

TECHNOLOGY & its ROLE in the transformation of education

Lesson 1 of 4 – OERs

DESCRIPTION & OBJECTIVES

Description

This course explores the critical role of educational technology as one tool in the transformation of education. Involves students in change-related projects in the local environment. Taught using distance education resources.

Objectives

1. Through active participation in the class, students should be able to better facilitate complex educational changes by applying theoretical and scientific principles and technological tools.
2. Participate in interactive web-based instruction.

UNIT 1: Open Educational Resources – Intro & Licensing

3. Understand the history and context of the open education, communities of practice, social cognition movement.
4. Define the term “open educational resources” (OERs) and understand the “4Rs of openness” framework (reuse, redistribute, revise, remix)
5. Understand what a “non-rival good” is and correctly identify examples of non-rival goods.

Licensing – Gain a greater understanding of copyright as it relates to open educational resources.

6. Understand the intent and function of copyright law.
7. Understand the principle of fair use and its limitations.
8. Understand the conceptual framework underlying the Creative Commons licenses.
9. Apply your understanding of license compatibility issues to produce legal remixes of CC and GFDL licenses material.

Rationale: *Using information contained in the Open Educational Resources Handbook, this lesson will help students learn about the various aspects of open*

educational resources and licensing. Students will work to apply the concepts presented and discussed in the OER Handbook to complete a response paper.

GRADE LEVEL

- ❖ Undergraduates and graduate students
- ❖ Generally beyond 18 years old

LEARNER CHARACTERISTICS

- ❖ Lesson should be appropriate for students of all ethnicities
- ❖ Lesson should be appropriate for students of any economic background
- ❖ Lessons should be gender-neutral
- ❖ Minimal knowledge of OERs with some prior experience in reading, synthesis, reframing, extension and writing practices will be helpful
- ❖ Varying attitudes and commitment of subject matter may be represented

LEARNING CONTEXT

- ❖ Time: 1 week, equivalent to 2 - 90 minute class periods
- ❖ Classroom:
 - This class is taught using WebCT Blackboard, but could be applied to F2F or other online learning environments
- ❖ Number of Students: variable

MATERIALS

- ❖ Teacher website
 - Assignment Packet
 - URL
- ❖ Open Educational Resources for Educators Version 1.0;
- ❖ Word processing software

TECHNOLOGY

- ❖ Computer with Internet access
- ❖ Electronic Assignment
- ❖ Teacher website

INSTRUCTIONAL PLAN

Preparation:

- ✓ Verification of student's access to the internet outside of school

Homework: - *See assignment for more details*

- ✓ Student will respond through an electronic document by creating a response paper with options for completing the objectives
- ✓ Student will upload the assignment to the LMS (or submit through email)

Grading Criteria - *See assignment for more details*

- ✓ Assignment rubric
- ✓ Specific length and format
 - Relevant, Analytical, and Appropriately Reflective

INSTRUCTION AND ACTIVITIES

OER Basic Unit Vocabulary:

Auxiliary Storage	Kilobyte
Binary code	Megabyte
Bit	Non-rival good
Boot Processes	Open Educational Resource (OER)
Byte	Operating System
Communities of Practice	Output
Copyright	Processor
CD-ROM	RAM
CPU	Reuse
Creative Commons	Redistribute
Curriki	Remix
DVD	Revise
Fair Use	ROM
Flash Drive	Social Cognition
Gigabyte	Software
Hard drive	Terabyte
Hardware	UTIPS
Information processing cycle	UEN
Input	

Lesson Script

ANTICIPATORY SET & INTRODUCTION

Students enter their LMS to find a number of modules, separated into weeks of instruction. This lesson plan is aimed at a single week of instruction, and accompanies a discussion board dedicated to the topics related below. This topic of OERs is meant to come at the end of a 12-week course where classroom disruption has been highlighted, along with tools and strategies to enhance the educational experience from both teacher and student perspectives.

Introduction: (Teacher)

- ✓ *This week marks the beginning of the 4 week unit on Open Educational Resources (OERs).*
- ✓ *Offer additional discussion areas, if possible, through either synchronous or asynchronous means. Lead-in:*
 - This week marks the beginning of the 4 week unit on Open Educational Resources (OERs). The topics for this week include:
 - Review of Open Educational Resources (OERs)
 - Exploration of local / meaningful OERs for educators in Utah
 - Introduction to licensing
 - Feel free to post anything encountered in your review of the readings from the Handbook, or the websites, found in the Response Paper assignment details...

Consider using a video-based introduction to the unit, with the instructor describing an overview of the unit objectives and assignment.

LESSON

Step 1 - Task Definition

In this 4-week unit we are going to learn about Open Educational Resources. You will be writing two response papers, creating an instructional / lesson plan, and

sharing that lesson plan by applying an appropriate license and uploading to an OER website. You will mostly be working alone during this unit, however collaboration and sharing of information is encouraged within the guidelines of appropriate academic integrity.

Step 2 - Information Seeking and Review

To begin, please review the material in the electronically available Open Educational Resources for Educators Version 1.0; pp. 1-74, also SKIM pp. 189-219 (the chapter on licensing). It is available here:

<http://www.lulu.com/content/3692829>

Afterwards, review the Curriki website to discover the aims and goals of that program:

1. Exploration of Curriki: <http://www.curriki.org/xwiki/bin/view/Main/WebHome>

Then consider two local websites for the resources available on them, which you may (or may not) already be familiar with:

2. Exploration of UTIPS: <http://www.schools.utah.gov/assessment/utips/>
3. Exploration of UEN websites: <http://www.uen.org/>

Step 3 – Critical Analysis

Having read and critically analyzed these materials, consider these questions:

- What is the history and context of the open education, communities of practice, and the social cognition movement?
- What is meant by the term “open educational resources” (OERs) and the “4Rs of openness” framework (reuse, redistribute, revise, remix)?
- What is a “non-rival good” and what are some examples of non-rival goods?

Licensing – What is copyright as it relates to open educational resources?

- What is the intent and function of copyright law?

- What is meant by the principle of fair use and what are its limitations?
- What is the conceptual framework underlying the Creative Commons licenses?

Step 4 - Assignment

Directions:

Choose from the above questions and consider them in context of your role in education. Make an attempt to respond to the questions and present your ideas through narrative in a critical way. This may include a short summary of the key points of the reading. Extend these points to your own ideas. Make argument(s). Use personal experiences and other relevant literature (empirical, if possible) to augment your position. Extend your thoughts to other relevant situations. Re-frame the key issues of the reading in a new light, based on your position.

Remember to be as specific as possible.

Remember that it's okay to disagree with everything in the information in the reading(s) and website(s), but you should explain why you disagree through evidence in support of your position.

Step 5 – Evaluation: Format and Submission

Format:

Remember to include your name and the name of the class in the header. Please use Times font, 12 point, double-spaced. Use APA formatting for citations and references (and any tables or figures). The response should be between 400-500 words (1-2 pages).

Save the document in either Word 2004 (.doc) or Rich Text file format (.rtf) so that comments can be made and returned to you in the file. To submit, please use the internal LMS assignment area to upload it for receipt by the instructor and TA by the date and time indicated in the class schedule.

Name the document <first initial><last name>-responseOER1.<extension>

Example: for Brett Shelton the document would be named:
bshelton-responseOER1.doc