Integrating Open Educational Resource (OER) in College Courses: Students Contributions to (OER) Creation

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OPEN EDUCATIONAL RESOURCES

"Teaching, learning, and research resources that reside in the public domain or have been released under Creative Commons License for free use, share, and modify by others"

(William and Flora Hewlett Foundation, n.d., para. 7)

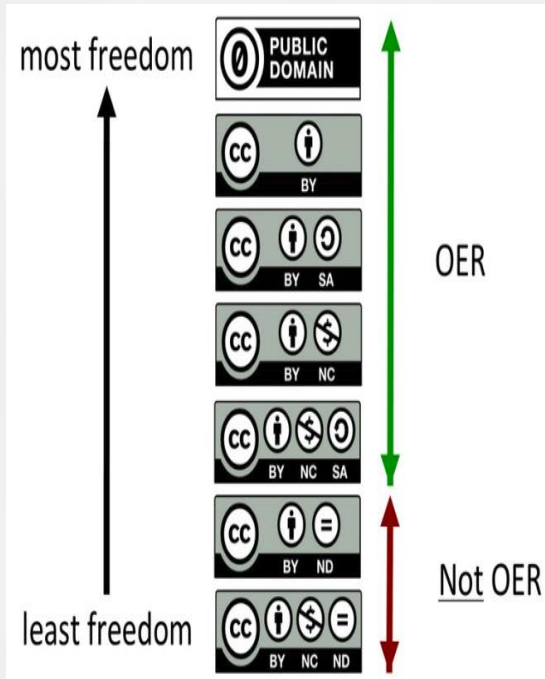# CREATIVE COMMONS LICENSES

POTENTIAL BENEFITS OF OER

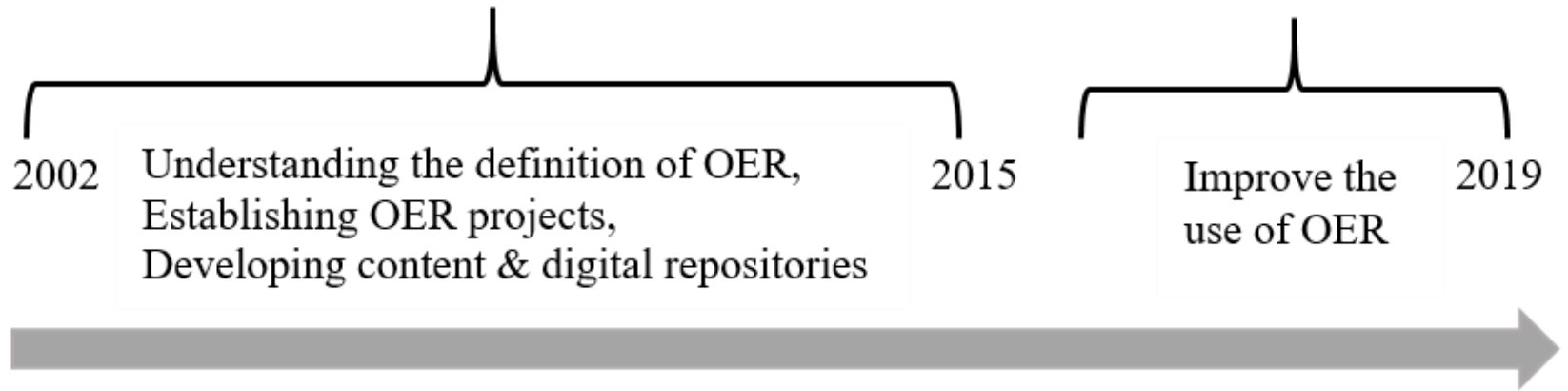**1**   **Offer access to knowledge for all**

2   **Reduce the cost of education**

3   **Deliver greater learning efficiency**

5   **Encourage innovation in pedagogical practices and promote continuous improvement in instructions**

(William and Flora Hewlett Foundation, 2013)

THE PROGRESS OF 'OER' MOVEMENT

ACCESS ALONE IS NOT ENOUGH

"*Though we have supported the development of OER content and platforms, access alone is not enough.* Equitable and effective use of OER requires an investment in people as well as content. To be clear, it is not enough to shift culture and practice among educators—we need to develop evidence-based approaches that inform how and under what conditions open education resources and practices actually result in different and better outcomes for **students"** (Angela DeBarger, 2019)

WILLIAM + FLORA
Hewlett Foundation

OPEN PEDAGOGY

"**Set of teaching and learning practices only possible or practical when [users] have permission to engage in the 5R activities"** (Wiley, 2017, para. 7).

