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Workshop: New Ideas for OERs via Remixing

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New Ideas for OERs via Remixing

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Invitation to Remix

You're encouraged to download this document or copy it as a Google Doc to your own account, and then to remix it for your own purposes. Feel free to add, change, delete, or combine content as you see fit.

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Thank You

Thank you to all participants! Your contributions below spurred new ideas and advanced the conversation about remixing.

How the Session Will Work and Goal-Setting

Together, we'll discuss remixing and will remix material.

At the end, you'll copy this document for yourself so that you can remix and build on it. Our aim is to get good starts on materials you can later complete to use in your own work.

Please unmute your mic (when you can) and talk or use the chat anytime.

Reflection and Goals

Name	Why don't educators remix more often?	What are your goals for today?
Dave Bantz	Ego 😊	Learn how to use the materials I am planning to release as OER
Alli Martel	Time commitment, lack of knowledge of what is acceptable, lack of funding	Learning strategies to help guide faculty through their first OER remix project
Joanne Patalano	They don't know how. New way not known to them before.	Would like to see a "real" remix - how it's done - the details incl tech pieces
Dragan Gill	Overwhelmed by how CC licenses work with each other, time to find materials, not having time to make content from different places look similar/match (campus example: biology diagrams from different places have different colors for the same parts of the diagram)	Have new strategies to support faculty.
Tim Hathaway	Time, unfamiliar with process	I'm a novice in OER. I'm here to learn whatever I can
Sharon McDermot	Time	Learning how to use it
Lucas Hall	Scared of not finding the right resources with the right CC mix	Just try it on and play with remixing ideas
Wendy Way	Time	Learn about remixing. (I'm new to OER!)
Mandy Simons	time	Learn new practices for remixing; get a better understanding of how to format attribution of remixed elements
Sheri Sochirin	Not familiar enough with what it is to answer question	Gain some knowledge and practical experience
Curt Newton	That is a great question! I'd like to know.	As a provider of OER, what can we do to foster and encourage more remixing? Formats? Better search

		<p>tools?</p> <p>How is it to remix with OER that aren't textbooks?</p> <p>What are the most important practical motivators for people to remix OER?</p> <p>What are concerns or barriers to sharing your remix back into the Commons?</p>
Melissa Gough	Time, tech, lack of confidence in how best to do it	Understanding the barriers to remixing; getting some practical tips
Kim Money Priddy	Time, effort involved, not knowing how	Learn about remixing best practices
Jackie Coogan	Time, need to learn more about this concept	To learn more about OER Teaching and Learning and use in my courses
Minh Le	Lack of awareness with OER content and how to get started	Learn some of the best practices of remixing.
Susan Souza-Mort	time/how to start process	Bring this knowledge back to my faculty
Christina Clements	Technology, time, perhaps a mindset? (I'm guessing here)	Learn about remixing, best practices, see what remixing has to offer for more specific needs of classes or populations. See how OER could be applied in novel situations
Julie Robinson	Not familiar with who to do so or the value of investing the time to do	Effective, efficient methods for remixing that I can share with others (especially interested, timid beginners) at my college
Martha Cipullo	Not as familiar with the concept	To obtain more information about remixing in an online

		course format
Amy McGlothlin	time	better practices. I am remixing, but not sure I'm doing it well
Colleen Mcilroy	time/don't know how	Ideas for advocating and best practices
Laura Hogan	Time, don't want to invest the time	Ideas for remixing and tools for efficiency since faculty sometimes do not want to do it themselves.

Goal 1: Opening Our Minds to the Varieties of Remixes

Activity 1: Types of Remixes

SCAMPER:

- Substitute
- Combine
- Adapt
- Magnify, Modify, Minimize
- Put to Other Uses
- Eliminate
- Reverse or Rearrange

The following textbooks have licenses that enable them to be remixed. Scan the books and list quick ideas about how they might be remixed in various ways, as suggested by the table below.

Open the following four open textbooks in separate browser tabs.

