Open Educational Resources (OER)

- Welcome and Introductions
  - Isabelle Turmaine, IAU Director, Information Projects and Services, i.turmaine[@]iau-aiu.net
  - Project on the role of the academic librarian in the development of OER worldwide
  - Currently drafting IAU information strategy and reviewing IAU Statement on Universities and ICTs (2004)

- Aims of the presentation
  - To explain the concept of OER: Definitions and illustrated key words
  - To tell a brief history of the movement
  - To give reasons for taking up OER
  - To set the scene for my colleagues’ presentations
  - Hopefully, to give you feed for thoughts and questions
Open Educational Resources (OER)

• **Definitions**
  - Teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation and distribution (UNESCO)
  - Educational resources that can be used without the need to pay royalties or licence fees (OER Africa)
  - OER are a means of content creation and sharing. They do not as such lead to degrees nor provide academic/administrative support to students. Yet, OER are used in distance education and e-learning

• **Keywords**
  - Free of charge: Public domain or **open (CC) licences**; Portable: Can be used on any support including paper; Adaptable: Can be used in totality or just parts or even part; adapted to the environment, field of study; context; students; etc.
  - Quality assured: Submitted to the world and adapted; and Intellectually protected: Source must be cited
Open Educational Resources (OER)

• Brief History

  • The OER term was first adopted at UNESCO's 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries.
  • The OER movement emerged in the late 20\textsuperscript{th} century with the collapse of distinctions between F2F and distance education; the growth in the use of ICTs in education; the emergence of open source and open access;
  • It gained momentum with MIT’s placing of its courses online in the framework of its OpenCourseWare (OCW) project.
  • The OpenCourseWare Consortium, founded in 2005 to extend the reach and foster the development of open course materials has some 300 members worldwide.
  • MOOCs (first mentioned in 2008): Massive open (but not all are adaptable and re-usable) online courses seemed to have taken over the OER movement
Open Educational Resources (OER)

- Creative Commons Licences
  - **Cc by attribution**: can be distributed, adapted, built upon, even commercially, as long as credit is given to the source of the original creation
  - **Cc by attribution share alike**: Same as above + the new creation has to be licensed under identical terms
  - **Cc by attribution non-commercial**: can be non-commercially distributed, adapted, built upon, as long as credit is given to the source of the original creation
  - **Cc by attribution non-commercial share alike**: Same as above + the new creation has to be licensed under identical terms
  - **Cc by attribution no derivatives**: can only be distributed unchanged
  - **Cc by attribution non-commercial no derivatives**
Open Educational Resources (OER)

• **OER’s advantages**
  • Eliminates unnecessary duplication of efforts
  • Offers the possibility of mixing; adapting and extracting asset(s)
  • Removes costs and problems posed by copyrights
  • Improves the quality of teaching and learning materials

• **OER’s transformative educational potential**
  • Can reach a larger population of students regardless of location, available space, lack of teachers, disability, age, professional activity, time with an increased availability of quality, relevant, less costly learning materials (access)
  • Allows for active students’ participation (success)
  • Develops lifelong learning and helps to build capacities and Advances knowledge (knowledge societies)
The role of academic librarians

- OER are linked to the Open access movement, supported by librarians worldwide from its inception (IFLA Statement);
- OER are mostly developed at university level;
- Despite their advantages, OER are not as widespread as expected and MOOCs seem to have taken the lead;
- Academic librarians, because of their position at the core of higher education institutions, could be the right go between for their development;
- Librarians need to reposition their activities within increasingly connected information societies;
- Librarians’ training is OER-related: they are taught how to search for the right information on a variety of supports; train people to find appropriate information; deal with copyright issues; manage repositories; and index documents for dissemination and easy retrieval.
THANK YOU FOR YOUR ATTENTION

Questions?
Comments?
Information to share?

