Northeast Regional OER Summit

May 31st, 3:00 PM

The [Hi]story Lives On: Using OER and Renewable Assignments to Engage Students

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The [Hi]story Lives On: Using Open Educational Resources & Renewable Assignments to Engage Students

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Pedagogical Approach

Redesign intro level History 148: American History to 1877 using an OER history text and a project based group assignment based in principles of open pedagogy.

"Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them." (UNESCO definition https://bit.ly/1xL0Wup)

5R RETAIN • REUSE • REVISE • REMIX • REDISTRIBUTE

"Open Pedagogy is that set of teaching and learning practices only possible in the context of the free access and 4R (reuse, revise, remix, redistribute) permissions characteristic of open educational resources." (Wiley, 2013).

Image: Eight Attributes of Open Pedagogy - Hegarty (2015). Graphic by Morgan Oliver.

Open Pedagogy — Participatory Technologies; Innovation and Creativity; Sharing Ideas and Resource; Reflective Practice; People, Openness, Trust; Connected Community; Learner-Generated; Peer Review

Renewable Assignments are authentic assignments that have a life after the class is over. Examples are building a resource for others to use, build upon, or learn from.
- Learn by doing
- Learn / do using and creating open resources (5Rs)
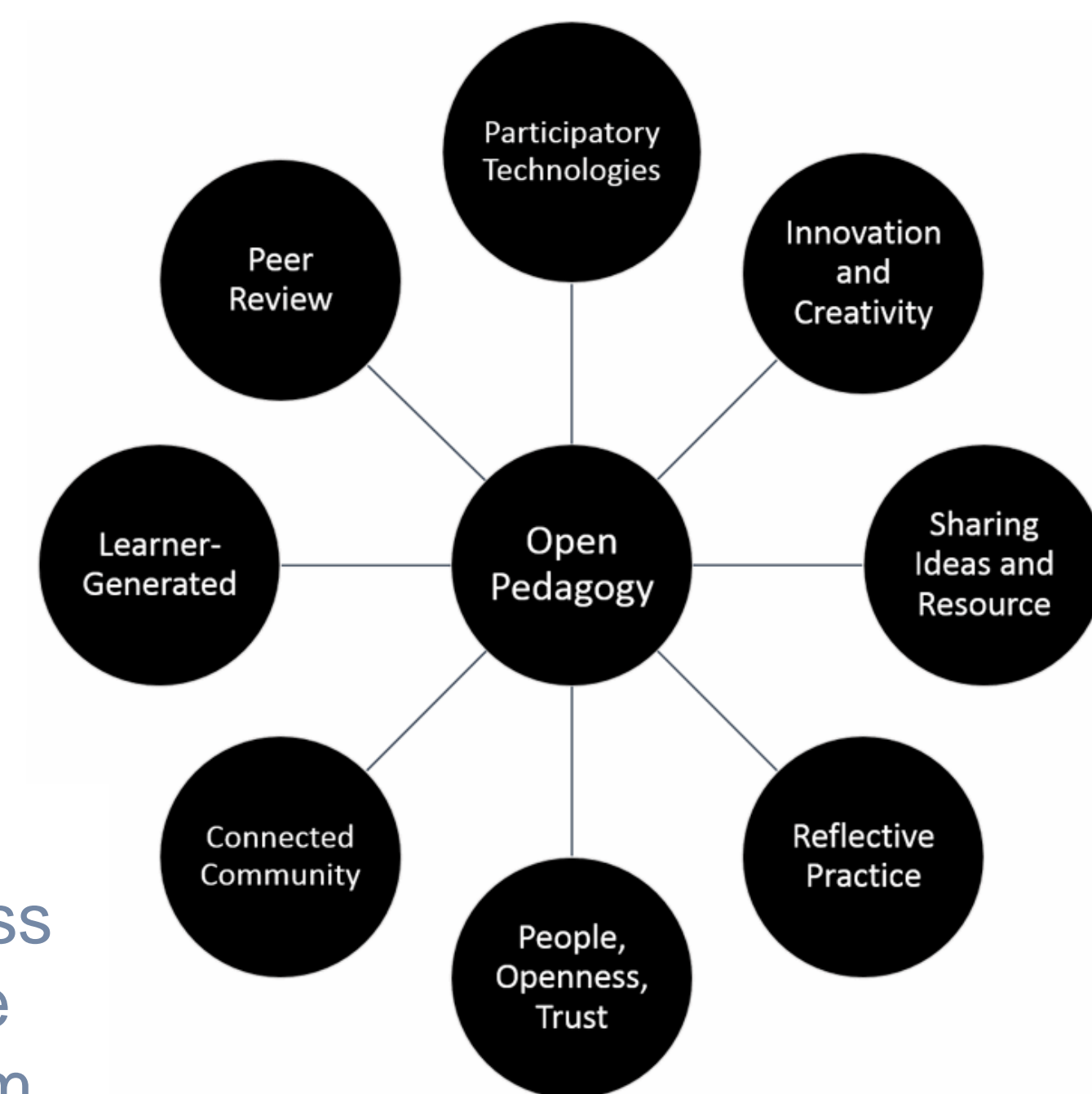
Digital Exhibit Tools

