

The Thrill of the Hunt: Find and Evaluate OER to Personalize and Differentiate



Christine Voelker

QM K-12 Program Director

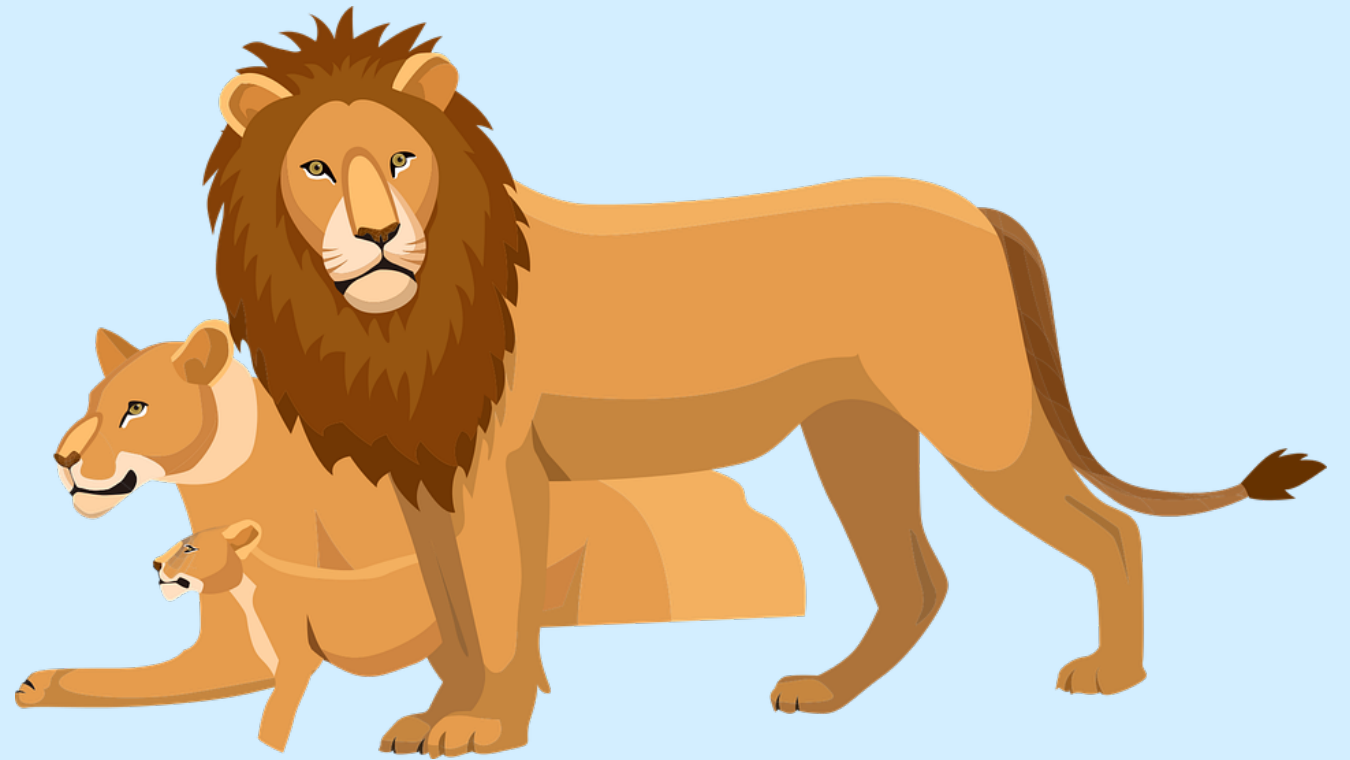
#QMConnect17

@voelkerqc

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The Big 5









The Thrill of the Hunt: Find and Evaluate OER to Personalize and Differentiate



OER Safari Checklist

- Learn about OER
- Decide when to go
- Decide where to go
- Plan your strategy
- Hone your skills



What Types of Materials Might We Find?

Courses
Textbooks
modules
lesson plans
playlists
Assignments
Quizzes
Activities

Videos
Games
Simulations
Diagrams & Maps
Audio clips
News articles,
Journal articles
and more.



The Big 5



The 5 R's of Openness



REUSE

The right to use the content in a variety of ways.



REDISTRIBUTE

The right to share copies of the original content, your revisions or your remixes with others.



REVISE

The right to adapt, adjust, modify or alter the content itself.



RETAIN

The right to make, own, and control copies of the content.

