INTeach

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Innovative and Open Pedagogies in C_VET learning

MODULE 3

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Welcome to Module 3

Innovative and Open Pedagogies in C_VET learning

In this MODULE you will learn about Open Pedagogies, how to engage and support students in digital learning, how to make them creators of information and how to include them in the making of digital class material.

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LEARNING OBJETIVES

After completing this MODULE, you will be able to...

Select the most suitable methodological strategies for digital learning and Open Pedagogies

Select the most suitable technological resources to facilitate learning

Engage and support students in open pedagogies

Include students in the creation of digital class material

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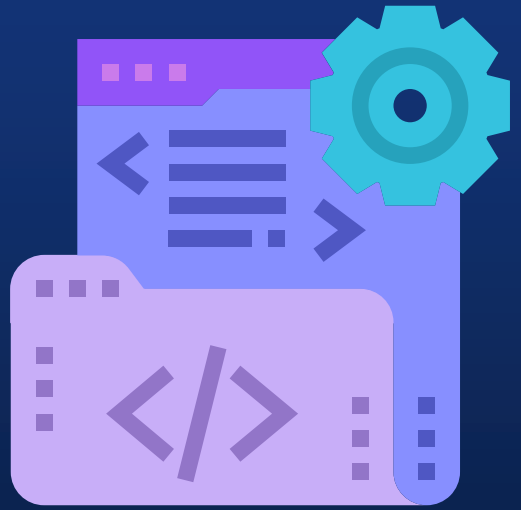
Digitalization and Innovation in C_VET learning



Continuing Vocational Education and Training

The main objective of Continuing Vocational Education and Training (C_VET) is to enhance the employability and personal development of people of working age, to contribute to the competitiveness of workers and companies.

CVET supports lifelong learning, integration and inclusion, employability and employment, mobility and better allocation of labour, innovation, productivity, competitiveness and growth. C_VET cannot be substituted with any other learning approach: higher education and initial VET are need to be complemented by C_VET to deliver their full effects (Cedefop, 2015).

To ensure a high quality CVET, trainers must have the needed competences.

C_VET trainer need to be able to:

- Program training actions for employment, adapting the characteristics and conditions of the training to the profile of the target group and to the actual employment situation.
- Select, elaborate, adapt and use didactic materials, means and resources for the development of training contents.
- Provide information and labor guidance and promoting the quality of vocational training for employment.
- Evaluate the teaching-learning process in training actions for employment.
- Deliver and tutor training actions for employment using didactic techniques, strategies and resources.

Typical common tasks of CVET trainers include, selecting appropriate training methods for developing practical skills in real work situations, planning and implementing training and assessing and providing feedback to trainees: **beyond just conveying vocational knowledge and skills, CVET trainers have to support workers in their practical learning** (Cedefop, 2015).

What is Innovation in CVET learning?

In “Innovation and Digitalisation: A report from the ET2020 Working Group on Vocational Education and Training” published in 2020 by the European Commission, they define Innovation in Vet learning as “**the use of new or significantly redesigned teaching and learning tools, methods or environments** (such as digital learning tools, for example) **or new organisational methods** (using new apps or software) **to improve the quality of VET and CVET in response to environmental sustainability, social and economic needs”.**

Innovation and digitalisation are directly affecting how people work, as well as the way in which they acquire knowledge.

The digital transformation in C_VET is being driven by advances in connectivity, the widespread use of devices and digital applications, the need for individual flexibility and the ever-increasing demand for digital skills.

One of the main challenges of the trainers of C_VET lies in the fact that they have to deal with very heterogeneous groups, with very different technological skills, and the COVID-19 crisis, which has heavily impacted C-VET system, has only accelerated this challenge.

The Covid-19 situation has led to a complete redefinition of the organizational elements of the teaching-learning process, including the role of the online teacher. This is also an opportunity for teachers not to do the same old things again using technology, but to promote a change in learning methodologies based on values and skills.

The COVID-19 pandemic has caused the sudden necessity of remote online learning, and we need **teachers and students** to be able to adapt to this new situation. Digital technologies can be found everywhere, and have become even more important for everyday life and work because of the pandemic. In both IVET and CVET there is a need for innovative responses in teaching and learning, so that we can deliver the skills we need socially, environmentally and economically.

During the pandemic, distance learning was widely used in VET, despite the challenges it posed for practice-oriented components the curriculum:

“Around two thirds of countries responding to the OECD/UIS/UNESCO/UNICEF/WB Special Survey report that all teachers in upper-secondary VET were required to teach remotely/online during school closures in 2020” (OECD 2021).

Many VET and C_VET teachers had limited experience in remote teaching before the pandemic, and therefore had to start remote teaching with limited skills to do so effectively.

