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iOER: Interactive Open Educational Resources

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iOER: Interactive Open Educational Resources

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Session Description

This presentation/discussion will address such issues as

I. What is iOER and why it is important?

II. How to use iOER for student engagement and assessment,

III. How to locate and/or build your own iOER

IV. Recommendations for Integrating iOER in the curriculum

V. A Modest Proposal...
What is iOER? (Interactive Educational Resources)

- “A discrete, digital, interactive instructional resource used to teach a specific learning objective in a course or curriculum” (Shank 2014)]

- Usually a simulation (sim) or serious game (game designed to promote learning)

- Using these tools, students can “learn by doing”—“applying what they know and practicing their skills in a digital environment which can provide instant feedback.”

[Source: https://oerinteractive.org/]
Why Should We Use iOER?

“The idea of passively sitting back and gathering around the radio or television simply watch and listen to a show is becoming increasingly foreign to today’s students.”

John D. Shank
Something to Think About

“Traditional Linear Content -- books, movies, lectures... focus on the passive content of learning-to-know rather than the active content of learning-to-do.”

Clark Aldrich The Complete Guide to Simulations & Serious Games
Paradigm Shift

Learning to Know

Learning to Do
Something to Think About

“Learning results from what the student does and thinks, and only from what the student does and thinks.”

Herbert Simon
(Nobel laureate, one of the founders of Cognitive Science)
iOER (Games and Sims) as Means of Engaging Students

“You can discover more about a person in an hour of play than in a year of conversation.” *Plato*
Using iOER to Assess Prior Knowledge

- “We overestimate student knowledge and thus build new knowledge on a shaky foundation.” (Ambrose et al., 2010)

- iOER (Games & Simulations) can be used to identify gaps in students’ knowledge

- Students can engage in a simulation and game, then report out on their mistakes while identifying the assumptions that led them into error (metacognition)
Locating iOER

PHet – Interactive Simulations for Science and Math.
https://phet.colorado.edu/

OER Interactive -
www.oerinteractive.org &
www.twitter.com/oerinteractive
Tools for Creating iOER

Freeware

Twine

Quandary
Tools for Creating iOER
Licensed Software

Articulate

Branchtrack
A Primer for New Short Sim Designers

1. What is your target learning outcome? What do you want students to do? What knowledge/skill proficiency should they demonstrate?

2. How would the knowledge be applied in the world? In what situation would the target knowledge or skill be applied?

3. What type of errors do novices in your domain typically make?
   - Errors based on a misconception?
   - Errors that resulted from a knowledge gap?
   - A correct idea that was applied in the wrong context?

Things to Keep in Mind: In the scenario you are designing there should more than one path to a preferred outcome. In the world, there many ways to be right as well as many ways to be wrong. This should be reflected in the sim to the degree that it is possible.
When creating/using iOER consider this checklist

1. Does it have a clear connection to the course content?

2. Does the iOER artifact confirm to UDL principles?

3. Is it something that can be easily used on a computer or mobile device?
Recommendations for Integrating iOER

- Faculty & instructional design teams partner to develop iOER that integrates with course curriculum.

- Slow but steady integration in online course. Experiment. Survey students for their feedback.

- Cite research literature for administrators. Emphasize your focus on both increased engagement & quality assessment.

- Form a community of practice with others.
Integrating iOER with e-textbooks

Audience

WHAT THIS HANDOUT IS ABOUT

This handout will help you understand and write for the appropriate audience when you write an academic essay.

AUDIENCE MATTERS

When you're in the process of writing a paper, it's easy to forget that you are actually writing to someone. Whether you've thought about it consciously or not, you always write to an audience: sometimes your audience is a very generalized group of readers, sometimes you know the individuals who compose the audience, and sometimes you write for yourself. Keeping your audience in mind while you write can help you make good decisions about what material to include, how to organize your ideas, and how best to support your argument.

To illustrate the impact of audience, imagine you're writing a letter to your grandmother to tell her about your first month of college. What details and stories might you include? What might you leave out? Now imagine that you're writing on the same topic but your audience is your best friend. Unless you have an extremely cool grandma to whom you're very close, it's likely that your two letters would look quite different in terms of content, structure, and even tone.
Timeline of Massachusetts’s Contributions to Education

**17th Century**
1636 - Harvard, first institution of higher learning in North America founded
1647 - The General Court of the Massachusetts Bay Colony decrees that every town of fifty families should have an elementary school and that every town of 100 families should have a Latin school.

**19th Century**
1817 - A petition presented in the Boston Town Meeting calls for establishing of a system of free public primary schools.
1820 - First public high school in the U.S., Boston English, opens.
1829 - First School for the visually impaired founded
1827 - Massachusetts passes a law making all grades of public school open to all pupils free of charge.
1837 - Mt. Holyoke, first American college for women founded.
1839 - First state-funded school for teacher education founded
1848 - Perkins Institute, first school for students with special needs
1850 - First mandatory school attendance law
1854 - First free library opens (Boston Public Library)

**21st Century**
2002 - MIT Opencourseware, first major OER initiative, promotes idea of “shared intellectual commons”
2016 - Massachusetts Community College system develops first repository of interactive open educational resources!!!
Three reasons why a Mass CC iOER Repository would be an Awesome idea

▪ No one else has done it—yet.

▪ It would be a way of distinguishing our efforts from other state OER initiatives

▪ As the state that led the country into public education, we would be contributing to an important tradition
Recommended Reading