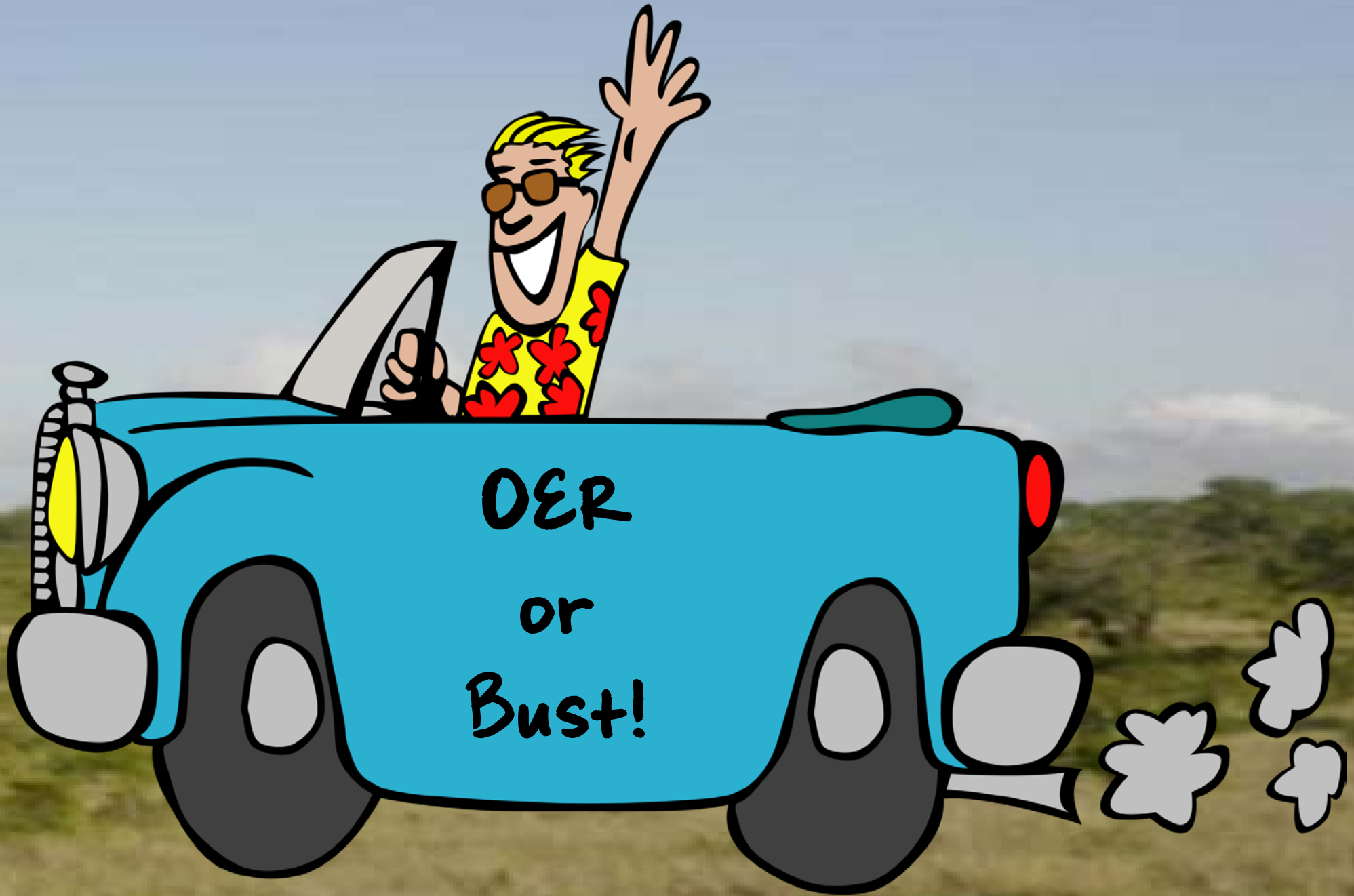


REMIX

The right to combine original or revised content with other open content to create something new.

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ALLAMANDA VOYAGES

SNCF
snav les Professionnels
au Voyage

SAFARIS
KENYA & TANZANIE
agent agréé African Road Safaris

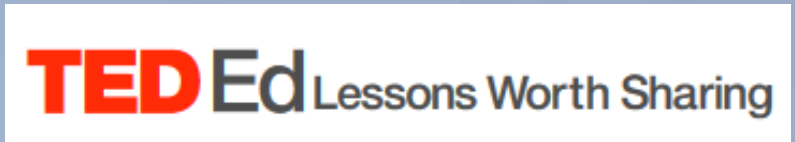
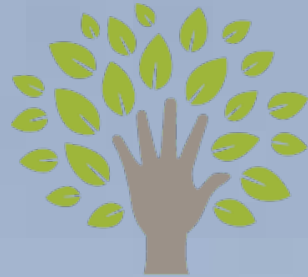
EUROPE
AIR FRANCE

www.allamanda-voyages.fr

AMERIQUE
AIR FRANCE

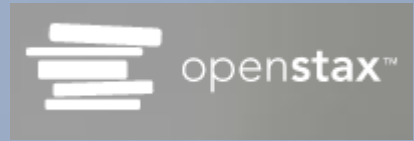
Trip #1

Repositories
where content is
stored locally



Trip #2

Repositories of
Government
Docs and specific
discipline
collections or
content types



Trip #3

Portal Repositories:
These repositories include general repositories hosting or linking to learning resources from a wide variety of subject areas

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Q —————●

Will it provide my students with a means through which to master the learning objectives of my course?