Evaluation Criteria

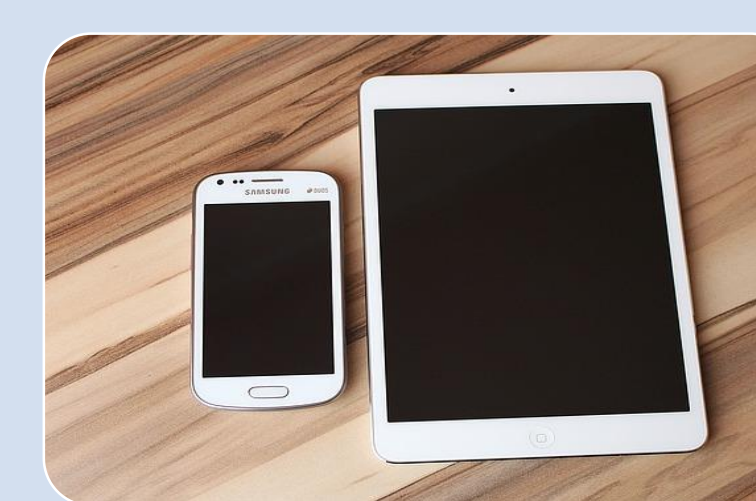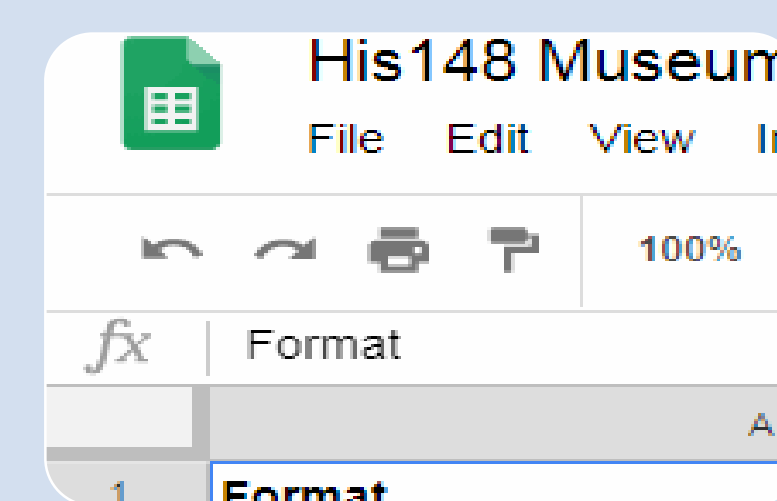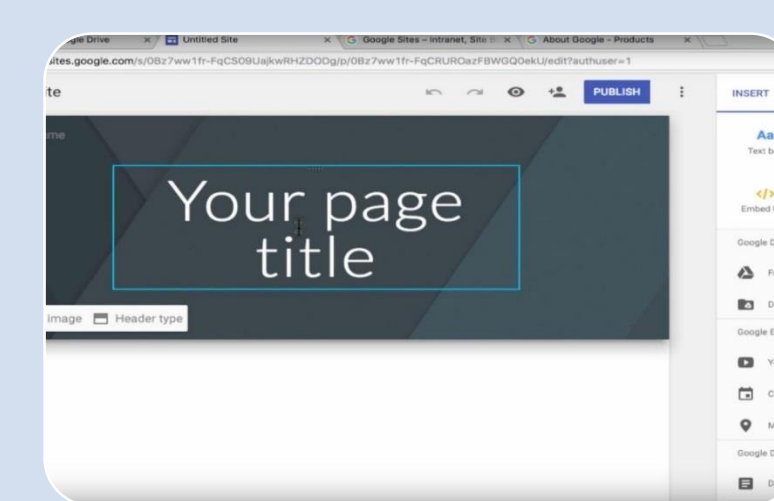|		
Evaluation Criteria	Low learning curve	Supports multiple formats (at minimum: images, text, video, audio)
Web-based	Public and private options	Supports collaboration

