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Past Galloping COLTT/Junto [1]

Introducing a NEW Galloping COLTT event: The Galloping Junto

Friday, February 26, 2016 | 9 a.m. – 12 p.m.
Auraria Campus, Denver | West Classroom Blding (rm 142, 144, 145)



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The COLTT Conferenc
February 26th. Benjamin Frankli
knowledge about the ideas of t
Technology revitalized this idea
strengths of both of these mod
Junto: a forum for the COLTT c
challenges of higher education

Are Open Educational Resources (OER) a window in the emerging landscape of education?

Lead: Geoff Rubinstein with Nir Chaudhary

OERs are beneficial to cost, access, student retention, free exchange, affordability, flexibilit

Galloping Junto

Galloping Junto

Junto Materials

Are Open Educational Resources a window into the emerging landscape of education? | Geoff Rubinstein with Niraj Chaudhary

[2] Session Power Point Slides

Open Educational Resources (OER) originated to address issues of affordability and access, but they are also integral to and help shape the evolution of pedagogical practices in the digital age. OER interact and have important relationships with the constellation of other features in the emerging paradigm of higher education (e.g. adaptive and personalized learning, competencies and mastery based learning, globalization, do-it-yourself- education, MOOCs, peer-to-peer pedagogy, student as producer and /or curator, virtual and augmented reality, multi-literacies— digital, information, media, metacognition, self-direction, etc.).

MATERIALS TO READ/VIEW PRIOR TO JUNTO

2016 Higher Education Horizon Report
(Read table of contents and two-page executive summary, then browse as you see fit)
download: **http://www.nmc.org/publication/nmc-horizon-report-2016-higher-education-edition/** **[3]**
pdf: **http://cdn.nmc.org/media/2016-nmc-horizon-report-he-EN.pdf** **[4]**

Blog: The Consensus Around "Open"
http://opencontent.org/blog/archives/4397 [5]
David Wiley's blog decries the dilution of OER via "openwashing" by supplying, underscoring and linking to resources on several key definitions related to "open": Open Content, Open Educational Resources, Open Access, Open Data, Open Knowledge, Open Source, Open Standards

Open Educational Resources (OER) Videos
interviews with two rock star thought leaders
1. *Creative Commons (CC), Cable Green*
https://onlineedureport.org/oer/creative-commons-a/ [6]
(15 mins or read transcript)
2. *Lumen Learning, David Wiley*
https://onlineedureport.org/oer/lumen-learning/ [7]
(15 mins or read transcript)
3. *3 Minute Teaching With Technology Tutorial - OER*
https://www.youtube.com/watch?v=s8K902x0CJ4 [8]

Additional Materials

Open Education Consortium is a global network of educational institutions, individuals and organizations that support an approach to education based on openness, including collaboration, innovation and collective development, and use of open educational materials. The Open Education Consortium is a non-profit, social benefit organization registered in the United States and operating worldwide. **https://www.oeconsortium.org/** **[9]**

MERLOT is a curated collection of free and open online teaching, learning, and faculty development services contributed to and used by an international education community https://www.merlot.org/merlot/index.htm [10]

Creative Commons - With the internet, universal access to education is possible, but its potential is hindered by increasingly restrictive copyright laws and incompatible technologies. The Open Education program at Creative Commons works to minimize these barriers, supporting the CC mission through education, advocacy and outreach on using the right licenses and open policies to maximize the benefits of open educational resources (OER) and the return on investment in publicly funded education resources. https://creativecommons.org/education/ [11]

SPARC (the Scholarly Publishing and Academic Resources Coalition) works to enable the open sharing of research outputs and educational materials in order to democratize access to knowledge, accelerate discovery, and increase the return on our investment in research and education. https://sparcopen.org/ [11]

EDUCAUSE library: OER https://library.educause.edu/open-educational-resources-oer [12]

Open Content Blog by David Wiley http://opencontent.org/blog/ [13]

CU Online Podcast - The Future of Open Educational Resources (Interview with Geoff Rubinstein) https://www.youtube.com/watch?v=3L9LW8S-ueE [14]

Questions to Consider

1. What role can Open Educational Resources play in the evolution of educational technologies?
2. What are the few key guiding principles that should drive the emerging landscape of higher education?
3. What pedagogical affordances do Open Educational Resources provide and how do these inform the guiding principles suggested in question 2?
4. Given our discussion of the questions above, what kind of future should higher education aim for and how would we get there?