According to the European Framework for the Digital Competence of Educators (DigCompEdu) educators need a set of digital competences specific to their profession in order to be able to seize the potential of digital technologies for enhancing and innovating education. It proposes 22 educator-specific digital competences organized in 6 areas:

- Professional engagement
- Digital Resources
- Teaching and learning
- Assessment
- Empowering learners
- Facilitating the digital competence of students

There is the need to invest more in educational technology, but also to train C_VET trainers to develop their digital competence, so that they can design and create training contents that are flexible enough to adapt to the different technological skills and knowledge of the learners.

C_VET trainers must transmit pedagogy before knowledge. They must help the students to obtain knowledge for themselves, motivating them in a context in which online training is vital.

What can C_VET TRAINERS gain through innovation and digitalization?

Digital technologies can help C_VET trainers to:

a) Increase students' motivation
b) Promote cognitive development
c) Provide interactive resources and real-life experiences for practice before entering the real work experience
d) Facilitate seeing what the students have learned
e) Provide means of communication and collaboration
f) Cater the learning material and resources to the needs and pace of each student
g) Have access to large data sets for research
h) Help to have continuity from learning from inside to outside the classroom
i) Help ensure that all students have equal access to the needed materials

ET 2020 VET Working Group (2020).

Different digital technologies have different effects on learning processes, and the same digital technology can also have different effects in the same learning process.

In educational environments, the way technology is used is what makes the difference.

One of the tools that can be used for digitalization and innovation in C_VET training, is the use of Open Pedagogies.

In educational settings, open methodologies have been used to bring the teaching/learning process closer to a real-life contexts, and have been used long before the Co-Vid outbreak. These are student-centred methodologies that seek to achieve curricular objectives through inclusive designs and classroom applications that use ICT as a resource. Nowadays, the challenges lies in adapting these open methodologies to the digital world, something for which trainers need to be prepared.

Some examples of open pedagogies

- **Flipped classroom:** A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to completed by the students independently at home. In this blended learning approach, face-to-face interaction is mixed with independent study, usually via technology.

- **The creation of portfolios:** the creation of online portfolios can has special interest in C_VET education, because they can have the added benefit of helping students meet career goals by providing an engaging representation of abilities, knowledge, and communication skills that could also be used as a part of a job application, or example.

- **Cooperative learning:** these teaching techniques are based on the organisation of the class into small heterogeneous groups, where students work together in a coordinated way to solve academic tasks and to deepen their own learning.

- **Collaborative learning:** learners develop their own learning strategies, set their own objectives and goals, and take responsibility for what and how they learn. Here the teacher's role is to support the learner's decisions.

Some examples of open pedagogies

- **Challenge based learning:** pedagogical approach that actively involves the student in a real and relevant problem situation, which implies the definition of a challenge and the implementation of a solution. A challenge is an activity, task or situation that provides the learner with a stimulus and a challenge to perform.

- **Problem based learning:** pedagogical strategy in which students are presented with a problem, which initiates a research process that will lead them to seek possible solutions to the situation. In order to solve the problem. In addition to learning the content required by the subject, students must be able to recognise what they know and what they should learn, understand the importance of working cooperatively and develop information analysis and synthesis skills.

- **Project-based learning:** set of learning tasks based on the resolution of questions and/or problems, which involves the learner in the design and planning of learning, decision making and inquiry processes. This gives learners the opportunity to carry out autonomous work most of the time, culminating in the production of a final product that will be presented to others.

- **Metacognition:** Methodologies that favour metacognition aim to provide an answer to the problems that students may have when managing their own cognitive processes and training them in using strategies that are considered relevant by current research.

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What is Open Pedagogy?

To understand what “Open Pedagogy” means, we need to define both components of the term:

OPEN

In this case, the word Open refers to “Open Educational Resources” (OER).

Open Educational Resources are defined by UNESCO as “any type of educational materials that are in the public domain or introduced with an open license.”

This permits the no-cost access, use, adaptation and redistribution of the material with no or limited restrictions.

PEDAGOGY

Pedagogy is a term that refers to the method used to teach and practice of teaching.

It’s about how we teach, rather than what we teach.

Open Pedagogy is the use of Open Educational Resources (OER) to support learning and the open sharing of teaching practices.

Its goal is to improve education and training at the institutional, professional, and individual level.

When you use open pedagogy in your classroom, you are inviting your students to be part of the teaching process and participate in the creation of knowledge.

Open pedagogy is also known as open educational practices (OEP).

To be considered an Open Pedagogy, the use of **Open Educational Resources** is a must.

OER can include textbooks, instructional materials, interactive simulations, lesson plans, full courses, and even complete degrees. A popular example of OER is open textbooks that are free to use, adapt and distribute. These books can be downloaded for no cost, or printed at low cost, as an alternative to expensive textbooks. Also, OER provide academic freedom to customize, localize, translate, and update as required, and can expand and enhance the academic offering of an institution.

OER are typically stored and distributed through web sites, platforms or repositories that provide search, view and download capabilities.

