

Designing Flipped/Blended Classes with OERs

June 25, 2020

*Flipped Classrooms and OERs for Intercultural Learning at
Stuttgart University and Pedagogische Hochschule Ludwigsburg*

Olena O. Zhadko, Director, Office of Online Education, Lehman College

Susan Ko, Faculty Development Consultant, Office of Online Education and Clinical
Professor, History, Lehman College

Presented by



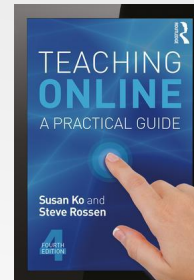
Olena Zhadko
Director, Office of Online
Education

olena.zhadko@lehman.cuny.edu



Susan Ko
Faculty Development
Consultant,
Office of Online Education &
Clinical Professor,
Department of History

susan.ko@lehman.cuny.edu



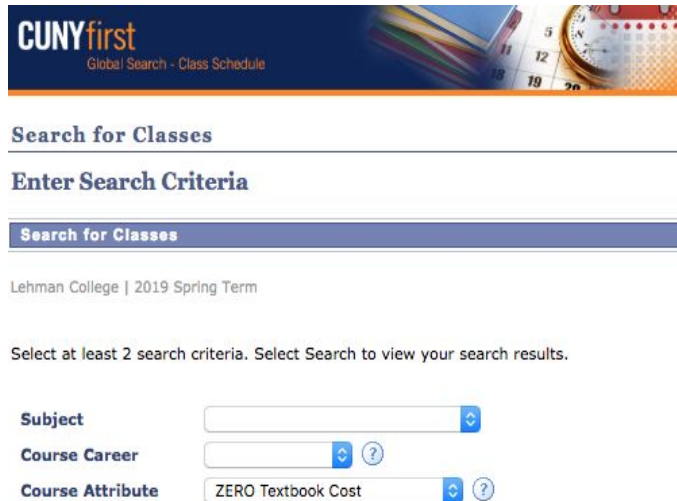
Key Takeaways:

- Better understanding of the need for intentional and thoughtful course planning and design for OER in blended and online courses.
- Two practical, easy-to-use tools to assist in the course development process with OER.
- Prepare for planning and implementation of OER, from learning how to find, select, and evaluate OER using appropriate standards and criteria, to completing a course planning document to implement revisions or integration of a chosen OER within a course.

Our institutional context

- Lehman College is one of the 20+ 2 and 4 year public colleges in the City University of New York system, 200K students, many first generation college, many of modest means.
- Lehman is in Bronx, 3rd highest economic mobility rate in the U.S. among four-year public colleges.
- State of New York provided funding over the past four years to promote the use of OER.

CUNY Zero Textbook Course Designation



The screenshot shows the CUNYfirst Global Search - Class Schedule page. At the top, there is a header with the CUNYfirst logo and a navigation bar. Below the header, there is a section titled "Search for Classes" with a sub-section "Enter Search Criteria". A button labeled "Search for Classes" is visible. Below the button, the text "Lehman College | 2019 Spring Term" is displayed. A message states "Select at least 2 search criteria. Select Search to view your search results." Below this, there are three search criteria: "Subject", "Course Career", and "Course Attribute". The "Course Attribute" dropdown is currently set to "ZERO Textbook Cost".

