

Open Educational Resources (OER)

- **Welcome and Introductions**

- Isabelle Turmaine, IAU Director, Information Projects and Services, i.turmaine[[@](mailto:i.turmaine@iau-aiu.net)]iau-aiu.net
- Project on the role of the academic librarian in the development of OER worldwide
- Currently drafting IAU information strategy and reviewing IAU Statement on Universities and ICTs (2004)

- **Aims of the presentation**

- To explain the concept of OER: Definitions and illustrated key words
- To tell a brief history of the movement
- To give reasons for taking up OER
- To set the scene for my colleagues' presentations
- Hopefully, to give you feed for thoughts and questions

Open Educational Resources (OER)

- **Definitions**

- Teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation and distribution (UNESCO)
- Educational resources that can be used without the need to pay royalties or licence fees (OER Africa)
- OER are a means of content creation and sharing. They do not as such lead to degrees nor provide academic/ administrative support to students. Yet, OER are used in distance education and e-learning

- **Keywords**

- Free of charge: Public domain or **open (CC) licences**; Portable : Can be used on any support including paper ; Adaptable : Can be used in totallity or just parts or even part; adapted to the environment, field of study; context; students; etc.
- Quality assured: Submitted to the world and adapted; and Intellectually protected: Source must be cited

Open Educational Resources (OER)

. Brief History

- The OER term was first adopted at UNESCO's 2002 Forum on the *Impact of Open Courseware for Higher Education in Developing Countries*.
- The OER movement emerged in the late 20th century with the collapse of distinctions between F2F and distance education; the growth in the use of ICTs in education; the emergence of open source and open access;
- It gained momentum with MIT's placing of its courses online in the framework of its OpenCourseWare (OCW) project.
- The OpenCourseWare Consortium, founded in 2005 to extend the reach and foster the development of open course materials has some 300 members worldwide.
- MOOCs (first mentioned in 2008): Massive open (but not all are adaptable and re-usable) online courses seemed to have taken over the OER movement

Open Educational Resources (OER)

- **Creative Commons Licences**
 - **Cc by attribution:** can be distributed, adapted, built upon, even commercially, as long as credit is given to the source of the original creation
 - **Cc by attribution share alike:** Same as above + the new creation has to be licensed under identical terms
 - **Cc by attribution non-commercial:** can be non-commercially distributed, adapted, built upon, as long as credit is given to the source of the original creation
 - **Cc by attribution non-commercial share alike:** Same as above + the new creation has to be licensed under identical terms
 - **Cc by attribution no derivatives:** can only be distributed unchanged
 - **Cc by attribution non-commercial no derivatives**

Open Educational Resources (OER)

- OER's advantages
 - Eliminates unnecessary duplication of efforts
 - Offers the possibility of mixing; adapting and extracting asset(s)
 - Removes costs and problems posed by copyrights
 - Improves the quality of teaching and learning materials
- OER's transformative educational potential
 - Can reach a larger population of students regardless of location, available space, lack of teachers, disability, age, professional activity, time with an increased availability of quality, relevant, less costly learning materials (access)
 - Allows for active students' participation (success)
 - Develops lifelong learning and helps to build capacities and Advances knowledge (knowledge societies)

The role of academic librarians

- OER are linked to the Open access movement, supported by librarians worldwide from its inception (IFLA Statement);
- OER are mostly developed at university level;
- Despite their advantages, OER are not as widespread as expected and MOOCs seem to have taken the lead;
- Academic librarians, because of their position at the core of higher education institutions, could be the right go between for their development;
- Librarians need to reposition their activities within increasingly connected information societies;
- Librarians' training is OER-related: they are taught how to search for the right information on a variety of supports; train people to find appropriate information; deal with copyright issues; manage repositories; and index documents for dissemination and easy retrieval .

THANK YOU FOR YOUR ATTENTION

Questions?

Comments?

Information to share?

