Open Educational Resources (OER): A Tool to Spur Student Inquiry

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What are Open Educational Resources?

Open Educational Resources

- Can be "teacher-facing" resources: lesson plans, assignment descriptions, class syllabi/calendars, grading rubrics, notes, tutorials on how to use certain software etc.

- Can also be "student-facing" resources: textbooks, class websites, videos etc.

- Many resources you already use to teach can be made "open" if they use a Creative Commons license instead of a traditional copyright

OER: More than "Free Stuff"

- Lower textbook costs increase accessibility to higher ed

- Opens up research to more people

- Spurs a new way of thinking about class and course materials
  - Students and faculty alike can engage in real knowledge production

David Wiley's 5Rs of Open Educational Resources

Retain: Resource can be copied and used by another

Reuse: Resource can be used for a variety of purposes

Revise: Resource can be edited, altered, or adapted to another purpose

Remix: Resource can be combined with other resources or pieces of resources

Redistribute: Resource can be shared and/or published publicly

Copyright vs. Creative Commons

The Sliding Scale of Rights

Copyright
"All rights reserved"

Creative Commons
"Some rights reserved"

Public Domain
"No rights reserved"

Open Pedagogy

"An access oriented commitment to learner-driven education and a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part."

Rajiv Jhangiani, Vice Provost, Teaching and Learning, Brock University, St. Catharines, Ontario

Avoiding the "disposable assignment"

" [David] Wiley refers to these as **assignments that students complain about doing and faculty complain about grading.**

A student may spend three hours creating it, a teacher spends 30 minutes grading it, and **as soon as the project is handed back, the student throws it away.**"

From: https://courses.lumenlearning.com/suny-oercommunitycourse-understandingoer/chapter/embracing-open-pedagogy/

Making assignments reusable

"Open Pedagogy considers a more renewable approach – embracing assignments and activities where **students create materials that are shared with their peers, and other students taking the same class at your institution or around the world!**"

From: https://courses.lumenlearning.com/suny-oercommunitycourse-understandingoer/chapter/embracing-open-pedagogy/

Examples of Open Pedagogy

- Students **create tutorial videos** that cover: skills, key concepts, worked examples, connections to their lives

- Students create written or recorded summaries that can be **reviewed and improved upon by future classes**

- Students create worked examples, exam questions, step-by-step instructions, or games that will **help future students succeed at a major writing assignment**

Specific Examples of Reusable Assignments

Reusable assignment: Wikipedia Article Edits/Creation

Wikipedia:WikiProject Murder Madness and Mayhem

From Wikipedia, the free encyclopedia

This **WikiProject** is defunct.

Consider looking for related projects for help or ask at the **Teahouse**.
If you feel this project may be worth reviving, please discuss with related projects first. Feel free to change this tag if the parameters were changed in error.

Shortcuts
WP:MMM
WP:WPMMM

Guide to WikiProjects · Directory of WikiProjects

"This is a remarkable project, and a herculean task realized in the short time span of less than 15 weeks. Jon and his students are [a] model for thinking, sharing and contributing with[in] the open space of the internet. An important act of faith and intellectual responsibility. It is ever so impressive."

— Jim Groom[1]

"Gives students real-world experience finding their way, collaboratively, to high standards of content and writing in their field. It's an incredible example of what college students and their inspired teacher can do, collaborating, reflecting, listening, revising."

— Barbara Ganley[2]

"Over the course of the last few months I have learned so much about writing I cannot even express... and it shows. I have been a B+/A- student throughout my entire undergraduate career, and my last two papers have been A's! I think the grades speak for themselves."

— Monica Freudenreich[3]

"I will no longer allow my daughter to consider attending the University of British Columbia, so long as Murray is paid to teach there."

— Gregory Kohs[4]

The grand-daddy of them all...
Facundo Quiroga

The University of British Columbia's class SPAN312 ("Murder, Madness, and Mayhem: Latin American Literature in Translation") contributed to Wikipedia during Spring 2008. Our collective goals were to bring a selection of articles on Latin American literature to featured article status (or as near as possible). By project's end, we had contributed three featured articles and eight good articles. None of these articles was a good article at the outset; two did not even exist.

Shortcuts
WP:MMM
WP:WPMMM

Murder, Madness and Mayhem and **Faculty essay**

Environment: Remote or in person. Wikipedia has infrastructure for editing/writing.

Skills: research, learning Wikipedia's rules/licensing/attribution/fact-checking

Fac/student roles: Faculty needs familiarity with Wiki. Guidelines/goals for project. Where to find relevant OER

Collaboration: Lots of peer and faculty cooperation. Potential collaboration with Wiki administrators or "FA team"

Student-Generated Quizzes in an Open Textbook

Learning environment: Can be used on many platforms.