Contact: i.turmaine@iau-aiu.net
http://www.iau-aiu.net
OPENNESS AT THE UNIVERSITY OF CAPE TOWN

Laura Czerniewicz
Director: OpenUCT Initiative
@czernie
laura.czerniewicz@uct.ac.za
SOME PREMISES

- OERs overlap with Open access and Elearning
- OER part of a broader open movement
- Innovation usually starts with soft funding (external & internal)
- Institutional context and culture critical to how OER and open agenda play out
INSTITUTIONAL CULTURAL TYPES

Collegium

Bureaucracy

Enterprise

Corporation

Policy definition: Loose

Policy definition: Tight

Control of implementation: Loose

Control of implementation: Tight

INSTITUTIONAL CULTURAL TYPES

Policy definition: Loose
Control of implementation: Loose

Enterprise

Bureaucracy

Policy definition: Tight
Control of implementation: Tight

Corporation
THE COLLEGIUM TYPE

- Characterised by
  - loose institutional policy definition
  - informal networks and decision arenas
  - and innovation at the level of the individual or department. (McNay 1995)

- The organisational response
  - 'laissez faire', few targeted policies or processes (Rossiter, 2007).
  - Core value of collegium is freedom

- Defines organizational expectations in terms of freedom from external controls (Yee-Tak 2006)
University of Cape Town

- Oldest South African university
  - Top ranked African university
  - QS World University Rankings
  - The Times Higher Education World University Rankings
  - Academic Ranking of World Universities

- Medium sized
  - +/- 25 500 students
  - 982 permanent academics (of 5 442 total staff)
Strategic approaches

- Individual agency/ control
- Maximum flexibility
- Network / community building
- Enabling environment
- Champions at different levels

Collegium culture:
loose institutional policy definition
informal networks and decision arenas
and innovation at the level of the individual or department.
(McNay 1995)
HISTORICALLY

- Opportunities for open agenda in the eLearning space (CHED) (rather than OA)
  - Contributed to change strategy
- No institutional repository
MULTIPLICITY

- Multiple strategies
- Many small sites of innovation and activity, aiming for agglomeration across the institution, to achieve critical mass
- Develop networks and build community
- Aim for enabling policies
- Aim for agency + assistance
- Change at all levels of the university
Open education at UCT

2007
2008
2009
2010
2011
2012
2013
2014
2015
Open education at UCT

- Scholar
- Scholar
- Scholar
- Scholar

2007
2008
2009
2010
2011
2012
2013
2014
2015
The OpeningScholarship Project

The OpeningScholarship project was established in July 2007 and is hosted by the Centre for Educational Technology (CET) at the UCT. It is funded by the Shuttleworth Foundation and its main aim is to explore the opportunities that ICTs and open dissemination models could offer for enhanced communication and more effective knowledge dissemination in one South African university, namely UCT.

The context for the overall investigation is provided by a set of national and international environmental scans of current policies and practices and new developments in scholarly communications for research, teaching and learning and social responsiveness. The project then investigates a South African university – the University of Cape Town – to explore how a South African university is responding to the use of ICTs, new communication channels and open and collaborative approaches for knowledge dissemination within the university community, nationally and internationally. Twelve case studies were undertaken at UCT, four of which focused on research dissemination, five on teaching and learning, and three on social responsiveness. These case studies are contextualised in the institutional reports reporting on ICTs and open dissemination at UCT. These institutional reports, together with the national and international scans, various seminars and conference papers produced from this project form the final project output.

Project outputs

Executive summary

Executive summary: The OpeningScholarship Project

Institutional reports

Institutional Report 1: Delivering a research mission in an ICT-mediated information age: The case of the University of Cape Town
Institutional Report 2: Sketching the terrain: Open Educational Resources for teaching and learning at the University of Cape Town

Position papers

Paper 1: International environmental scan of the use of ICTs for research communications in higher education
Paper 2: National environmental scan of South African scholarly publishing
Paper 3: International environmental scan of the use of ICTs for teaching and learning in higher education
Paper 4: National environmental scan of the use of ICTs for teaching and learning in higher education in South Africa
Paper 5: International environmental scan of the use of ICTs for community engagement in higher education

