Free and open teaching materials: when, why, and how

CTL Teaching Institute Aug 19, 21 & 22, 2019

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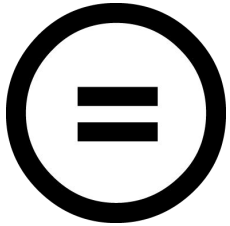

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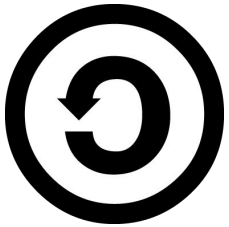

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When and why

Examples

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User Guide (Start Here)

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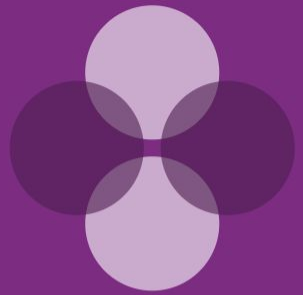
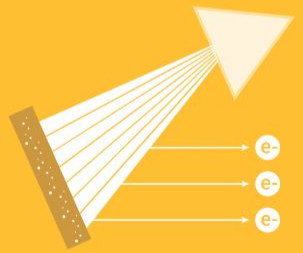


Nucleus

Radioactivity

E = mc2



Photoelectric Effect

OpenSource
This project is open source and freely available here:
https://github.com/OpenPhysProject/OpenPhys

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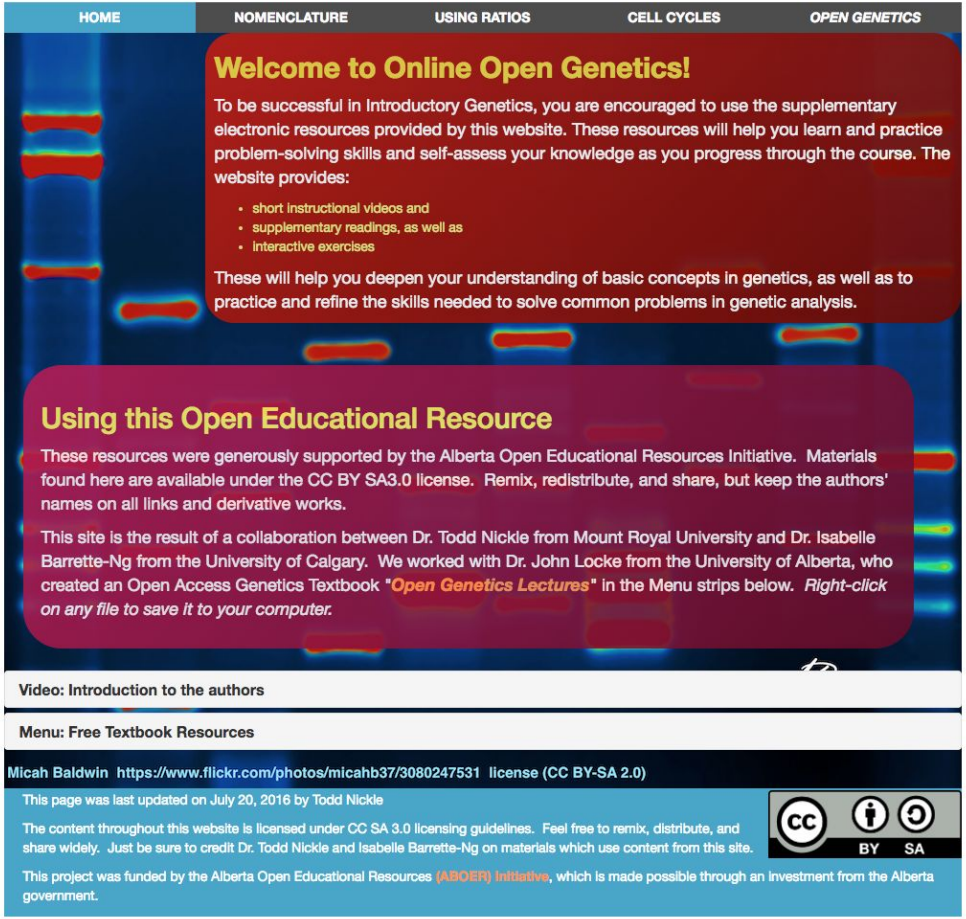