U.S. college students spend *40 million hours per year* doing homework that has no further purpose outside the classroom (David Wiley, 2017).
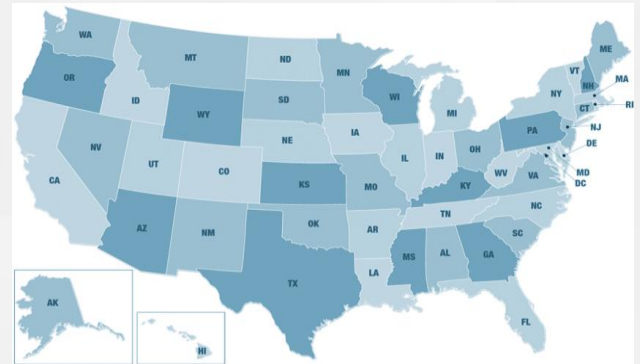
OPEN PEDAGOGY

Student-Created OER

"An approach in which students are not just consumers of content but **active and visible participants** in the construction of knowledge" (DeRosa & Robison, 2017, p. 115).

By Clarity Innovation from https://www.k12blueprint.com/toolkits/oer-digital-curriculum

OPEN PEDAGOGY

Disposable Assignments

Renewable Assignments

"Student's work for a certain course that is graded by an instructor and ends up in the class recycling bin at the end of the semester (DeRosa & Robinson, 2017; Wiley, 2013).

An artifact that has personal meaning to students and is shared publicly under the open Creative Commons CC-BY license (Wiley, 2013).

Abstract | In Brief | Author Information | Article Outline | Article Metrics

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Problem Most medical students use Wikipedia as an information source, yet medical schools do not train students to improve Wikipedia or use it critically.

Approach Between November 2013 and November 2015, the authors offered fourth-year medical students a credit-bearing course to edit Wikipedia. The course was designed, delivered, and evaluated by faculty, medical librarians, and personnel from WikiProject Medicine, Wikipedia Education Foundation, and Translators Without Borders. The authors assessed the effect of the students' edits on Wikipedia's content, the effect of the course on student participants, and readership of students' chosen articles.

Outcomes Forty-three enrolled students made 1,528 edits (average 36/student), contributing 493,994 content bytes (average 11,488/student). They added higher-quality and removed lower-quality sources for a net addition of 274 references (average 6/student). As of July 2016, none of the contributions of the first 28 students (2013, 2014) have been reversed or vandalized. Students discovered a tension between comprehensiveness and readability/translatability, yet readability of most articles increased. Students felt they improved their articles, enjoyed giving back "specifically to Wikipedia," and broadened their sense of physician responsibilities in the socially networked information era. During only the "active editing months," Wikipedia traffic statistics indicate that the 43 articles were collectively viewed 1,116,065 times. Subsequent to students' efforts, these articles have been viewed nearly 22 million times.

Next Steps If other schools replicate and improve on this initiative, future multi-institution studies could more accurately measure the effect of medical students on Wikipedia, and vice versa.

Reflection

This film expresses the Indian Residential School experience from the parent and child's perspectives, including the sadness, anger, anguish and horror. But towards the end I think it also expresses resistance and resilience. At least, that's how I read it.
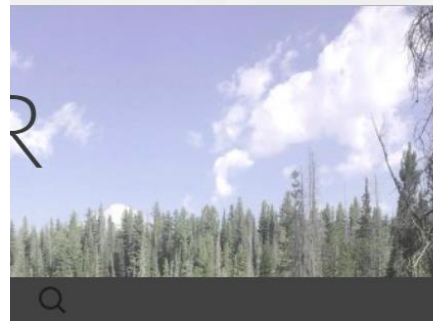
As I went back and watched it again after seeing in the first time and knowing what will happen, the first part became imbued with even more of a sense of poignant beauty and loss. The girl looking out of an open window going past the land she will not see again for a long time, feeling the wind on her face with a sense of open air freedom that will also be lost as she becomes shut into the school (the last shot of the front of the school with doors closed is a nice juxtaposition).