Case studies

Case Study 1: South African Review of Sociology
Case Study 2: Feminist Africa
Case Study 3: LitNet and OnScreen
Case Study 4: UCT Press
Case Study 5: Mobile learning
Case Study 6: Simulations for visualisation of complex processes and principles in chemical engineering and in physics
Case Study 7: Interactive spreadsheets
Case Study 8: Custom-designed virtual experiment in fracture mechanics in Mechanical Engineering
Case Study 9: Social simulation in International Law
Case Study 10: The Health and Human Rights Programme
Case Study 11: Cell-Life
Case Study 12: Masizikhulise

Toolkit

Download toolkit: MSWord version
Open education at UCT

2007
2008
2009
2010
2011
2012
2013
2014
2015
WELCOME TO THE UCT KNOWLEDGE CO-OP WEBSITE

For many years, staff and students at the University of Cape Town (UCT) have worked in partnership with communities to address development challenges.

The UCT Knowledge Co-op builds on this tradition of social responsiveness – and aims to make it easier for community partners to access UCT’s skills, resources and professional expertise. The Knowledge Co-op helps initiate joint projects that benefit both the community and the university. It links community groups with appropriately qualified staff and students at UCT, and it supports both partners throughout the project – from initial planning to final product.

Current projects include:

- A student investigating how best to help patients adhere to HIV treatment;
- Students setting up websites and blogs for community groups;
- Staff advising a municipal department on changing its library into a modern electronic knowledge management centre; and
- Students and staff helping to evaluate an NGO programme that uses radio to empower children.

If you are keen to GET INVOLVED, see the appropriate webpage as well as our list of AVAILABLE PROJECTS.
The UCT OpenContent directory is the web portal for accessing open teaching and learning content from the University of Cape Town. Read More
A Manual of Online Molecular Biology Techniques

‘The past is unpredictable’: South African history and the understanding of the constitution

Studying at University: A guide for first year students

EEE4084F Digital Systems

All Kinds of OERs
Open education at UCT

2007
2008
2009
2010
2011
2012
2013
2014
2015

Opening Scholarship

Scholar ↔ Scholar
Scholar ↔ Student
Scholar ↔ Community

Opening Scholarship

OER UCT
Sharing Educational Resources

Health OER Project

UCT Knowledge Co-op
To OER, Or Not To OER?

Interview with OER Author and MOOC Instructor for “Instructional Methods in Health Professions Education”

Author: Dave Malicke, Open Education Operations Specialist, Medical School Information Services, University of Michigan

In August 2013, Dr. Caren Stalburg and her course “Instructional Methods in Health Professions Education” joined the University of Michigan massive online open course (MOOC) collection on Coursera. Her course is the first MOOC from University of Michigan to apply Creative Commons licenses to all of its downloadable materials. This means that the materials are licensed for remixing and reuse by students and educators for their own teaching and learning purposes. The legal remix and reuse options made available by the Creative Commons licenses have not been integrated into the Coursera platform yet, so it is especially impactful that Dr. Stalburg has chosen to share the resource via Coursera and via University of Michigan open educational resources.
Open education at UCT

2007 - Scholar
2008 - Scholar
2009 - Scholar
2010 - Scholar
2011 - Scholar
2012 - Scholar
2013 - Scholar
2014 - Scholar
2015 - Scholar

Opening Scholarship

OER UCT
Sharing Educational Resources

Health OER Project

The OpenUCT Initiative
Copyright in an academic library context: Part 2

Blog post by Kyle Rother
10 June 2014

Understanding the two smaller c's

It would be unfair (and largely incorrect) to say that the concept of a knowledge commons is a product of the information age – sharing of and access to information and knowledge have always been foundational principles in organisations like libraries and universities. However, the rise of the internet has certainly provided impetus to the idea, and brought the commons to the people. Access to information need no longer be mediated by institutions or academics. Anyone with access to the internet has a means to engage with and reiterate information from its source, and to generate and disseminate new information and content of their own.

In the context of copyright, this...

Read more

News

OpenUCT hits 200 likes on Facebook
On 20 May 2014, the OpenUCT Initiative welcomed its 200th Facebook fan! An opportune moment to send a big thanks to all of you who currently...

OpenUCT OER Grants 2014: Deadline 31 March
The Centre for Innovation in Teaching and Learning (CILT) and ...

