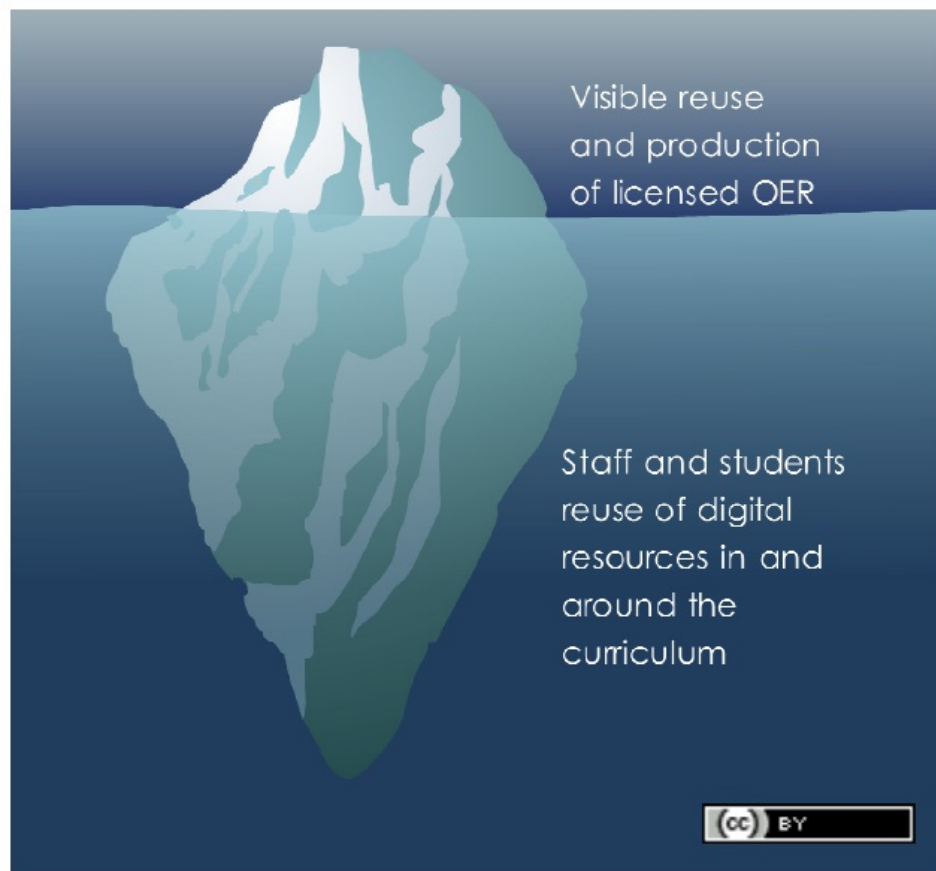# *SUNY IITG*
STEM OER SYMPOSIUM 2017

Welcome to today's presentation:

OER Integration into Your Teaching

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Why don't more academics use OERs?

- Some notes from *The Guardian* 2011 article: **Talk point: Why don't more academics use open educational resources?**

    - Happy to Share but Fear their Use (Licensing and Copyright Issues)

    - Feel some lack of creativity and uniqueness

    - Don't understand the parameters (course objectives and theoretical framework) used to develop the OERs


Visible reuse and production of licensed OER

Staff and students reuse of digital resources in and around the curriculum

(cc) BY

The Value of Reuse Report by Marion Manton and Dave White of Oxford uses an iceberg analogy of visible and invisible use of OERs.

Strategies for making OERs successful

- Some notes from *The Listening to Impact Project* blog post: **Feedback received by Academics**

  - Understand the reasons for OER use

  - Develop assessment tools and/or adopt rubrics to assess OERs

  - Determine the Purpose, Audience, Outcomes, and Impact of OERs on course
    - An Example: PIE Model