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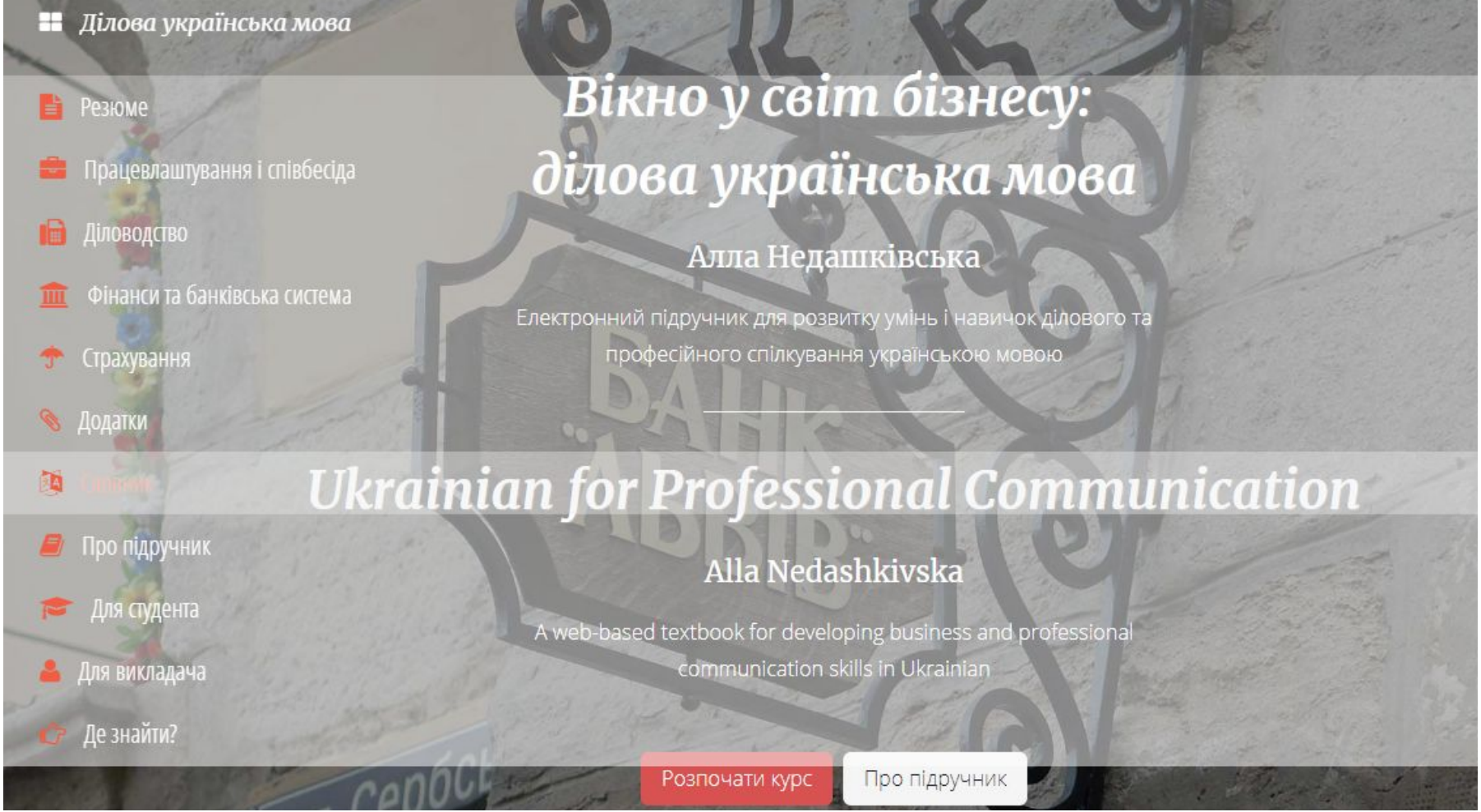

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Valentin Villatoro and Michelle To

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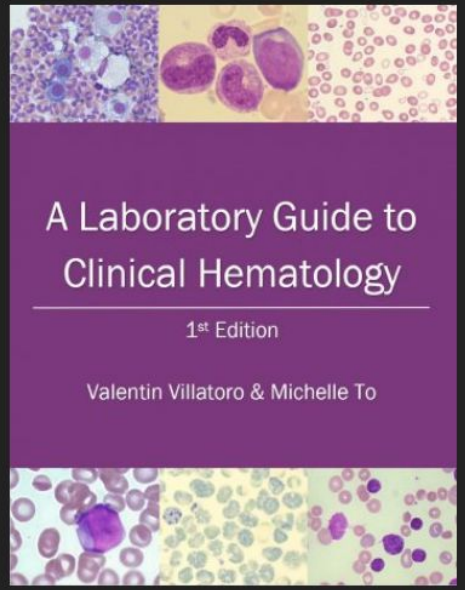

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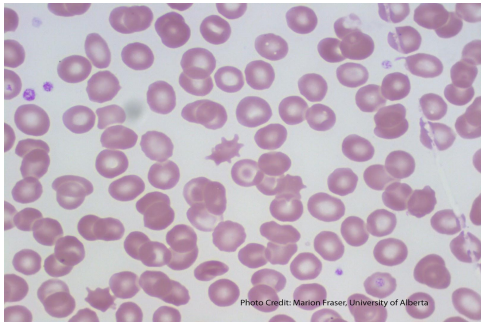