To be considered OER, the material must come with the **5R permissions**

RETAIN	The right to create, own, and control copies of the content.
REUSE	The right to use the content in a wide range of ways.
REVISE	The right to adapt, adjust, modify, or alter the content itself.
REMIX	The right to combine the original or revised content with other material to create something new.
REDISTRIBUTE	The right to share copies of the original content, the revisions, or the remixes with others.

Traditionally, students work hard on assignments that will be handed in to their instructor, graded, and then never seen again.

In Open Pedagogies, instructors might, for example, ask students to edit OER for redistribution, or have students openly license their own work for use by future students, thereby allowing their work to be shared with a more meaningful audience.

Open pedagogy tries to create more meaningful learning experiences using assignments based on OER, and this positions students as active participants in knowledge-sharing.

Learning Objects and Open Educational Resources

One of the advantages of **E-Learning** or **online training** it's also the possibility to manage **Learning Objects** according to the actual training purposes.

A **Learning Object** is a modular resource, usually digital and web-based, that can be used and re-used to support learning activities.

Learning Objects are a type of Open Educational Resource (OER) and can also be used in Open Pedagogies. They are more restrictive than OERs, because they can only be reused and/or reproposed, whereas OERs may be reused, re-purposed or modified.

With learning objects, you can:

- Reuse
- Repurpose them.

With open educational resources, you are able to:

- Reuse,
- Redistribute,
- Revise
- Remix.

Some advantages of using OER in your course:

- Students can access the materials anywhere at any time, as many times as they want.
- The material is easy to distribute with little or no cost.
- OERs can help students to stay connected to the what they have learned and continue with lifelong learning.
- OERs can complement the classroom material that was already available.
- OERs can enhance other course content. For example, audiovisual material can accompany text-based content. Presenting information in multiple formats can help students to learn more easily.
- OER can be improved continually. They can be improved quicky through direct editing, unlike textbooks and other static sources of information.
- There is de possibility of taking existing OER and adapt it for a class.

But Open Education is not limited to just using Open Educational Resources.

It also relies on the use of **open technologies** that facilitate collaborative and flexible learning, as well as the open sharing of teaching practices so educators can benefit from the ideas of their colleagues.

The use of open methodologies implies in trainers the need of knowing and managing different virtual learning environments through the right digital pedagogy orientation, as well as knowing and handle tools and digital resources for the creation, editing and publication of digital content. Trainers need to be able to select the methodological strategies and the most suitable technological resources to facilitate learning based on the objectives, content and the technological capacities of the trainees.

Using open pedagogy in your classes doesn't have to be overly difficult, even if it's the first time you've heard the term.

To learn more about it and to know what you need to use it in your classes, we will now discuss the elements or "attributes" that form what is known as open pedagogy, which will also help you to identify which are the digital competences needed in Open Pedagogies.

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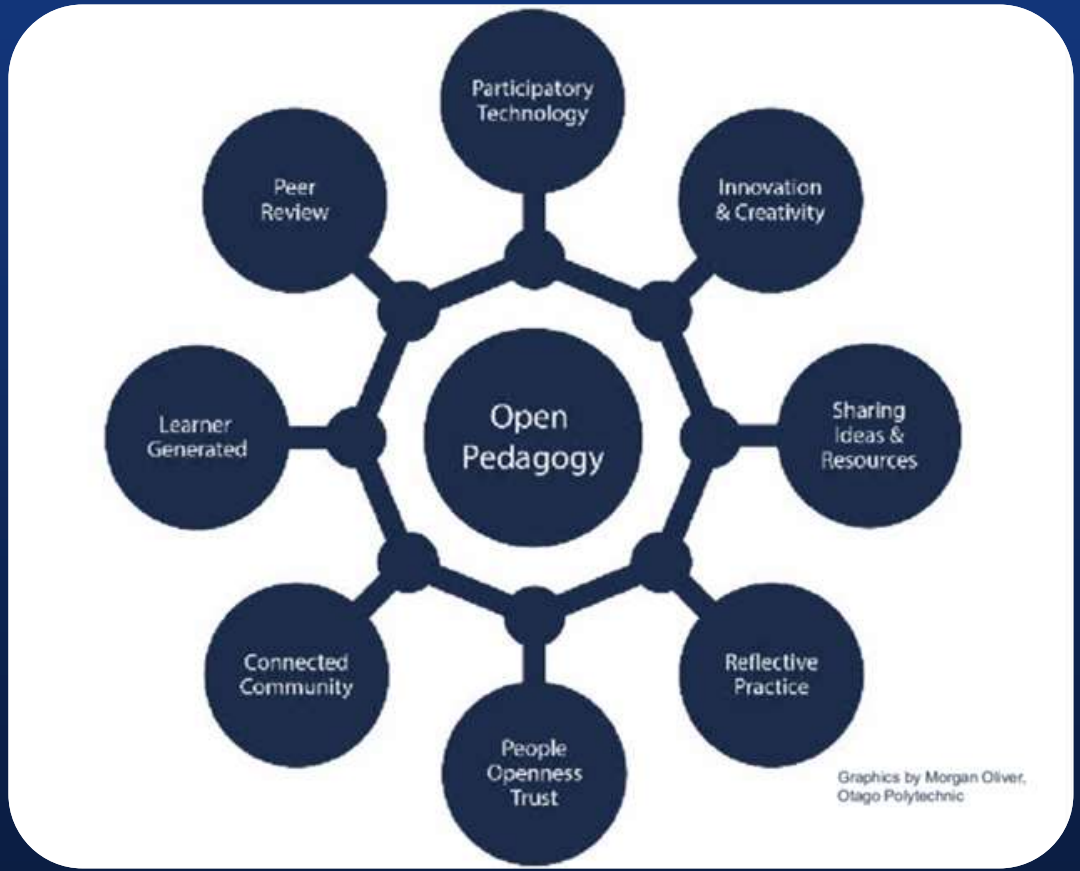
Elements of Open Pedagogy

