student Learning Outcomes
2. Choose one outcome to identify and develop an OER material today
3. Develop or identify the one objective pertaining to the outcome you will focus on for this activity
4. Find one OER material pertaining to the Course Student Learning Outcome you chose to remix or adapt

**Free, No Cost**
- MERLOT
- Noba
- OpenStax
- OER Commons

**Free, No Cost + Fee Based Option**
- Boundless
- Lumen Learning

**Example**

CD 10 CLO: Analyze theories of socialization that address the interrelationship of child, family and society.
Objective: Discuss theories and explain role of parents, childcare schooling, and media.
Resources: Noba - Family and Boundless
## Creative Commons License and Uses

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</table>

- **OER**: Yes
- **Not OER!**: No
Where’s the License?

- At the very **bottom** of the web page
- In the “Terms and Conditions”
- In the “Conditions of Use”

**Examples**

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“Beyond Race: Cultural Influences on Human Social Life” by [Vera Kennedy](https://www.example.com) is licensed under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/).
From Adoption to Re-design
Creating OER

• Phase 3
  ✔ Design or integrate **assessments** and authentic experiences
    ▪ Provide students with options
      • Menu of topics, approaches, and applications
    ▪ Insist on active learning and exploration
    ▪ Alter parameters
      • Individual and team based learning experiences
      • Reuse and remix chapters, sections, or content
    ▪ Require peer review and self-critique
      • Explore cultural bias
    ▪ Expect further inquiry
      • Scaffold learning
      • Higher order questions

• Phase 4
  ✔ Build **course content** with learning challenges in mind
  ✔ Ask open-ended critical thinking questions
    ▪ General to specific
    ▪ Reframe questions to assess comprehension
    ▪ Invest time on exploring learning challenges

Construct a few mini conceptual assignments or 1 overarching project based assessment.

Create instructional materials addressing student challenges.
5. Create a **content page** in your Learning Management System (Canvas, Blackboard, etc.) or Create an OER Material
   - Copy/paste resource “as is”

6. **Revise and/or remix** the resource material(s) to align with your Course SLO and objective
   - Tailor to your class

7. Add **attributions** for the resource material(s) you are adopting or adapting
   - Open Attribution Builder by Open Washington: [https://www.openwa.org/attrib-builder/](https://www.openwa.org/attrib-builder/)
From Adoption to Re-design

Monitoring and Evaluating Learning

• Phase 5
  ✓ Monitor learning and provide support
    ▪ Ask and address learning challenges
    ▪ Focus on problem solving
    ▪ Encourage group and class discussion
    ▪ Provide a roadmap for learning
      • Diverse assessments
      • Scaffolding approach
    ▪ Engage students in the process
      • Personal reflections and peer reviews
      • Highlight common problems and achievements

• Phase 6
  ✓ Showcase student work
    ▪ Create opportunities to share and evaluate learning experiences
      • Pairs, teams, class, college, or community
      • Publish student work (e.g., print and media)
    ▪ Provide opportunities for course feedback
      • Conduct process and outcome evaluations
      • Survey and video testimonials

Redesign class meetings into learning labs.

Invent publication and presentation opportunities and design evaluation tools.
OER provides opportunities to:

- **Re-design** courses and instructional approach
  - Energizes faculty and students
- **Customize** topic, materials, and content to your discipline and class
  - Include student narratives, perspectives, and experiences
- **Focus on student learning** outcomes and concept-based learning
  - Addresses what students need at the next academic level or employment
- **Incrementally transition** from commercial based materials to 100% OER
  - Baby steps
- Work with supportive faculty through online **community** networks
  - Reach out!
Contact Information

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