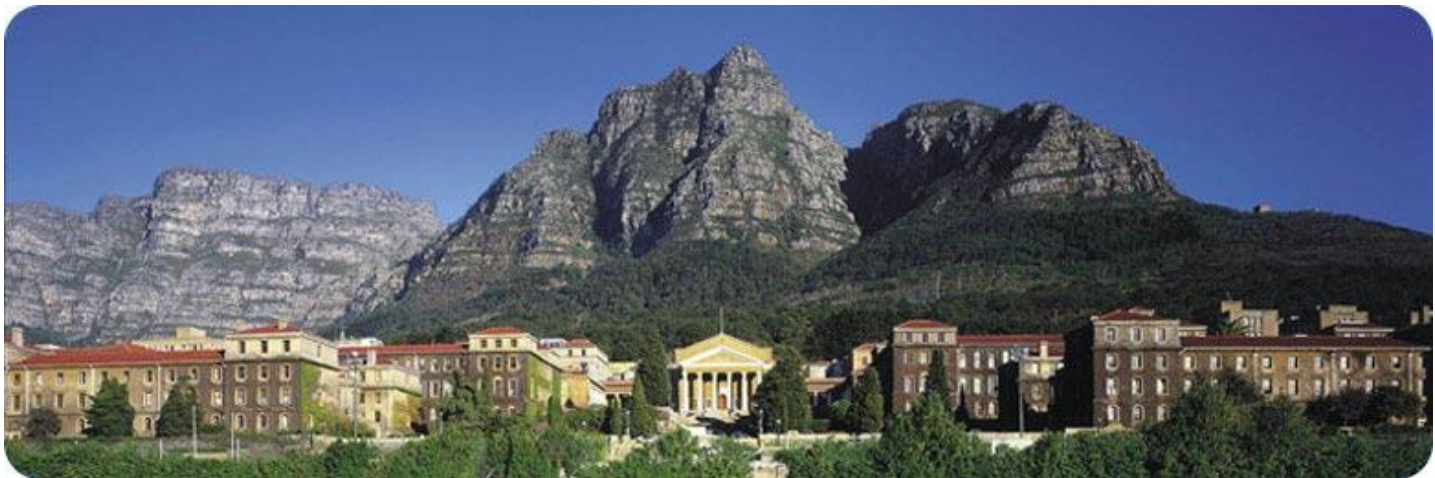
Contact: i.turmaine@iau-aiu.net

<http://www.iau-aiu.net>



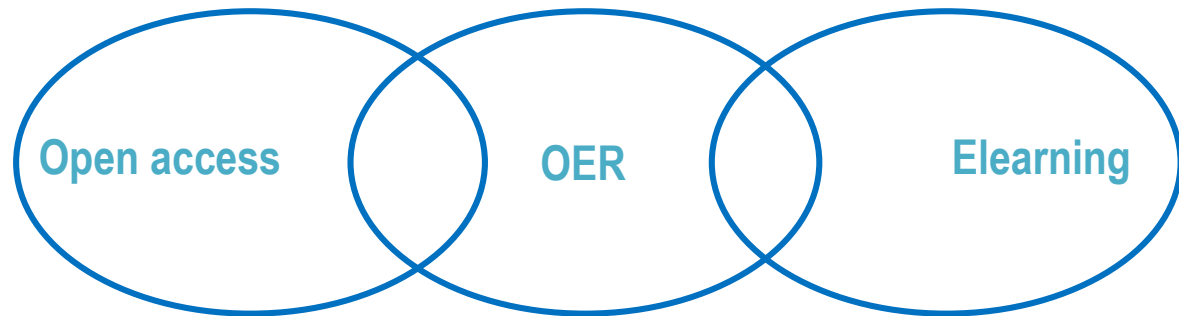
OPENNESS AT THE UNIVERSITY OF CAPE TOWN

Laura Czerniewicz
Director: OpenUCT Initiative
@czernie
laura.czerniewicz@uct.ac.za