Q —————●

Is the resource you found a good fit?





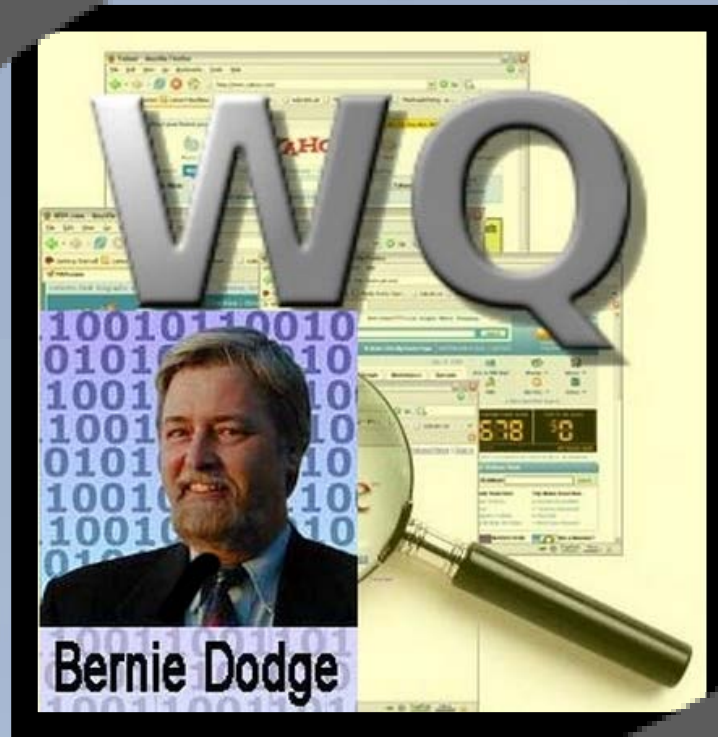
#IJustUsedThingsThatWereFun



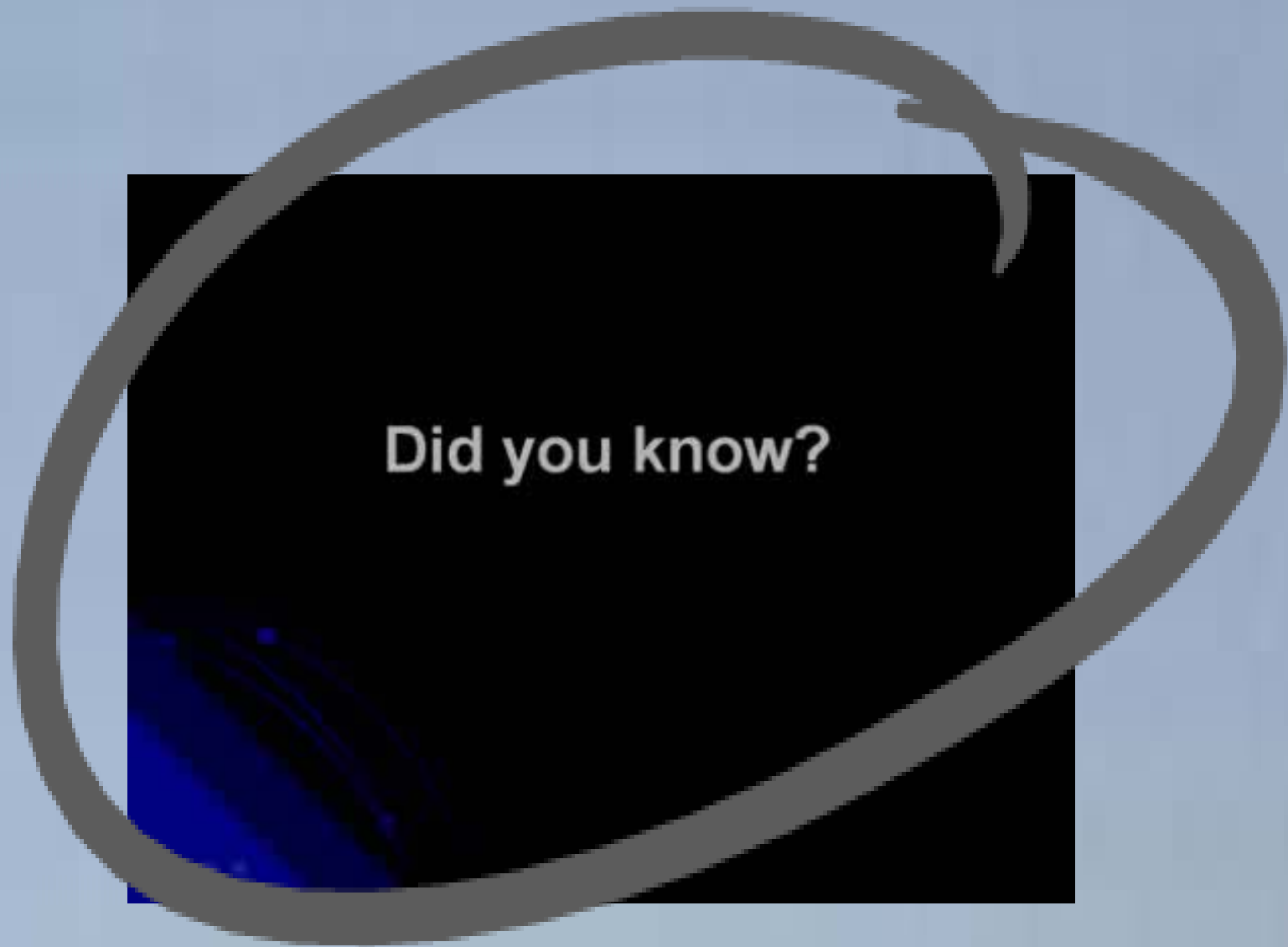
#IJustUsedThingsThatWereFun



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- **Physical Education (Grade 8)**

- **Course Objectives (2.1):**

1. Explain the negative impacts of bullying.
2. Summarize ways to prevent and respond to bullying.

- **Module Level Objectives (2.2):**

1. Identify five different types of mental and emotional impacts bullying can have.
2. Identify at least two actions people can take to prevent bullying.
3. Identify at least two actions people can take to respond to bullying.

Assignments: (Instructional Materials):

1. Watch the [Stop Bullying: Speak Up Special](#) video. (4.1)
2. Read the [School Bullying Outbreak](#) Infographic. (4.1)

Graded Assignments (Learning Activities, Tools, and Assessments):

1. Complete the [Student Guide to “Speak Up”](#) worksheet. (5.1, 3.1)
2. Post to a discussion forum that asks questions about the impacts of bullying and how it can be prevented and responded to. (5.1, 6.1, 3.1).