Skills: By having students formulate questions for evaluating learning, they learn critical thinking and analysis.

Fac/student roles: Faculty provides guidance and feedback on student-created materials. Students become more involved in their learning goals and tasks.

Collaboration: Students work in small groups.

# Student-Generated Quizzes in an Open Textbook (Continued)

Principles of Social Psychology – 1st International H5P Edition

Dr. Rajiv Jhangiani and Dr. Hammond Tarry

The first international edition of this textbook provides students with an introduction to the basic concepts and principles of social psychology from an interactionist perspective. The presentation of classic studies and theories are balanced with insights from cutting-edge, contemporary research. An emphasis on real world examples and applications is intended to guide students to critically analyze their situations and social interactions in order to put their knowledge to effective use. In 2022, 25 interactive H5P activities were added throughout the book.

Rajiv Jhangiani, Hammond Tarry

1ST INTERNATIONAL H5P EDITION

Principles of Social Psychology

collection.bccampus.ca   BCcampus OpenEd
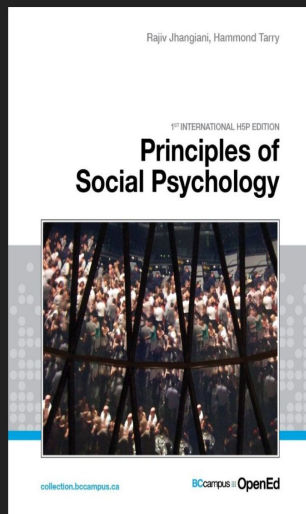
Download this book ▼

Which field of psychology is most focused on the nature and causes of individual behavior and thought in social situations?

○ developmental psychology

○ organizational psychology

○ personality psychology

○ social psychology

✓ Check ❯

↻ Reuse   Rights of use   ⟨⟩ Embed   H5P

John Jay faculty who have used OER to increase student engagement

Student-Generated Mitigation Statement

- Sociology 101: Prof. Marisa Tramontano

- Courses uses OpenStax for nearly all required readings

- Students watch videos on role playing exercises

- Students see redacted/fictional dossiers for examples of statements

- Students receive a template for mitigation statements, but must make all of the decisions around what is being mitigated, what the context is etc.

Reusable and Collaborative: Hum 300 Justice e-Reader

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JOHN JAY COLLEGE SOCIAL JUSTICE LANDMARK CASES EREADER

Introduction to the Social Justice eReader

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Black Experience from Plessy v. Ferguson to Brown v Board of Education   +

Stop, Question, Frisk & The Law: Terry v. Ohio in Cultural and Historical Perspectives   +

Introduction to the Social Justice eReader

About this CUNY Pressbook publication

The John Jay College Justice eReader is a product of the Transforming the Justice Core Project, made possible through generous funding from the Teagle Foundation.

An interdisciplinary working group of scholars in the humanities, criminal justice and social sciences at John Jay identified Supreme Court cases of significance to a student body interested in social justice issues and their intersection with legal and criminal justice professions. With the cases as a foundation, the working group identified readings and media that facilitate

John Jay: Faculty Instructional Resources

LEARNING ACTIVITIES

A large part of formal learning – both in the classroom and outside of it – is mostly unassessed and aimed at helping students to deepen their understanding of the material and master certain skills.

Different kinds of learning activity examples are assembled in this part of the instructor's manual. Some of these activities were created by the Transforming the Justice Core Project staff as samples to illustrate how scaffolded activities can be set up to help students master specific skills, while others were submitted by instructors teaching HUM 300 courses or those who had designed the model syllabi for those courses. Some activities here are ungraded and function as formative assessments and others represent low-stakes assignments whose major function is to provide formative assessments and help students gain specific academic skills.

Activity: On the hunt for OER

- Do a Google search to find OER Commons
  - Enter in your subject and grade level (college)
  - Can you figure out how to find any teacher-facing resource (lesson plans, syllabi, assignment descriptions)?

- Do a Google search to find Pressbooks
  - Click the pressbooks directory
  - Locate the search feature on the site and search for the John Jay Justice e-Reader
    - Can you locate the e-reader's table of contents?

- Do a Google search to find CUNY Academic Works
  - It is possible to see a list of all Open Educational Resources made by faculty at John Jay. Can you find it?

Questions? Contact us!

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Bruce Shenitz: bshenitz@jjay.cuny.ed

THANKS FOR JOINING US!

Throughout the day:

- Post your screenshots, quotes, and insights to share on Twitter and Instagram:

    @JohnJayTLC #JJC-FDD

- Make notes of who you met and what you learned: keep track of what inspires you!

- Complete the FDD Feedback survey: we will email you a link

- Keep an eye on your faculty email for TLC announcements:)

**Fall 2023
Faculty Development Day**

THANK YOU FOR PARTICIPATING!!!

Have a great start to the term!