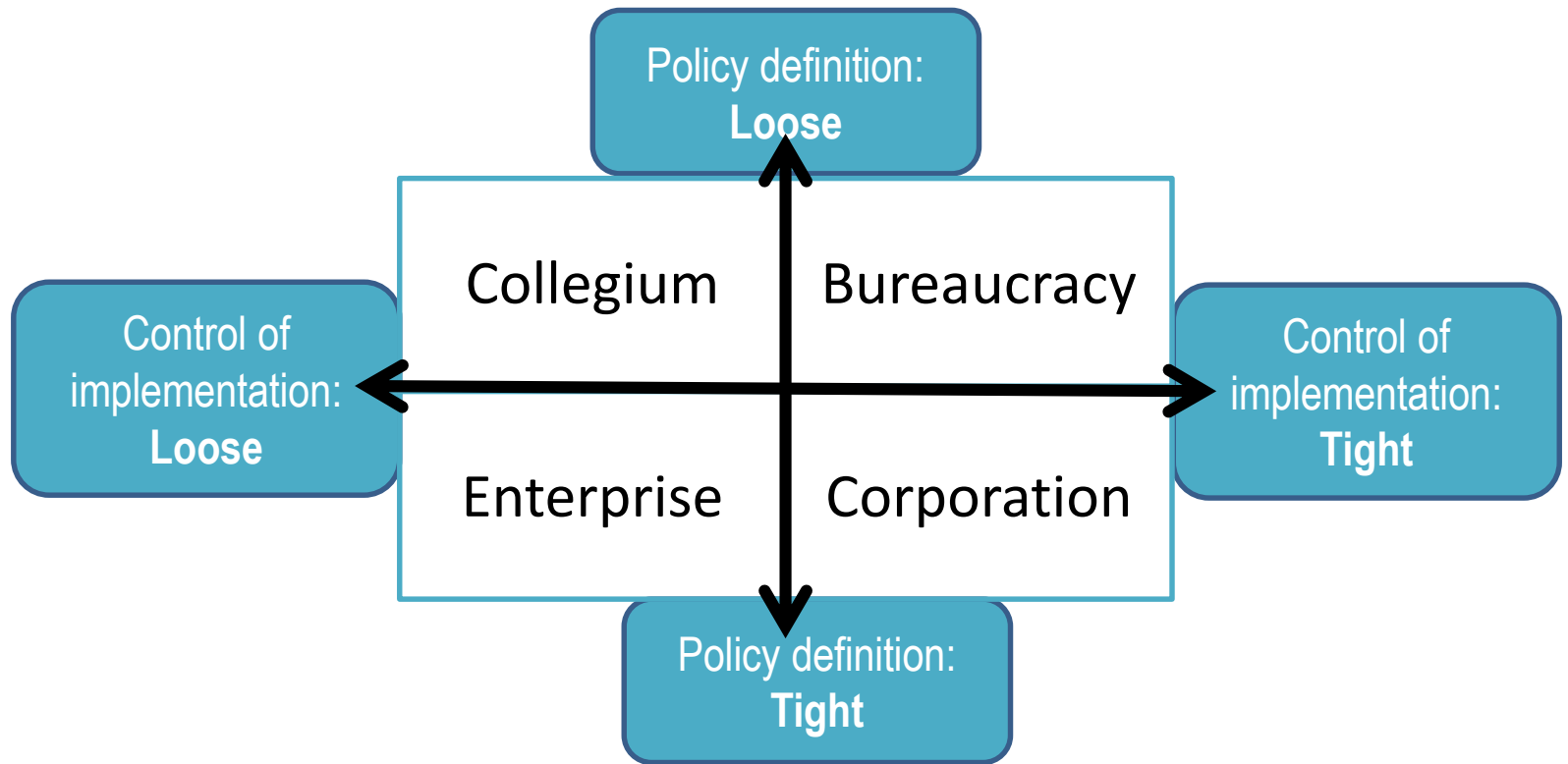
SOME PREMISES

- OERs overlap with Open access and Elearning

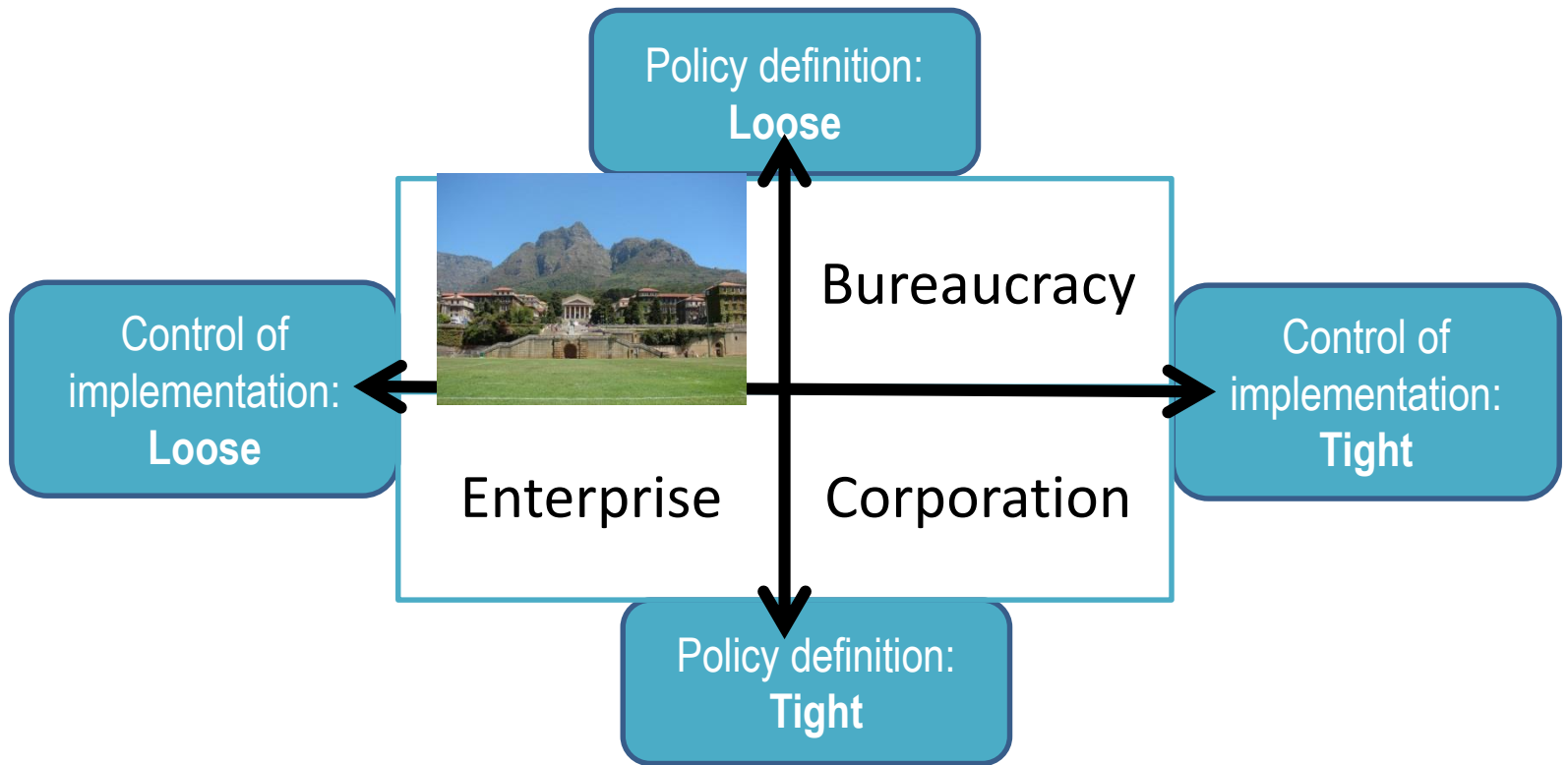


- OER part of a broader open movement
- Innovation usually starts with soft funding (external & internal)
- Institutional context and culture critical to how OER and open agenda play out

INSTITUTIONAL CULTURAL TYPES



INSTITUTIONAL CULTURAL TYPES



THE COLLEGIUM TYPE

- Characterised by
 - loose institutional policy definition
 - informal networks and decision arenas
 - and innovation at the level of the individual or department. (McNay 1995)
- The organisational response
 - 'laissez faire', few targeted policies or processes (Rossiter, 2007).
 - Core value of collegium is freedom
- Defines organizational expectations in terms of freedom from external controls (Yee-Tak 2006)

UNIVERSITY OF CAPE TOWN

- Oldest South African university
 - Top ranked African university
 - QS World University Rankings
 - The Times Higher Education World University Rankings
 - Academic Ranking of World Universities
- Medium sized
 - +/- 25 500 students
 - 982 permanent academics (of 5 442 total staff)

STRATEGIC APPROACHES

- Individual agency/ control
- Maximum flexibility
- Network / community building
- Enabling environment
- Champions at different levels

Collegium culture:

loose institutional policy definition

informal networks and decision arenas

and innovation at the level of the individual or department.

(McNay 1995)

HISTORICALLY

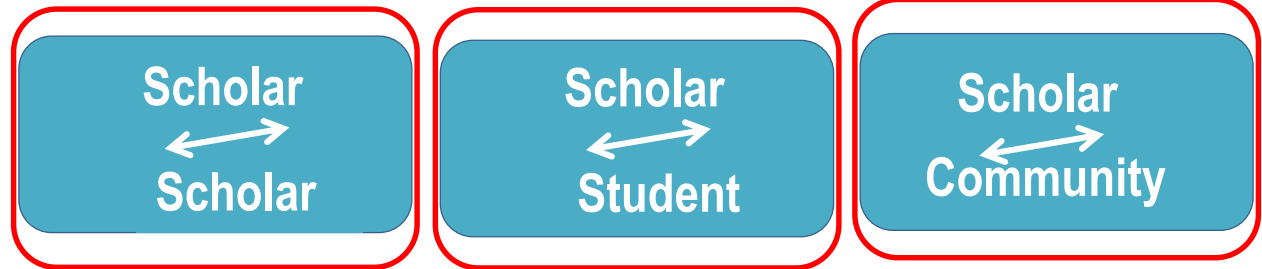
- Opportunities for open agenda in the eLearning space (CHED) (rather than OA)
 - Contributed to change strategy
- No institutional repository



MULTIPLICITY

- Multiple strategies
- Many small sites of innovation and activity, aiming for agglomeration across the institution, to achieve critical mass
- Develop networks and build community
- Aim for enabling policies
- Aim for agency + assistance
- Change at all levels of the university

OPEN EDUCATION AT UCT



2007

2008

2009

2010

2011

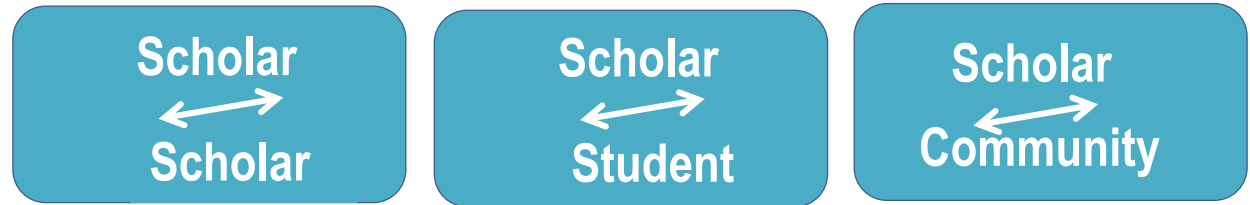
2012

2013

2014

2015

OPEN EDUCATION AT UCT



- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015



Opening Scholarship

The OpeningScholarship Project

The OpeningScholarship project was established in July 2007 and is hosted by the Centre for Educational Technology (CET) at the UCT. It is funded by the [Shuttleworth Foundation](#) and its main aim is to explore the opportunities that ICTs and open dissemination models could offer for enhanced communication and more effective knowledge dissemination in one South African university, namely UCT.