Posted in Open Online Courses, Reconciliation Indig Edu and tagged 9x9x25, Indigenous on November 7, 2018. Leave a comment

same as the group, in the way they were taught.

Environmental ScienceBites

Edited by Kylienne A. Clark, Travis R. Shaul, and Brian H. Lower and Edited by Kylienne A. Clark, Travis R. Shaul, and Brian H. Lower

This book was written by undergraduate students at The Ohio State University (OSU) who were enrolled in the class Introduction to Environmental Science. The chapters describe some of Earth's major environmental challenges and discuss ways that humans are using cutting-edge science and engineering to provide sustainable solutions to these problems.

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Developing questions bank to support open textbook (Social Psychology)

BCcampus
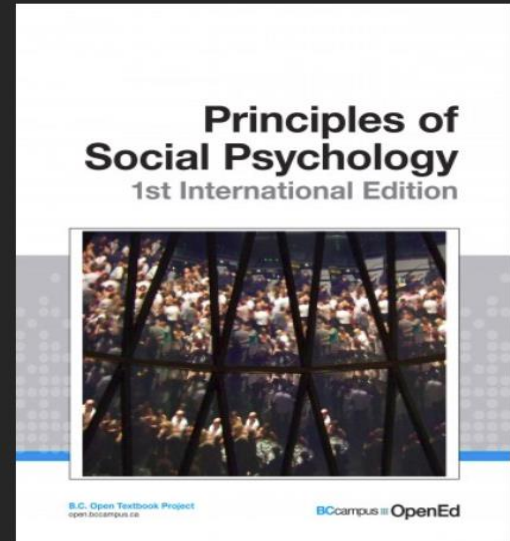
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READ BOOK

Instructions:

1. The students were asked to write 4 questions each week, 2 factual (e.g., a definition or evidence-based prediction) and 2 applied (e.g., scenario-type).
2. For the first two weeks they wrote just one plausible distractor (I provided the question stem, the correct answer, and 2 plausible distractors). They also peer reviewed questions written by 3 of their (randomly assigned) peers. This entire procedure was double blind and performed using Google forms for the submission and Google sheets for the peer review.
3. For the next two weeks they wrote two plausible distractors (the rest of the procedure was the same).
4. For the next two weeks they wrote all 3 plausible distractors (the rest of the procedure was the same).
5. For the remainder of the semester they wrote the stem, the correct answer, and all the distractors.

Scaffolding: the instructor adapted existing guidelines about how to write effective multiple-choice distractors and how to provide constructive peer feedback and produced these two brief guides:

Guidelines for writing effective distractors for multiple-choice questions
Guidelines for providing constructive peer feedback

Result: "My small class of 35 students wrote 1400 questions in the span of 10 weeks. Future students will revise and add to this bank".

OPEN ACCESS VS. OPEN PRACTICES
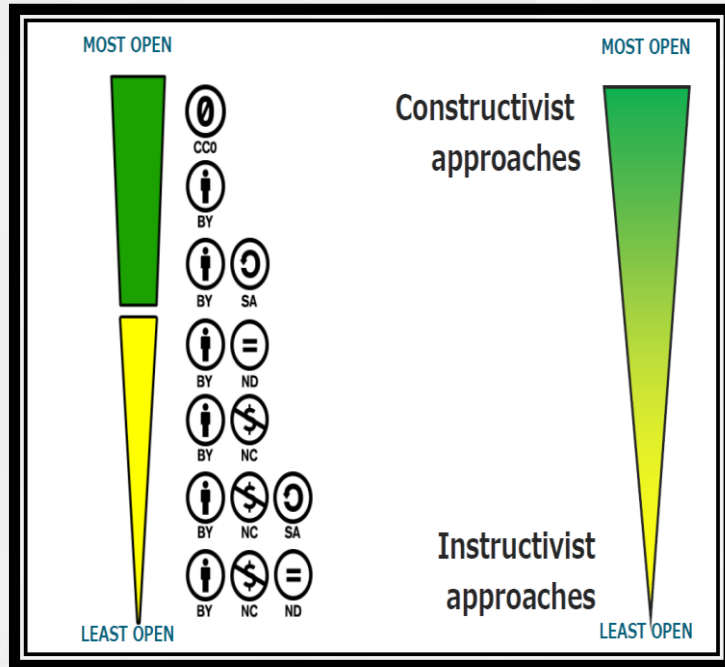
(Karunanayaka, 2016)