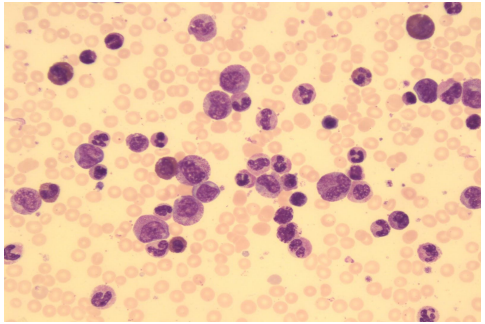

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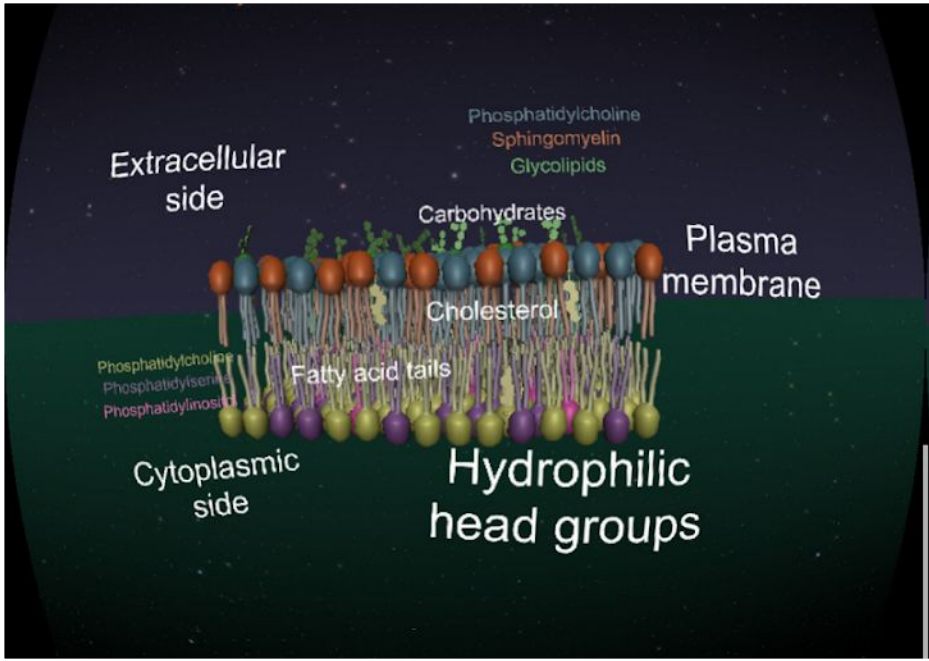

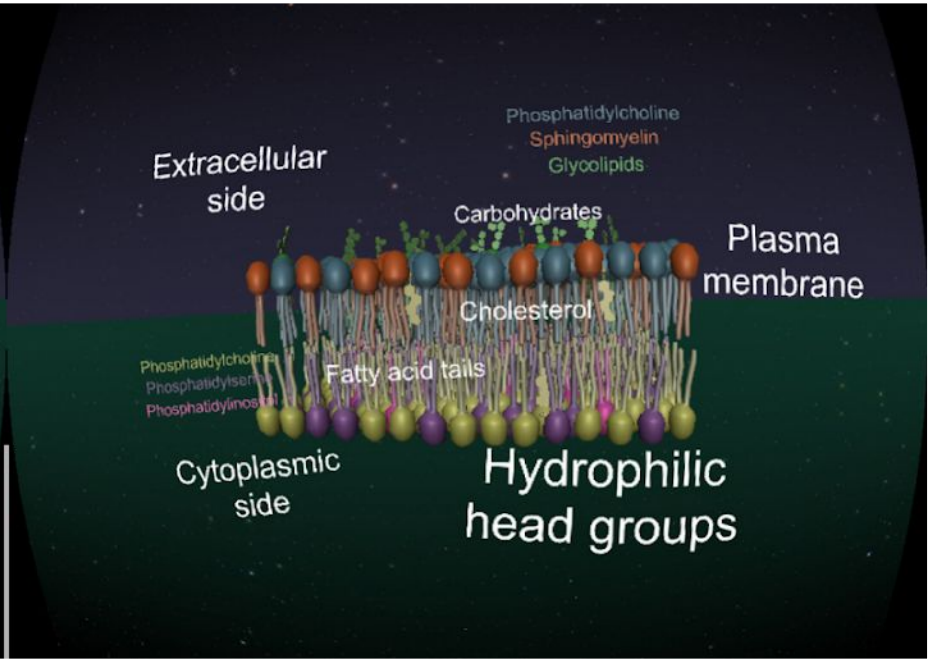

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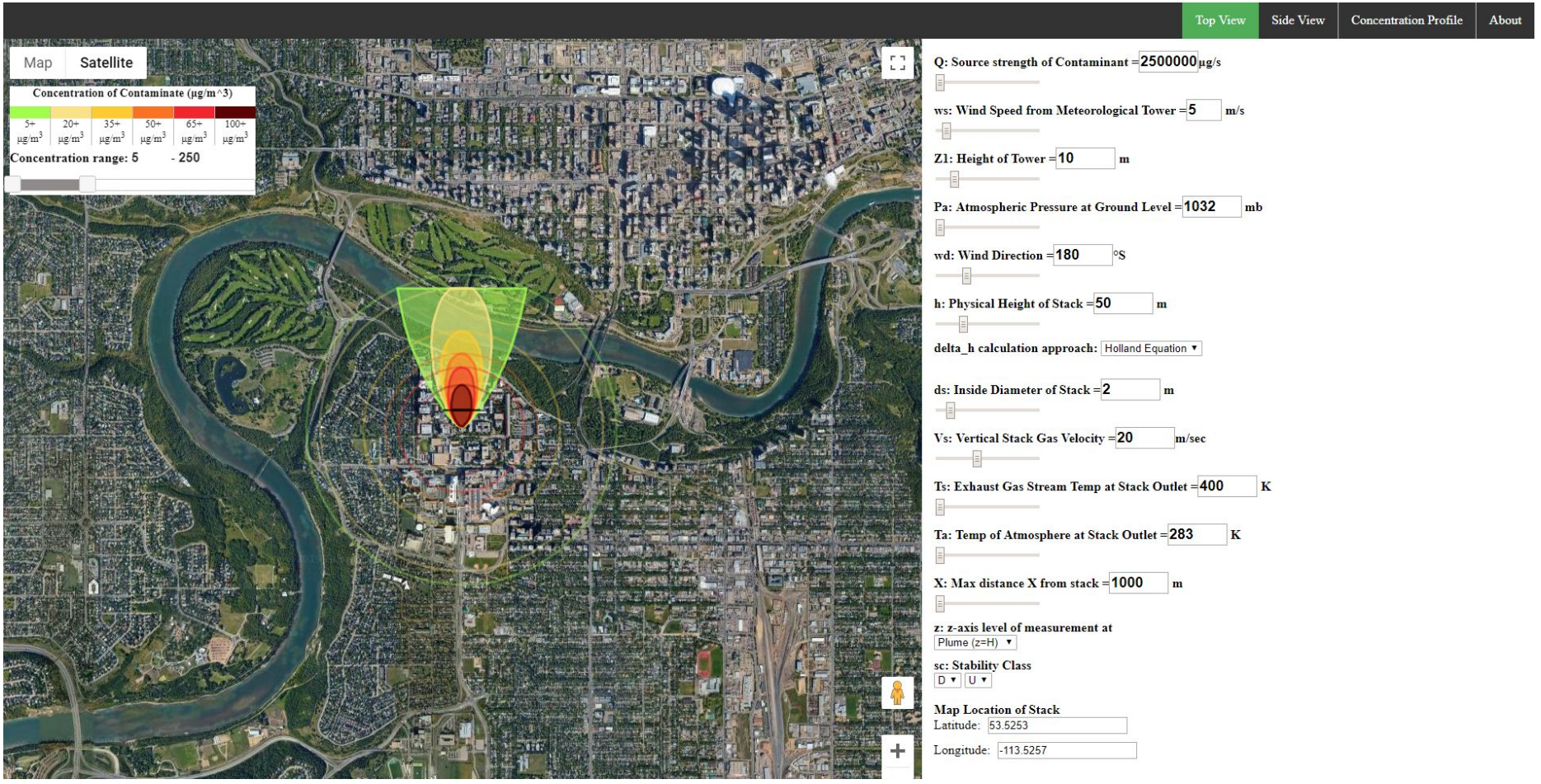