3. Use [Glogster](#) to create an anti-bullying poster. (6.1, 3.1)



Smithsonian
TweenTribune

GRADES K-4 GRADES 3-8 GRADES 9-12 SPANISH TECH FAQ CONTACT CAN'T LOG IN? LOG IN TEACHER SIGN UP

- Thinkstock



Students stand up, rally against cyberbullying

By Dave Gram | Associated Press

Students at a Vermont high school are winning praise for their efforts to fight back against online bullying. After a burst of negative posts on an anonymous school news app, students at Rutland High School organized a counterattack.



They petitioned the creators of the After School app to take their school's

What is *that* thing?



Search this site: Search

HEY EINSTEIN!



Log in to take the Daily Quiz

Topics

- Animals



Will it provide my students with a means through which to master the learning objectives of my course?



Is the resource you found a good fit?

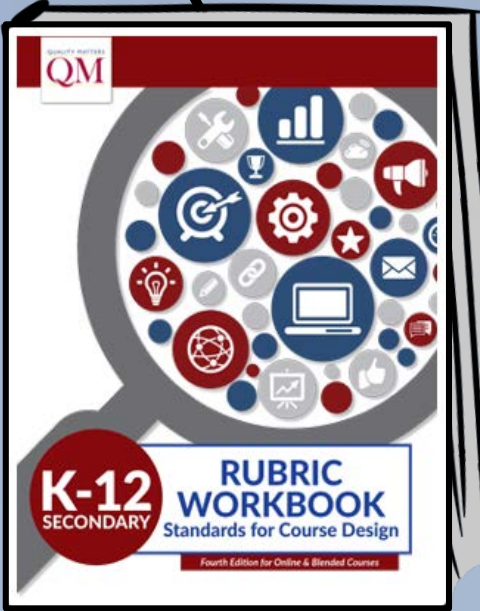


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4.1

Contributing to the achievement of the stated course and module/unit-level learning objectives?