Junto Lead

Geoff Rubinstein is the Director of Online Learning at the University of Colorado, Boulder, serving in that role since 2004. He serves on several advisory committees focusing on educational legislation, technology and innovation. He has been a vocal advocate for Open Educational Resources for the last few years. His Ph.D. work in media studies at the University of Colorado focused on media technologies, institutions and audiences; and his dissertation research in the mid-90's focused on how digital media production technologies influence the creative process.



Creating seamless learning environments with mobile devices | Sandra Sawaya with Mark Gammon

Today’s students find themselves in a highly connected, contextual, and collaborative digital world struggling with uncertainty, ambiguity, and complexity. There seems to be a disconnect; however, between the real problems students encounter in their daily lives and the kinds of problems they solve in the classroom. Mobile devices have the potential to bridge that gap.
In this session, you will consider your own teaching and discuss the potential for mobile devices to design seamless learning environments that connect classroom learning to the kinds of problems students encounter in their everyday lives.

MATERIALS TO READ PRIOR TO JUNTO

1. Herrington, Herrington, Mantei (2009). Design Principles for Mobile Learning:
https://drive.google.com/file/d/0B2A5AsIWrUCTLS02NzI5TU9NeU0/view [15]

Focus on pages 134 to 138. These pages introduce and describe the design principles for incorporating mobile devices in the higher ed classroom.

2. Wong (2012). A Learner-Centric View of Mobile Seamless Learning:
https://drive.google.com/file/d/0B2A5AsIWrUCTV3NIY1VRdWNkLW8/view [16]
This paper introduces seamless learning and the dimensions of a mobile seamless learning environments.

3. Sharples (2014). Seamless Learning Despite Context:
https://drive.google.com/file/d/0B2A5AsIWrUCTWnA2OHNxeW85cWM/view [17]
This paper provides examples of and strategies for implementing seamless learning activities. While reading this article, consider how you can design such activities in your classroom.

4. Mishra, Koehler, & Henriksen. (draft). The Seven Trans-Disciplinary Habits of Mind: Extending the TPACK Framework Towards 21st Century learning (full version): https://drive.google.com/file/d/0B2A5AsIWrUCTaUJ6Q0FuNDFjSzA/view [18]
This paper introduces the seven trans-disciplinary habits of mind that creative teachers exhibit and that contribute to developing successful and transformative teaching and learning experiences. While reading this article, consider how you can use these habits of minds to design seamless learning environments.

Questions to Consider

1. How do the learning objectives in your course map onto real and complex challenges that students might encounter in their daily lives?
2. How can you leverage the affordances of mobile devices to design seamless learning activities in your classroom?
3. What are some potential challenges when using mobile devices to design seamless learning environments?

Junto Lead

Sandra Sawaya joined the Academic Technology Design Team at CU-Boulder in 2015. She holds a Ph.D. in Educational Psychology and Educational Technology from Michigan State University. As a scholar, she is interested in how individuals use mobile and wearable devices for everyday learning activities. Specifically, Sandra is keen on uncovering how the use of smart technologies has reshaped and redefined people's understanding of learning. At Michigan State, she was also involved in designing, implementing, and evaluating technology-rich learning environments for higher education. She also interned as a user experience researcher at a usability and accessibility consulting group. Sandra hopes that her work can inform and ultimately transform teaching with technology practices. At CU-Boulder, Sandra is the Academic Design Strategy Manager. Her work involves integrating design into curricula and collaborating with others to solve complex teaching and learning problems.



Nothing wrong with education a good leveraged buyout couldn't fix | David Thomas

Rising costs and decreasing revenue. Diminished state funding and increasing expectations. These factors conspire to destroy higher education as we know it.

But everyone from university administrators and politicians to faculty and students have solutions. Trim the overhead! Remove the redundancy. Cut costs in non-critical areas. Streamline! Focus! Reduce waste. Improve quality. The dull drone of administrative business speak grates on academic ears as the chorus or corporatization echoes up and down the halls of the ivory tower.

Is all lost? Is the future of education more Brazil and less Agora? The threats are real. The solutions must be precise and persuasive. We'll solve this problem. In 90 minutes.