Recommended Tech

His148 Museum — File Edit View In — Format

New Google Sites for collaboratively building exhibit and publishing it on the web

Google Spreadsheet (for tracking exhibit materials)

Digital camera and audio recorder (if needed)

Successes & Challenges

Went well!	Needs work…
Thumbs up for OER!!	Group work
Enhanced engagement in History	Time
The power of creating narratives	Student confusion about assignment instructions
Faculty/instructional design/archive/library collaboration	Juggling group/project management, digital storytelling, website/story design, identifying and evaluating copyright, finding and organizing materials
Technology was not a barrier for students	Rubrics (assessment criteria) may need refinement
In-class group work sessions	Lack of student understanding about how to tell a story

Next Steps

- Review student assignments to evaluate strengths and weaknesses of the course design
- Add more scaffolding opportunities related to storytelling and exhibit conceptualization
- Add more in-class group work. Add a session on how to work in groups
- Refine assignment instructions and rubrics for clarity
- More periodic feedback from instructor and peers

Exhibits As Storytelling Site

The exhibits as storytelling assignments, rubrics and instructor notes are available for use, adaptation and sharing under a Creative Commons license at

https://sites.google.com/view/exhibitsasstorytelling/home

Course (Re)Design

Redesign Goals
- Why: To enhance student engagement and critical thinking via digital storytelling using primary and secondary OER.
- What: Three digital projects with related scaffolded activities spaced throughout the American History Survey, HIS 148.

Course Text: The American Yawp, high quality, free, online

Project Assessment Criteria
- Individual Submission: Midterm and Final Evaluation of the Project and the Group Dynamic
- Group Submissions: Length & Timeliness (10%); Content (40%); Storytelling Strategy & Creativity (25%); Grammar & Spelling (25%)

WCSU Student Past, Present, Future
- What's a primary source? (What's in your backpack?) – **Group Exercise**
- An introduction to the University Archives – **Field Trip to Archives**
- How to identify themes, weave themes into a story – **Group Exercise**
- What objects/images/sounds/video best tell your story? Collecting and Exhibiting the History of the WCSU student – **Group Exercise**
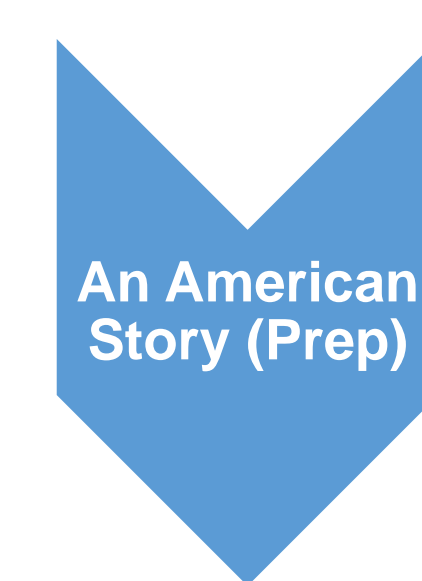
An American Story (Prep)
- Basic research (an OER Note Taking Activity) – **In Class and Homework**
- Intro to Tools for Digital Storytelling – **Lab**
- Identifying the central themes and sub-themes in overall topic (an OER Note Taking Activity) – **In Class and Homework**
- Intro to Copyright, Creative Commons, and Public Domain – **In Class**
- Identifying and Collecting Digital Items (images, sound, film) – **Groupwork**

An American Story (Digital Exhibit)
- Storyboarding History – **In Cass Discussion**
- Organizing Digital Collections – **Groupwork**
- Drafting Introduction and Label Text for Digital Exhibit – **Groupwork**
- Designing the Story and Building the online exhibit – **Lab**

WESTERN CONNECTICUT STATE UNIVERSITY

The [Hi]story Lives On: Student Work

Dr. Leslie Lindenauer, History and Non-Western Cultures & Aura Lippincott, Instructional Designer, Western Connecticut State University

Group 1 Revised Exhibit Preparation
Immigration of the Antebellum Period

During the 1800s the majority of the immigrant population were of Irish descent, this was due to the potato famine and the rise of food costs in Ireland. In the 1800's America had an industrial boom, which pulled Irish immigrants with the hopes of work in factories in the major cities in the United States. In the 1840's Irish immigrants made almost half of American population, which started a great deal of hostility and gang formation in the Antebellum period in New York City. (PBS). Americans were threatened by Irish immigrants for a number of reasons, the main one being their connection with Catholicism and their dedication to the Roman Catholic Church. Gangs such as the Bowery Boys and the Dead Rabbits took the streets of New York City with violence, adding more hostility toward those of Irish Decent.