CUNYfirst
Global Search - Class Schedule

Search for Classes

Enter Search Criteria

Search for Classes

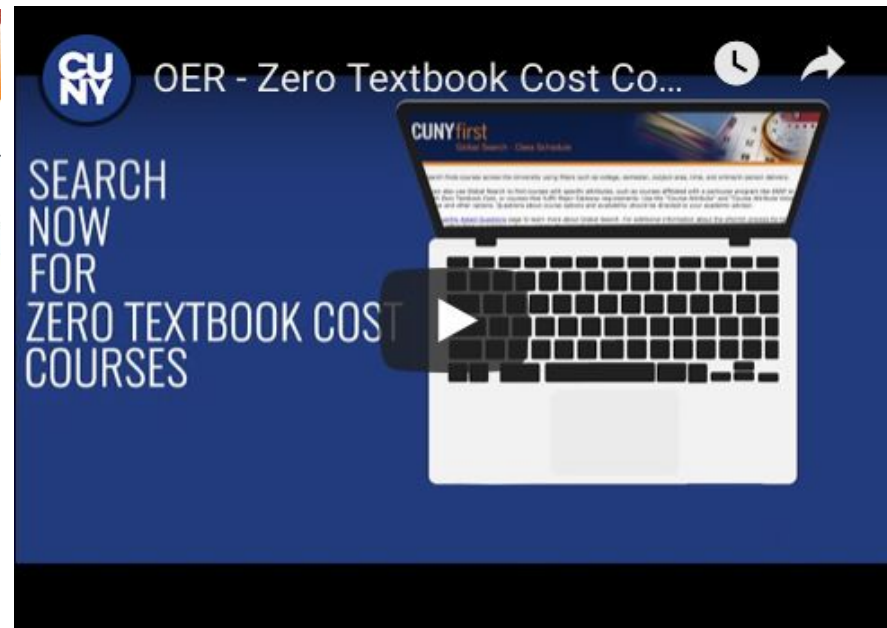
Lehman College | 2019 Spring Term

Select at least 2 search criteria. Select Search to view your search results.

Subject

Course Career

Course Attribute

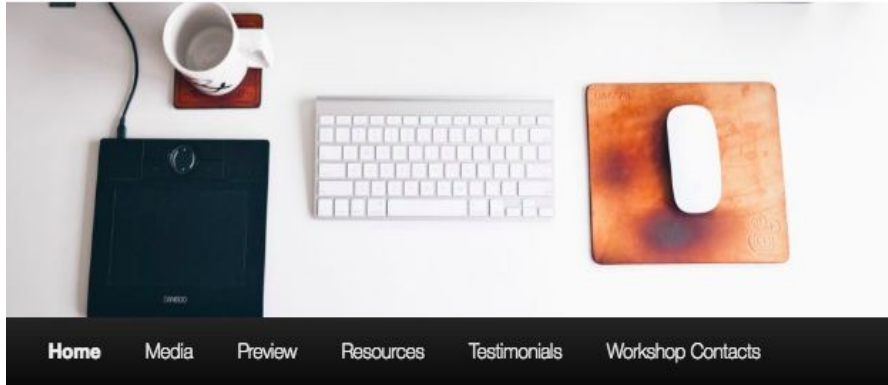


OER workshop for faculty that you can adopt

CUNY-OER- WORKSHOP

OER Sustainable Scale Up: Faculty Development as
Key Strategy

Search



- 2-week **facilitated** fully **online asynchronous** experience on OER
- Piloted in 2017, offered annually since then with 25 faculty in each section (faculty stipends).
- 2 workshop developers: Susan Ko and Olena Zhadko

<https://oerworkshop.commons.gc.cuny.edu>

Defining OER

- OER - digital teaching and learning materials made available for free use, and depending on the licensing rules set by the creator of the materials, can potentially be shared, adapted or remixed with other materials, and redistributed. Definition usually includes all materials in the Public Domain.
- Materials under copyright, available on the internet for limited use, or content paid for by library subscriptions are not considered OER even if they are free to use under certain conditions.

Defining OER

OER can be neatly broken down as

- Open - Openly Licensed to Support "5R" Benefits - Retain, Reuse, Revise, Remix, and Redistribute.
- Educational - Designed for educational use.
- Resources - Materials that support teaching and learning, including textbooks, video, assessments, etc.

What kinds of materials can constitute OER? OER include such digital materials as

- Open textbooks or lesson modules
- Quizzes
- Videos and images
- Syllabi
- Simulations and games

WHY OER?

- Eliminate barely used or prohibitively **expensive textbook** costs for students, or greatly reduce
- **Enrich** and **enhance** course materials NOT just REPLACE
- Provide **current** research, updated content in the subject, and **contemporary** events
- Make **course materials available from first day of class**, students need not wait or share with others

WHY OER in Blended and Online Teaching and Learning

OERs make it easier for faculty with limited experience to transition to teaching blended and online

- because most OERs are already in the digital format
- eliminates the need to create own learning materials or use expensive commercial text
- allows to create customized learner-centered experience (mixing and assembling relevant content)

Design is Key!