Opening Up a Collaboration: ADU-OpenUCT postdoc
We at OpenUCT are excited to be working with the

Forthcoming Events

Open Data Unconference 2014
The South African Open Data unconference will be held in Cape Town, South Africa, from 30 June to 1 July 2014.

"How can we...

Open Knowledge Festival 2014
The OKFestival 2014 will take place from 15-18 July in Berlin, Germany. Join the world's largest open knowledge event and celebrate the 10th...
UCT Open Education Activities

- Small grants for OERs
- Student OER Project
- Events (40+ events in 2013 alone)
  - Advocacy
  - Development and training
- Policy engagement
- Technical development
INCENTIVES: SMALL GRANTS

The OPENUCT Initiative is offering grants of up to R10 000 for staff AND STUDENTS to develop or adapt teaching materials for sharing as Open Educational Resources in the OpenContent directory.

Deadline: 20 April 2012 For more details go to: http://openuct.uct.ac.za/openuct-grants
IP POLICY

- Work enabled by new UCT IP Policy
  - Specifically addresses issues relating to the creation of OER resources and the licensing processes to be followed
  - Expressly states the support for publication of materials under Creative Commons licenses
Growth of Open Content

<table>
<thead>
<tr>
<th>Source / Medium</th>
<th>Visits</th>
<th>% New Visits</th>
<th>New Visits</th>
<th>Bounce Rate</th>
<th>Pages / Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>google / organic</td>
<td>66,112</td>
<td>85.12%</td>
<td>56,277</td>
<td>75.64%</td>
<td>1.70</td>
</tr>
<tr>
<td>uct.ac.za / referral</td>
<td>49,078</td>
<td>74.41%</td>
<td>36,520</td>
<td>46.70%</td>
<td>3.10</td>
</tr>
<tr>
<td>(direct) / (none)</td>
<td>35,686</td>
<td>76.16%</td>
<td>27,178</td>
<td>63.52%</td>
<td>2.32</td>
</tr>
<tr>
<td>ocwconsortium.org / referral</td>
<td>18,100</td>
<td>86.49%</td>
<td>15,654</td>
<td>65.40%</td>
<td>2.05</td>
</tr>
<tr>
<td>oercommons.org / referral</td>
<td>2,615</td>
<td>84.02%</td>
<td>2,197</td>
<td>66.42%</td>
<td>2.01</td>
</tr>
<tr>
<td>education-portal.com / referral</td>
<td>1,900</td>
<td>89.63%</td>
<td>1,703</td>
<td>72.74%</td>
<td>1.89</td>
</tr>
<tr>
<td>cet.uct.ac.za / referral</td>
<td>1,559</td>
<td>58.69%</td>
<td>915</td>
<td>41.82%</td>
<td>3.73</td>
</tr>
<tr>
<td>lib.uct.ac.za / referral</td>
<td>1,515</td>
<td>73.73%</td>
<td>1,117</td>
<td>48.91%</td>
<td>2.96</td>
</tr>
<tr>
<td>drupal.org / referral</td>
<td>1,471</td>
<td>79.61%</td>
<td>1,171</td>
<td>78.04%</td>
<td>1.43</td>
</tr>
<tr>
<td>facebook.com / referral</td>
<td>1,426</td>
<td>70.97%</td>
<td>1,012</td>
<td>71.46%</td>
<td>1.85</td>
</tr>
</tbody>
</table>
184 countries

USA: 21,437
UK: 5,980
Germany: 1,632
India: 6,010
Philippines: 2,134
Australia: 1,892
Brazil: 1,564
South Africa: 91,281

Thanks to Glenda Cox for slide
70 chapters written by international experts free of charge

Translations into Portuguese, Spanish & French

Chapters have been downloaded 260,000 times

A rate of >700 chapters per day

A chapter is downloaded every 2.2 minutes
Online Lectures

YouTube channel view count is nearing 200,000

Almost a 1000 videos online
OCW CONSORTIUM ANNOUNCES 2014 WINNERS OF INDIVIDUAL AWARDS FOR OPENCOURSEWARE EXCELLENCE

Posted by Marcela Morales on Monday, February 24th, 2014

February 24, 2014 – The OpenCourseWare Consortium has announced the 2014 winners of individual Awards for OpenCourseWare Excellence (ACE).