4.3

Appropriate to the reading level of the intended students

4.4

Sufficient Breadth, Depth, and Currency

4.6

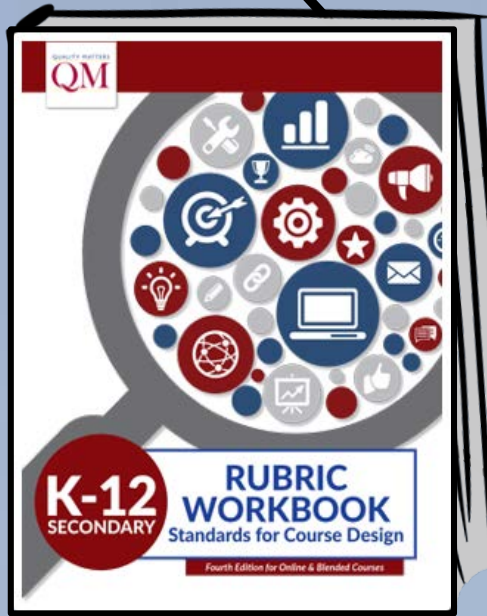
Culturally diverse and bias free

4.7

Free of adult content and avoids unnecessary advertisements

4.1

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Physical Education (Grade 8)

Course Objectives (2.1):

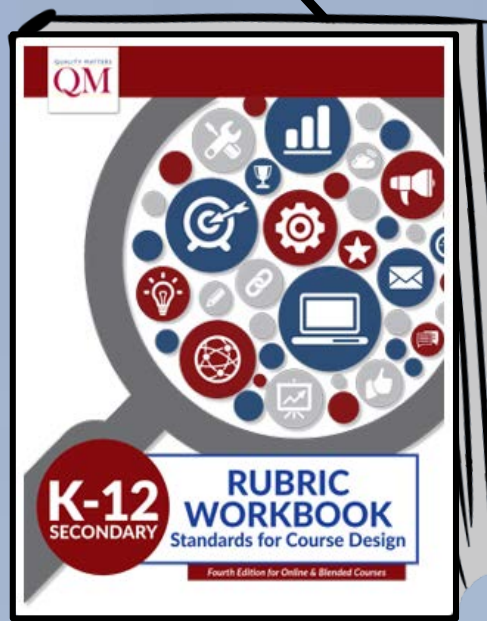
1. Explain the negative impacts of bullying.
2. Summarize ways to prevent and respond to bullying.

Module Level Objectives (2.2):

1. Identify five different types of mental and emotional impacts bullying can have.
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- Qualitative Evaluation
- Quantitative Evaluation
- Matching Reader to text and task

4.3

Appropriate to the reading level of the intended students



- Posted on December 16, 2014



770L

910L

1050L

1250L

Log in to post a comment

Pasting the text into a generator such as the one located at <http://www.readabilityformulas.com/free-readability-formula-tests.php> gives us the following result:

Readability Consensus

Based on 8 readability formulas, we have scored your text:

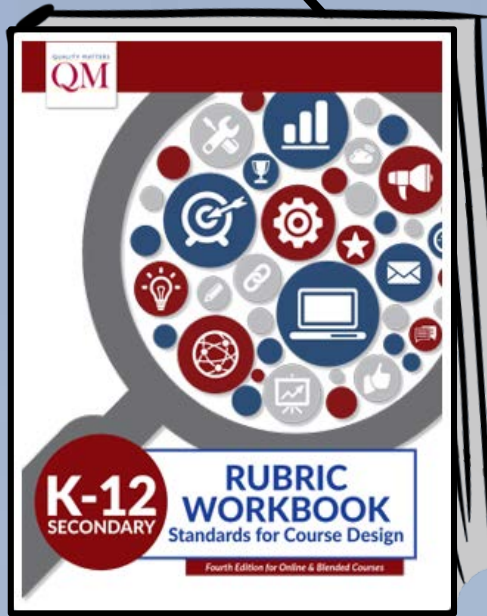
Grade Level: 7

Reading Level: fairly easy to read.

Reader's Age: 11-13 yrs. old (Sixth and Seventh graders)