"World History: Cultures, States, and Societies to 1500"

Download Here:

https://drive.google.com/file/d/1BgJE51Un2OKVyisSbfuGbDzRnjFkjCfb/view?usp=share_link

(by Eugene Berger et. al.;

<https://ung.edu/university-press/books/world-history-cultures-states-societies-to-1500.php>; CC BY-SA 4.0)

"Composition in Cultural Contexts: Writing Within and Across Modalities and Subjectivities"

Download Here:

https://drive.google.com/file/d/1UNNgcH-vxoxzLCj3dJ_Z6-RIYCh0KXSs/view?usp=share_link

(by Andy G [Composition-in-Cultural-Contexts.pdf](#)urevich;

<https://mhcc.pressbooks.pub/wr121gurevich/>; CC BY 4.0)

"Writing and Literature: Composition as Inquiry, Learning, Thinking, and Communication"

Download Here:

https://drive.google.com/file/d/1QwpEHmH7Rr4vDJIPInhl4Zw2nbAA1ThE/view?usp=share_link

(by Tanya Long Bennett; CC BY-SA 4.0;

<https://oer.galileo.usg.edu/english-textbooks/15/>)

"Astronomy"

Download Here:

https://drive.google.com/file/d/1Mem3_vxDRWEsPGQfFycvsx1x4YjYU9dU/view?usp=share_link

(by Andrew Fraknoi et al.; CC BY 4.0; <https://openstax.org/details/books/astronomy>)

In the spirit of SCAMPER, we'll analyze five different ways that a single OER can be remixed:

- change its level
- make it discipline specific
- convert it to a lesson or module
- convert it to an assessment or assignment
- combine it with other OERs or other material you have

Goals:

- Define strategies and tactics
- Identify practical concerns
- Generate questions:
 - What does it mean to change the level? Vocabulary? Concepts? Concrete vs. theoretical.

Group	Remix Ideas, Concerns, and Questions
1	<ul style="list-style-type: none"> ● Creating a remix for a writing-intensive history course focusing on a specific period in history. ● Remixing the history book with music content to give historical context to a music class. ● Engineering or optics textbook - combining Astronomy chapter on instruments and also including the 'Reading like a professional' chapter from Writing and literature ● Science fiction writing course - including sections from the astronomy text along with content from the composition text ● World history book 'questions to guide your reading' - use for essay test questions, discussions in class, creating slides for class ● Composition has a chapter on Using Sources - use to create a lesson ● Links to videos in Composition text - pull these out and assign for homework ● World history - take a chapter and use it as an outline to expand into a new book closely focused on a particular period ● Astronomy - pulling out some of the images of constellations and creating a table of information to accompany it ● Astronomy text has a great description at the beginning of how the text can be used - this could be used in teacher education ● Math questions at the end of chapters in the astronomy book could be given to students for practice
2	Adapt one of the texts for different levels, e.g. high school or middle school. Or upper levels like graduate school. Merge the composition and writing and literature textbooks – and make it appropriate to the class. Utilizing public

	<p>domain for history classes – history in terms of technology and share images. Astronomy textbook had review questions that could be turned into an assessment of some sort.</p> <p>Adding to group 1: Science fiction except add sections from the world history book as well.</p> <p>Adding images to one of the composition books could be fun.</p> <p>Could start with a core of texts from the World History book, then as the course progresses, the students write their own textbook. Say, a study of the period of the Vietnam War.</p>
<p>3</p>	<p>Is an assemblage of different OER sources considered a remix?</p> <p>Biology textbook: nice to have consistent diagram style from section to section. That’s likely to fall apart with a remix. How to make them more cohesive?</p> <p>Supporting first-year writing courses</p> <p>Seeing more activity with textbooks as a reference, less deeply used in a course; or not even using a textbook, but assembling various articles, websites, gov’t datasets</p> <p>Would instructional videos that complement a textbook, but from other sources, be useful? E.g. for the Astronomy textbook, these MIT OCW videos?</p> <p>Weaving in student contributions, e.g. having students contribute culturally-relevant examples to a general textbook (like OpenStax Psychology)</p> <p>Sharing the remix back into the Commons seems to unleash more beneficial OER activity</p>
<p>4</p>	<ul style="list-style-type: none"> -Developing a course on personal responsibility by pulling out particular topics and remixing with video and creating interactive content -Minimize and eliminate in order to make it for high school level, for example -Create activities where students take a chapter and create something from what they learned - ie media, poster that connects the person to the content - Issues with the structure of the document vs. the goals of the remix - Use the textbook for pulling visual content, ie images - Taking the questions from beginnings of chapters to create quizzes
<p>5</p>	<ul style="list-style-type: none"> • Some texts have assignment prompts or questions that could be expanded or adapted to fit a course objective • Use the “Reading like a Professional” section of the writing and literature book, or the chapter on citations from the composition book as a lead in for an assignment in a different discipline or first year seminar.

