Inzet open leermaterialen/scenarios

Open is a process!   :-)

How would/could you use OER in each stage or area of your course's design, development and deployment?

- Initial design phase
- When designing PowerPoints/Prezi/etc.
- Linked to aims and outcomes
- Linked to in-class activities
- Linked to assessment moments
- Linked to key concepts
1.

Scenarios - werkvormen

[1. How would your course look with open datasets?](#)
[2. How would your course look with open study notes?](#)
[3. How would your course look if, instead of the standard written essays, students created open story maps with open resources?](#)
[4. How would your course look if you created your own open textbook?](#)
[5. How could you use data/information from the Open Syllabus Project for your own research or teaching (or career!)?](#)
[6. How would your course look if you made everything open?](#)

Scenarios

1. How would your course look with open datasets?

Materials: Open datasets

Workshop activity: Work together to find one or more open datasets that could be used in your specific course. Consider together what kinds of assignments or in-class activities could be developed around the dataset(s).

Classroom example: Use the US National Archives' open dataset [Amending America: Proposed Amendments to the United States Constitution, 1787 to 2014](#).

Develop an assignment or group project where students analyze a selection of proposed Amendments specific to a time period. Have students compare and contrast their findings with course readings/articles/textbook.

Extra: Have students openly publish findings.

2. How would your course look with open study notes?

Materials: Google Drive/Doc; open collaborative platform

Workshop activity: Brainstorm together about the possibilities of collaborative note-taking where you/your students publish the resulting materials at the end of each block/semester. Think about how/if your course would be different by following this approach.

Classroom example: Students in 1 class use a shared Google Drive/Doc to take live notes during class where they can edit, comment on, or ask questions in each other's notes. When the course is over, notes are combined and condensed into a handbook and published online (or with a reader) for the next round of students.

Extra: By using open resources, students can freely incorporate photos, text, video clips, etc. without facing copyright issues or fees when publishing. Teachers can also review notes for signs of confusion and add corrections or comments.

3. How would your course look if, instead of the standard written essays, students created open story maps with open resources?

Materials: OER repositories;
https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/stories (example site).

Workshop activity: Visit the website above (or similar) for inspiration. During the workshop, brainstorm and discuss how the creation of an open story map could work in your specific course

- for example, as an alternative to writing an essay. Find related OER (pictures, text, data, etc.) that could be freely used in that story map.

Classroom example: In the 1920s and 1930s, European circuses frequently hired Native Americans to come perform 'authentic' dances and rituals for audiences across Europe.
Have your students use open resources from the US National Archives to gather information.
(Example: https://catalog.archives.gov/id/137874123)
Have your students map and write about Native Americans' travels with the Sarrasani Circus through Germany and the Netherlands; the finished product will then be published on an open platform.

4. How would your course look if you created your own open textbook?
(*By yourself? With a colleague?*)

Materials: Your current course materials; any additional open materials and/or open educational resources; open textbook for inspiration (examples can be found at https://open.umn.edu/ and elsewhere)

Workshop activity: Brainstorm together and review what materials you currently have (slides, photos, texts, lecture notes, etc.) and how much of that is open and free of copyright restrictions or fees.

Discuss & jot down notes
If you wanted to start tomorrow, could you make your own textbook with the materials you have?
If not, what would you need to make it possible?
Some examples of things you might need:
- Platform
- Institutional knowledge or support (ESI; UB)
- Design or visualization help
- Information about writing or organizing textbooks
- Copyright help
- Better or reusable materials (photos, diagrams, etc.)
- Web knowledge or support
- Other

Extra: What would it mean for you and/or your students if you could use an open, updatable self-created textbook? Which medium would be best for your students? Paper textbooks could be designed for notetaking and easy reading; digital textbooks could contain interactive content like tests/quizzes or videos.
Are you in a rapidly-developing field? Are the textbooks or copyrighted articles in your area quickly out of date?

5. How could you use data/information from the Open Syllabus Project for your own research or teaching (or career!)?

Materials: https://blog.opensyllabus.org/about-the-open-syllabus-project/;
pre-reading for inspiration:
https://www.fastcompany.com/90376685/this-historic-map-of-6-million-syllabi-reveals-how-college-is-changing;
https://blogs.lse.ac.uk/impactofsocialsciences/2019/09/10/open-syllabus-explorer-evidencing-research-based-teaching/

Workshop activity/ies:

1. Explore together which academic journals feature most frequently in syllabi in your field and in your country. Teachers: Do you search these journals yourself or recommend them to your students? Support staff: Are the journals available through the library system? Are the journals listed in the departmental or discipline-specific LibGuides (or similar)?
Are there Open Access alternatives available? (Tip: You can use a filter on the Open Syllabus website to search for materials that have open licenses.)

2. Vanity search together! Explore the impact of your own research output.

   Consider and discuss: How are your articles or other works being used in courses across the world? How could your research reach other teachers and students? What help can or could the university offer you in this area?

3. Investigate together the possibilities for student projects, assignments or learning/teaching moments using data/information from Open Syllabus. Come up with a scenario unique to your course.

   Examples:
   - Challenge students to investigate and analyze the extent to which current political talking points may be accurate (and how data can be used to answer questions about current events). For an example, see this article's section on *The Communist Manifesto*.
   - Use the Open Syllabus citation graph to highlight cross-disciplinary research or current trends in your field.

4. Discuss and note down how data/information from the Open Syllabus Project could be used to help shape the University Library's collection or your own course readings.

6. How would your course look if you made *everything* open?

Materials: Past or current syllabus with reading list, overview of assignments/assignment types, visual aids, etc.; internet; examples of open courses for inspiration (like

http://www.cs.rug.nl/svcg/VIS/Overview or
https://ocw.tudelft.nl/courses/information-literacy-i/subjects/level-1/)

Workshop activity: Work together & examine the various aspects & elements of your course's design, including related materials, such as:
- Structure
- Readings
- Visual aids/slides
- Images
- Videos
- Platform for course materials
- Assessment types/teaching moments
- Syllabus

For each point, discuss & jot down notes
Teachers: Compare your course to an open course, like the ones listed above. What would it take to make your course completely open? Would it work? How much effort would it take? What possibilities do you see for enriching your course with open materials? What kind of support would you need from the university?

Examples:
- **Structure** - Is your course lecture-based? Using an open course platform, could this be done differently? How? Who can help?

- **Readings** - How much of your course material is copyright restricted? How much effort would it take to find open access alternatives? Are suitable alternatives even available?

- **Images** - Could you change all your visuals from restricted license to open? What would make this process easier? Are you already familiar with copyright basics?

- **Assessment types/teaching moments** - In the TUDelft example above, skills training has been moved from the classroom to an open, online platform. If you teach the same class on a frequent basis, are there elements that could be moved to an online platform (like skills training or library instruction), so your classroom time can be spent on content?