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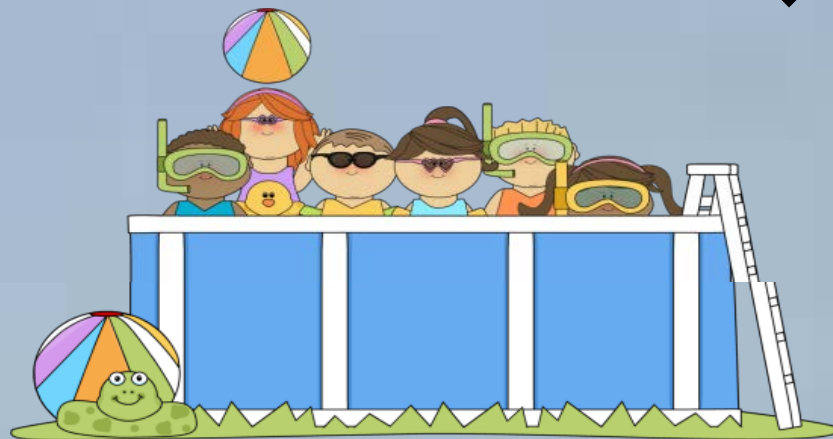
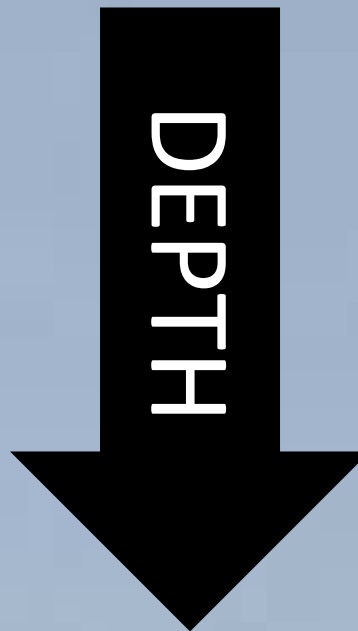
Free of adult content and avoids unnecessary advertisements

4.4 Sufficient Breadth, Depth, and Currency



4.4

Sufficient Breadth, Depth, and Currency



4.4 Sufficient Breadth, Depth, and Currency

The screenshot shows the Smithsonian TweenTribune website. The main article is titled "Students stand up, rally against cyberbullying" by Dave Gram. It features a photo of a young woman looking at her phone. To the right, there are other article teasers: "What is that thing?" with a photo of a large white dome, and "HEY EINSTEIN!" with a photo of Albert Einstein. At the bottom, there is a "Log in to take the Daily Quiz" button and a "Topics" section with "Animals" listed.

Critical thinking challenge: *What reasoning did the app's co-founder use to avoid accepting responsibility for the abusive way his app was used?*

- Posted on December 16, 2014



770L

910L

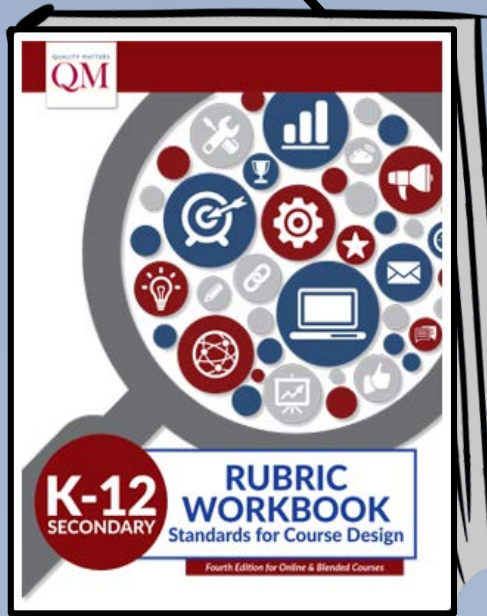
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4.4 Culturally Diverse and Bias Free



The image shows a screenshot of the Smithsonian TweenTribune website. The header features the site's name and navigation links for various grade levels (GRADES 4-5, GRADES 5-6, GRADES 6-7) and other options like SPANISH, TECH, FAQ, CONTACT, and LOGIN. The main content area includes a featured article titled "Students stand up, rally against cyberbullying" by Dave Gram, with a sub-headline "The national the creators of the 49er School app to take their school's". To the right, there is a section titled "What is *that* thing?" with a search bar and a "Log in to take the Daily Quiz" button. Below the quiz button, there is a "Topics" section with a link to "Animals".

