OER Project

Jennifer McWatt

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.
What digital literacy component does your OER focus on?

- **Decoding**: Learners need to develop the ability to apply digital tools appropriately and effectively for the task in hand. They also need to be able to solve practical problems dynamically and flexibly as they arise, using a range of methods and approaches, both individually and as part of communities.

- **Critical Digital Literacy**: Sensitivity to the issues of reputation, identity, and membership within different digital contexts. The purposeful management and calibration of one's online persona. Developing a sense of belonging and a confident participant role.

- **Meaning Making**: This recognises the agency of the learner in the construction of the learning experience. Learning is a process in which learners are active agents in the construction of their own meanings and understandings.

- **Analysing**: Learners need to develop the ability to make informed judgements and choices in the digital domain. They also need to be able to apply critical, aesthetic, and ethical perspectives to the production and consumption of digital media.

- **Persona**: This recognises the agency of the learner in the construction of their own meanings and understandings.
Learners need to **develop** the ability to **deploy** digital tools appropriately and effectively for the task in hand. They also need to be able to **solve** practical problems dynamically and flexibly as they arise, **using** a range of methods and approaches, both individually and as part of communities.
Improving Usage
Through Problem Solving
Why have you chosen to focus on this topic?
Digital Divide:

● Differences in usage caused by level of education. Capital Enhancing. (Deursen & Dijk, 2014)

● Differences in digital literacy caused by socioeconomic factors (Davies, 2015)


● Same BG, different Behaviour online - Visitors (majority) and Residents (Wright et al, 2014)
Digital Divide:

- Dependence on teachers’ methods (Hinrichsen & Coombs, 2014)

- Lack of problem solving skills in technology rich-work environments and barriers to employment (Hämäläinen et al, 2015)

- Improve Metacognition - Self-regulation, knowledge, strategies (Pintrich, 2002)

- Rejectors (negative perception of Internet) and Potential Users (White, 2013)
Success is based on your ability to solve problems & move forward.

Technology can help.
Some people don’t know that.
Some people might know but don’t know how.
That includes ‘digital natives.’

Improve digital literacies.
Create open educational resources.
Who is the target audience?
Teachers >>>> Students
What process did you go through?
Process

1. What digital literacy is imp. right now? What would be useful for teachers? How to promote positive association?
2. Chose Using: Problem Solving
3. Brainstorm Topic
4. What’s an OER?
5. Made Pindex Board
6. Shared with others through Twitter
7. Discussions and Confusion
8. Literature Review
9. Wrote blogpost
10. Toolbox concept

Approach

1. **Categorise** content
2. Keep it simple
3. Make the purpose clear
4. **Applicable** content for any course
5. Free, accessible info/tools
6. **Toolbox** - use when needed - visitors
7. **Reuse** my own content/Repurpose **CC**
8. Don’t overload it - just show possibilities
9. **Get feedback** at presentation
Toolbox Concept

“Toolbox” by Florian Richer. https://flic.kr/p/c4QJzC (CC BY 2.0)
Consider this OER your problem solving toolbox

The Internet can be imagined as being like a toolbox and all the websites and apps are the tools that can be used to perform functions and solve problems. If we can promote the Internet to students in such a way then perhaps they will view it as more than a place to just socialise, browse, and play games (Deursen and Dijk, 2014). Young people may be digital natives by birth (Prensky, 2010) but they are not digital natives by nature in the sense that many use it at a very basic level. It is also a major issue of digital literacy, that people coming from lower socioeconomic backgrounds (Davies, 2015) improve the way they use the Internet if we are to prevent the digital divide from widening, therefore educators should consider using a framework such as the Five Resources Model of Critical Digital Literacy (Hinrichsen and Coombs, 2014) as a starting point to spark ideas and start introducing authentic, meaningful activities into courses that may not traditionally have had a technical or digital aspect within them.
Sections and Content

Section 1: Digital Solutions for Students
- Identify Purpose & Audience
- Theory behind OER
- Link to blog post for more info (orig)
- Image & link to Crit Dig Lit FW

Section 2: Organising References
- Link to Zotero
- Video about using Zotero (orig, CC)
- Alternative referencing tool

Section 3: Collaboration
- Video - sharing Google Docs
- Example of a Google Doc (orig)
- Link & descrip of Doodle
- Video - how to use Doodle

Section 4: Study Strategies
- Video: Advanced Study Tips
- Link to College Info Geek
- Video on focus (orig, CC)
- Video on Learning Process (permission)
Reflections on Collaboration and Negotiation
Process

Everything took place online using:

- Google Drive
- Twitter
- Doodle
- MyPlace
Proposed Blog Schedule

I realise some people may have already started their blogs but I know most of us have been working on Management and Leadership as well as TEL so I propose starting regular posting and commenting after the TEL submission day. This leaves us enough time to finish all the blog posts before the deadline with time to edit and improve.