The context for the overall investigation is provided by a set of national and international environmental scans of current policies and practices and new developments in scholarly communications for research, teaching and learning and social responsiveness. The project then investigates a South African university – the University of Cape Town – to explore how a South African university is responding to the use of ICTs, new communication channels and open and collaborative approaches for knowledge dissemination within the university community, nationally and internationally. Twelve case studies were undertaken at UCT, four of which focused on research dissemination, five on teaching and learning, and three on social responsiveness. These case studies are contextualised in the institutional reports reporting on ICTs and open dissemination at UCT. These institutional reports, together with the national and international scans, various seminars and conference papers produced from this project form the final project output.

Project outputs

Executive summary

[Executive summary: The OpeningScholarship Project](#)

Institutional reports

[Institutional Report 1: Delivering a research mission in an ICT-mediated information age: The case of the University of Cape Town](#)

[Institutional Report 2: Sketching the terrain: Open Educational Resources for teaching and learning at the University of Cape Town](#)

Position papers

[Paper 1: International environmental scan of the use of ICTs for research communications in higher education](#)

[Paper 2: National environmental scan of South African scholarly publishing](#)

[Paper 3: International environmental scan of the use of ICTs for teaching and learning in higher education](#)

[Paper 4: National environmental scan of the use of ICTs for teaching and learning in higher education in South Africa](#)

[Paper 5: International environmental scan of the use of ICTs for community engagement in higher education](#)

Case studies

[Case Study 1: South African Review of Sociology](#)

[Case Study 2: Feminist Africa](#)

[Case Study 3: LitNet and OnScreen](#)

[Case Study 4: UCT Press](#)

[Case Study 5: Mobile learning](#)

[Case Study 6: Simulations for visualisation of complex processes and principles in chemical engineering and in physics](#)

[Case Study 7: Interactive spreadsheets](#)

[Case Study 8: Custom-designed virtual experiment in fracture mechanics in Mechanical Engineering](#)

[Case Study 9: Social simulation in International Law](#)

[Case Study 10: The Health and Human Rights Programme](#)

[Case Study 11: Cell-Life](#)

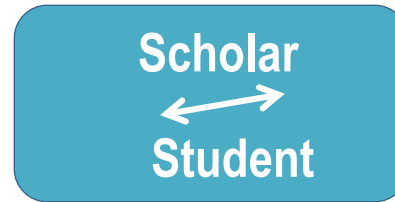
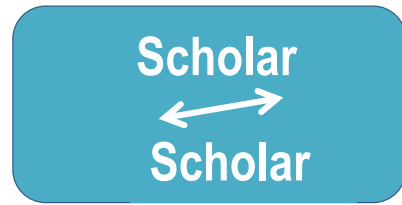
[Case Study 12: Masizikhulise](#)

Toolkit



Download toolkit: MSWord version

OPEN EDUCATION AT UCT



2007

2008

2009

2010

2011

2012

2013

2014

2015



Opening Scholarship





WELCOME TO THE UCT KNOWLEDGE CO-OP
 WAMKELEKILE WELKOM

[ABOUT US](#)

[PROJECTS](#)

[PEOPLE](#)

[GET INVOLVED](#)

[FAQ'S](#)

[RESOURCES](#)

[TALK TO US](#)

[DONATE](#)

Quick Links

Adjust text size [A](#) [A](#) [A](#) | [Print](#)



GET INVOLVED

[STAFF](#)

[STUDENTS](#)

[COMMUNITY GROUPS](#)

BROCHURES

For UCT staff & students

For community Partners

IN THE NEWS

A little help from friends

Research put to work in local communities

SHARE

[Share / Save](#)

WELCOME TO THE KNOWLEDGE CO-OP WEBSITE

For many years, staff and students at the University of Cape Town (UCT) have worked in partnership with communities to address development challenges.

The **UCT Knowledge Co-op** builds on this tradition of social responsiveness – and aims to make it easier for community partners to access UCT’s skills, resources and professional expertise. The Knowledge Co-op helps initiate joint projects that benefit both the community and the university. It links community groups with appropriately qualified staff and students at UCT, and it supports both partners throughout the project – from initial planning to final product.

Current projects include:

- A student investigating how best to help patients adhere to HIV treatment;
- Students setting up websites and blogs for community groups;
- Staff advising a municipal department on changing its library into a modern electronic knowledge management centre; and
- Students and staff helping to evaluate an NGO programme that uses radio to empower children.

If you are keen to **GET INVOLVED**, see the appropriate webpage as well as our list of **AVAILABLE PROJECTS**.



Recent posts



Introduction to Open Educational Resources 2012
Michael Paskevicius



Adventures in Forensic Anthropology
Professor Alan Morris



Transforming Health Systems: Case studies of critical health system analyses to support reform
Di McIntyre & Lucy Gilson



UCT Physics Course 1 Laboratory 2nd Semester 2011
Jeff Fearon and Angus Comrie



An Introduction To Programming With Processing
Lyndon Daniels

All recent posts

The UCT OpenContent directory is the web portal for accessing open teaching and learning content from the University of Cape Town. [Read More](#)



Popular resources

Open Teaching in a Digital World
NGO ICT and e-Readiness Self-Assessment Tool
Building a global teaching profile: OER at UCT
A Manual of Online Molecular Biology Techniques
Facilitating Online Learning



Tags

apartheid South Africa
libraries Democracy Egypt
south africa **public**
GIPCA physics
diversity climate

[more tags](#)



Faculties

Centre for Higher Education Development
Commerce
Engineering and the Built Environment
Health Sciences
Humanities
Law
Science



The Creature from Planet X: an...
Professor Alan Morris



Not Naming Race: Some medical students...
Zimitri Erasmus, Jacques de Wet



'A developmental state': The challenge...
Various speakers

ALL KINDS OF OERS

A Manual of Online Molecular Biology Techniques

'The past is unpredictable': South African history and the understanding of the constitution

Studying at University: A guide for first year students

by Professor Pierre de Vos
Added by UCT Summer School on 28 Apr 2014

South Africa's constitution.

by Catherine Hutchings (4th edition, revised). Illustrations by Steven Street
Added

This guide is intended to help new students adjust to university life.