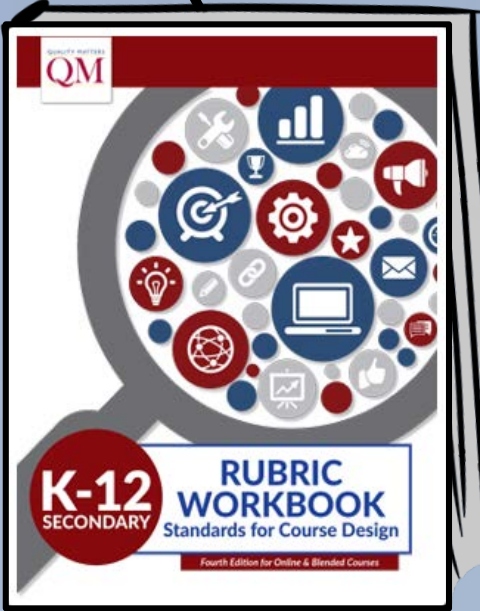
4.4 Culturally Diverse and Bias Free



4.7 Free of adult content and avoids unnecessary advertisements

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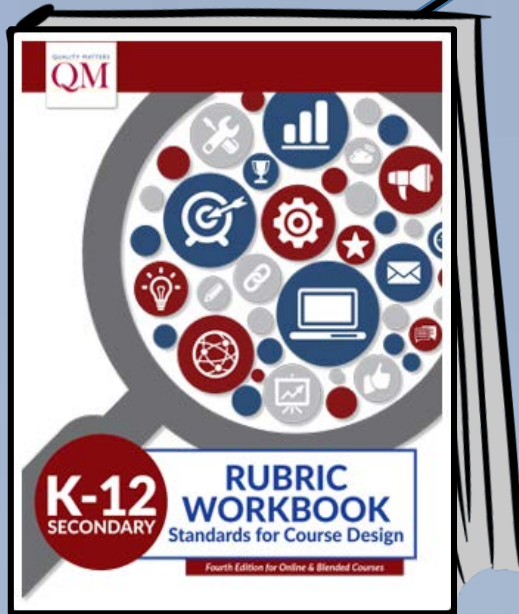
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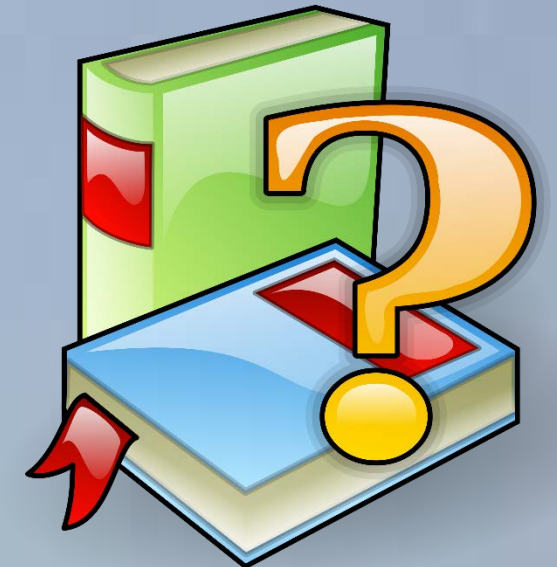
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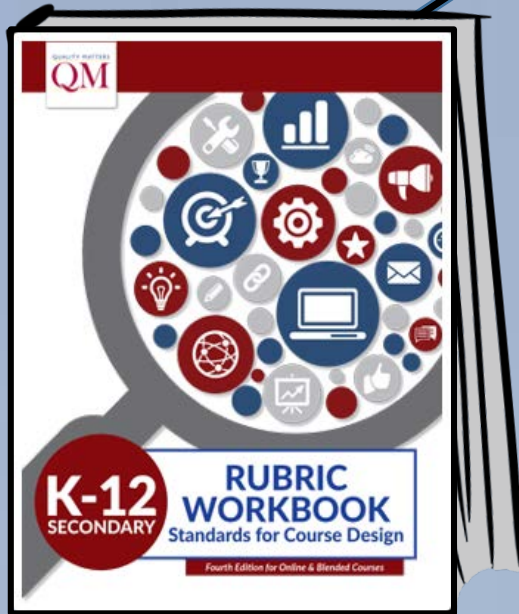
4.2 Is the intended use of this material clear to students?



The image is a screenshot of the Smithsonian TweenTribune website. The header includes the site name and navigation links for different grade levels (GRADES K-4, GRADES 5-8, GRADES 9-12), language options (SPANISH, TECH, FAQs, CONTACT), and user options (CAN'T LOG IN?, LOG IN, TEACHER SIGN UP). The main content area features an article titled 'Students stand up, rally against cyberbullying' by Dave Gram. The article includes a photo of a young woman looking at her phone and a small image of a hand typing on a keyboard. To the right, there is a section titled 'What is that thing?' with a photo of a large white dome structure and a search bar. Below that is a 'HEY EINSTEIN!' section with a photo of Albert Einstein and a 'Log in to take the Daily Quiz' button. A 'Topics' section lists 'Animals'.



4.5 Cite your source!



The screenshot shows the Smithsonian TweenTribune website. The header is blue with the site name and navigation links for grades K-4, 5-8, 9-12, Spanish, Tech, FAQs, Contact, and login options. The main content area features an article titled 'Students stand up, rally against cyberbullying' by Dave Gram. The article includes a photo of a young woman looking at her phone and a small inset photo of a hand typing on a keyboard. To the right, there is a section titled 'What is that thing?' with a photo of a large white dome structure and a search bar. Below that is a 'HEY EINSTEIN!' section with a photo of Albert Einstein and a 'Log in to take the Daily Quiz' button. A 'Topics' section lists 'Animals'.