Instructional Development PIE Model (Newby, Stepich, Lehman & Russell)
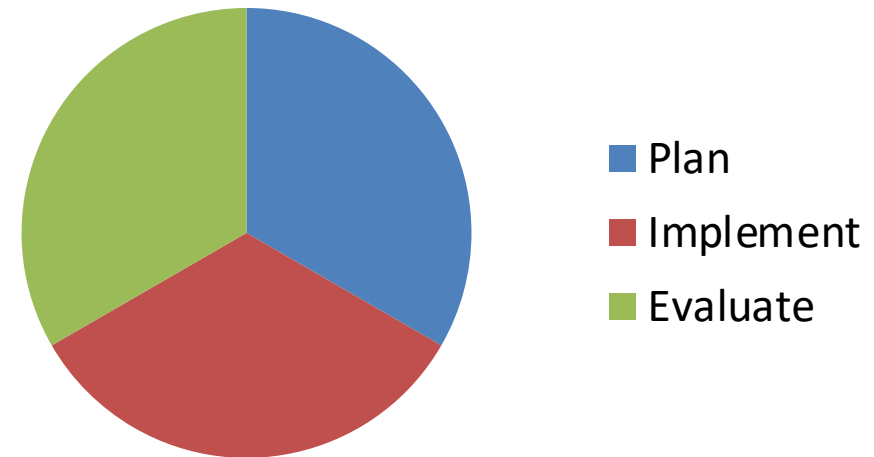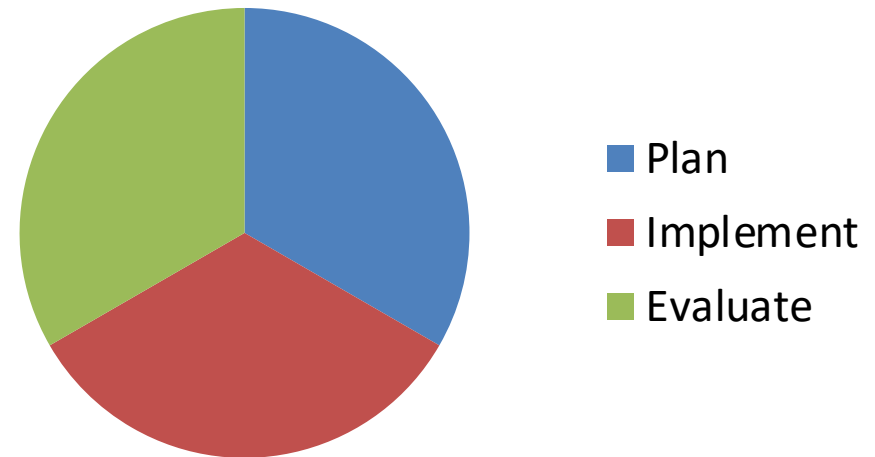

- Plan
- Implement
- Evaluate

The Pie Model is taken from Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2000). Educational Technology for Teaching and Learning (2nd ed.) Upper Saddle River, NJ: Merrill/Prentice-Hall

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Pieces of the PIE: Step 1 - Plan

- A (in blue) is the <u>PLAN.</u>
  - Create an outline and/or lesson plan that incorporates the learner's knowledge, basic to advanced.

Instructional Development PIE Model (Newby, Stepich, Lehman & Russell)

- ■ Plan
- ■ Implement
- ■ Evaluate
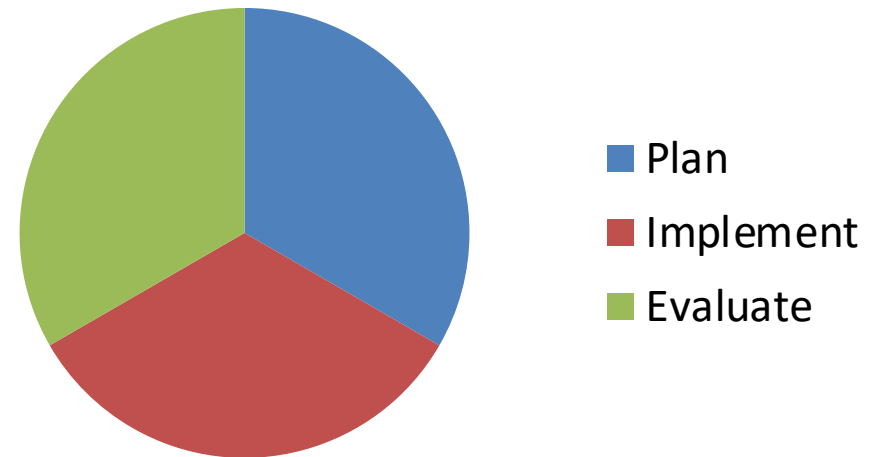
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Pieces of the PIE: Step 2 - Implement

- B (in red) is to <u>IMPLEMENT</u>
  - Create an action plan so learners will understand when, where, what and how they will learn and what the objectives of the lesson plan are so they can anticipate what they will learn.

