

Assignment: Mini Open Education Workshop for Teachers Grades 6-12:

**¹Expanding, Enhancing, Customizing: Sample Open
Education Resources to Break the Ceiling of Conventional
Trade Materials and add More Relevant Materials to Your
Classroom**



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¹ Assignment: Mini Open Education Workshop for Teachers Grades 6-12 © 2021 by Sarah Kinnison is licensed under Attribution 4.0 International

Why use Open Education Resources: OER malleability allows for creative design

Open educational resources have a special set of licensing, called Creative Commons licensing, that allow teachers, and even students, to work with the materials in ways that reflect students' experiences and identities, so teachers can respond to meet the needs of diverse students. For example, one can reuse the oer, revise, remix, and adapt the materials to fit the needs of your class. Open educational resources provide a unique opportunity for teachers to optimize the learning experiences for the diverse range of students represented in their classes. This mini-workshop allows teachers to design classes that simultaneously meet curriculum standards and benchmarks while reflecting prior funds of knowledge and relevant experience thus building from students' existing neurological schemata; research shows such connections increase the brain's capacity for engagement, comprehension and mastery. ²

With the fluidity to add ever-expanding content including online publications, student, instructor and institutional peer-reviewed materials, videos, images , workshops and more- the potential pathways to invite and incorporate every student into the process, meet all learners' needs, and to widen the attainment of success and to embrace the entire community of learners are virtually endless.

Open education is deeply rooted in the belief that teachers have the freedom to develop content that meets the needs of their students.

ACTION STEP: As you engage in this mini-workshop on OER, please reuse, revise, remix and adapt and create new OER to add to it. You'll be adding to the availability of quality OER for everyone to use and benefit! In order to do so, ask yourself the following:

² Hammond, Zaretta. Culturally Responsive Teaching and the Brain. Corwin. (2015).

1. Ask yourself “Is this helpful for my class” and “what is missing from the conversation” that I can add to benefit my students?
2. Design new/revised/mixed resources for openness
3. Choose a license
4. Publish
5. Share and expand the field

License, publish and share at creativecommons.org

Your options for CC licensing are as follows: ³

CC licenses

The Attribution license or “CC BY”

The Attribution-ShareAlike license or

“BY-SA”

The Attribution-NoDerivatives license

or “BY-ND”

The Attribution-NonCommercial
license or “BY-NC”

The Attribution-NonCommercial-
ShareAlike license or “BY-NC-SA” a

The Attribution-NonCommercial-
NoDerivatives license or “BY-NC-ND”

For the full course on OER visit: [Creative Commons Certificate](#)

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According to two leading Open Education advocates, Robin DeRosa and Rajiv Jhangiani:

...With the open license at the heart of our work, we care both about “free” and about “freedom,” about resources and practices, about access and about accessibility, about content and about contribution. This is... an honest appraisal of the barriers that exist in our educational systems and a refusal to abdicate responsibility for those barriers⁴.

We pride ourselves on our belief that scientific progress is generated by collaboration, that the playing field for scientific research should be leveled globally, and that research conducted in a democratic environment, with the use of innovative technologies, should be made available to anyone.

We are on a journey to democratise knowledge. The Open Access paradigm is the only model which allows that. Content is accessible for free, on all electronic devices - no matter where it's downloaded and read, from Burkina Faso, to Romania or in Silicon Valley. Providing freely available, accessible dynamic academic content.

Sample OER

Below are some sample OER that have been helpful for other teachers. See if they are helpful for your class, and also feel free to ADD useful OER to the guide as you adapt it to meet your own needs.

EXAMPLE 1

In the first example, while studying Native American history, a teacher reads the letter by Ralph Waldo Emerson to share an alternative viewpoint with the class that is often left out of history books:

⁴ [Open Pedagogy Notebook](#)