[Go to Studying at University: A guide for first year students](#)

'Studying at University: A guide for first year students' is intended to provide new students with the knowledge and skills required for coping with their studies and academic assignments at the university. This includes guidance on healthy learning habits, successful learning strategies, making the most of lectures and other learning opportunities and detailed advice around academic reading and writing tasks. The guide also provides specific information on various resources for students at the University of Cape Town.

This guide is intended to help new students adjust to university life, with a particular focus on studies in the Humanities. However, much of the information is relevant to all students new to studying at university.

The guide features key ideas in **Afrikaans** and **Xhosa**.

The graphics from this guide are [available here](#).

- Faculty: [Academic Development Programme, Centre for Higher Education Development](#)
- Media Types: [Downloadable Documents](#)
- Material Type: [Other](#)
- Language: [English](#)
- Level: [Post-secondary](#)
- Tags: [student support](#), [first year guide](#)

EEE4084F Digital Systems

by Simon Winberg
Added by Simon Winberg on 20 Feb 2013

The course involves lectures in a standard lecture venue. Projects and pracs are done using computers and other hardware in a laboratory. Presentation slides and the assignments are available on the publicly accessible website for this course. Correspondence and assistance with assignments are provided by the lecturer, tutors and students via a Google Group. Some recorded lectures and tutorials are available on the website for the course as open access resources to assist in students' learning and completion of the pracs.

[Go to EEE4084F Digital Systems](#)

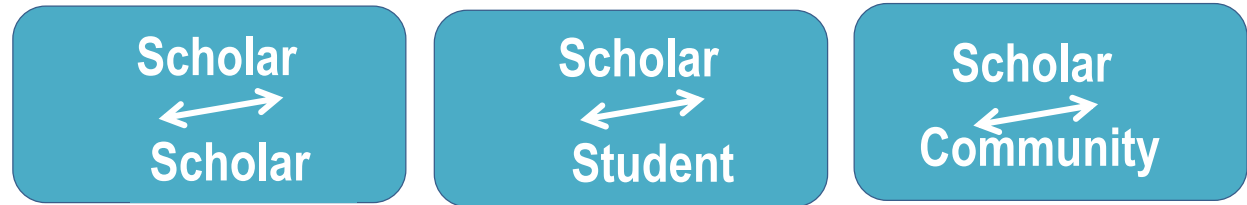
The objective of this course is for students to develop an understanding of the concepts involved in the design and development of high performance and special-purpose digital computing systems, in terms of both hardware and software design. The course builds on a basic understanding of parallel computing principles, expanding the students' expertise into the specialized fields of reconfigurable computing and high performance parallel computing. The coursework involves four laboratory assignments and two mini projects. A number of compulsory quizzes are held, for which advanced notice and a syllabus is provided. The lecture sessions include presentations by lecturers, seminars and workshops during which students learn fundamental theories, brainstorm ideas, and discuss influential and recent publications in the field.



- Faculty: [Electrical Engineering, Engineering and the Built Environment](#)
- Media Types: [Downloadable Documents](#), [Other](#), [Text/HTML Webpages](#), [Video](#)
- Material Type: [Other](#)

Clicked 104 times. Last clicked 06/11/2014 - 11:17.

OPEN EDUCATION AT UCT



- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015



Opening Scholarship



Health OER Project



Education Development Unit

ABOUT US

RESEARCH

PROFESSIONAL
DEVELOPMENT

ASSESSMENT

RESOURCES

E-LEARNING

EVENTS

CONTACT US

E-Learning ▾ | Open Ed

E-Learning Open Education

Overview

Information
technology &
information liter

Learning
Management
System (Vula)

Open Education
Resources

Telehealth

Video Recording

Lecture Recordin



Education Development Unit (FHS)

Education Development Unit (EDU) of the Faculty of Health Sciences (FHS).

[my Links](#) | [Albums](#) | [About](#)

search



To OER, Or Not To OER?

[Latest News OER](#)

[Trackbacks \(0\)](#)

Interview with OER Author and MOOC Instructor for "Instructional Methods in Health Professions Education"

Author: Dave Malicke, Open Education Operations Specialist, Medical School Information Services, University of Michigan

In August 2013, Dr. Caren Stalburg and her course "[Instructional Methods in Health Professions Education](#)" joined the [University of Michigan massive online open course \(MOOC\) collection on Coursera](#). Her course is the first MOOC from University of Michigan to apply Creative Commons licenses to all of its downloadable materials. This means that the materials are licensed for remixing and reuse by students and educators for their own teaching and learning purposes.

The legal remix and reuse options made available by the Creative Commons licenses have not been integrated into the Coursera platform yet, so it is especially impactful that Dr. Stalburg has chosen to share the resource via Coursera and via [University of Michigan open educational resources](#)

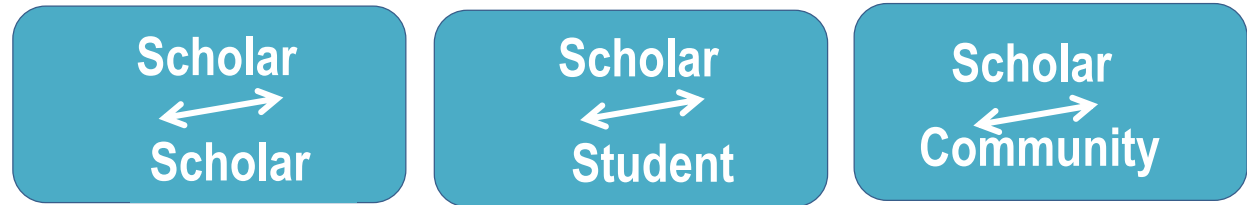
Categories

- [IT in Education](#) [3]
- [OER Tweets](#) [1]
- [Resources](#) [2]
- [Research](#) [1]
- [Areas of Work](#) [8]
- [OER](#) [26]
- [Latest News](#) [29]
- [About Us](#) [1]