Bronwyn Hegarty (2015), using current research, presents eight attributes of open pedagogy in her article “Attributes of Open Pedagogy: A Model for Using Open Educational Resources”.

Hegarty believes that, for educators to have a chance to become open practitioners, they must engage with eight specific attributes within an open pedagogy.

As a trainer, knowing these attributes will help you to know how to approach open pedagogies and how to keep improving the methodologies used for e-learning on a daily basis.

This are the eight attributes of Open Pedagogy, by Bronwyn Hegarty, based on Conole (2013).



Attribute 1: Participatory Technologies

Open Pedagogy uses web-based and/or technological tools that allow the ability to actively engage with and produce knowledge; in contrast with passive tools that might allow individuals only to consume but not create or produce knowledge themselves.

Sharing and re-use of material relies on people contributing to openly accessible file sharing sites and repositories of material, such as Slideshare, YouTube, Scribd, Flickr, Picassa, Wikipedia, Wikibooks… (Hegarty, 2014c).

C_VET trainers need to be able to collaborate and communicate effectively through digital channels

Attribute 2: People, Openness, Trust

To engage learners in critical learning on an open network, the type of support structure should be based on the creation of a place or community where people feel comfortable, trusted, and valued, and where they can access and interact with resources and each other. (Kop et al., 2011)

It is important to you make your students feel that they can participate and present their work without fear, as it will be treated with respect, and teach them to respect the work of others, to see how valuable it can be to contribute.

C_VET trainers need to support and engage their student's using technology and digital channels.

Attribute 3: Innovation and Creativity

In Open Pedagogy, is important to leave space for your students to be spontaneous and creative. Many of today's social apps could help you with this.

Social learning is on the rise: students increasingly using social media to become creators rather than receivers of information. If students are to participate more meaningfully in their education, changes to pedagogy must also occur to leave space for it (Johnson et al., 2014).

To do this effectively, C_VET trainers need to put more emphasis on choosing digital technologies and methods that encourage the sharing of knowledge and resources

Attribute 4: Sharing Ideas and Resources

One of the most important parts of open pedagogy is the idea of being able to share ideas and resources to disseminate knowledge.

Pedagogical innovation is more likely to happen when alternatives to development are available and when people can see what is possible, and how easily it can be done (Educause, 2010). This means open process can enhance not only the quality and diversity of learning and teaching materials, but also teaching itself. Resources reviewed and shared by peers may result in better quality for the resources available for use.

C_VET trainers need to be able to use digital channels to share ideas and resources not only with the students, but also with their peers.

Attribute 5: Connected Community

Open pedagogy gives you the opportunity to be part of a community of professionals with whom you can share resources and ideas in an open way.

It also gives students the opportunity to share the content they develop, and allows them to benefit from the content created by others. Having the chance to be part of a community that is meaningful for them can also encourage their active participation in class, as well as in content creation beyond educational barriers

C_VET trainers need to know how to collaborate using digital channels, and be able to transmit this knowledge to their students.

Attribute 6: Learner generated

In Open Pedagogies students take an active role in the creation of content for their courses.

This requires ‘opening’ up and empowering students to take the lead, solve problems, and work collectively to produce content that they can share, discuss and edit.

When students are encouraged to become fully involved in the learning process, they are giving the opportunity produce imaginative and useful content for their education and that of their peers.

Giving students the opportunity to produce useful content is a vital part in the process of engaging them in online teaching and learning.

Attribute 7: Reflective Practice

Reflective practice is the ability to reflect on one's actions to engage in a process of continuous learning, and is an integral part of selecting OER resources for both teachers and students.

A vital component of reflective practice is feedback from peers, which if exploited can lead to transformational change.

Through accessing and uploading OER, teachers can engaged in dialogue with others and reflected on the suitability and the quality of the resources they find and produce.

C_VET trainers must be able to design, plan an evaluate learning activities with different digital tools and resources.

Attribute 8: Peer Review

Peer review is the evaluation of your work by people with similar competencies; for example, having the open tools and materials you have created reviewed by other trainers and professionals of your field to ensure its quality.