Reflection

Name	What types of remixes could you create for specific audiences you work with?	How do you now think differently about remixes?
Dave Bantz	In-depth treatments of specific sources of anxiety for graduating seniors	Given that the best sources are OER, a sense of freedom. Fighting the structure of the source.
Alli Martel	I work with library staff most often, so I'm interested in remixing open licensed materials for helping liaisons with OER for their disciplinary needs. I would remix existing materials alongside them and faculty to fit their coursework.	The activity was illuminating and would be useful for helping novice-level OER-users understand the possibilities of OER.
Joanne Patalano	Digital Accessibility Intro / How To for educators and content authors	It is doable and worthy of doing.
Dragan Gill	Translations; incorporating local demographic information/case studies for our nursing, social work, teaching, business students, etc.	
Tim Hathaway	I work with first year seminar students. I can adapt lots of material on writing/information literacy.	I'm not sure I think differently yet, but I do have basic questions about OER, licensing, and attribution
Sharon McDermot	Use the writing text with the business text	I can do this but it may take time; maybe over the summer
Lucas Hall	I work with undergrads primarily. Thinking of the World History text, taking one section of it and creating a whole course with student-added research to the text. But I couldn't do this alone, would need to work with a professor and course.	I don't think differently quite yet

Wendy Way	Combine biology texts with writing & reading chapters for writing intensive courses.	Remixing is a great way for faculty to brainstorm content for new classes they might develop. There's a lot of opportunity for creativity with remixing.
Mandy Simons	Combine source info from different textbooks, to create a "new" text that covers a different breadth of topics. Use figures, images, or data as visual examples in a different text.	I've not previously thought about OER from other disciplines as source material for my own courses, but there is relevant material from the composition and writing and literature texts that could be useful in my own discipline.
Sheri Sochirin	Combine sources, adapt existing sources, create lessons and/or assessments based on content from OER sources, rearrange to suit my teaching needs, pare down to focus on specific sections/areas/content, remix to change the focus, etc. update, add/remove content	Not so much as "think differently" as being aware of many more possibilities
Curt Newton	Identifying and highlighting materials on MIT OCW that complement OER textbook material - e.g. instructional videos, project assignments with sample student work, instructor pedagogical insights about how they teach a subject	There's a lot of flavors of remixing, and all can add value! Sharing a remix back into the Commons can build beneficial momentum
Melissa Gough	Creating research guides and libguides for students Creating informational materials for faculty	Looking at all types of content, ie text, video, images as things to remix and reuse Sources that might not seem obvious or directly related can have useful content
Kim Money Priddy	Break down the textbook and elaborate on relevant chapters; pull out discussion questions to create more focused text	Using sources from outside your expected discipline to supplement or complement your text

Jackie Cooga n	Break down Concepts, use writings and short presentations from what they have learned and researched.	This discussion gives me permission to remix even further . Creating additional materials.
Jess Egan	Instructor guides; student-driven case study projects, copies of exemplar syllabi outlining instructions for how to incorporate students in OER/Open Pedagogy projects	One takeaway was to not forget about the Public Domain and all that is offered there - for example, technology courses, history courses, women's and gender studies courses, music courses, art courses... so many possibilities!
Minh Le	How to Get Started with Remixing OER Content	Focus on the freedom of remixing OER materials
Susan Souza-Mort	I work with faculty as the OER coordinator at my college. This will be helpful	
Christina Clements	Simplification of language and shortening of the information in the History textbook, embed questions into text or technology to solicit student responses as they read.	The possibilities are significant but the time and technology skills need to be built upon (my own) so that remixes do not take as long as creating entirely new content.
Julie Robinson		
Martha Cipullo		
Amy McGlothlin	Combining resources to create a writing guide for research papers. Creating presentations from parts of the resources. Giving discussion/class prompts from end of chapter questions.	Thinking that I have more freedom to alter/change the resources to suit my needs better, and the needs of the students in the courses.
Colleen Mcilroy	Combine research/writing with academic subjects	Use the best pieces of OERs to make what you need
Laura Hogan	Create a research guide with links to articles in the	

	databases that reflect content for a course.	
David Smith	Swapping out images within open text for more relevant ones to our campus community, mixing in more up to date media components	

Goal 2: Learn the Strategies and Tactics for Remixing

Activity: Creating a Remix

We'll work in small groups to remix as a way to create materials and activities on information literacy. Our goal is to try our hand at creating a remix, so that we learn *strategies* and *tactics*.