calendar

« March 2014 »
Su Mo Tu We Th Fr Sa

OPEN EDUCATION AT UCT



- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015



Opening Scholarship



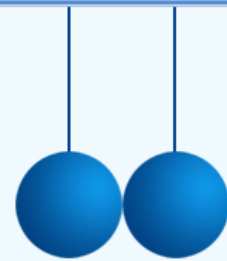
Health OER Project



http://openuct.uct.ac.za

OPENUCT INITIATIVE

opening scholarship



Copyright in an academic library context: Part 2

Blog post by Kyle Rother
10 June 2014

Understanding the two smaller c's

It would be unfair (and largely incorrect) to say that the concept of a **knowledge 'commons'** is a product of the information age – sharing of and access to information and knowledge have always been foundational principles in organisations like libraries and universities. However, the rise of the internet has certainly provided impetus to the idea, and brought the commons to the people. Access to information need no longer be mediated by institutions or academies. Anyone with access to the internet has a means to engage with and reiterate information from its source, and to generate and disseminate new information and content of their own.



In the [context of copyright](#), this...

[Read more](#)



Previous Blog Posts

[Copyright in an academic library context: Part 2](#)

[Copyright in an academic library context: Part 1](#)

[Understandings of open access](#)

[Open access medical textbooks: sharing knowledge globally](#)

[Why universities should care about Altmetrics](#)

[Translational Research Communication: a new experience](#)

[Subscribe to our blog](#)



News

[OpenUCT hits 200 likes on Facebook](#)

On 20 May 2014, the OpenUCT Initiative welcomed its 200th Facebook fan! An opportune moment to send a big thanks to all of you who currently...

[OpenUCT OER Grants 2014: Deadline 31 March](#)

The [Centre for Innovation in Teaching and Learning \(CILT\)](#) and ...

[Opening Up a Collaboration: ADU-OpenUCT postdoc](#)

We at OpenUCT are excited to be working with the



Forthcoming Events

[Open Data Unconference 2014](#)

The South African Open Data unconference will be held in Cape Town, South Africa, from 30 June to 1 July 2014.

["How can we...](#)

[Open Knowledge Festival 2014](#)

The OKFestival 2014 will take place from 15-18 July in Berlin, Germany. Join the world's largest open knowledge event and celebrate the 10th...

Tweets

Follow

OA Tracking Project @oatp 17 May

Scholarly Communication at the University of Mauritius Case Study Report: Use the link to read the full ... [bit.ly/1vh2OIG](#) #OA

Retweeted by OpenUCT Initiative

Expand

openaccessGR @OpenaccessGR 29 May

Why universities should care about Altmetrics [shar.es/vz414](#) via RT @chiare81

Retweeted by OpenUCT Initiative

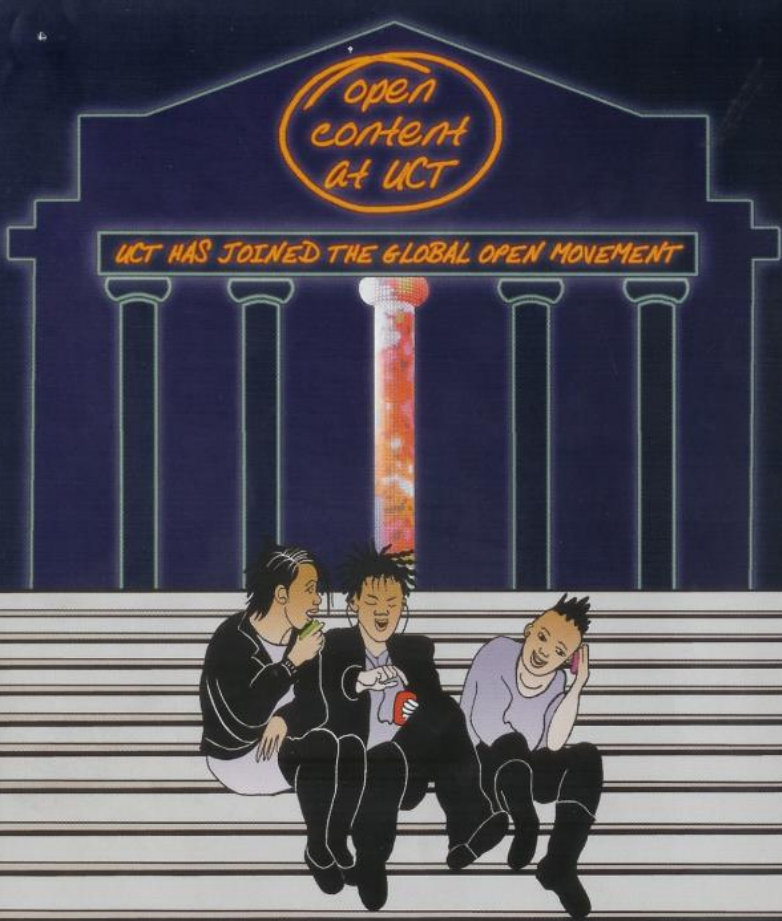
Expand

OpenUCT Initiative 10 Jun

UCT OPEN EDUCATION ACTIVITIES

- Small grants for OERs
- Student OER Project
- Events (40+ events in 2013 alone)
 - Advocacy
 - Development and training
- Policy engagement
- Technical development

INCENTIVES: SMALL GRANTS



open
content
at UCT

UCT HAS JOINED THE GLOBAL OPEN MOVEMENT

TEACHING WITH TECHNOLOGY **Grants Offered**

We now have an Open Content Directory opencontent.uct.ac.za



Join the
global open
movement
and share
your
knowledge

The **OPENUCT** Initiative is offering grants of up to R10 000 for staff **AND STUDENTS** to develop or adapt teaching materials for sharing as Open Educational Resources in the OpenContent directory
Deadline: 20 April 2012 For more details go to: <http://openuct.uct.ac.za/openuct-grants>

IP POLICY

- Work enabled by new UCT IP Policy
 - Specifically addresses issues relating to the creation of OER resources and the licensing processes to be followed
 - Expressly states the support for publication of materials under Creative Commons licenses

