



University of
Massachusetts
Amherst

iOER - Interactive Open Educational Resources: The Next Steps

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iOER

iOER - Interactive Open Educational Resources: The Next Steps

Concurrent Session 6: 2:30 - 2:55 pm (25 minutes)

CCA Room

Thursday, May 31st 2018

The i-OER Guys



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Our Saga Continues....



Rhetorical Simulation Edit simulation

1 **Clay Lathrop**
According to statistics released by the US Department of Labor in early 2009, the average college student in the United States today will graduate with \$60,000 in college debt. In order to offset these bills, 70% of American college students are taking on part-time -- and even full-time -- jobs while studying. By comparison, in 1989, only 30% of college students had employment during the school year. Clearly American college students are under more pressure than ever before.

2 **Anita Berringer** is a 20-year-old college student in Lawrence, Massachusetts. Anita's day begins at 5 am. She gets up at 5 am, has a quick breakfast, packs her lunch, and is out the door by 6 am. At 6:30 am, she is serving coffee at Starbucks as a barista. She will be there until 10:30 am, after which she has to drive to campus for her first class at 11:20 am. As long as there is no traffic, she will be able to get to school by 11:00. That gives her time to find a parking spot (not easily done in an overcrowded commuter campus). She will be in class for 70 minutes. Then she leaves this campus to go to another one which offers the course she needs in financial accounting. Home by 5:30, she has time for dinner and a few hours of studying before going to bed.

3 College costs way more than it used to. My older brother went to college seven years ago and he only had to pay half the costs that I do. People who went to college even earlier must have had it really easy by comparison. Older people who complain about lazy young people should try to juggle the work we have to do. They probably would not handle it as well as we do.

Made with branch track

In the first NE OER Summit, Peter Shea and Jim Grenier explained what interactive open educational resources were and why they were needed.....

In this presentation, they will discuss what can be done to introduce iOER to a wider audience.

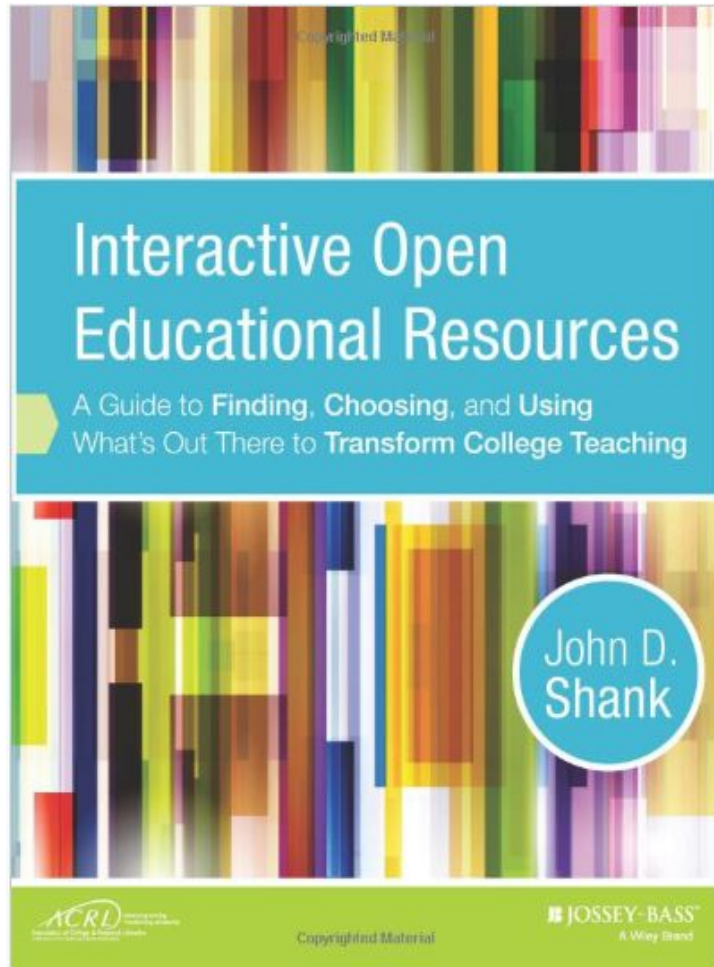
But first, a refresher....

What is iOER? (Interactive Open 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.”



A Good Place to Start



“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

Why is iOER important?