We'll all work with the same main source:

"Is Mindfulness Research Methodology Improving Over Time? A Systematic Review"
(by Goldberg et al. in PLoS ONE; <https://doi.org/10.1371/journal.pone.0187298>; CC0 1.0 Public Domain)

Download Here:

https://drive.google.com/file/d/1JMz4vAFnhLV97vBCKJxS-C3qnUeBGGck/view?usp=share_link If you wish, you can combine this article with other OER content you find.

You could use this article to create materials about various topics and skills. Examples include:

- Meditation
- Scholarly writing
- Scholarly research

You can investigate creating different types of remixes. Examples include:

- Subject guide
- Course research guide
- One-shot given to a class on information literacy
- Handouts posted online
- A learning module
- Assessments

Group	How Might You Remix the Article?
1	<ul style="list-style-type: none"> ● Reproducibility - have students choose one of the research articles covered in the article and design a research study to confirm/reproduce the results ● Use as a model for good info lit vs non-factual information that can be found online; examine differences <ul style="list-style-type: none"> ○ Bring in guest speaker - librarian!!! Or bring students to the library physically; or have student review school's lib guides and research databases available for their use ● Create scenarios where students would have to discuss information literacy ● Create case studies where students incorporate some of the recommendations as solutions for health issues
2	<p>Discussion of ethics Use to discuss research quality/how to do research – finding sources, doing surveys, choosing a random sample. Study design. Classic example of metaresearch Use as a discussion of defining mindfulness Review of mindfulness Cross-disciplinary usage – ask art students to represent the paper visually. Communication research – effective ways of communicating the content of the paper Marvel hero movie whose superpower is mindfulness Procedures for doing similar research – flowchart Figure 3 – how not to use linear correlation</p>
3	<p>-Ask students to interpret the charts -Create an exercise on using key words using the databases they cite and compare to the bibliography -Adapt the methodology section to use in a stats course, simplifying it to make it more approachable. -Use the discussion section as a model for teaching academic writing. -remixing by making the links more accessible and alt text for the charts</p>
4	<ul style="list-style-type: none"> ● Use to teach citation skills - have students correct citations that were purposefully messed up. Advanced level - linking keywords as citation. ● Demonstrate search strategies in the sciences, using “Data Sources” section. ● Demonstration for faculty of how CC can work for their research and impact factor/alt metrics. ● Using article sections as a template for writing.

5	<ul style="list-style-type: none"> • Distill the article down to an easier (more interesting) level of comprehension • Use an example of how to write a research paper, or how to structure a meta-study analysis (from the figure on page 7) • Use a figure in a statistics course
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Reflection

Name	What techniques and tools will help you with remixing?	Is there a previous obstacle to remixing that you can now overcome?	Are there obstacles that you still need help in overcoming?

Goal 3: Advocate for OER

Discussion: How Students Can Learn by Remixing

Browse the following article, and then we'll discuss it as a group:

Fiorella and Mayer: "The Relative Benefits of Learning by Teaching and Teaching Expectancy":

<http://nebula.wsimg.com/ce0d47edbf0b9d934f64d42401352cfb?AccessKeyId=2FC244614542D69130FE&disposition=0&alloworigin=1>

Other pedagogical benefits of having students remix materials include:

- Elaboration
- Retrieval practice
- Formative feedback
- Writing to learn
- Teaching to learn

Rewatch the whole-group discussion toward the end of the session on pedagogical benefits!

Quick Remixes

Elevator Pitch

Remix the following elevator pitch for creating remixes

(remember SCAMPER):

“Remixing OERs enables you to customize texts, lessons, assessments, and activities to your specific audience. The materials are free to your students, who will learn better from remixed content designed just for them. Remixes are especially useful for interdisciplinary courses and other classes for which there isn’t a single, targeted textbook.”