GROWTH OF OPEN CONTENT

Source / Medium ?	Visits ? ↓	% New Visits ?	New Visits ?	Bounce Rate ?	Pages / Visit ?
	200,388 % of Total: 100.00% (200,388)	79.87% Site Avg: 79.84% (0.03%)	160,045 % of Total: 100.03% (159,992)	63.41% Site Avg: 63.41% (0.00%)	2.29 Site Avg: 2.29 (0.00%)
1. google / organic	66,112 (32.99%)	85.12%	56,277 (35.16%)	75.64%	1.70
2. uct.ac.za / referral	49,078 (24.49%)	74.41%	36,520 (22.82%)	46.70%	3.10
3. (direct) / (none)	35,686 (17.81%)	76.16%	27,178 (16.98%)	63.52%	2.32
4. ocwconsortium.org / referral	18,100 (9.03%)	86.49%	15,654 (9.78%)	65.40%	2.05
5. oercommons.org / referral	2,615 (1.30%)	84.02%	2,197 (1.37%)	66.42%	2.01
6. education-portal.com / referral	1,900 (0.95%)	89.63%	1,703 (1.06%)	72.74%	1.89
7. cet.uct.ac.za / referral	1,559 (0.78%)	58.69%	915 (0.57%)	41.82%	3.73
8. lib.uct.ac.za / referral	1,515 (0.76%)	73.73%	1,117 (0.70%)	48.91%	2.96
9. drupal.org / referral	1,471 (0.73%)	79.61%	1,171 (0.73%)	78.04%	1.43
10. facebook.com / referral	1,426 (0.71%)	70.97%	1,012 (0.63%)	71.46%	1.85

184 countries

UK: 5 980

Germany: 1 632

USA: 21 437

India: 6 010

Philippines: 2 134

Brazil: 1 564

Australia: 1 892

South Africa 91 281



Open Access Atlas of Otolaryngology, Head & Neck Operative Surgery

by Professor Johan Fagan
Added by UCT OpenContent on 11 Jan 2012

Open access atlas for practising surgeons in the developing world

[Go to Open Access Atlas of Otolaryngology, Head & Neck Operative Surgery](#)

This is a free illustrated operative atlas for surgeons practising in the Developing World. There are no copyright restrictions and you can copy and quote text as they wish.

The textbook is still in evolution, but the chapters are available for download.



Open Access Guide to Audiology and Hearing Aids for Otolaryngologists

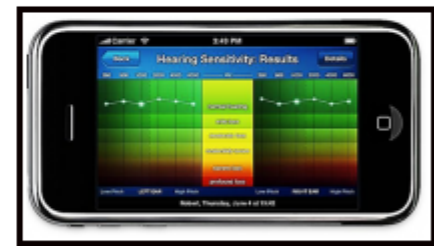
by Prof Johannes Fagan
Added by UCT OpenContent on 24 Apr 2013

Early for ENT surgeons practising in the Developing World who are looking for free textbooks.

Guide to Audiology and Hearing Aids for Otolaryngologists

The chapters are added as they are completed over time. The link (in blue) provides access to the PDF files. Your colleagues are welcome to use, copy and paste.

130 times. Last clicked 06/11/2014 - 20:51.



Audiology, Hearing Aids, Cochlear Implants, Hearing screening

70 chapters written by international experts free of charge

Translations into Portuguese, Spanish & French

Chapters have been downloaded 260,000 times

A rate of >700 chapters per day

A chapter is downloaded every 2.2 minutes

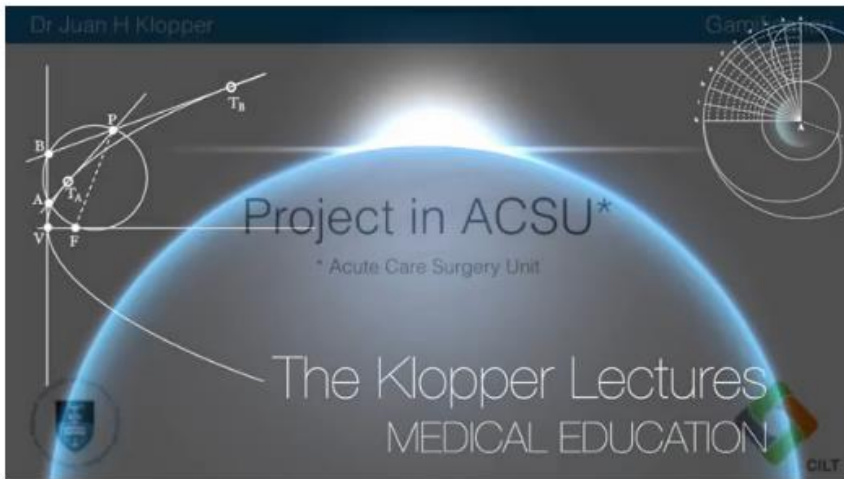
ONLINE LECTURES



Juan Klopper

Subscribe 597

Home Videos Playlists Channels About



Gamification Talk for CILT at UCT







109

This for the Univ

YouTube channel view count is nearing 200 000

Almost a 1000 videos online

Related channels on YouTube

-  Khan Academy [Subscribe](#)
-  MIT OpenCourseWare [Subscribe](#)
-  Stanford [Subscribe](#)
-  patrickJMT [Subscribe](#)
-  YaleCourses [Subscribe](#)
-  UC Berkeley [Subscribe](#)

Introduction to Python for mathematical programming



Archives

- [June 2014](#)
- [May 2014](#)
- [April 2014](#)
- [March 2014](#)
- [February 2014](#)
- [January 2014](#)
- [December 2013](#)
- [November 2013](#)
- [October 2013](#)
- [September 2013](#)
- [August 2013](#)
- [July 2013](#)
- [June 2013](#)
- [May 2013](#)
- [April 2013](#)
- [March 2013](#)
- [February 2013](#)
- [January 2013](#)
- [December 2012](#)

OCW CONSORTIUM ANNOUNCES 2014 WINNERS OF INDIVIDUAL AWARDS FOR OPENCOURSEWARE EXCELLENCE

Posted by Marcela Morales on Monday, February 24th, 2014

February 24, 2014 – The OpenCourseWare Consortium has announced the 2014 winners of individual Awards for OpenCourseWare Excellence (ACE).

Anka Mulder, Vice-President for Education and Operations at TU Delft is the recipient of one of the two OpenCourseWare Consortium's **Leadership ACE** given this year. Anka Mulder has always been a champion in Open Education. It's through her efforts that TU Delft is now able to realize the open education ideal on both national and international level, which has even led to openly licensed DelftX (EdX) MOOCs.