Protest Against the Trail of Tears: A Letter by Ralph Waldo Emerson⁵

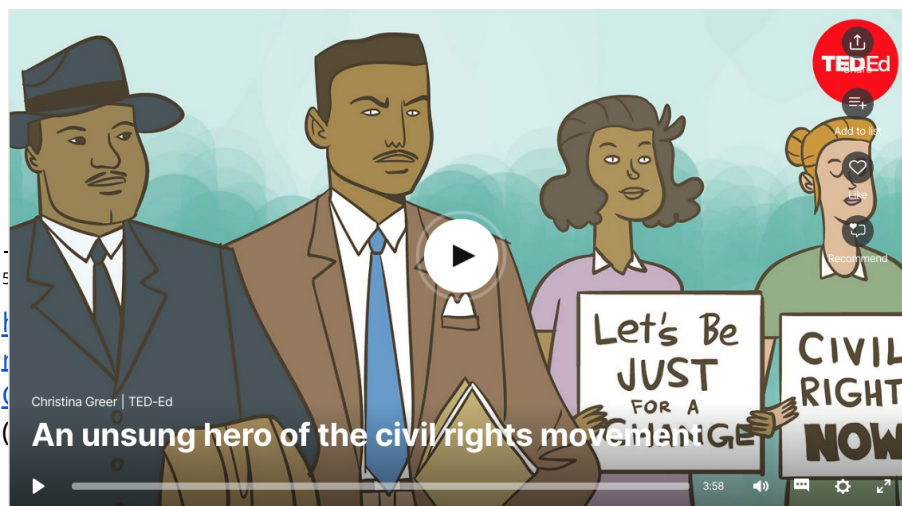


In this **SUPPLEMENTAL** OER video, 1838, poet, essayist, and lecturer Ralph Waldo Emerson wrote a letter to President Martin Van Buren protesting the forced removal of the Cherokee Nation from its land in Georgia to modern-day Oklahoma. In this extended excerpt from his letter, read by Professor Amy Sturgis from Lenoir-Rhyne University, Emerson demonstrates that people at the time were aware that the Trail of Tears was a grave injustice. Emerson was only one of many voices protesting the government's treatment of the Cherokee people, but these protests fell on deaf ears. The Trail of Tears remains a blemish on U.S. History.

EXAMPLE 2

In the next example, a teacher uses a Ted Ed video while studying the Civil Rights

movement in order to study a voice that was very important, but often left out of most history books.



[letter-by-ralph-waldo-eme](#)

[ai](#) — CC BY-NC-SA 4.0

(but the CC licensing).

Bayard Rustin: An unsung hero of the civil rights movement

⁶Ted-Ed videos are an amazing wealth of resources and can be used as supplemental materials for teaching and learning purposes. As an incredible leader who was also a gay man and African American, several aspects of Rustin's identity fell into marginalized categories, thus the brilliance of Bayard Rustin is often ignored in discussions about the Civil Rights Movement. This important story can be told when teachers choose to supplement their course proprietary book with important oer materials

In the next example, ***100 People A World Portrait***⁷This website gives students the opportunity to see the world through different people all over the world on a variety of topics. Watch videos, see lesson plans about global issues and look at it from a lense of focus on 100 people.

The screenshot shows the website '100 PEOPLE: A WORLD PORTRAIT' with the subtitle 'A Global Education Toolbox'. The navigation menu includes: GLOBAL ISSUES, STATISTICS, VIDEOS, PHOTO GALLERIES, GET INVOLVED, SCHOOLS, and ABOUT US. A language dropdown menu is set to 'English' with a 'SHRRE' button below it. The main content area features a world map with red pins indicating participating schools. A callout box over Asia says 'Watch featured video from Asia'. Below the map are three featured video thumbnails: '100 PEOPLE UNDER THE SUN: UNDERSTANDING SOLAR POWER', '100 PEOPLE: NEWARK: Celebrating the diversity, tenacity, creativity and spirit of an American city', and 'GLOBAL ISSUE: ENERGY: Energy in America with PSEG'. A 'Watch Videos' button is also visible.

⁶ Source: <https://creativecommons.org/licenses/>

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⁷ <https://www.oercommons.org/courses/100-people-a-world-portrait>

ACTIVITY 1:

WAYS OF INTEGRATING OER

There are various ways OER may be utilized to create CRT. In groups of three, choose an option listed below and discuss how you might approach one lesson, activity, module etc. for one of your classes. We'll share ideas as a whole group discussion.

1. Faculty REUSE OER as supplemental textbook
2. Students create student-driven activities or question banks
3. Faculty REWRITE OER content
4. Faculty REVISE OER content to add module/unit/lessons/activities
5. Faculty REMIX various writings
6. Faculty create RENEWABLE assignments
7. Students/faculty PUBLISH and REDISTRIBUTE OER works

ACTIVITY 2- STUDY THE EXAMPLES AS POTENTIAL MODELS FOR YOUR COURSE

Review the above examples of OER. Choose your favorite one or two. Click on the links and review the oer.

Next, take one aspect of your own class and consider how you might use OER. What level will you work on first?

- Textbook
- Course
- Supplemental Materials
- Lesson
- Activity
- Other

Follow through with creating the new module as far as you are able to take it in the allotted time.

Next, several participants can share aloud with the class.

Then, all who would like to be included will add their course modules as a new OER resource for all to access!

Using this guide as OER

In the words of the education pioneer bell hooks, *“To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin...”*⁸ We invite you to fully use this guide as an open educational resource to support you in your teaching journey and to share your resources⁹ you’ve designed, licensed, and published with other educators/co-conspirators¹⁰ seeking similar goals for education transformation.

⁸ hooks, bell. Teaching to Transgress: Education As the Practice of Freedom. , 1994.

⁹

https://utexas.instructure.com/courses/1097558/pages/guidelines-for-creating-and-sharing-open-educational-resources?module_item_id=7604285

¹⁰ Love, Bettina. We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom, 2019