Peer review can also be used as a pedagogical tool, having your students review each other's work and providing feedback and suggestions for the material made in class, which can help them become more invested in their work and the classroom environment. Participatory Technologies naturally lead to more open practices that inspire learner-generated content, peer critique, and collective aggregation.

The material created by individuals can be improved thanks to peer feedback and modifications.

Attribute 1: Participatory technologies	use for interacting via Web 2.0, social networks and mobile apps
Attribute 2: People, openness, trust	develop trust, confidence and openness for working with others
Attribute 3: Innovation & creativity	encourage spontaneous innovation and creativity
Attribute 4: Sharing ideas & resources	share ideas and resources freely to disseminate knowledge
Attribute 5: Connected community	participate in a connected community of professionals
Attribute 6: Learner generated	facilitate learners' contributions to OER
Attribute 7: Reflective practice	engage in opportunities for reflective practice
Attribute 8: Peer review	contribute to open critique of others' scholarship

In practice, it’s nearly impossible to separate the components of an open pedagogy into dimensions. It is not possible to talk about each of the dimensions without mentioning or considering the others when putting open pedagogy into practice. For example, we can not discuss participatory technologies without mentioning innovation, trust, collaboration, peer reviewing, reflective practice…

This means that trainers need to develop certain skills related to their digital competence as educators, in order to be able to make effective use of Open Pedagogies.

In summary, to use open methodologies, C_VET trainer should be able to:

- Collaborate through digital channels.
- Develop digital content.
- Integrate and re-elaborate digital content.
- Identify the technological needs of their students and give apropiate responses.
- use of digital technology in an innovative and creative way.
- Identify gaps in digital competence.

Open pedagogy in action – Some examples

As mentioned before, The use of Open Pedagogy in the classroom doesn't have to be complicated, but require the development of the digital skills and competences of the trainer.

There a lot of useful and simple examples of involving students in the creation of Open material for the classroom:

- Students can write or edit Wikipedia articles.
- Students can create videos or video tutorials for other students with useful information for their classes.
- Students can create written or video-summaries to summarize key aspects of their classes, and these summaries can also be used and improved by other learners in the future.
- Students can help create questions for tests and other type of assignments, including how to answer them successfully.

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How to engage and support students in innovative Open Pedagogies

Thinking critically about the purpose of your course and the learning outcomes is one way to ensure that you provide a good learning experience for your students.

For starter, you should ask yourself:

- What do you want the students to learn?
- How will you communicate to students that the concepts presented are important and valuable?
- What kind of materials do you need?

When integrating OER into your course, you have the opportunity to critically evaluate your methods and alter them to better meet your needs. You need to be able to design and create training contents that are flexible enough to adapt to the different technological skills and knowledge of the learners: one way to do this is to use of **backward design.**

Backward design

Backward design is a framework for planning your course focusing on the results you want to obtain, focusing on what students have to learn instead of how you are going to teach. Backward design is an effective designing lessons, units, and courses. Once the learning goals have been identified, it will be easier to develop the needed material and ways to assess what students have learned.

Backward design has 3 steps:

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction.

Step 1

Identify desired results

Begin by reviewing the learning standards the students have to meet by the end of the course/unit.

You must first identify the priorities within the subject, and select the concepts that need to be attained for the long term.

Create a list with the essential knowledge, skills, and concepts that students need to learn during the course/unit.

Using this information, you will be able to create a final assessment, which can be used to measure to what degree students are achieving the desired results.

Step 2

Determine acceptable evidence

In this stage, you must as yourself:

"How do I know if students have achieved the desired results?"

You have to look for meaningful ways to evaluate student achievement. You should conduct assessment procedures during the learning process **(formative assessment)** in order to modify your teaching to cater to your students needs.

You could assess student learning using methods such as one-on-one interviews, short quizzes, peer evaluation, and individual reflection.

Formative assessment is important to effective backward design: you need to know what students are learning to help them achieve the goals of the course/unit.

CLASSROOM ASSESSMENT TECHNIQUES

After students review content or assist class, a quick Classroom Assessment Technique (CAT) can provide both students and instructor with information about how learning is happening. They are a quick and easy formative evaluation methods that provide valuable information to improve course content student learning.

Assessment techniques are most effective when done frequently to adjust the material and course in a day-to-day basis.

We present you two examples tan can be easily used in online teaching and learning to check if students are understanding and processing what they are learning: the minute paper and the muddiest point.

CLASSROOM ASSESSMENT TECHNIQUES
The minute paper

The Minute Paper tests how students are gaining knowledge. You will end class by asking students to write a brief response to the following questions:

- “What was the most important thing you learned during this class?”
- “What important question remains unanswered?”

This classroom assessment technique takes very little time and can also be used as at the end of any topic discussion. Before the next class, you can review their answers and use them to clarify or correct their ideas, or to elaborate more on the subject.

CLASSROOM ASSESSMENT TECHNIQUES
The Muddiest Point:

The Muddiest Point consist of asking students to write a quick response to one question: “What was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]?” “Muddiest” means “most unclear” or “most confusing.”