- **Coherent, intentional and engaging** design for OER delivery often goes unmentioned, even though most OER are delivered online.
- **Merely replacing** commercial content **rather than designing** can lead to a **content-driven rather than learner-centered** course experience.
- Redesigning with OER requires **time, planning, and expertise.**
- Design process best guided with a **plan for evaluating the current course** and **incorporating OER into the design.**

Design is Key!

- Key players include **faculty, instructional designers, educational technologists, educational/faculty developers,** as well as **librarians**.
- **Online educators** are accustomed to using OER or free digital material.
- Faculty frequently use their own content (e.g. lectures, commentary) with **OER and non-OER** (both library and commercial resources).

Flipped or Hybrid/Blended Design

- Flipped as a type of blended course
- Design must **consider** the affordances of face to face and online modes, and must **integrate** the two in cohesive and seamless way
- Planning for blended courses should clarify what elements are delivered online and which face to face, and the transitions and relationship between these

Planning is Instrumental

- Consider learning materials' **modality and type**, institutional LMS or other **platform**, and availability of technical and non-technical **support**.
- **Systematic** course planning and development is needed.
- **Intentional and practical step-by-step** (modular) process.
- For redesign, **careful inventory** of existing course is necessary step.
- A **course planning instrument** (based on instructional design principles) can facilitate and streamline course design to ensure that all essential course elements are aligned, integrated and meaningfully used.

Inventory Your Course!

It is important to inventory your current course materials (including multimedia) and ask yourself:

- Can any of course materials be categorized as OER? And if so, under what terms of use?
- Any in the public domain?
- Did you or other faculty at your college create any of the materials?

Library Resources - Free to Students but NOT OER

- Content that may be free of charge to students but not considered OER are such items as university purchased or subscribed access (journal articles, e-books, video, newspapers (NYT, Wall Street Journal, etc.).
- Links to access these materials can be posted in your LMS, with instructions on accessing these materials with Library barcode authentication.

Consider How to Make Course Materials Available

Part of design thinking with OER is

- planning how you will choose materials and make them available to your students.
- integrating OER and non-OER materials (articles, videos, or other) into a cohesive course design

Finding OER

General Collections or repositories:

- [OpenStax](#)
- [MERLOT](#)
- [Open Textbook Library](#)
- [OER Commons](#)

General OER Search Engines

- [OER Metafinder](#)
- [OASIS](#)
- [CC Search \(Creative Commons\)](#)

Institutional Resources





- [Affordable Learning Georgia](#)
- [Open Oregon Educational Resources](#)
- [Washington State Board for Community and Technical Colleges](#)

Institutions and Libraries creating their own subject-specific or discipline-based OER curated lists

- e.g. Lehman [OER Repositories by Discipline](#)

[Advanced Search for OER](#) with Google! 18

Creative Commons

Icons	License	Guidelines
	BY	Attribution: Others can copy, distribute, perform and remix your work if they credit your name as specified by you.
	ND	No Derivatives Works: Others can only copy, distribute, or perform verbatim copies of your work.
	SA	Share Alike: Others can distribute your work only under a license identical to the one you have chosen for your work.
	NC	Non-commercial: Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.