➢ **OEP** to occur, educators need to engage OER in integration with new pedagogical models such as **constructivism** and **connectivism** to advance active and self-directed learning (Hogan, Carlson, and Kirk, 2015)

➢ Teachers learn how to support **student-generated content** rather than expert content , and direct students to acquire self-assessment processes .(Ehlers, 2011)

HOW WE GET STARTED

Usage of OER in Pilot Study in EDIT 730 (Advanced Instructional Design) :

- OER were provided as supplementary reading .

- Students were asked for their permission to convert their assignments to OER and upload it

  in MERLOT and WordPress

- Extra credits

Aliice Fleming <aliflEming@mac.com>

Re: EDIT-730-DL1 Spring 2019: Requesting your permission for turning your assignment research brief to OER

To   Maimoona Al Abri - malabri@gmu.edu

You replied to this message on 4/25/2019 12:57 PM.
If there are problems with how this message is displayed, click here to view it in a web browser.

Hi,

You have my permission! Thanks for creating this wonderful opportunity for the class. Please let me know if you need any additional information.

Thanks, Alice

Sent from my iPhone

On Apr 22, 2019, at 8:36 AM, malabri@gmu.edu <donotreply@blackboard.com> wrote:

Hello Alice Jefferson,
This is Maimoona Al Abri, a doctoral student in the Learning Technologies Design Research (LTDR) under the supervision of Dr. Dabbagh. I am working on my dissertation study in the area of open educational resources (OER). OER is defined as any educational resources (teaching, learning, and research) that reside in the public domain or have been released under Creative Commons License for free use, share and modify by others. Particularly, I am testing the concept of empowering students to publish their works in public under creative commons licenses CC-BY to be used by others with preserving the attribution of authorship.

I am contacting you because you are enrolled in EDIT 730 in Fall 2018. I am writing to seek your permission to turn your assignment, the research brief, that you executed it in this course, to OER content. Once you gave me your permission, I will make your assignments available in the MERLOT database for public view. That means you will earn the credit for your work; you can cite your work as an official scholarly product on your resume/ CV; you will get cited if others download, use, and reuse it. Publishing your work as OER content will increase open content in the instructional design domain, promote access to knowledge for everyone in the world with no cost, and promote personalized learning especially for users who combine between full-time work and education.

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Advanced Se

Material Detail

Constructivist Learning Environment: TED-Ed Clubs.pptx

Constructivist Learning Environment: TED-Ed Clubs | Advanced Instructional Design George Mason University | Spring 2018 Matt Heffron & Jill Mitchell

Keywords: constructivism, Constructivist learning environment, Technology supported constructivist learning environment, instructional design

Disciplines:
Education / TeacherEd

Quality

Editor Reviews ★★★
User Rating ★★★ ◗
Comments
Learning Exercises
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More about this material

Material Type: Assignment

Date Added to MERLOT: February 8, 2019

Date Modified in MERLOT: September 3, 2019

Author: Matt Heffron, George Mason University ✉
Jill Mitchell , George Mason University ✉

Submitter: Maimoona Humaid AL Abri

Primary Audience: Grade School, College General Ed, College Upper Division, Graduate School, Professional

Technical Format: Presentation (e.g. PowerPoint)

Mobile Compatibility: Not specified at this time

Language: English

Cost Involved: No

Source Code Available: Yes

Accessibility Information Available: Yes

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PRODUCTS OF THE PILOT STUDY

- OER renewable assignments (Fall 2017, Spring 2018, & 2019)
- Advanced Instructional Design

BENEFITS OF STUDENT-CREATED OER APPROACH

- Students earn publication credit as they are authors / creators of the work

- OER renewable assignments are not only useful for others to see, but they can build upon, improve, revise, and contribute to increase the quality of your work.

- The work will go through the process of peer-reviewing that promotes continuous improvement of the work

- Students feel they owned their assignments and could do something with them, such as putting them up for public consumption

- Students' investment in creating assignments will add value to the world of knowledge in different disciplines beyond the classroom.

Thank you

Maimoona Al Abri

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