Name	Remixed Elevator Pitches
Dave Bantz	I'd remix this as a diagram that shows subsets of the students and what parts of the materials are most relevant to them. And I like the idea of “ultimate remixing”, where the students themselves customize the lesson to their own needs and tastes.
Alli Martel	By remixing OERs, you can tailor your materials to the specific needs and learning outcomes of your course. As they are freely available, students will have access to all required materials from the first day, encouraging their use from the start -- or even before, if the syllabus is made available early. OER materials can be adapted and shared for use at all levels, including interdisciplinary first-year seminar courses.
Minh Le	Remixing OERs allows you the freedom to customize texts, lessons, assessments, and activities to your specific audience. The materials are free to your students, who will learn better from remixed content designed just for them. Remixes are especially useful for interdisciplinary courses and other classes for which there isn’t a single, targeted textbook.
Dragan Gill	While remixes are especially useful for interdisciplinary courses and other classes for which there isn’t a single, targeted textbook, anyone can remix OERs to customize texts, lessons, assessments, and activities for your students, who will learn better from remixed content designed just for them. This material can be adapted to include local and culturally relevant content, meeting students where they are.
Tim Hathaway	Audience: Students Goal: Get them to buy into remixing for an assignment. Remixing OERs enables you to use material from influencers to become an influencer yourself. You can use articles, chapters,

	<p>examples, and activities to your specific audience for this assignment. The materials are free, and you can adapt them in a variety of ways. Remixes are especially useful for your major courses which require knowing how to use different sources in research papers.</p>
<p>Wendy Way</p>	<p>Graduate students are looking for opportunities to collaborate across disciplines. OERs are an opportunity for students to combine or remix their subject expertise - and their knowledge - to create new content and enhance their learning and creativity. They can create a new interdisciplinary text, a lesson, or activity to inspire other students and future research.</p>
<p>Sheri Sochrin</p>	<p>Remixing OERs enables you to choose and organize materials that are the most appropriate for your students.....</p>
<p>Amy McGlothlin</p>	<p>Remixing one or more OERs gives you an opportunity to create resources for your specific course or your demographic of students. If you've ever looked at three textbooks and said, "I wish the content of these was in a single resource" then remixing could be a good option for you. With our school's focus on interdisciplinary coursework, this may be the best way to achieve a textbook that works for your course.</p>
<p>Melissa Gough</p>	<p>I'd add the CC BY icon and rework the text into a small infographic with visuals for the different media you can remix, so at a glance users can see the wide range of options for remixing.</p>
<p>Joanne Patalano</p>	<p>Pump Up the Jam:</p>

	<p>Pump Up the Jam was a popular song remixed 36 times. Did you know that you can remix open educational resources (OERs)? Save time and money - yours and your students.</p> <p>Remixing OERs enables you to customize texts, lessons, assessments, and activities to your specific audience. The materials are free to your students, who will learn better from remixed content designed just for them. Remixes are especially useful for interdisciplinary courses and other classes for which there isn't a single, targeted textbook.</p>
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This Entire Workshop

How would you remix this entire workshop for your own audience and context? Consider:

- The outline
- The content
- The activities

Name	Remix Ideas Based on this Entire Workshop

Reflection

Name	How will you share these ideas with others?	What objections to using OERs and remixes do you expect to hear?

Sharing Contact Information (Optional)

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Where to Find OERs

For all these, check the licenses first: <https://creativecommons.org/licenses/>

Textbooks and Other Course Materials:

<https://www.merlot.org/merlot/>

<https://www.oercommons.org/hubs/open-textbooks>

Scholarly research and review articles:

<https://doaj.org/>

Open Peer Reviews:

<https://peerj.com/reviews/>

Further Reading

For a background on creative methods for remixing, see:

Parnes, S. J. (Ed.). (1992). *Source book for creative problem-solving: A fifty year digest of proven innovation processes*. Creative Education Foundation Press.

For information about related pedagogical topics, see:

Arnold, K. M., Umanath, S., Thio, K., Reilly, W. B., McDaniel, M. A., & Marsh, E. J. (2017). Understanding the cognitive processes involved in writing to learn. *Journal of Experimental Psychology: Applied*, 23(2), 115–127. <https://doi.org/10.1037/xap0000119>

Weinstein et al., “Teaching the Science of Learning”:
<https://cognitiveresearchjournal.springeropen.com/articles/10.1186/s41235-017-0087-y>

For information about writing to learn (analogous to remixing to learn), see Geoff Keston, “Writing to Learn: A Course Design and Educational Resources”:
https://scholarworks.umb.edu/cct_capstone/400/