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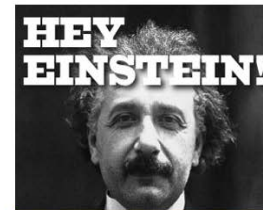
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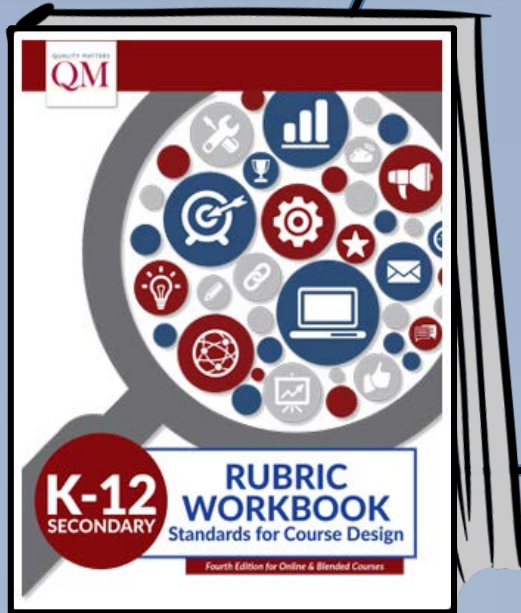
Topics

o Animals



8.3

The course provides alternative formats of course materials that meet the needs of diverse learners in order to accommodate alternative means of access.



8.4

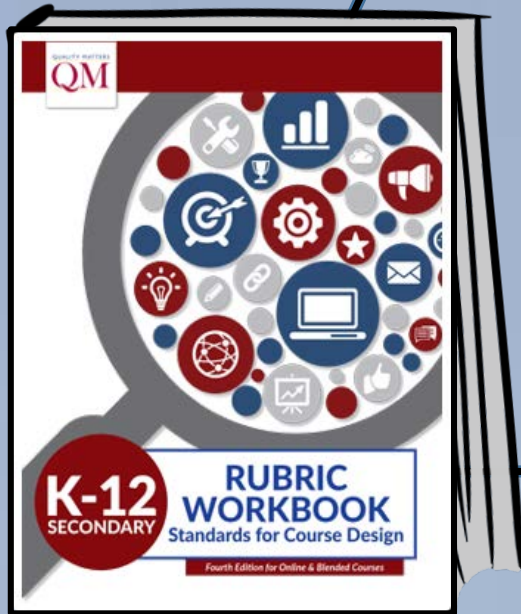
Course design facilitates readability.

8.5

Course multimedia facilitates ease of use.

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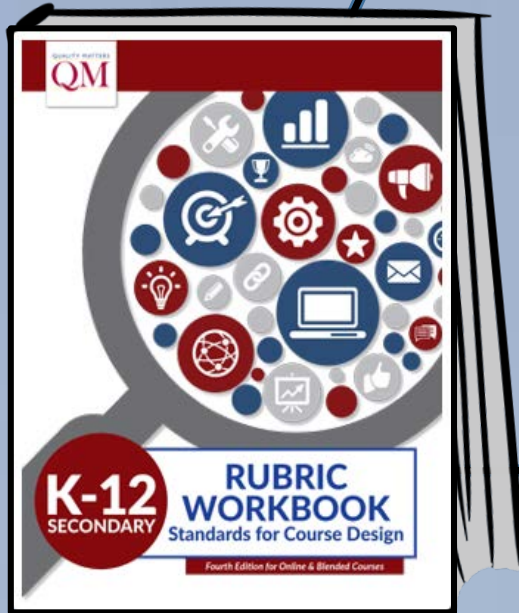
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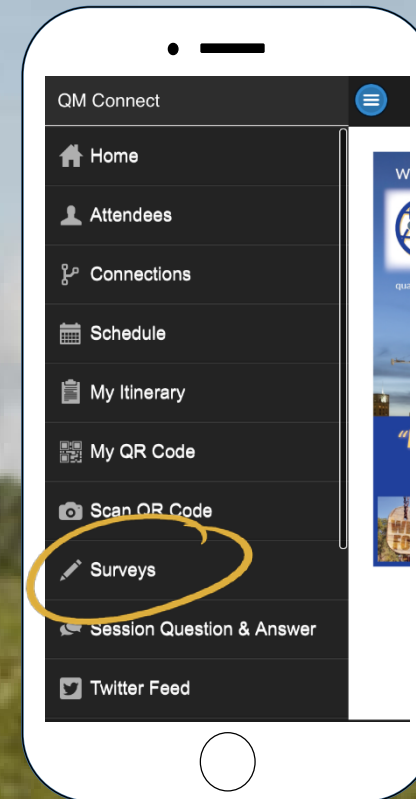
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