MATERIALS TO READ PRIOR TO JUNTO

1. The digital revolution in higher education has already happened. No one noticed.
https://medium.com/@cshirky/the-digital-revolution-in-higher-education-has-already-happened-no-one-noticed-78ec0fec16c7#.f8eg0prbg [19]
Why online matters

2. The Real Reason College Costs So Much.
https://www.nytimes.com/2015/04/05/opinion/sunday/the-real-reason-college-tuition-costs-so-much.html?_r=0 [20]
College costs a lot 'cause administration

3. The End of Higher Education's Golden Age
http [21]://www.shirky.com/weblog/2014/01/there-isnt-enough-money-to-keep-educating-adults-the-way-were-doing-it/ [21]
Why things have changed and why it matters

4. Wikipedia Taylorism Article
https://en.wikipedia.org/wiki/Scientific_management [22]
Scientific management. The thing that supposedly we are doing wrong to make higher ed worse.

5. (Yes, I'm expecting some serious research here) The controversy at Mount St. Mary's goes national after professors are fired
https://www.washingtonpost.com/news/grade-point/wp/2016/02/09/the-controversy-at-mount-st-marys-goes-national-after-professors-are-fired/ [23]
School president pushes student success his way (or the highway)

Questions to Consider

1. How serious is the financial threat to higher ed? Is this more smoke than fire?
2. How much does higher ed need to change? How quickly must it change?
3. What are the key areas that need reform?
4. What

are the good big ideas that we should be pursuing RIGHT NOW? (Online? Credit for prior learning? Project-based learning? Learning communities? Learning pills?)

Junto Lead

David Thomas, PhD is the director of academic technology at the University of Colorado Denver where he oversees faculty support, program development and the academic technology product portfolio for both the Downtown Denver and Anschutz Medical campuses. He is an assistant professor, attendant, in the Department of Architecture at the University of Colorado Denver. David also teaches in the school of education and college of arts and media, both online and in the classroom. He serves on the board of directors of the Colorado Distance Learning Association as well as the advisory board for the New Media Consortium Horizon Report.



Groups audience:

Colorado Learning and Teaching with Technology

Source URL:https://www.cu.edu/coltt/past-galloping-colttjunto

Links

[1] https://www.cu.edu/coltt/past-galloping-colttjunto [2] https://www.cu.edu/file/coltt-junto-oer-pp-slidespdf-1 [3] http://?www.nmc.org/publication/nmc-horizon-report-2016-higher-education-edition/
[4] http://cdn.nmc.org/media/2016-nmc-horizon-report-he-EN.pdf
[5] http://opencontent.org/blog/archives/4397 [6] https://onlineedureport.org/oer/creative-commons-a/
[7] https://onlineedureport.org/oer/lumen-learning/ [8] https://www.youtube.com/watch?v=s8K902x0CJ4
[9] https://www.oeconsortium.org/ [10] https://www.merlot.org/merlot/index.htm [11] https://sparcopen.org/
[12] https://library.educause.edu/open-educational-resources-oer [13] http://opencontent.org/blog/
[14] https://www.youtube.com/watch?v=3L9LW8S-ueE
[15] https://drive.google.com/file/d/0B2A5AsIWrUCTLS02Nzl5TU9NeU0/view
[16] https://drive.google.com/file/d/0B2A5AsIWrUCTV3NIY1VRdWNkLW8/view
[17] https://drive.google.com/file/d/0B2A5AsIWrUCTWnA2OHNxeW85cWM/view

[18] https://drive.google.com/file/d/0B2A5AsIWrUCTaUJ6Q0FuNDFjSzA/view
[19] https://medium.com/@cshirky/the-digital-revolution-in-higher-education-has-already-happened-no-one-noticed-78ec0fec16c7#.f8eg0prbg [20] https://www.nytimes.com/2015/04/05/opinion/sunday/the-real-reason-college-tuition-costs-so-much.html?_r=0 [21] http://www.shirky.com/weblog/2014/01/there-isnt-enough-money-to-keep-educating-adults-the-way-were-doing-it/
[22] https://en.wikipedia.org/wiki/Scientific_management [23] https://www.washingtonpost.com/news/grade-point/wp/2016/02/09/the-controversy-at-mount-st-marys-goes-national-after-professors-are-fired/