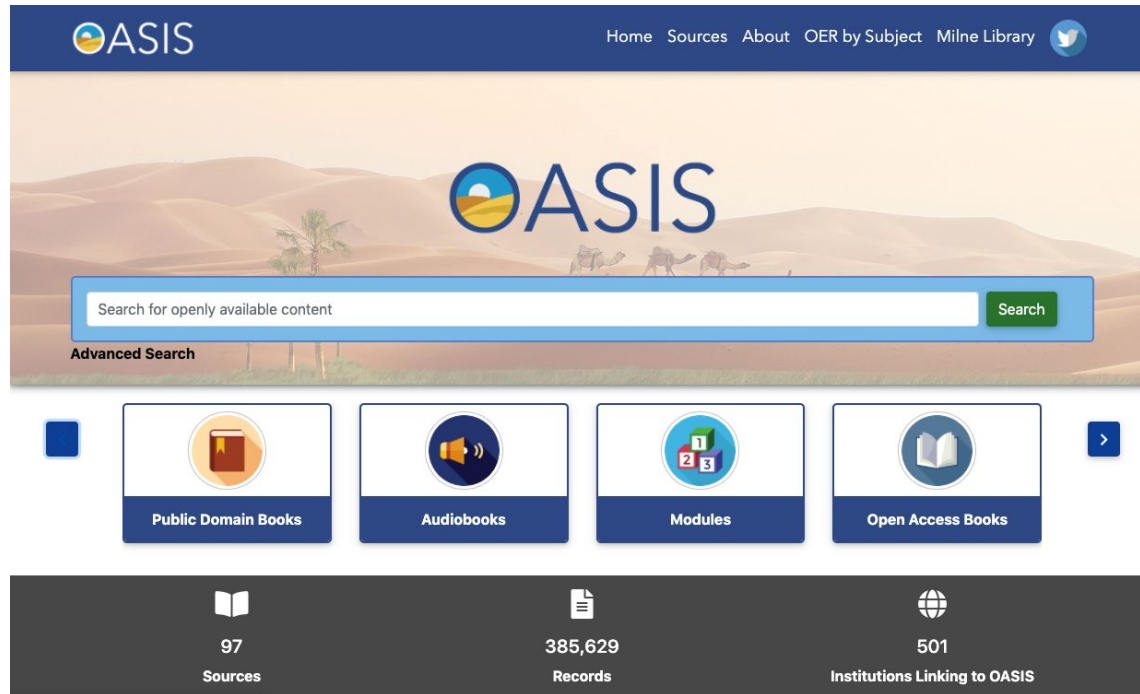
The above text from "[About the Licenses](#)" by [Creative Commons](#) is licensed under a [CC BY](#) License.

To see how these categories can be combined to set exactly the parameters desired, please visit, <https://creativecommons.org/licenses/>

Zhadko, O. & Ko, S. (2017, 2019). An OER Course Planning Document: Define, Evaluate, Select and Integrate!



OASIS



MERLOT - Multimedia Educational Resource for Learning and Online Teaching


SmartSearch

What Is SmartSearch?

[Advanced Material Search](#) | [Advanced Member Search](#) | [ISBN Search](#)


[Follow MERLOT on Twitter](#)

MERLOT Collection




Browse by Discipline

All Disciplines ▾




Add a Material

Submit an online learning material you've found or created to the MERLOT Collection.



Create a Material

Use Content Builder to create a webpage or site to host your own learning materials.



Create a Course ePortfolio

Build your entire course – from prerequisites to online resources to assessment.

Search Resources

Filter By

Education Standards ▼

Subject Area ▼

Education Level ▲

Preschool

Lower Primary

Upper Primary

Middle School

Globalization and World Citizenship

Rating ★★☆☆☆☆

Rather vague course syllabus from Fairleigh Dickinson exploring the concept of global ...

[More](#)

Subject: [Education](#) Material Type: [Syllabus](#) Provider: [TeachingWithData.org](#) Provider Set: [TeachingWithData.org](#) Author: [Fairleigh Dickinson University](#) Date Added: 11/07/2014

Global Nomads Group: Global Citizens in Action: Civic Engagement Curriculum (Semester-Long Program)

Rating ★★☆☆☆☆

Global Citizens in Action is a civic engagement curriculum that focuses on ...