This technique is as simple as the minute paper, but it’s used to ask students to describe what they didn’t understand.

Any questions that students post about the content can then be answered by using text, videos, or a reference to the course materials where that answer can be found. If this questions are public, students could help to answer each other’s questions!

Step 3

Plan learning experiences and instruction.

Once you have methods of assessing understanding in place, you can choose the strategies to help students attain new understandings of the content.

At this stage, you should consider the information gathered in the other two:

- What key facts and concepts will students need to understand to achieve the desired results?
- What skills do they need in order to achieve the desired results?

This information will help you choose material for your classes: you are not bound by the traditional textbook and can pull together different resources and OERs.

You should keep in mind how you will support students through the changes you plan to make.

As it was explained in the attributes section, you students need a support structure based on the creation of a place or community where they feel comfortable, trusted, and valued. Not all learners will have the same knowledge or skills with the digital tools you will use to bring open pedagogy to your course. After all, the trainers of C_have to deal with very heterogeneous groups, with very different technological skills,

You can **scaffold assignments** so that students build the needed digital skills and improve their ability to produce high-quality work.

Scaffold learning

Not all students will be familiar with technology or able to engage with OER quickly.

It’s important that you scaffold technology support into your teaching, so all students can be on the same page when it comes to using the tools you’ve created or adopted.

Scaffolding refers to breaking up new concepts in smaller ones so that they can be learned more easily.

Breaking Down Assignments

One of the more used method of scaffolding involves breaking assignments into more manageable subtasks.

- Most of the time, it is a good idea to the break down the “final” or big assignments, the ones used to make a final assessment of student learning.
- To use this strategy, you can create steps that guide students to complete the small tasks of the big assignments as the course goes on.
- By dividing up these assignments into smaller components, students won’t need to use a lot of their effort and energy in a small amount of time: this way, they will be doing the same amount of work, but not all at once.

Example

- Imagine you are giving your students a class where, until now, you have been measuring if your students have learned everything they need using a final “big” assignment, and asking them to write a final essay on the topic.
- If you scaffold this assignment, instead of asking your students to write a long piece of work during the last module of the course, you could create small steps that will be completed during the duration of the course:
    - Submitting a literature review.
    - Completing an outline.
    - Writing a rough draft.
    - Reviewing the work done by peers and provide them with feedback.
    - Making improvements with the feedback received by peers.
    - Submitting the final assignment.

By implementing scaffolding, you increase the likelihood that your students will understand the new material and retain knowledge. This method can easily be combined with formative assessment, as each small task or step can be evaluated individually.

Some methods to help with Scaffolding:

- Using interactive exercises to help students work through new concepts.
- Showing your students examples of what they will be learning.
- You can create or search for tutorials on how to use any technology or tools that unique to your class.
- You can let students choose between more than one assignment type to accommodate their different technical competencies.
- Incorporate visual aids: you can provide visual aid with videos and images.

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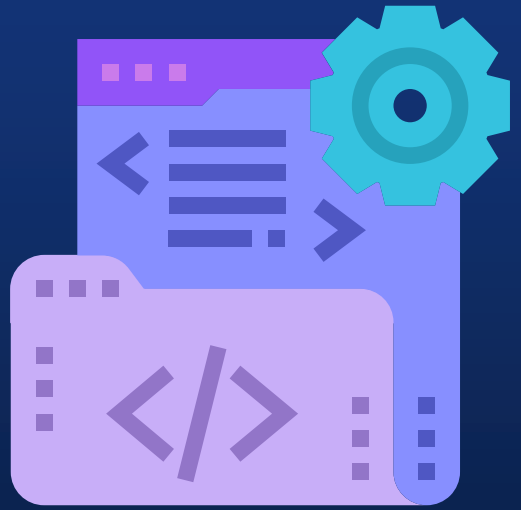
Choosing and creating digital material



The European Commission notes that careful consideration is required when selecting digital tools in formal education: the quality of instructional materials can make a big difference in student learning.

The internet is full of open material that could be useful to us, but it is important to know where to look, as well as what procedure to use to do so find material that is free to use and modify. It should also be borne in mind that, for better or worse, anyone can upload material of any kind to the web, and we may find that it does not meet the necessary standards for our classes.

Digitalisation allows access to boundless educational materials and experiences that previously would not have been possible, or accessible only in discrete locations (e.g. a university library). This has important implications for how C_VET learners assess the quality of what is on offer and highlights the need for teachers to act as ‘intermediaries’ in facilitating access to such resources.

OER should be evaluated the same way you would any other resource for your course. You must take into consideration not only the content, but also the way the ideas are presented and if the material meets the need of your course.

Remember OERs are free to adapt and remix it to meet your needs! Feel free to change and edit the material to fit the need of your classes.

The Community College Consortium has created a template for both evaluating and adopting Open Textbook for your course, which can help you to get an idea of how you can choose your own materials.