Would these dates work for you guys?

It would mean we post the day before class then comment, by the latest, the day after class so we get into a routine like we did with TEL. There are 2 weeks between the first and second blog because I’m sure we will be doing a lot of work related to the OER at that time.

<table>
<thead>
<tr>
<th>Posts</th>
<th>Posting Dates</th>
<th>Comments by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog 1</td>
<td>Monday 25 April</td>
<td>Wednesday 27 April</td>
</tr>
<tr>
<td>Blog 2</td>
<td>Monday 9 May</td>
<td>Wednesday 11 May</td>
</tr>
<tr>
<td>Blog 3</td>
<td>Monday 16 May</td>
<td>Wednesday 18 May</td>
</tr>
<tr>
<td>Blog 4</td>
<td>Monday 23 May</td>
<td>Wednesday 26 May</td>
</tr>
<tr>
<td>Blog 5</td>
<td>Monday 30 May</td>
<td>Wednesday 1 June</td>
</tr>
<tr>
<td>Blog 6</td>
<td>Monday 6 June</td>
<td>Wednesday 8 June</td>
</tr>
<tr>
<td>Final Submission</td>
<td>Monday 27 June</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Findings on OER Storage

<table>
<thead>
<tr>
<th>Name</th>
<th>Name of wiki/place to store OER</th>
<th>Advantages/Disadvantages</th>
</tr>
</thead>
</table>
| Jennifer | Pindex - A pinboard for education, My Example Board, Guide to Pindex, Quick Video to get idea | **Advantages:**  
- Free  
- Specifically for education  
- Attractive Presentation  
- Easy interface - worked it out in 5 mins  
- It's like Pinterest but for education  
- Easily accessible to the public  
- Viewers can get a digital 'badge' once they work through all of your resources  
- Easy to share on social media  
- We could open one account for the class and each be responsible for a 'board'  
- You can create Quizzes  
- 'Open boards' allow others to contribute to your board if you want them to - like a wiki feature  

**Disadvantages:**  
- Need an invitation to join (but easy to get)  
- Academic enough?  
- OK as an OER?  
- Not exactly a wiki |
| Hajar | https://www.teamwork.com | - It is very good for us to discuss and share ideas and links in one place rather than jumping between |
### Findings on Open Resources

#### Place to Record Findings on Resources with Open Licensing

**Action Item:**

2. Find websites that have resources with open licensing

<table>
<thead>
<tr>
<th>Name</th>
<th>Name website/source</th>
<th>Types of resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer</td>
<td>Flickr</td>
<td>Images - check which licence images have - different Creative Commons Licenses exist</td>
</tr>
<tr>
<td>Jennifer</td>
<td>YouTube</td>
<td>Videos - but use the ‘Filter’ button to find videos with the Creative Commons License</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Creative Commons</td>
<td>Search Engine - help to find a range of resources</td>
</tr>
<tr>
<td>Hajar</td>
<td><a href="http://www.photosforclass.com">http://www.photosforclass.com</a></td>
<td>photos</td>
</tr>
<tr>
<td>Hajar</td>
<td><a href="https://images.google.co.uk">https://images.google.co.uk</a></td>
<td>Images: Use Search Tools -&gt; Usage Rights -&gt; Choose appropriate license.</td>
</tr>
<tr>
<td>Christian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Doodle: Scheduling Tool
OER Platform:

- For curating learning resources
- Attractive & easy to use
- Can upload a variety of media
- Create quizzes
- Can gain digital badges*
- Make it open to public view
- Public can contribute to open boards
- Free
What have you learnt?
OER Reflections & Plans:

● Digital Media products are as much about **process** as they are about objects - more like a **conversation** than a product (Miller, 2011)

● It’s more about **how** we use technology than what it actually is.

● Encourage teachers to be less precious about their resources - OERs are accessible, democratic resources
Questions?
References:


