

December 2019 OER Slam Q&A

Question	Answer (initials of responding presenters follow the comments)
<p>How do you ensure accessibility of OER resources?</p>	<p>When anyone asks me about how we do something w/ OER I always ask first, <i>What do you do about vendor products?</i> In this case, they are all missing the mark. We do it ourselves at 287. Some are better than others. Usually people who post Word docs, HTML files, or have the backing of funders, or organizations, like OpenStax, do a pretty good job. Individual instructors, not so much. Google Drive objects are usually the worst. -JF</p> <p>The ICCOC invested in a product called Ally by Blackboard (no, you don't have to have Blackboard as your LMS) that helps instructors identify some issues with accessibility and give them suggestions on how to fix them. For example, giving descriptions to images and making more accessible versions of documents when they are uploaded into their courses.-TU</p> <p>OTAN works with agencies on learning how to make documentation accessible (using built in resources like through Microsoft and Google). It is important to talk about equity AND access. -PSP</p>
<p>Recommendations for resources for students with low tech skills, low retention, low attendance, something they can do in the classroom and at home.</p>	<p>PhET is usually my go to for interesting simulations that require very little guidance. We use H5P to turn as many objects as we can into something interactive. Using content in a LMS helps; we use Moodle because of all the progress indicators and completion tracking built in. Indicators of progress usually improve completion/future progress. -JF</p>
<p>How to incorporate OER resources as supplemental and how to implement into a course?</p>	<p>At 287, ours are indistinguishable in most cases, we build it into our platform and work with instructional designers to improve consistency of experience. Using a LMS is integral to creating a learning pathway. We can use permissions to have content show up for those who need it. -JF</p>
<p>Recommended databases for quality adult education OER that have materials for instructors and administrators.</p>	<p>MERLOT is pretty good and I like the ratings system. Usually most OER is not tagged for Adult Ed. so it becomes a matter of seeing which resources align with your objectives. OpenStax has instructor resources available once you register. Most organizations creating OER do not share assessments. Those that do cannot be considered secure. Just Google one of the questions from an OpenStax book and see what I mean. -JF</p>
<p>What are the best ways to select, integrate, and deliver a</p>	<p>How do you select vendor tools? Use those rubrics and practices. Just be clear that many curriculum adoption rubrics are biased toward the vendor products they are evaluating. We prefer to find entire courses or units</p>

<p>curriculum using OERs?</p>	<p>and work with those because they usually come with teacher guides, unit/lesson plans, standards alignment, etc. (EngageNY). -JF</p> <p>At ICCOC we present options to faculty who make the final decision on the textbook and supplemental materials for their class. We have found some solutions such as Lumen Learning that allow the instructors to use low-cost materials which are based on OER but take the work off the instructor for updating the materials.-TU</p> <p>It is funny to me how online materials seem to garner so much more scrutiny than traditional textbooks. Jon's idea of using the same process/rubric is a good one. The only real difference in most cases is the delivery model. -PSP</p>
<p>What suggestions do you have for correctional education settings without Internet?</p>	<p>This is something we face at 287. We are having these discussions now. We are thinking about using the Moodle mobile app which allows us to download content to the device and then we can sync those back up when we connect them. You could set up an intranet; <a href="#">RACHEL</a>; or print your own materials. Some OER platforms actually sell copies of their books at a pretty low rate. We also have instructors connect to devices/whiteboards and project content for the group to view. -JF</p> <p>I have to echo Jon, I have told many AE providers (jail programs, our state prison systems) on the value of RACHEL. Plus, they now support Moodle on their devices so it's possible to upload entire courses too. -PSP</p>
<p>How can OER help motivate online students?</p>	<p>OER facilitates independence. Users can practice, take quizzes multiple times; review what they would like. It is pretty low risk so in that way they can build skills without judgment (Khan Academy types of activities/progress indicators.) We are also mindful that students need a reason for why they are doing what they are doing. Whenever possible, we start off units and lessons with documentation for why they should do it. How is it connected to their lives? How does it connect to the real world? We then give them opportunities throughout the lessons to make their own connections and share those in their submissions. -JF</p> <p>My enthusiastic OER adopters in adult education tell me that once they really "get it" with OER, they have turned over the process of <i>creation</i> to their students with good (if not amazing) results! Talk about engagement! Learners are tasked with "teaching" their fellow students a concept and creating the necessary materials to do so -- and they are very creative in how they do it! Also, in our online courses, we consistently see our EL students repeat activities over and over again -- even when they are scoring 100% consistently. Although I can't really explain why they do this, teachers tell me that when they provide that option, learners repeat, repeat, repeat. -PSP</p>