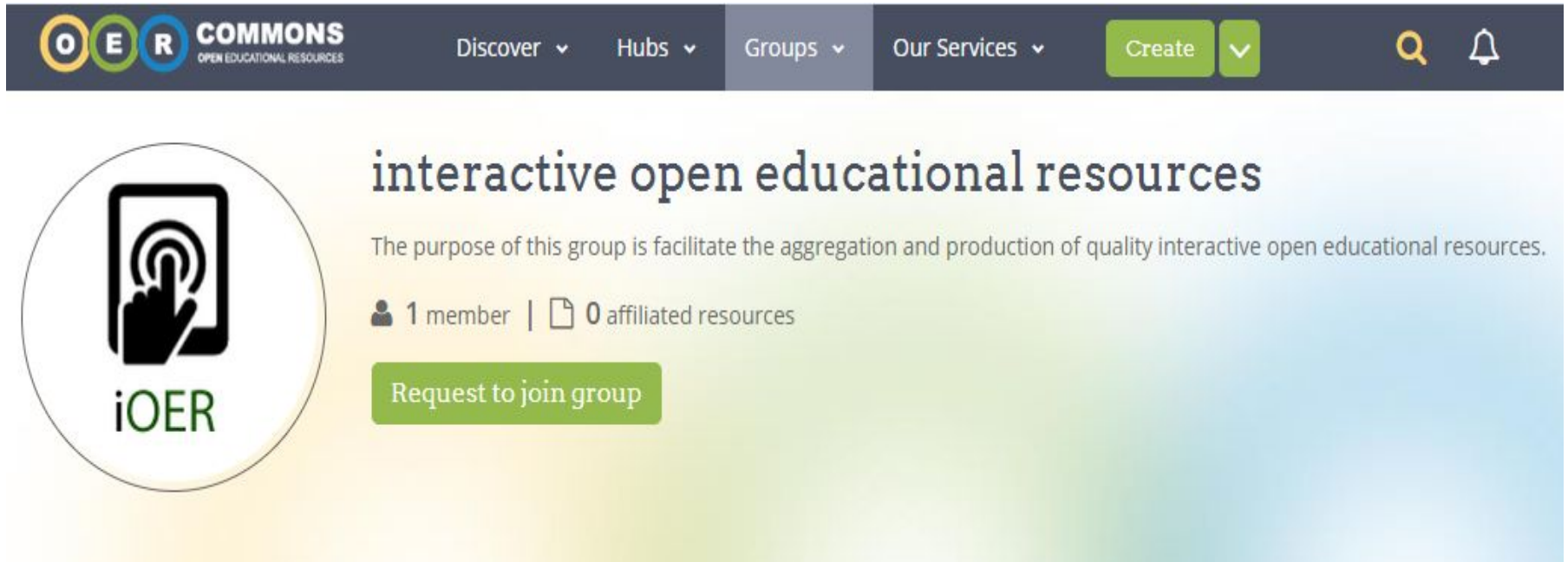


Learning to Know



Learning to Do

Step 1: Create a iOER repository




The screenshot displays the top navigation bar of the iOER Commons website. The navigation bar includes the iOER Commons logo (Open Educational Resources), a search icon, and a notification bell icon. The main content area features a circular profile picture of a hand interacting with a tablet, labeled 'iOER'. To the right of the profile picture, the group name 'interactive open educational resources' is displayed in a large, bold font. Below the group name, a description states: 'The purpose of this group is facilitate the aggregation and production of quality interactive open educational resources.' Further down, the group statistics are shown: '1 member | 0 affiliated resources'. A green button labeled 'Request to join group' is positioned below the statistics.

O E R COMMONS
OPEN EDUCATIONAL RESOURCES

Discover ▾ Hubs ▾ **Groups ▾** Our Services ▾ Create ▾

🔍 🔔



interactive open educational resources

The purpose of this group is facilitate the aggregation and production of quality interactive open educational resources.

👤 1 member | 📄 0 affiliated resources

[Request to join group](#)

Step 2: Bring in the Designers

- Leverage the skills of instructional designers from a variety of institutions as well as college students studying interactive media



Step 3: Partner Instructional Designers with Faculty

- Leverage the subject matter expertise of faculty & interactive design skills of IDs.



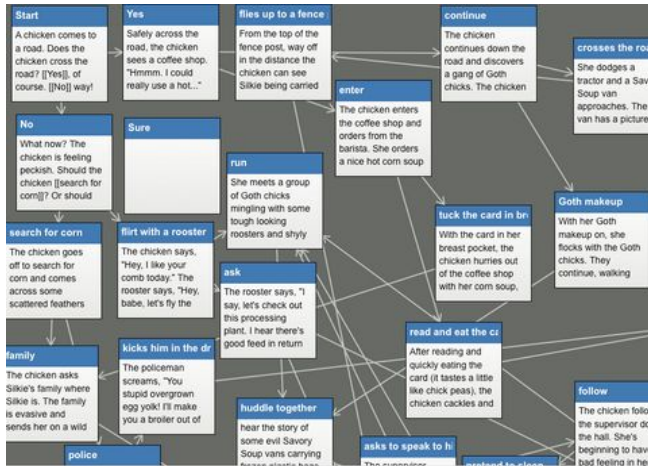
Step 4: Assess Impact of iOER



THE ASSESSMENT CYCLE

Adapted from Maki (2002, 2004)

Tools for Creating iOER



- **Freeware:** H5P, Twine, Quandary
- **Licensed software:** Articulate, Adobe Captivate, Camtasia, BranchTrack



Sample Project (interactive textbook)

Audience

 Like 95 people like this. Sign Up to see what your friends like.

 Print  PDF

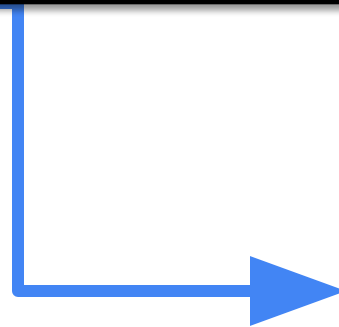
WHAT THIS HANDOUT IS ABOUT

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.




Rhetorical Simulation Edit simulation

1 *Close. Let's not.*
According to statistics released by the US Department of Labor in early 2009, the average college student in the United States today will graduate with \$60,000 in college debt. In order to offset these bills, 70% of American college students are taking on part-time -- and even full-time -- jobs while studying. By comparison, in 1989, only 30% of college students had employment during the school year. Clearly American college students are under more pressure than ever before.

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Made with 

Questions?