*Anka Mulder*, Vice-President for Education and Operations at TU Delft is the recipient of one of the two OpenCourseWare Consortium’s *Leadership ACE* given this year. Anka Mulder has always been a champion in Open Education. It’s through her efforts that TU Delft is now able to realize the open education ideal on both national and international level, which has even led to openly licensed DelftX (EdX) MOOCs.

*Prof. Fred Mulder*, UNESCO/ICDE Chair in OER at the Open Universiteit in the Netherlands and former Rector of OUNL is the second recipient of the OpenCourseWare Consortium’s *Leadership ACE* for his work in promoting Open Educational Resources as an important instrument for Lifelong Open and Flexible (LOF) learning and for his leadership in establishing OER global networks.

*Dr. Juan Klopper*, Professor of Health Science at *University of Cape Town*, South Africa is the recipient of the OpenCourseWare Consortium’s *Educator ACE* for his innovative work in sharing teaching materials and inspiring others to do the same.
Matumo Ramafikeng’s OER published in the Journal of Occupational Therapy of Galicia, an open access journal for occupational therapists in the Spanish speaking world.
Open education at UCT

Opening Scholarship

2007
2008
2009
2010
2011
2012
2013
2014
2015 +

Health OER Project

The OpenUCT Initiative

Mainstreamed
SYMBOLIC SUPPORT

- At senior level
  - DVC signs Cape Town Declaration (2008)
  - VC signs Berlin Declaration (2011)
The widespread availability of open education resources, open content, open courses etc. from the global north is both an opportunity and a concern as there is an equally urgent need for local teaching and learning resources to be made freely available online.

The University encourages Employees and Students to make all forms of works of scholarship available ... This includes (but is not limited to) essays, books, conference papers, reports (where permitted by a funder of the research leading to the report), educational resources, presentations, scholarly multi-media material, audio-visual works and digital representations of pictorial and graphical materials.

An Author must deposit an appropriate version of Scholarly Publications into an officially designated Institutional Repository or into an acceptable curatorial system which can be harvested by UCT.

A Student shall either through self-archiving or assisted archiving upload the final corrected version of their thesis or dissertation into the officially designated Institutional Repository prior to graduating.
INTEGRATED NEW REPOSITORY
CONCLUSION

- A steady upswell and buy-in
- Acceptance of non-linear organic process
- Slow approach more likely to be sustainable & effective
- Integration of resourcing requirements into existing structures
- A research-based approach to inform strategy
- Shift from soft funded projects to mainstream
REFERENCES

Open Educational Resources: What they are, where to find them?

Maha Bali, PhD
bali[@]aucegypt.edu
Associate Professor of Practice, Center for Learning and Teaching, American University in Cairo

June 17, 2014
OER

- What are they?
- Ways to use them
- Creative Commons
- OER Commons
- MERLOT
What are OERs?

- teaching and learning materials that you may freely use and reuse, without charge;
- authored or created by an individual or organization that chooses to retain few, if any, ownership rights.

Adapted from OER Commons: http://www.oercommons.org/about
What are OERs? Cont’d

- For some of these resources:
  - download & share with colleagues and students
  - download, edit & then re-post it as a remixed work.

- OER often have a Creative Commons or GNU license that state specifically how the material may be used, reused, adapted, and shared.

Adapted from OER Commons: http://www.oercommons.org/about
Examples of OERs

- Full university courses, complete with readings, videos of lectures, homework assignments, and lecture notes.
- Interactive mini-lessons and simulations about a specific topic, such as math or physics.
- Adaptations of existing open work.
- Electronic textbooks that are peer-reviewed and frequently updated.
- Elementary school and high school (K-12) lesson plans, worksheets, and activities that are aligned with state standards.