<p>I feel overwhelmed by what is required for citation, can you help simplify?</p>	<p>It is a hassle for sure, we tend to find more finished objects that already have it embedded. Usually, good OER already states the terms of use and it is just a matter of copying/pasting into your LMS or other resources. It is important that people that are using OER know they are using OER. -JF</p> <p>Consider using some tools (especially for photos!) through Open Attribute, or the Flickr encoder. As for licensing or providing correct attribution Creative Commons has a good tool for that - you can add any additional information about "this work is based on..." or other URL's that represent work you have modified. -PSP</p>
<p>Does low or no cost impact quality?</p>	<p>That is not borne out by research; nor has it been our experience at 287. From everything I have seen and read, OER is just as good, if not better than vendor counterparts. -JF</p> <p>I think OER and low-cost materials can be just as good as expensive textbook products, but some of the publisher digital content does provide more advanced features. -TU</p>
<p>How does your organization address the need of students to have physical copies of textbooks and course materials?</p>	<p>At 287 we print them if required by IEP/504. It is a lot cheaper than the alternatives. We try to make content available in as many formats as possible. (PDF, LMS, ePUB, Google Doc/Word Doc)-JF</p>
<p>OER Practices to support faculty?</p>	<p>One of the most popular uses of OER is for instructors to practice up on skills they have not used for awhile; they use it to get ideas. Reviewing the objects informs practice even if they do not use it. We also create PD that is OER; through the MN Dept. of Ed. we form partnerships to develop more OER PD. The MN Partnership for Collaborative Curriculum has used OER as the foundation of trainings for Math instruction, SEL, Copyright, and Accessibility.-JF</p> <p>I love Jon's idea of review vs use. I think this could be a game-changer for more reluctant adopters. -PSP</p>
<p>Reaching at-risk students?</p>	<p>We have had more success using OER in our Alternative settings and in our Credit Recovery options in blended and online settings. This is because of the addition of progress indicators, low risk practice, ease of use. What helps is that so much OER is already pretty modular, so it is easy to do chunking and step based directions. Building in real-time feedback is essential. We can also use it to develop resources for credit-by-assessment. -JF</p>
<p>Developing OER resources</p>	<p>Not sure if this is asking how to get into that or where you can go for stuff. I know of some people using</p>

<p>(especially in Chemistry, e.g. sharing slides for an OER textbook or creating lab experiments).</p>	<p><a href="http://www.chemcollective.org/vlab/vlab.php">http://www.chemcollective.org/vlab/vlab.php</a> &amp; <a href="https://phet.colorado.edu/en/simulations/category/chemistry">https://phet.colorado.edu/en/simulations/category/chemistry</a> There are more out there. Many were built in Flash so it will take awhile to see those converted. <a href="#">WISC-Online</a> has some, but some are still in Flash and SCORM. <a href="#">Lab Techniques textbook</a>. -JF</p> <p>I was caught by the “flash” issue, many AE teachers were using sites like <a href="#">PhET</a> in the early days, but then as flash was disabled, were lost. As I understand it from PhET, they have a huge initiative to convert their sims into HTML5. -PSP</p>
<p>Are OER materials currently aligned with CCRS standards? Other than math and English, are there other GED subjects available?</p>	<p>Many are. It is more likely when they are created by larger organizations with the funding and organization. Many objects on HippoCampus are aligned. You might also try: <a href="https://www.cteonline.org/curriculum/browse">https://www.cteonline.org/curriculum/browse</a> -JF</p> <p>Standards alignment is becoming more and more a ‘requirement’ of the big collections/repositories. Resources like <a href="#">CK12 (Flexbooks)</a> are pretty good about providing tools to help assign standards to texts. -PSP</p>
<p>Why are professors not implementing OER in their classrooms even though it would save their students thousands of dollars?</p>	<p>Good question. There is not a lot of incentive in it for them. David Ernst at the University of MN is on to something in this area. He has found success by bringing instructors in and paying them to review OER. After they review it and rate it then they see how good it is and many end up adopting it in their own courses. That is something that we are moving toward as well. -JF</p> <p>Most of the instructors teaching for an ICCOC college do not get compensated for the “re-development” of a course to change to OER materials. In addition, they know that they need to maintain the content on a regular basis to ensure it is still current and this may time-consuming. Many have opted for low-cost solutions such as digital textbooks and course content embedded in their courses. Still saves students from the high cost of printed texts. - TU</p> <p>My two cents from an anecdotal perspective: Many long-term professors have developed and refined their teaching around a single text-book. Whether it’s aligning lessons/lab work or simulations, to adopt a new textbook (OER or not) requires a lot of work to ensure their lectures/labs/homework align with the new text. -PSP</p>
<p><b>RESOURCES WANTED FOR:</b></p>	