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WHO BELONGS IN THE OUTDOORS DOING FIELDWORK?

You teach a first year geology course. A program advisor in your department comes to you with a concern that was brought up by a female student in your course. According to the program advisor, the student is really enjoying the course and has decide...

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WRITING AS THE TEST OF KNOWLEDGE?: TOWARDS MORE INCLUSIVE COURSE DESIGN

This case study scenario illustrates a common missed step in course design, especially among instructors who were trained in disciplines that traditionally rely on one particular form of assessing student learning (in this case, writing). One of the ...

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You are teaching a second year political science class. At the start of each class, you open with a short discussion topic on relevant news in the media and its' impact on Canadian politics as a way for your students to apply theory to practice. A st...

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THE COMMUNITY FORESTS MANAGED BY THE MIAO PEOPLE IN GUIZHOU PROVINCE, CHINA

The Miao nationality is an ancient nation scattered throughout the world, mainly distributed in China's provinces such as Yunnan, Hunan, Hubei, Sichuan, Guizhou, Guangxi, as well as Laos, Vietnam, Thailand and ...

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AN ASSESSMENT OF THE CORTES FORESTRY GENERAL PARTNERSHIP (CFGP) OF BC, CANADA: A JOINT INDIGENOUS AND NON-INDIGENOUS COMMUNITY FORESTRY ASSOCIATION

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FOREST MANAGEMENT IN BAN THUNG YAO COMMUNITY IN THAILAND

Ban Thung Yao village is located in the Lamphun province of Northern Thailand. Members of the community have been managing the forests since their settlement in 1915. They depend on the forest to extract both ...

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THE CONTRIBUTION OF COMMUNITY FOREST TO YOE SONE COMMUNITY FORESTRY, WAN TWIN TOWNSHIP, MANDALAY REGION, MYANMAR

Yoe Sone Community Forestry, located at Dry Zone Region of the Myanmar, had become a successful model of the country because of its improved livelihood and sustainable ...

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A long period of poor life forces central governments make a change and Longquan get the chance become better. After hard exploration, the new policy: Household plots and ...

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THE GREAT BEAR RAINFOREST: K3H IN BRITISH COLUMBIA, CANADA

K3H is an area of forest currently under a community forest license issued to the Nuxalk Nation. It is located near Bella Coola in the central coast of British Columbia. The K3H license features a ...

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THE CULTURAL AND CONSERVATION SIGNIFICANCE OF ANGUNIAQVIA NIQIQYUAM MARINE PROTECTED AREA (MPA), NORTH WEST TERRITORIES, CANADA

This case study examines Anguniaqvia niqiqyuam (Ung-u-niak-via Ni-kig-e-um) MPA, which was officially designated a Marine Protected Area by ...

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CHAKMA TRIBAL FOREST MANAGEMENT IN THE CHITTAGONG HILL TRACTS OF BANGLADESH

The Chittagong Hill Tracts (CHT) consist of 3 districts in the southeastern part of Bangladesh- Khagrachari, Banderban and Rangamati. Half of Bangladesh's populations are tribal people with the other half being mainstream Bengali...

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ECOSYSTEM SERVICES AND MANAGEMENT OF LONG FOREST CREATED BY DAI INDIGENOUS PEOPLE IN XISHUANGBANNA, CHINA

This is a case study of community forestry on the Dai community in Xishuangbanna, which is an ethnic minority in China. Dai people have unique water cultures relying on the forest ...

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7.4 Alignment Process

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8.2 ELEMENTS OF TIME MANAGEMENT

Visit Audio Recordings for the audio version of this section.

LEARNING OBJECTIVES

1. Describe a work breakdown structure and how it relates to activities.
2. Describe the use of graphic representations for time management.