The first three steps of this approach could help you search for any type of Open Educational Resources for your online classes:

1. List keywords based on course objectives or student learning outcomes.

2. Search for open content using the keywords.

3. Select or create appropriate open content.

1. List keywords based on course objectives or student learning outcomes.

You can use the information gathered with the backward design in this step.

Make a list with at least 5 o 6 keywords, and do not hesitate to add o change some of them if you don’t obtain the desired results in the next step. After doing a first search using the list of keywords you have prepared, look at the type of terms that accompany the results you are interested in: they might help you find similar resources.

Step Two: Search for open content using the keywords

Where can you find OER?

Nowadays, there are a growing number of internet portals and websites where you can find open educational resources. from more general search engines to websites specializing in specific types of material, such as videos, images, articles, etc.

In the following slides, you are presented with some pages that may be of useful for the material you are looking for.

Search engines

An easy way to search for free resources on the Internet is to use general search engines, applying specific filters.

To search for results in Google, You can use Google Advanced Search. Go to Tools > Advanced search > Usage rights, and select according to your preferences.

To search for images in Google, go to Tools > Usage rights, and select according to preferences.

When using search engine, be careful with copyright of the materials you find: always remember to check if you have permission to alter and reuse the content!

You can opt for specific search engines for free materials; ere are some search engines that might be useful for you:

- CC-Search

CC-Search is a Creative Commons search tool for creators seeking to discover and reuse free resources with ease.

- Prococúm

Prococúm is an Open Educational Resources platform associated with a Social Network for teachers. A web space where you can find learning resources under Creative Commons licences ready for download. Thanks to the associated Social Network, it also becomes a meeting point for the educational community to share resources, ideas and experiences

- OASIS (Openly Available Sources Integrated Search)

OASIS is a powerful search tool for open content. It gives the user access to numerous open resources, such as textbooks, courses, interactive simulations, modules…

- Internet Archive Scholar

Internet Archive Scholar is a full-text search index that includes over 25 million research articles and other scholarly documents preserved in Internet Archive.

Pages for Multimedia Resources

IMAGES

- Pics4Learning “Pics4Learning is a curated image library that is safe and free for education. Teachers and students can use the copyright-friendly photos and illustrations for classroom projects, web sites, videos, portfolios, or any other projects in an educational setting.”
- Pixabay Image bank of more than 1 million images and videos. The material offered may be copied, modified, distributed and used, including for commercial purposes, without permission or attribution.

Pages for Multimedia Resources

IMAGES

- Unsplash The photos hosted on Unsplash are made to be used freely: all photos can be **downloaded** and used for **free**, for **Commercial** and **non-commercial** purposes, with **no permission needed** (though attribution is appreciated!)
- Morguefile Free Stock photos that can also be used for commercial use.
- Openphoto A webpage to dowldoad open source potos.

Pages for Multimedia Resources

AUDIO

- Audionautix Music is composed and produced by Jason Shaw. This music is royalty free - completely free - for you to download and use (even for commercial purposes) as long as you provide credit.
- Free Music Archive A free music archive for free to share and royalty-free music.
- Freesound Freesound aims to create a huge collaborative database of audio snippets, samples, recordings, bleeps, ... released under Creative Commons licenses that allow their reuse.
- Soundbible.com SoundBible offers free sound clips for download in wav or mp3 format – they have free and royalty free sound effects and clips.
- Ccmixter.org A music remixing site featuring remixes and samples licensed under Creative Commons licenses.

Pages for Multimedia Resources

VIDEOS

- YouTube You can search for Creative Commons licensed videos in YouTube adding ‘creativecommons’ to your search.
- Vimeo Page to browse all the videos on Vimeo that have a Creative Commons license applied to them.
- Archive.org Internet Archive is a non-profit library of millions of free books, movies, software, music, websites, and more.

Step Three: Select appropriate open content.

To select material for your course, consider what criteria you should use based on the learning objectives of your classes. The Community College Consortium suggests making your selection based on criteria such as:

- Quality of content, literary merit and format
- Accuracy
- Timeliness
- Favorable reviews
- Permanence/lasting value
- Authority of author
- Scope and depth
- Physical quality
- Formats available: print, online, etc.
- Reading level and writing style
- Accessibility: Language(s)
- Copyright restrictions on modification and reuse
- Cultural relevance

In an online course, you can choose to expand or improve the traditional resources (lectures, handouts, and supplementary readings and materials, for example), so they comprise a larger portion of the course content.

As you develop and teach your course for the first time in an online format, you may find that you are thinking so much about how to get the needed materials available to students, that you don't have time to make those materials as thorough or as professional-looking as you might like. That is a normal part of online teaching.

Your online classes will improve with time: the first versions of a course will help you see there is room for improvement. Every time you teach the same course or classes again, you can make small changes that, with time, will be huge improvements.