<p>To help motivate students who do not value reading and writing</p>	<p>We talk a lot in my English class about social media and how people will attack your grammar/spelling before they respond to ideas, so if you want to be heard/listened to, it is in your best interest to improve. We use the old Odell Education materials (they are no longer posted online, but <a href="#">you can get them here</a>. I have converted many of their handouts to Google Docs for ease of use/embedding.) I also try to use things that they can use to empower themselves. <a href="http://www.hemingwayapp.com/">http://www.hemingwayapp.com/</a> &amp; <a href="http://rewordify.com/">http://rewordify.com/</a> -JF</p> <p>Many ESL teachers like <a href="#">Voice of America Learning English</a> site. The materials are in the public domain and downloadable. Another service, Newsela, really engages learners, but it's not OER! -PSP</p>
<p>Developmental Math</p>	<p>HippoCampus; Members of the NROC Network also are great at sharing what they create to go along with EdReady/HippoCampus resources. We integrate all of those into our own resources at 287. -JF</p>
<p>ELA</p>	<p>You can grab MN partnership stuff at <a href="http://courses.oermn.org">http://courses.oermn.org</a>; EngageNY; Odell; HippoCampus; Saylor. -JF</p> <p>Also look at <a href="#">USA Learns</a> - English acquisition and a new US Citizenship course. Not OER, but free to use.</p>
<p>Videos and Simulations</p>	<p>PhET is the go to for simulations and HippoCampus for videos. -JF</p>
<p>Criminal Justice</p>	<p><a href="#">Open Textbook Library</a> -JF</p>
<p>Where is there practice material? My students need practice not repetition of lessons</p>	<p>Depends on the topic.</p>
<p>Are guided notes or notebook/workbooks available?</p>	<p>NROC Members contribute those for many objects; it really depends on the topic. Some of the texts I have used for my English courses have annotated versions online. In most cases, when reaching out to the OER community, it is easier to give some specific requests and then they can guide you to what might be out there on that, or a related topic. -JF</p> <p>I agree with Jon. I guide teachers to OER Commons to create materials (see their authoring tool) as it allows for the creation of those types of resources. However, it is up to the teachers to create those, and not many have or take the time to do so. I have heard from some of my teachers that they make these types of requests</p>

	from the original author, and they (sometimes) have these additional resources available. -PSP
Smartboard Lessons for higher Math (trig, calc, stats)	After the change to their pricing model, I am not aware of many K12 districts around MN still using these. Most people who create OER, tend to do it in more open platforms and then it is up to you to convert to a more proprietary software/platform. -JF
Resources for hands on activities?	While not technically OER, I would reach out to various interpretive centers. Many of them have traveling exhibits that students can use in the classroom. -JF
Meteorology data for data science activities	I would start with <a href="#">NOAA</a> ; <a href="#">Weather.gov</a> and the <a href="#">European Centre for Medium-Range Weather Forecasts (ECMWF)</a> is mostly public domain and CC licensed. -JF
Practical Differentiation Methods	It has been awhile since I checked it out, but you might try the <a href="#">Saylor.org</a> courses. <a href="#">SciMathMN</a> might also have the kind of thing you are looking for. As you drill down it gives you all kinds of options for teachers and parents to support learners. -JF
Microbiology or physiology	<a href="#">OpenStax</a> ; <a href="#">Open Textbooks Library</a> -JF