For the portion of this exhibit, we trace the life of an immigrant young woman from Ireland in the late 18th century in America. Her story will show the reasons for leaving her homeland to venture to The New Land. Her story will also show the struggles and anti-semitism early Irish immigrants faced before the start on the Civil War. Her story will show the impact of gangs on everyday life and the hardships of being poor as an immigrant in early New York City. Our target audience for this exhibit will be high school and college students. It is important to teach the hardships and reality of early immigration to America to fizzle out the origin story of the American Dream, and show how it was not the reality of immigrants that childhood stories make it out to be.

Dr. Lindenauer

HIS-148-04

26 March 2018

History Part One - Deliverables (Team 3)

Beginning in the seventeenth century, millions of African people were kidnapped and shipped across the Atlantic to the Americas under horrific conditions to be enslaved as chattel. If being forced into slavery wasn't bad enough, they were stripped of human rights, branded, hanged this seems a bit awkward in the middle of the sentence, and whipped. Slavery in the United States started when Africans first arrived in Jamestown, Virginia in 1619. In the South, enslavement of black people was widely embraced from the first colony to the end of the American Civil War. The enslavement of Africans in the United States created wealth, opportunity, and prosperity for millions of wealthy Americans, while simultaneously destroying the lives of millions of slaves. It is important that we explore this topic because we must not forget our past, and how people from diverse backgrounds were treated inhumanely based solely on the color of their skin.

The Intended audience for our exhibit will be a general audience. We feel that it is important to reach as many people as possible, in order to open more eyes to the cruelty and hardships one can face when racism and bigotry are taken to the most extreme levels. This is important because our decisions today affect more lives than ever before in the ever-shrinking world. We must remain conscious about the adverse effects of each and every decision we make as individuals and as a society. This is ok, though as the assignment stated, by this point you were supposed to be developing

Excerpt from The Western Student Assignment
Dyer, James E. "Student candid outside dorm." James Dyer Photographs and Misc., RG8, WCSU Archives, 16 Oct. 2015. Accessed on the Web: 15 Feb. 2018.
http://archives.library.wcsu.edu/omeka/items/show/41

In this image we see a group of people hanging out on campus in the 1975 yearbook. An image like this shows the friendships and social interactions between students during their time at Western. Which is different today as students do not interact as much due to the encroachment of technology on our everyday lives. It is memories like this which are now lost due to the discontinuation of a yearbook here at Western.

Excerpt from The Western Student Exhibit

6		The detailed drawing of the interior of a slave ships shows how the cargo was arranged to maximize capacity. The slaves were packed into their quarters and chained to the floors, walls, and ceilings in order to prevent them from moving around and in order to increase potential capacity. It helps to illustrate just one of the ways in which slaves had their rights as human being stripped away right from the beginning.	Transportation
7		One can clearly see how malnourished the slaves were even before arriving at their destination. It is easy to see why so many slaves did not survive the journey.	Transportation
8		This is an example of a slave ship that would transport slaves from their home of origin to westernized colonies and sold into slavery. It is known that many slaves wouldn't make the long journey.	Transportation
9		This is a depiction of slaves being thrown overboard. This could be for several reasons including rioting, sickness, and even a run in with other ships.	Transportation
10		We see yet again slaves fearing for their lives. Often slaveholders used fear to maintain a sense of ownership and order on the ships.	Transportation