According to the Project Management Institute (PMI), project time management includes the following elements:[1]

- Define activities
- Sequence activities
- Estimate activity resources
- Estimate activity durations
- Develop schedule
- Control schedule

The list of activities, their relationship to each other, and estimates of durations and required resources comprise the ***work breakdown structure (WBS)***. The project WBS is a hierarchical—classified according to criteria into successive levels—listing and grouping of the project activities required to produce the deliverables of the project. The WBS represents a breakdown of the project into components that encompass the entire scope of the project. Each level of the WBS hierarchy represents a more detailed description of the project work so that the highest level represents broad categories, and the lower levels represent increasing amounts of detail.

Image by Klaus Schoenwandt

Larger and more complex projects often require a larger WBS. The size of the WBS is directly related to the amount of work on the project and how that work is divided into work packages.

AUDIO RECORDINGS

All chapters are available in audio format.

- Chapter 1
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  - Chapter 7.3

https://pm4id.org/

FOUNDATIONAL KNOWLEDGE ARPDC CONVERSATION GUIDE SERIES

The intent of the eleven ARPDC *Conversation Guides* below is to create teacher, school leader and system leaders' awareness and understanding of First Nations, Métis and Inuit:

- Perspectives, experiences and ways of knowing
- History and legacy of residential schools and treaties
- Truth and Reconciliation Commission recommendations for education

Find the ARPDC *Facilitator's Guide* in Supporting Staff Development.

History of First Nations People in Alberta

Alberta Treaties 6, 7, 8

Métis in Alberta (Part 1): History

Métis in Alberta (Part 2): Governance and Settlements

Inuit Part 1: History & Culture

Inuit Part 2: Modern Treaties

Social Studies Lesson Plan - Grade Five
Topic: Residential Schools

Teacher Background (Foundational Knowledge) Information for Lesson
http://empoweringthespirit.ca/wp-content/uploads/2017/08/History-and-Legacy-of-Residential-Schools-Sept-2017.pdf

Materials for Lesson

- **Classroom Conversation Guide** (an edited version of the ARPDC Conversation Guide on Residential Schools) (it is recommended that students complete this online. Teacher can also print this guide if necessary) https://docs.google.com/presentation/d/1O-tTczZdMdPaLhMwc8GzoKE8tFd2wLooS_t0YYqLfBY/edit?usp=sharing
- Stick or stone for the Sharing Circle

Questions for Sharing Circle or extension activities

1. How did the decisions of the government (John A. MacDonald) affect Indigenous people?
2. How has residential schools shaped Indigenous identity? In the past? In the present?
3. Do you think Indigenous people benefited from confederation? Why or why not?

Program of Study
-Dimensions of Thinking-critical thinking, historical thinking,
-Social Participation as a Democratic Practice-age-appropriate behaviour for social involvement
-Communication- oral, written and visual literacy

Lesson #1	**Lesson Objective** (Supports Unit Goals - Intended Outcome From POS)	**Teaching Approaches and Student Learning Experiences** (What teaching approaches will I use to engage students? What are the student activities?)	**Assessments and Tasks** (What strategy will I use to judge the quality of student learning? How will students show what they know? What will I be looking for? What criteria will I use?)	**Resources the Students Will Encounter** (What resources will I use that are appropriate to activities, student age/development, Indigenous foundational knowledge, lesson objectives and unit goals?
Residential Schools	**Grade Five -Social Studies 5.3-Shaping an Identity** **General Outcome-** Students will demonstrate an understanding of the events and factors that have changed	Students will engage in learning by completing the Classroom Conversation Guide on Residential Schools. There are various options for	Students will be assessed and evaluated in a rubric measuring: -their involvement in completion of the ***Re*** ***and Reflect*** Portion	All links in the Classroom Conversation Guide are live,

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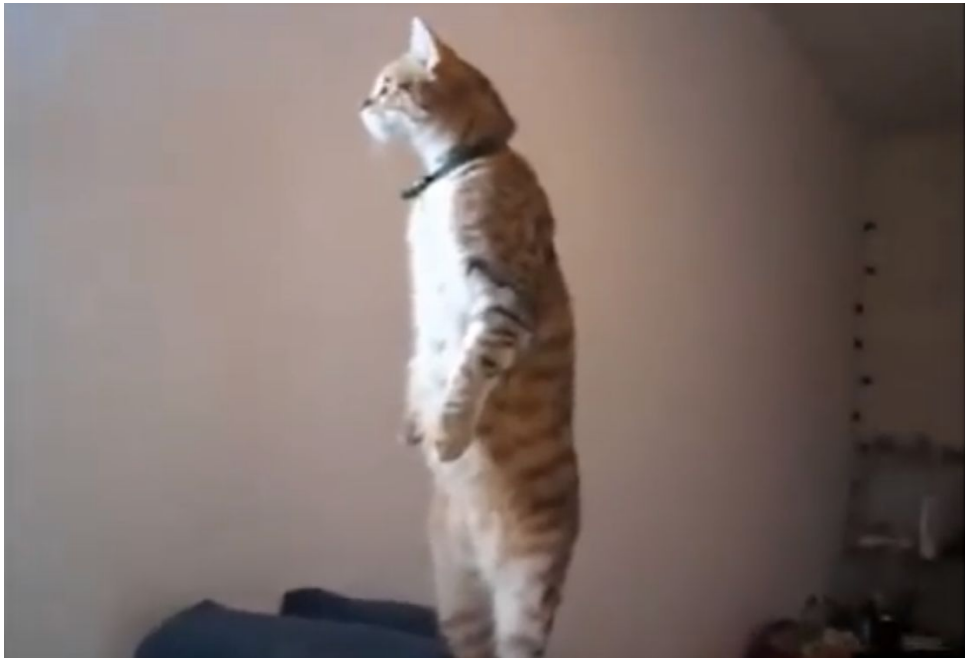