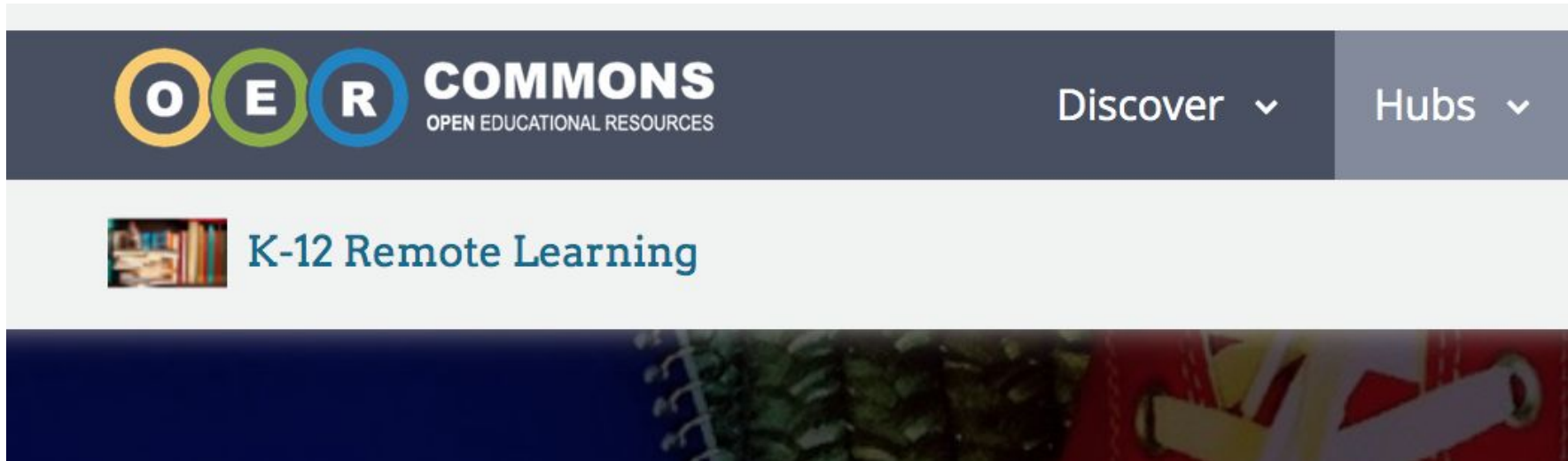
[More](#)

Subject: [Arts and Humanities](#), [Social Science](#) Material Type: [Activity/Lab](#), [Case Study](#), [Full Course](#), [Interactive](#), [Lecture](#), [Lesson Plan](#), [Student Guide](#) Author: [Global Nomads Group \(GNG\)](#) Date Added: 01/28/2016

Refugees and Migration: Global People

Rating ★★☆☆☆☆

Hubs and Groups--Curated Content for Different Sectors



Some global organizations--for OER resources, advocacy, and collaboration

- OER World Map, <https://oerworldmap.org/>
- UNESCO, Open Educational Resources, <https://en.unesco.org/themes/building-knowledge-societies/oer>
- Open Education Global, <https://www.oeglobal.org/> (formerly Open Education Consortium)

Evaluating, Selecting and Integrating OER

Search and carefully evaluate OER to meet your needs--see [OER Evaluation and Selection criteria](#) (Zhadko & Ko, 2019)

1. Coverage, Context, Comprehensiveness
 2. Quality, Reliability, Currency
 3. Appropriateness for Course Level, Student Audience, Learning Outcome(s)
 4. Access, Accessibility, Format
 5. Adaptable, Customizable, Open vs Free-to-Use
 6. Supplementary or Time-Saving Resources (if preferred or needed)
- You can also formulate and adopt your own criteria as needed.
 - Consult with librarians early on in your process.

Coverage, Context, Comprehensiveness

- Does the content cover the topic(s) being considered?
- Is the context appropriate for the approach to the subject matter?
- Is the content adequate to address the topic/s or issue/s, time-period, perspectives?
- Does it stand on its own, or need additional content in the form of other materials or instructor commentary, etc.?

Quality, Reliability, Currency

- Is the content clear, well-written, and readable? Is the content accurate, free of biases, errors or mistakes (grammatical, technical, or informational)?
- Is the source reputable or peer-reviewed? Are the authors recognized in their field?
- Is the content current? If not current, is the content still meaningful, relevant, or significant for your course/unit/topic?

Appropriateness for Course Level, Student Audience, Learning Outcome(s)

- Are the language and the approach appropriate and inclusive of the target audience? (undergraduate or graduate, lower level or upper level, subject major or general audience, etc.)
- Does the content align well with one or more learning outcomes?
- Is the content free of cultural biases and stereotypes? If not, can instructor commentary or other content serve to offset or provide more inclusive perspectives?