The American Yawp

A Free and Online, Collaboratively Built American History Textbook
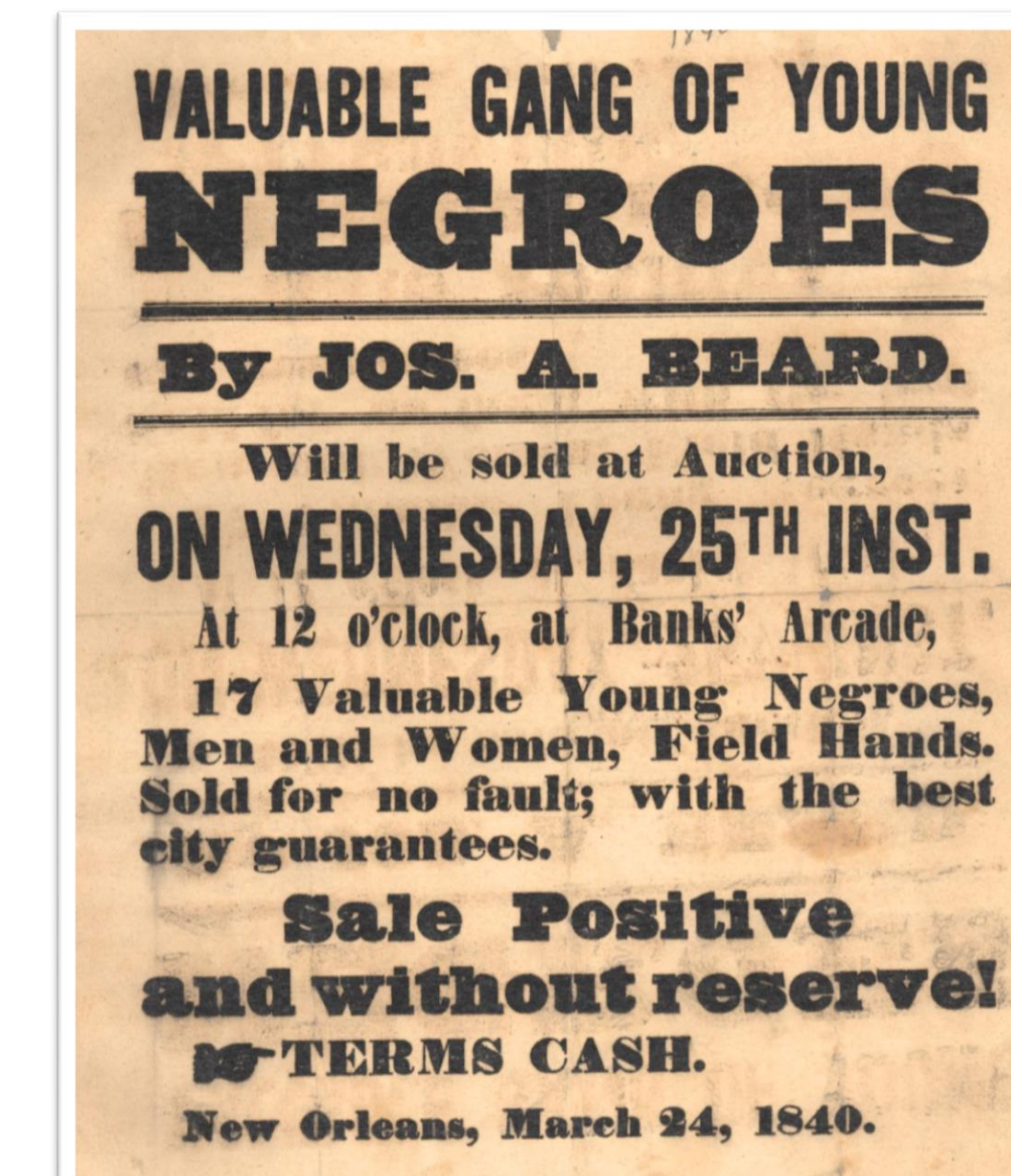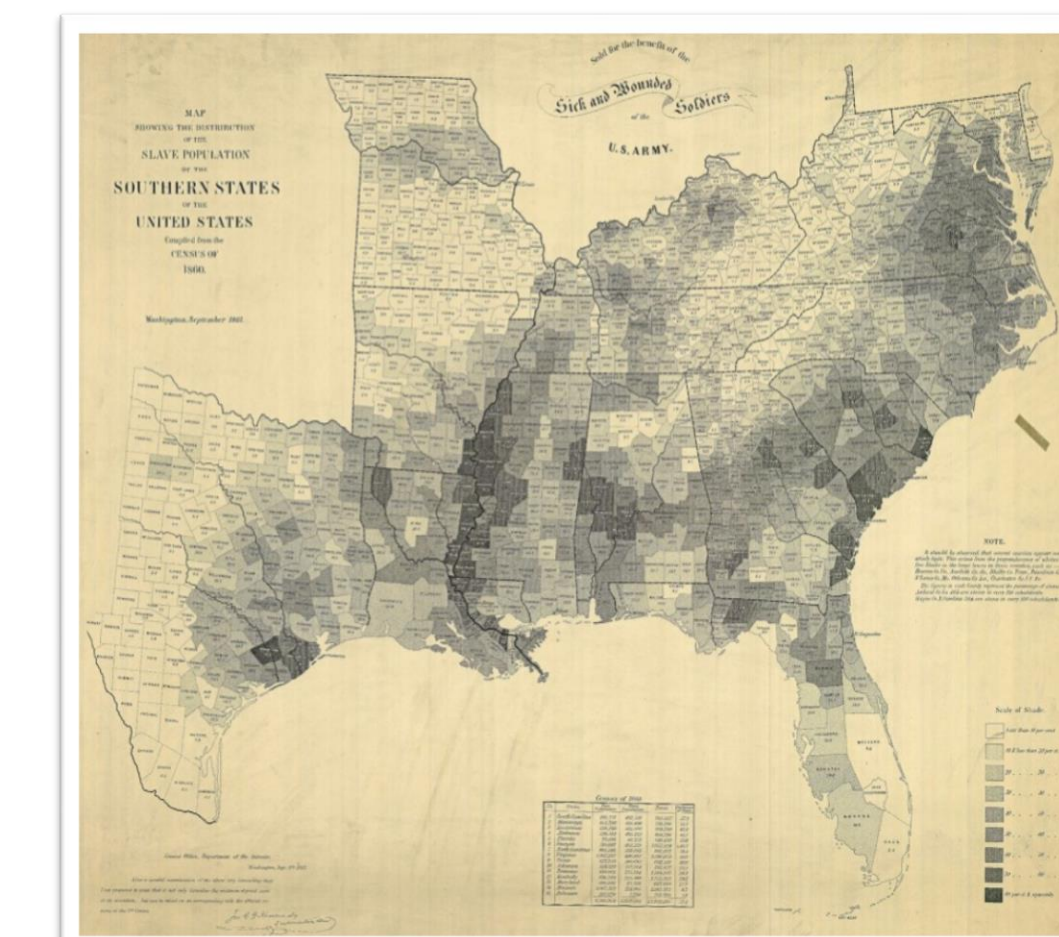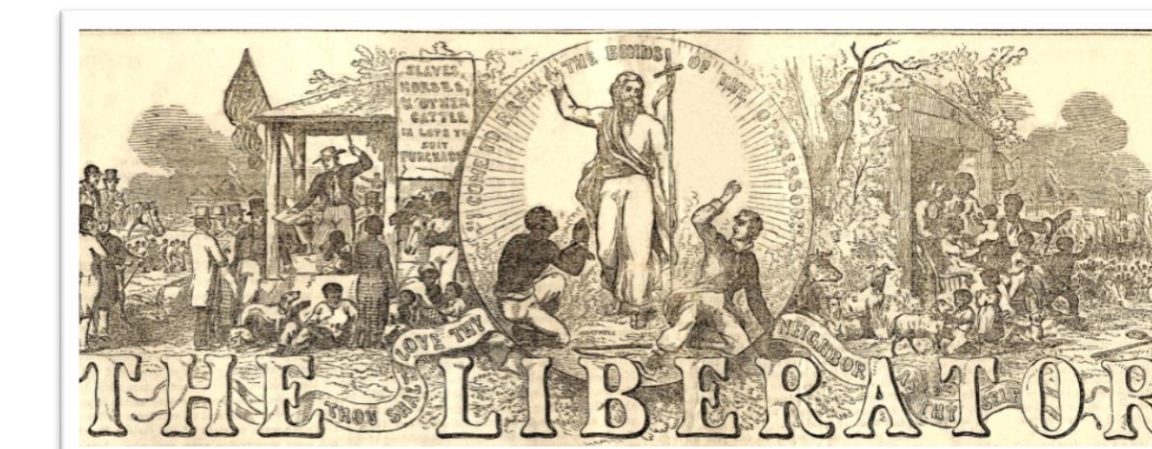
Resources & References

- The American Yawp: http://www.americanyawp.com/
- What is Open Pedagogy: https://www.yearofopen.org/april-open-perspective-what-is-open-pedagogy/
- Open Pedagogy Examples: https://digitalpedagogy.mla.hcommons.org/ and https://tinyurl.com/y8vl4ahc
- What is OER: https://bit.ly/1xL0Wup

Acknowledgements