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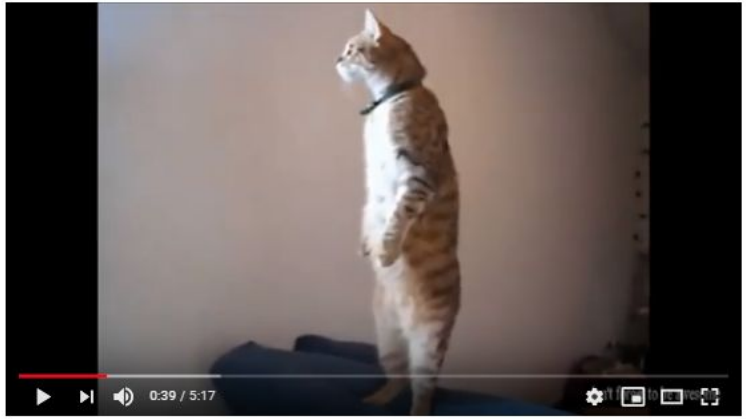

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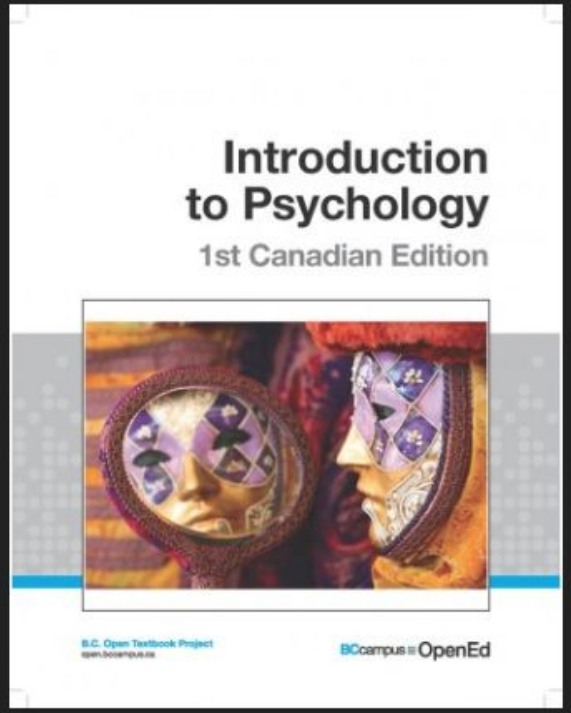
Introduction to Psychology – 1st Canadian Edition

Charles Stangor and Jennifer Walinga

This book is designed to help students organize their thinking about psychology at a conceptual level. The focus on behaviour and empiricism has produced a text that is better organized, has fewer chapters, and is somewhat shorter than many of the leading books. The beginning of each section includes learning objectives; throughout the body of each section are key terms in bold followed by their definitions in italics; key takeaways, and exercises and critical thinking activities end each section.



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Author(s): Jennifer Walinga, Royal Roads University, Charles Stangor, University of Maryland

Updated: Mar 27, 2019

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Introduction to Psychology (University of Saskatchewan)

Author(s): Jorden A. Cummings, Lee Sanders; University of Saskatchewan

Updated: Jul 22, 2019

Description: This introductory text has been created from a combination of original content and materials compiled and adapted from a number of open text publications, including Introduction to Psychology – 1st Canadian Edition (Stangor & Wallinga, 2014), the Noba Project, and Research Methods in Psychology – 3rd American Edition (Price, Jhangiani, Chiang, Leighton, & Cuttler, 2017). This version of the text includes a Key Terms list for each chapter, an expanded glossary, and H5P chapter self-tests.

Ancillary Resources

Introduction to Community Psychology

Author(s): Leonard A. Jason, Olya Glantsman, Jack F. O'Brien, Kaitlyn N. Ramian

Updated: Jul 17, 2019

Description: This textbook tells the story of community psychologists, who view social problems as being due to the unequal distribution of resources, which causes poverty, homelessness, unemployment, and crime. In addition, because no condition or disease has ever been eliminated by just dealing with those with the problem, community psychologists focus their work on prevention. Finally, community psychology shifts the power dynamics so that community members are equal members of the team, as they provide ...[more]

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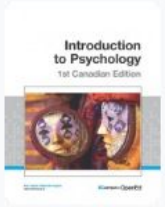
Introduction to Psychology - 1st Canadian Edition

Posted: October 16, 2014 | **Updated:** March 27, 2019
Author: Jennifer Walinga, Royal Roads University, Charles Stangor, University of Maryland

This book is designed to help students organize their thinking about psychology at a conceptual level. The focus on behaviour and empiricism has produced a text that is better organized, has fewer chapters, and is somewhat shorter than many of the leading books. The beginning of each section includes learning objectives; throughout the body of each section are key terms in bold followed by their definitions in italics; key takeaways, and exercises and critical thinking activities end each section.