Quoted from OER Commons: http://www.oercommons.org/about
Ways to Use Them

- Supplemental material for students to use outside class
- Include in your own class
- Adapt and re-use as substantive parts of class

Note: you can consider contributing your own material as OER; or if you come across OER material that is not on one of the repositories, you could submit it
THE GLOBAL CC COMMUNITY: BUILDING A MORE OPEN WORLD

Learn about a Finnish team building a CC plugin for WordPress, a booksprint in Morocco, and much more. Take a tour of the CC communities in Africa, the Arab world, Asia-Pacific, Europe, and Latin America.

Photo: Earth - Global Elevation Model with Satellite Imagery (Version 3) / Kevin M. Gill / CC BY-SA

Take a tour of CC’s affiliate network and learn how to get involved in your community.

Mission

WHAT IS CREATIVE COMMONS?

Creative Commons helps you share your knowledge and creativity with the world.

Creative Commons develops, supports, and stewards legal and technical infrastructure that maximizes digital sharing.

License

HOW CAN I LICENSE MY WORK?

There is no registration to use the Creative Commons licenses. Licensing a work is as simple as selecting which of the six licenses best meets your goals, and then marking your work in some way so that others know that you have chosen to release the work under the terms of that license.

Explore

LOOKING FOR CREATIVE WORKS?

Looking for music, video, writing, code, or other creative works?

Creative Commons has got you covered. Search for creative work through sources like Google and Flickr right here.
Why not search Google or CC?

- Search not necessarily narrowed by “educational” (though CC has an OER tag section)
- Miss the community aspect of evaluating the work
- I still search via CC for things like images, etc.
http://www.oercommons.org/
INTERNET PRIVACY: A PERSONAL & POLITICAL ISSUE

Submitted by Jinnie Spiegler on Sat, 07/06/2013 - 08:37
Area: Current Issues
Subject: Social & Emotional Learning
Grade Level: High School
Middle School
Topic: Civil Liberties
Critical Thinking
Tags: privacy
internet
technology

Description:
This interactive lesson, students consider the issue of internet privacy, both in their own lives and in society, including government spying, parental monitoring, and corporate tracking of consumers. What is the connection and potential conflict between safety and privacy, both on a personal and institutional level?
www.MERLOT.org
Using MERLOT

- You don’t need to register/login, but if you do, you get the opportunity to:
  - Save items you like to your “collections”
  - Contribute by rating items
  - Contribute in discussions, sharing your ways of using materials, etc.
Contributing to MERLOT

- Contribute material (created by you, or others)
- You can also volunteer to be a MERLOT peer reviewer of materials
Searching or Browsing...
Advanced Search options...
Browsing examples from different disciplines
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Author</th>
<th>Date Added</th>
<th>Date Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNA from the Beginning</td>
<td>DNA from the Beginning is an animated tutorial on DNA, genes and heredity. The science behind each concept is explained using...</td>
<td>Cold Spring Harbor Laboratory</td>
<td>Apr 11, 2000</td>
<td>Jun 16, 2014</td>
</tr>
<tr>
<td>Crisis at Fort Sumter</td>
<td>“Crisis at Fort Sumter” is an interactive historical simulation and decision making program. Using text, images, and sound...</td>
<td>Richard B. Latner</td>
<td>Mar 26, 2003</td>
<td>May 16, 2014</td>
</tr>
<tr>
<td>LangMedia Foreign Language Media Archive</td>
<td>This site presents information on culture and language in different regions of the world as well as videos and audio taken...</td>
<td>Lang Media</td>
<td>Jan 10, 2002</td>
<td>Dec 05, 2013</td>
</tr>
<tr>
<td>Virtual Chemistry Laboratory</td>
<td>Here's your chance to mix chemicals without wearing safety goggles. You won't spill any acid on the spectrometer in this lab...</td>
<td>The IYDum Project, David Yaron</td>
<td>Apr 12, 2001</td>
<td>Jun 11, 2014</td>
</tr>
<tr>
<td>WebQuest Page</td>
<td>Bernie Dodge of San Diego State University developed the idea of WebQuests to teach students how to effectively use the...</td>
<td>Bernie Dodge</td>
<td>Aug 25, 2000</td>
<td>Jun 15, 2014</td>
</tr>
<tr>
<td>Ojala que llueva cafe</td>
<td>A guided-reading selection in Spanish based on a song by Dominican artist Juan Luis Guerra, optional translation provided...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DNA from the Beginning

