

TECHNOLOGY & its ROLE in the transformation of education

Lesson 3 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 3: Open Educational Resources – Review of National Libraries and Educational Repositories

Localizing for Use – Adapting resources for use with your students.

3. Understanding why is quality not a characteristic of an open educational resource
4. Understanding what consists of a successful ALMS analysis of an open educational resource
5. Understanding how you evaluate an OER and what the key parts are that should not be changed when localizing it
6. Understanding how you would go about competently comparing and contrasting an original resource with a localized resource

Sharing – The key issues to consider in preparing to share open educational resources

7. Understanding how you properly identify copyright issues that should be considered before sharing an OER
8. Understanding how you identify appropriate Web sites for sharing different types of OERs
9. Understanding how you would go about preparing and sharing an OER on the Curriki Web site

Rationale: *Using information contained in the Open Educational Resources Handbook, this lesson will help students learn about the various aspects of localizing OERs for use and what aspects to consider before sharing their own OERs. 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*
- ❖ *Teacher website*
- ❖ *Electronic Assignment*

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

Social Cognition
Software
Terabyte

UTIPS
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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 third of the 4 week unit on Open Educational Resources (OERs).*
 - ✓ *Offer additional discussion areas, if possible, through either synchronous or asynchronous means. Lead-in:*
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- This week marks the third of the 4 week unit on Open Educational Resources (OERs). The topics for this week include:
 - National Libraries and Educational Repositories
 - Localizing, Use and Sharing of OERs
 - 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...
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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 the third of this 4-week unit, we are going to learn about localizing, using and what aspects to consider when deciding to share Open Educational Resources. You will be writing a response paper based on your exploration of web resources, the OER Handbook, and critical analysis questions. You will likely 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

This week marks the third week of the 4 week unit on Open Educational Resources (OERs). The topics for this week include:

- National Libraries and Educational Repositories
- Use and Sharing of OERs

Last week you covered readings and websites concerned with:

- Composing and Adopting OERs
- Designing and Creating OERs

You are now familiar with a couple of tools associated with access and finding OERs, including

www.ocwfinder.org
www.oerrecommender.org
<http://www.ocwconsortium.org/>
<http://ia.usu.edu/>

To begin this week, please review the material in the electronically available Open Educational Resources for Educators Version 1.0 on sharing and using OERs; pp. 137-188, it is available here:

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

Afterwards, review the national repositories / libraries associated with NSDL, DLESE, and NASA to discover the aims and goals of these programs:

1. <http://nsdl.org/>
2. <http://www.dlese.org/library/index.jsp>
3. <http://www.hq.nasa.gov/office/hqlibrary/>

Step 3 – Critical Analysis

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

Localizing for Use – How do you adapt resources for use with your students?:

- *Why is quality not a characteristic of an open educational resource?*
- *What consists of a successful ALMS analysis of an open educational resource? Consider creating one of your own...*
- *How do you evaluate an OER and what are the key parts that should not be changed when localizing it?*
- *How would you go about competently comparing and contrasting an original resource with a localized resource?*

Sharing – What are the key issues to consider in preparing to share open educational resources?

- *How do you properly identify copyright issues that should be considered before sharing an OER?*
- *How do you identify appropriate Web sites for sharing different types of OERs?*
- *How would you go about preparing and sharing an OER on the Curriki Web site?*

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>-responseOER3.<extension>

Example: for Brett Shelton the document would be named:
bshelton-responseOER3.doc