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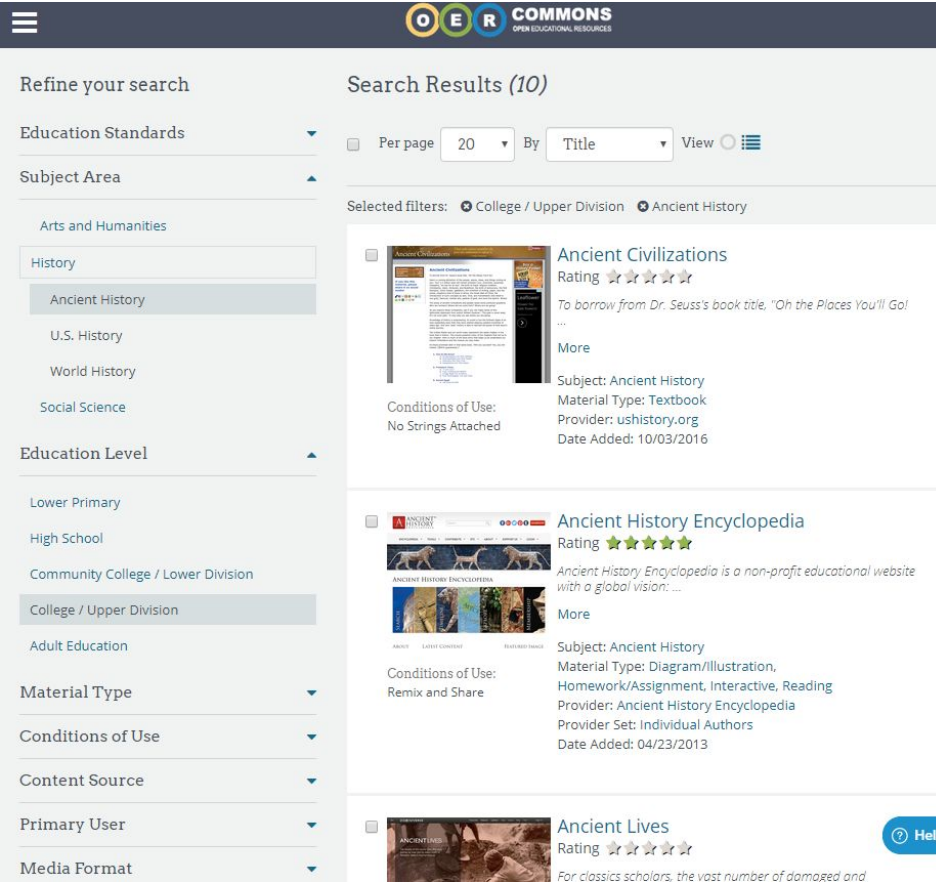
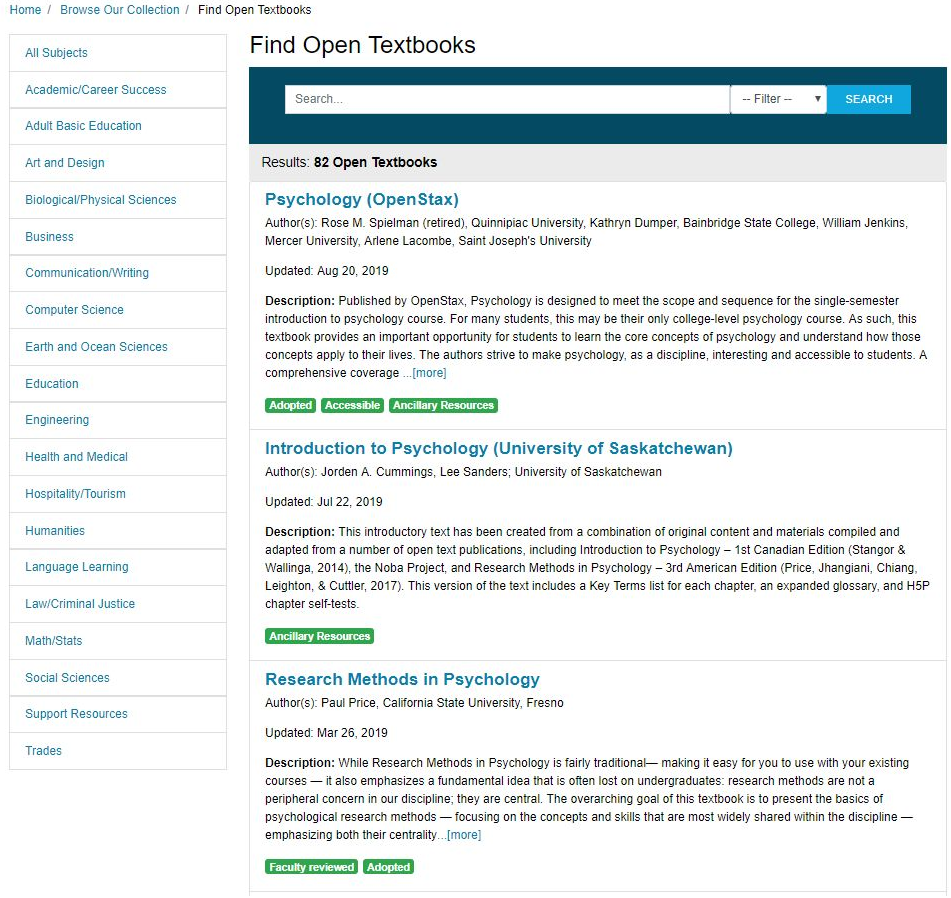