DNA from the Beginning is an animated tutorial on DNA, genes and heredity. The science behind each concept is explained using... see more

Material Type: Simulation
Author: Cold Spring Harbor Laboratory
Date Added: Apr 11, 2000  Date Modified: Jun 16, 2014

Crisis at Fort Sumter

“Crisis at Fort Sumter” is an interactive historical simulation and decision making program. Using text, images, and sound,... see more

Material Type: Simulation
Author: Richard B. Latner
Date Added: Mar 26, 2003  Date Modified: May 16, 2014

LangMedia Foreign Language Media Archive

This site presents information on culture and language in different regions of the world as well as videos and audio taken... see more

Material Type: Simulation
Author: Lang Media
Date Added: Jan 10, 2002  Date Modified: Dec 05, 2013

Virtual Chemistry Laboratory

Here’s your chance to mix chemicals without wearing safety goggles. You won’t spill any acid on the spectrometer in this lab.... see more

Material Type: Simulation
History: Crisis at Fort Sumter

Crisis at Fort Sumter

"Crisis at Fort Sumter" is an interactive historical simulation and decision making program. Using text, images, and sound, it reconstructs the dilemmas of policy formation and decision making in the period between Abraham Lincoln's election in November 1860 and the battle of Fort Sumter in April 1861. The program primarily focuses on Lincoln, both as President-elect and as President. Viewers place themselves in Lincoln's position, consider the events that transpire, and choose a course of... More

Material Type: Simulation
Date Added to MERLOT: March 26, 2003
Date Modified in MERLOT: May 16, 2014

Author:
Richard B. Latner
Tulane University

Submitter: Cynthia Poe

Rate this material
Create a learning exercise
Add accessibility information
Add to a personal collection

Peer Reviews: ★★★★★
User Rating: ★★★★★
Discussion (7 Comments)
Learning Exercises (3)
Personal Collections (103)
Accessibility Info (none)

Editors' Choice
MERLOT Classics

Go to material Discuss this Material

Translate this page
Crisis at Fort Sumter

Background

Dilemmas of Compromise
Dec. 3, 1860 - March 3, 1861

Lincoln's Inaugural Address
March 4, 1861

Initial Problems of Forts Pickens and Sumter
March 5 - March 18, 1861

Hesitation and Decision
March 19 - March 29, 1861

Final Orders
March 31, 1861 - April 6, 1861

And the War Came
April 7 - April 12, 1861

Aftermath
April 13, 1861 - April 14, 1865

Reflections

Introduction | Text Menu | Bibliography
Production Credits
DNA from the Beginning

DNA from the Beginning is an animated tutorial on DNA, genes and heredity. The science behind each concept is explained using animations related to DNA topics, an image gallery, video interviews, problems, biographies, and links related to DNA. There are three sections, Classical Genetics, Molecules of Genetics and Organization of Genetic Material. Key features are the clear explanations of classical experiments and the excellent photographs of researchers and their labs. For information and... More

Material Type: Simulation
Technical Format: Excel
Date Added to MERLOT: April 11, 2000
Date Modified in MERLOT: June 16, 2014

Author: Cold Spring Harbor Laboratory
Submitter: Jeff Bell
Keywords: genetics, DNA, History about DNA, genes, DNA models

Peer Reviews: ★★★★★
User Rating: ★★★★★
Discussion (50 Comments)
Learning Exercises (10)
Personal Collections (423)
Accessibility Info (none)

Rate this material
Create a learning exercise
Add accessibility information
Add to a personal collection
An animated primer of 75 experiments that made modern genetics.