Access, Accessibility, Format

- Is the content easy to access? Is it in a usable format as is? Is the content easy to navigate, save or print?
- Can it be made available for use offline? Can it be downloaded/uploaded independently of the original location?
- Does the content meet accessibility requirements? If not, can one easily make appropriate changes or transform it into another medium, if desired? Consult your institutional standards or the OER Accessibility Toolkit (<https://open.ubc.ca/teach/oer-accessibility-toolkit/>).

Adaptable, Customizable, Open vs Free-to-Use

- Is it easy to adopt just a portion of the content? Can it meaningfully be combined or assembled with other materials? Does it complement other materials for the course/unit?
- Does the content fit well into the structure of a course assignment(s), activity(ies), etc.? Does the instructor need to make course modifications to accommodate the new content?
- Do the licensing conditions allow for needed modifications? Does the content bear an open (Creative Commons) license, or a statement indicating the terms of use as free or free with conditions? Does it allow for download and reuse (making a copy) or can you only link to it?

Supplementary or Time-Saving Resources (if preferred or needed)

- Are there student resources like online labs, simulations, images and videos, self-paced practice or assessment activities to support learning?
- Are there accompanying materials such as test banks, homework problems, instructor guides, slides and handouts, case studies, or multimedia content to support instruction?

A Few Words About Accessibility

- When evaluating OER you find, pay close attention to the format and accessibility standards e.g. videos without captions or transcript
- When creating your OER, it is easier to create accessible from the start than to undo
 - Formatting in the original file in Word to carry over to PDF
 - Captions or transcripts, or alt text for multimedia and images
- Same rules apply for OER as for online courses!
- Consult with experts on your campus (IT, IDs, etc.)

Considerations for Adopting or Adapting

If you do not want to use “as-is” and the license permits, here are some considerations for adapting OER:

1. How much content do you wish to change?
2. Do you want to remove chapters, or rewrite entire chapters of content?
3. What technical format is the original textbook in? A Word document is much easier to modify than a PDF document.
4. What type of license is the content released under? Does it have a Creative Commons license that allows for modification or adaptation of the content?
5. How comfortable are you with using technology and creating content?

Planning with OER

- Design is purposeful planning with the entire course in mind.
- Because OER are generally delivered online, OER needs to be integrated into your course.
- When you have more than one OER, planning is critical.
- This planning document will take you through the essential steps and thought process

This OER Course Planning Document (also an OER) is a template for planning a course with OER.

Course Planning Document

YOUR NAME AND NAME OF YOUR COURSE:

YOUR SELECTED OER (ONE OR MORE):

PROVIDE A BRIEF RATIONALE FOR SELECTING YOUR OER:

UNIT / WEEK / MODULE OF COURSE:

LEARNING OUTCOME(S) THAT APPLY:

CURRENT CONTENT: READING, RESOURCE, ACTIVITY, ASSIGNMENT, ETC.

OER REPLACING OLD CONTENT (IF YOU CHOOSE FREE BUT NOT OER, PLEASE IDENTIFY AS SUCH):

OER LICENSING CONDITIONS (BE SPECIFIC):

ADOPTING AS IS OR NEEDS MODIFYING OR SUPPLEMENTING:

IF MODIFYING OR SUPPLEMENTING, WHERE WILL NEW CONTENT COME FROM:

INSTRUCTOR, ANOTHER OER, ERESERVE, KANOPY, ETC.

NOTES:



OER Book “Best Practices in Designing Courses with Open Educational Resources (OER)”



Part of the Best Practices in Online Teaching and Learning series. Series Editor: Susan Ko

<https://www.routledge.com/Best-Practices-in-Designing-Courses-with-Open-Educational-Resources-1st/Zhadko-Ko/p/book/9780367140700>

Free downloadable chapter 4 available on the site

[See also authors' companion book site.](#)

Q&A

Presented by



Olena Zhadko

Director, Office of Online
Education

olena.zhadko@lehman.cuny.edu



Susan Ko

Faculty Development
Consultant,
Office of Online Education &
Clinical Professor,
Department of History

susan.ko@lehman.cuny.edu

Let us know about your OER journey!