Instructional Development PIE Model (Newby, Stepich, Lehman & Russell)
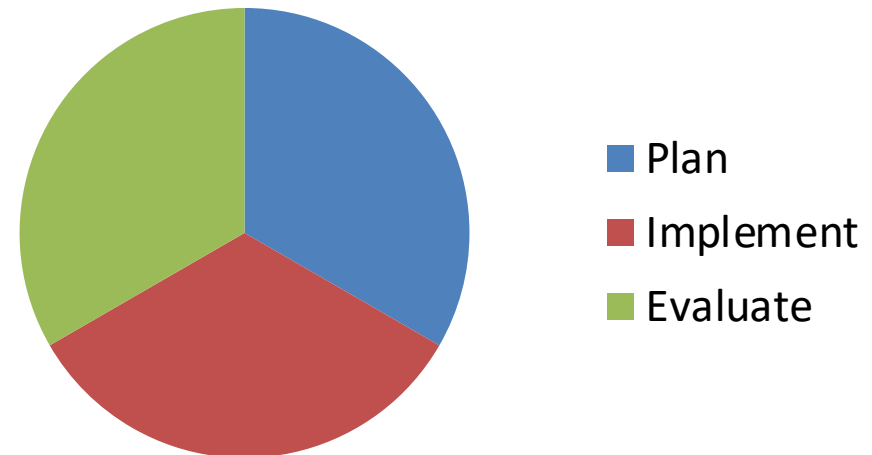

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Pieces of the PIE: Step 3 - Evaluate

- C (in green) is to <u>EVALUATE</u>.
  - To <u>evaluate</u> means that during and following the learning activity, performing an assessment of how effective the materials and delivery of the instruction has been is critical at determining if learning goals and objectives have been met, and if improvements or enhancements are needed now or in the future.

Instructional Development PIE Model (Newby, Stepich, Lehman & Russell)

- Plan
- Implement
- Evaluate

The Pie Model is taken from Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2000). Educational Technology for Teaching and Learning (2nd ed.) Upper Saddle River, NJ: Merrill/Prentice-Hall

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Strategies Effective Use of OERS: Modifying an OER

- **Spring 2013-The International Immigration Experiment (**Patrice Torcivia and Lorette Calix's *IIT Grant on Virtual Term Abroads*)

  – Based on Prof. Lorette Calix and Patrice Torcivia's Grant parameters, Prof. John DeLuca and I created an Immigration assignment based on a OER Blog assignment developed by [Dr. Irina Gendelman](#) and [Dr. Nathalie Kuroiwa-Lewis](#).

  – Students from my online course *First Peoples of North America*n and John DeLuca's course *American Immigration: A Love/Hate Relationship* were asked to use this grant based assignment

  – See Immigration Assignment (notice the implementation of the PIE model) [Here](#)

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Strategies for Successful Use of OERS: Reusing an OER

- **Reusing the Immigration Assignment: Broader Applications (Spring 2013)**
  - Reused OER in Practical Projects for my MA in Liberal Studies Graduate Students as well as in Undergraduate Online and Blended Courses in Digital Anthropology and American Immigration

    - MALS student in Digital Research Methods of Interdisciplinary Studies used Immigration assignment to comment on the usefulness of RSS Feeds in Blogging. See adaptation of assignment Here

    - Digital Anthropology Studies completed their Midterm Practical Project using the data collected in the Immigration blog to assess interactions in Online communities (See Handout)

    - IP American Immigration Course analyzed former students blog posts about Immigration and added new posts on trends in their respective countries.

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Strategies for Successful Use of OERS: Developing OERs

- **Creating Course-based presentations and lectures (My Screencastomatic and Learnscape Videos)**
  - Introduction Logistics Videos
  - Recorded Sessions (Q&As, Study Sessions, Student Presentations)
  - Some posted on [ESC faculty website and on Vimeo for Open Access](#)

- **Creating Forum and Plenary OERs (My Vimeo and Learnscape Presentations)**
  - Diversity Forum Series and Buffalo Project Forums
  - Multiple webpages

- **Creating OER Tutorials: Screencastomatic and Vimeo**
  - Audio PowerPoint presentations (Vimeo)
  - Audio/visual recordings (Screencastoamtic and Learnscape)

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How can I do this on my own?
A few Suggestions

- Join OER an community of scholars and speak to Ed Techs

- Adopt PIE method (or something like it) to use OERs effectively in your curriculum

- Learn to evaluate OERs
    - Achieve.org document *Rubrics for Evaluating Open Educational Resource (OER) Objects* http://www.achieve.org/files/AchieveOERRubrics.pdf
    - Temoa Info document *Rubrics for Evaluating Open Educational Resource (OER) Objects* http://www.temoa.info/sites/default/files/OER_Rubrics_0.pdf

- Survey students to see effectiveness of OERs and ask others for help (don't operate in a vacuum…collaboration is an important part of Open Learning)

Break Out Questions

- How many of you have used OERs? What was your experience?

- What types of OERs have you/are you considering using?

- What questions, issues, concerns do you have about the use of OERs?

Additional Questions?

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