<table>
<thead>
<tr>
<th>Classical Genetics</th>
<th>Molecules of Genetics</th>
<th>Genetic Organization and Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 DNA and proteins are key molecules of the cell nucleus.</td>
<td>20 A half DNA ladder is a template for copying the whole.</td>
<td>25 Some viruses store genetic information in RNA.</td>
</tr>
<tr>
<td>16 One gene makes one protein.</td>
<td>21 RNA is an intermediary between DNA and protein.</td>
<td>26 RNA was the first genetic molecule.</td>
</tr>
<tr>
<td>17 A gene is made of DNA.</td>
<td>22 DNA words are three letters long.</td>
<td>27 Mutations are changes in genetic information.</td>
</tr>
<tr>
<td>18 Bacteria and viruses have DNA too.</td>
<td>23 A gene is a discrete sequence of DNA nucleotides.</td>
<td>28 Some types of mutations are automatically repaired.</td>
</tr>
</tbody>
</table>
A half DNA ladder is a template for copying the whole.

In 1958, we published results that supported this model. As you will see, our experiment made clever use of nitrogen isotopes and "density gradient" centrifugation.
The Authentic Assessment Toolbox is a tutorial for learning all about authentic assessment. It is presented with hypertext and features creating authentic tasks, rubrics and standards for measuring and improving student learning. What is authentic assessment? Why do we need it? How do you do it? Answers to these questions as well as information on Standards, Rubrics, Portfolios, and Examples can be found here. Educators at all levels will find this site useful.

Go to material  
Discuss this Material

Material Type: Tutorial
Date Added to MERLOT: January 06, 2003
Date Modified in MERLOT: May 05, 2014
Author:
Jon Mueller
North Central College, IL
Submitter: Chris Guenter
[Report Broken Link]  [Report as Inappropriate]

CSU
MERLOT is a program of the California State University.
System partnering with education institutions, professional societies, and industry.

® 1997-2014 MERLOT All Rights Reserved

Contact MERLOT

Microsoft Translator

Translate this page: Spanish  
	Search Terms  Search

12:50 AM  
6/17/2014
Welcome
to the Authentic Assessment Toolbox, a how-to text on creating authentic tasks, rubrics, and standards for measuring and improving student learning. Inside, you will find chapters on

What is it?
A good place to start -- In this chapter I identify the characteristics, strengths and limitations of authentic assessment; compare and contrast it with traditional (test-based) assessment.

Why do it?
Why has authentic assessment become more popular in recent years? When can it best serve assessment needs?

How do you do it?
After a brief overview, follow a detailed, four-step process for creating an authentic assessment.

All good assessment begins with standards: statements of what we want our students to know and be able to do.
Analyzing Political Cartoons

It's No Laughing Matter: Analyzing Political Cartoons

This is an interesting learning activity from the Library of Congress on the subject of political cartoons. This would be appropriate for Social Studies, Humanities, Government, Journalism or History classes. Students are taught how to analyze and decode cartoons and about persuasive techniques often employed by political cartoonists to promote their individual message such as symbolism, exaggeration and analogy. Students view... More

Go to material Discuss this Material

Material Type: Collection
Date Added to MERLOT: February 13, 2007
Date Modified in MERLOT: April 09, 2014

Author: The Library of Congress
Submitter: Christina Gardner
[Report Broken Link] [Report as Inappropriate]

About
Primary Audience: Middle School, High School

Quality
Peer Reviews: ★★★★★
User Rating: ★★★★★
Discussion (7 Comments)
Learning Exercises (2)
Personal Collections (46)
Accessibility Info (none)

Rate this material
Create a learning exercise
Add accessibility information
Add to a personal collection

Connections

Translate this page Spanish
Microsoft® Translator

Contact MERLOT
© 1997–2014 MERLOT All Rights Reserved
It's No Laughing Matter

Overview | About This Activity | Learning Activity | Cartoon Analysis Guide | Learn More About Political Cartoons | Resources for Teachers

What makes funny cartoons seriously persuasive?

Cartoonists' persuasive techniques do. All cartoonists have access to a collection of tools that help them get their point across. Some of these techniques work "behind the scenes." You might not even notice them unless you know what you are looking for. In this activity, you'll get to take apart real-world cartoons—and learn how to spot the methods behind the message.

About This Activity
Learning Activity (Requires Flash plug-in)
Cartoon Analysis Guide
Learn More About Political Cartoons
Resources for Teachers
Search Engines for OER

- [http://www.berknergroup.com/blog/search-engines-for-open-educational-resources](http://www.berknergroup.com/blog/search-engines-for-open-educational-resources)