U.6

Including students in the creation of digital class material

One of the easiest and effective method to engage students in Open Pedagogy and creation of material is the development of **Renewable Assignments.**

A renewable assignment is **different from a traditional assignment**, also called **disposable assignments.**

An assignment is **“disposable”** when its final destination is being forgotten or thrown away.

A typical example can be asking students to write and essay:

- Student writes the paper and submit it
- The teacher grades the essay and returns it to student
- Students check their grade, quickly read any written comments, and then throw their work away or don’t look at it again.

As opposed to a classic disposable assignment, a renewable assignment is an assignment where students compile and openly publish their work, so that the assignment outcome is inherently valuable to the community after the class is over (Veletsianos, 2017).

This means that the work students do for class will also be of value to their peers, and even to students in other classes who may also find it useful.

A “renewable assignment” won’t be discarded at the end of the process, and will instead add value to the world in some way.

Renewable assignments are an alternative to traditional, disposable assignments, which students throw away after they are graded, and they provide them with new opportunities.

These assignments can help students engage in meaningful work, because they give them the opportunity to add value to the world, making them feel that the work they do really has meaning and significance.

In addition, their work can also provide a foundation for future students to learn, and for them to build upon what other students have created.

Renewable assignments are also possible because of the permission to engage in the 5R activities granted by open educational resources: once the work is completed, it may be openly published so those other people can find and use it.

An example of renewable assignments might be an open access books created collaboratively by teachers and students. This kind of assignments can also lead to designing secondary learning resources, created to improve the understanding of the material in current and/or future students of the class.

Disposable Assignment

- Students work on the assignment and submit it
- Trainers grade the work
- Students throw away their work or forget about it after seeing their grade

Renewable Assignment

- Students work on the assignment and submit it
- Trainers grade the work
- The work is valuable to their peer or someone beyond the class
- The work could be openly published so those other people can find and use it (5R)

Examples of renewable assignments

- Creating public learning objects, learning guides or videos as class projects. Projects may be as simple as rewriting instructions and examples in their own words, or as complex as a book chapter or YouTube tutorial explaining a challenging concept of the course.
- Writing or editing articles for Wikipedia.
- Conducting a research project and present their findings at a conference or in a publication of some kind.
- Creating learning objects (including videos, PowerPoint slides, and diagrams) to help teach course concepts to others.

Replacing disposable assessments with renewable assessments could give students a reason to care about their work and invest time and effort in it, and keep them engaged in their online classes.

Everyone wants their work to matter, and given the opportunity, most students want to contribute and make a difference: Open Pedagogies and Renewable assignments can help them feel that the work they do matters, and that everyone can make contributions that are valuable to others.

Summary

In this module, we have learned:

- The current situation on digital C_VET Learning
- To understand what Open Pedagogies are
- To recognize the different attributes of Open Pedagogy
- To engage students in Open Pedagogies
- To use backward design to design online classes
- How to scaffold assignments to support your teaching,
- To choose Open Educational resources and digital content for online classes
- How to engage students in online classes using renewable assignments
- The difference between disposable and renewable assignments

Resources for further learning

- **More on Open Pedagogy:** https://open.bccampus.ca/what-is-open-education/what-is-open-pedagogy/

  http://openedgroup.org/oer-enabled-pedagogy

  https://opencontent.org/blog/archives/2975
- **More about Open Educational Resources:** https://en.unesco.org/themes/building-knowledge-societies/oer
- **More on Learning Objects:** https://blog.citl.mun.ca/instructionalresources/what-are-learning-objects/
- **More on OER search engines**: https://sjcd.libguides.com/c.php?g=534967&p=3659854
- **More on how to engage students in online classes:** https://www.vanderbilt.edu/cdr/module1/discussion-boards/
- **More on renewable assignments:** https://topr.online.ucf.edu/r_1h7ucljsasbkbsd/

  https://openedgroup.org/doer-fellows-renewable-assignments

  https://opencontent.org/blog/archives/4691

  https://milnepublishing.geneseo.edu/openpedagogyapproaches/chapter/evolving-into-the-open-a-framework-for-collaborative-design-of-renewable-assignments/
- **More on Classroom assessments techniques:** https://www.celt.iastate.edu/teaching/assessment-and-evaluation/classroom-assessment-techniques-quick-strategies-to-check-student-learning-in-class/

Resources for further learning - Videos

- Supporting students to succeed in Open Education https://www.youtube.com/watch?v=1OUZJtGuyVg
- What are OER? https://www.youtube.com/watch?v=j7k2rTBYj_w
- The OERs - how technology is transforming our system of education, generating equal opportunities for all https://www.youtube.com/watch?v=-xGRztrWv-k
- How to find and evaluate OER https://www.youtube.com/watch?v=FbwuMQM-NG8
- Backward design video with examples https://www.youtube.com/watch?v=ImQo-5P0K0c
- Classroom assessment techniques https://www.youtube.com/watch?v=P_9V0fcnf2U
- The muddiest point https://www.youtube.com/watch?v=v_dt6VGjk7Y

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