https://open.bccampus.ca/browse-our-collection/find-open-textbooks/

UA OER Awards Program

UA OER Awards Program

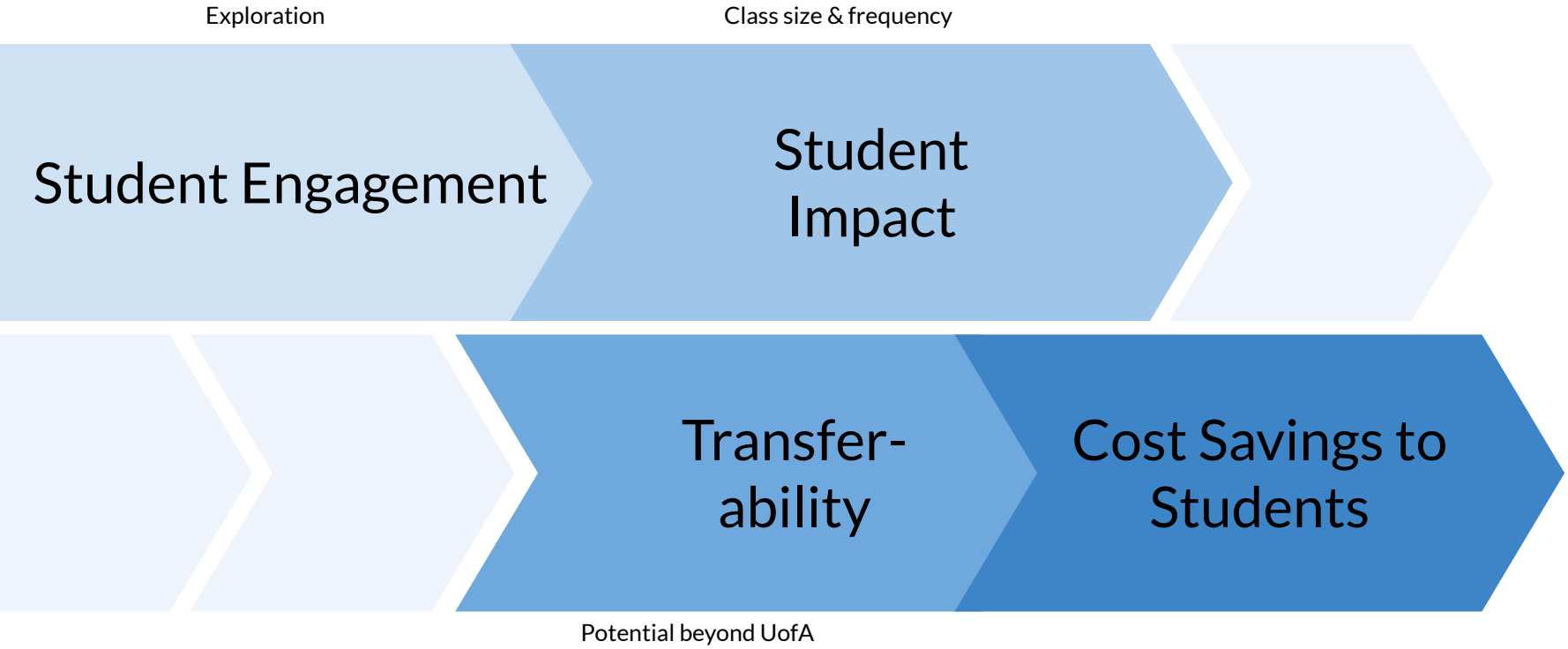
GERM 111, 112, PSYCHO 403, BIO 107/108/207/208, EDEL 316, EDEL 335, SCI 101

Finding and Using OER | Developing OER

EAS 233, CELL 201, DDS 545-2, ENG 423

open textbooks, course packs, class assignments, interactive resources, media collections

Evaluation Criteria



Project Agreements

Evaluations

Course outlines, project team interviews

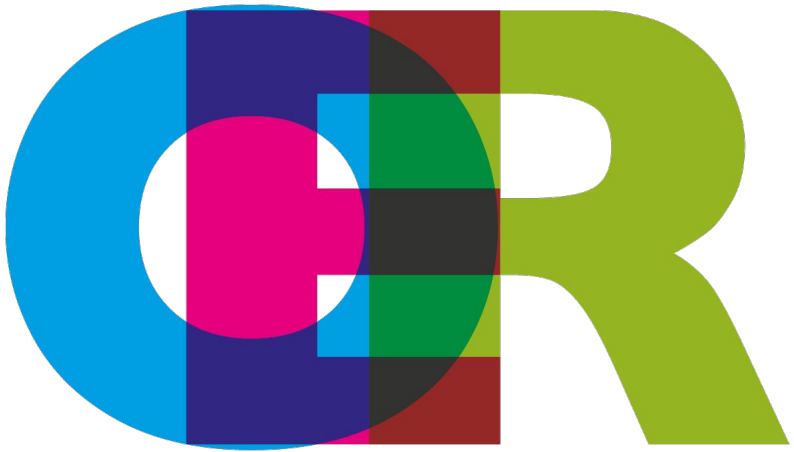
Institutional Repository

OERs are stored in the
UA Educational Research Archive (ERA)

Student Teams

Funding stays in CTL, staffed by students

CC-BY, CC-BY-SA, CC-BY-NC, or CC-BY-NC-SA



CTL, Libraries, Copyright Office

1. Workshops / Sessions
2. Consultations
3. Teaching and Learning Grants

subject matter librarians, digital initiatives librarians, educational developers, instructional designers, copyright librarians & officers

oer@ualberta.ca

Questions?

Thank you!

ctl@ualberta.ca | oer@ualberta.ca

Krysta McNutt, OE Program Lead
krystam@ualberta.ca

Quick Links

Alberta OER Starter Kit

UA OER Awards Program

UAL Publishing Services

OER Commons

BC Open Textbook Collection

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