Prof. Fred Mulder, UNESCO/ICDE Chair in OER at the Open Universiteit in the Netherlands and former Rector of OUNL is the second recipient of the OpenCourseWare Consortium's **Leadership ACE** for his work in promoting Open Educational Resources as an important instrument for Lifelong Open and Flexible (LOF) learning and for his leadership in establishing OER global networks.

Dr. Juan Klopper, Professor of Health Science at University of Cape Town, South Africa is the recipient of the OpenCourseWare Consortium's **Educator ACE** for his innovative work in sharing teaching materials and inspiring others to do the same.

OER TO JOURNAL ARTICLE

Found in translation

11 November 2010



New ground: Lecture notes prepared by Matumo Ramafikeng and colleagues in UCT's Division of Occupational Therapy have appeared in a journal aimed at Spanish-speaking countries.

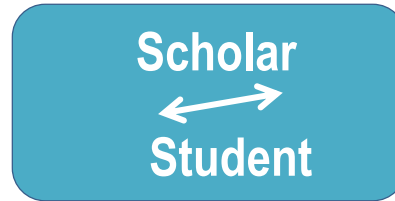
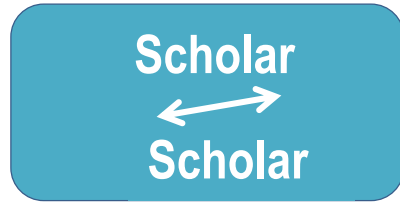
In the world of the worldwide web, lecture notes can go far these days. But even Matumo Ramafikeng was surprised that notes she had prepared for a stand-in lecturing stint in UCT's Division of Occupational Therapy went all the way to the Spanish-speaking world.

The editors of the *Journal of Occupational Therapy of Galicia* (TOG) - named, in part, after the historic region in Spain - translated into

Spanish Ramafikeng's lecture notes on the Model of Creative Ability, made available online through UCT's **OpenContent directory**. Those notes have now appeared as an introduction to the journal's **September edition**, an occupational-therapy practice model that originated in South Africa in the 1960s and 1970s.

- Matumo Ramafikeng's OER published in the *Journal of Occupational Therapy of Galicia*, an open access journal for occupational therapists in the Spanish speaking world

OPEN EDUCATION AT UCT



2007



Opening Scholarship

2008

2009

2010

2011

2012

2013

2014

2015 +



Health OER Project



Main
streamed

UCT LIBRARIES
Search & Find Services Research Help Libraries &

Centre for Innovation in Learning and Teaching

Search

SYMBOLIC SUPPORT

○ At senior level

- DVC signs Cape Town Declaration (2008)
- VC signs Berlin Declaration (2011)

UCT signs Cape Town Open Education Declaration

Deputy vice-chancellor Professor Martin Hall and other prominent members of academia gathered on 8 April to sign the Cape Town Open Education Declaration.

The declaration is a groundbreaking initiative that aims to promote open resources, technology and teaching practices in education. Drafted in January 2008, the declaration springs from a meeting convened by the Shuttleworth Foundation and the Open Society Institute in Cape Town in September 2007, attended by UCT's Eve Gray and Cheryl Hodgkinson-Williams of the Centre for Educational Technology.

While informal sharing of resources takes place in South African universities, there is as yet no formal system for making local open-educational resources available.

Speaking at the signing, Hall said that the freedoms of the internet must



Openness: Prof Martin Hall was one of those who signed the Cape Town Open Declaration, which aims to use the internet to make knowledge more freely available.

be protected, or else knowledge will become a heavily-priced commodity.

"The commercialisation of intellectual property presents difficult challenges for a university," he said. "Uni-

versities thrive on making knowledge freely available and the Cape Town Open Education Declaration establishes important principles for ensuring that this happens."



POLICY SUPPORT (2014)

UNIVERSITY OF CAPE TOWN

Open Access Policy

**for taking forward open scholarship and open education
as part of a commitment to scholarly communication, e-research and digital content
stewardship**

- o The widespread availability of open education resources, open content, open courses etc. from the global north is both an opportunity and a concern as there is an equally urgent need for local teaching and learning resources to be made freely available online.
- o The University **encourages** Employees and Students to make **all forms** of works of scholarship available ... This includes (but is not limited to) essays, books, conference papers, reports (where permitted by a funder of the research leading to the report), educational resources, presentations, scholarly multi-media material, audio-visual works and digital representations of pictorial and graphical materials.
- o An **Author must deposit** an appropriate version of Scholarly Publications into an officially designated Institutional Repository or into an acceptable curatorial system which can be harvested by UCT
- o A **Student** shall either through self-archiving or assisted archiving upload the final corrected version of their **thesis or dissertation** into the officially designated Institutional Repository prior to graduating

INTEGRATED NEW REPOSITORY



OpenUCT

UCT LOGIN

All content ▾ Search

Communities Select a community to browse its collections

Centre for Higher Education Development



Faculty of Commerce



Faculty of Engineering & Built Environment



News

Copyright in an academic library context: Part 2

Blog post by Kyle Rother 10 June 2014
Understanding the two smaller c's it would be unfair (and larg...
[Read more](#)

Copyright in an academic library context: Part 1

Blog post by Kyle Rother 28 May 2014
Understanding the big 'C' Most people will have at least passin...

Research ▾ Search

Teaching and learning ▾ Search

CONCLUSION

- A steady upswell and buy-in
- Acceptance of non-linear organic process
- Slow approach more likely to be sustainable & effective
- Integration of resourcing requirements into existing structures
- A research-based approach to inform strategy
- Shift from soft funded projects to mainstream

THANK YOU



REFERENCES

- Czerniewicz, L and Brown, C (2009) study of the relationship between institutional policy, organisational culture and e-learning use in four South African universities in *Computers & Education* 53 (2009) 121–131
- McNay, I (1995) From collegial academy to corporate enterprise: The changing cultures of universities. In T. Schuller (Ed.), *The Changing University*. Buckingham: Society for Research into Higher Education and Open University Press
- Rossiter, D (2007) Whither e-learning? Conceptions of change and innovation in higher education. *Journal of Organisational Transformation and Social Change*. 4 (1), pp.93–107
- Yee-Tak, W (2006) Student Expectations in the New Millennium: An Explorative Study of Higher Education in Hong Kong, Dissertation, unpublished dissertation

Open Educational Resources: What they are, where to find them?

Maha Bali, PhD

bali[[@](mailto:bali@aucegypt.edu)]aucegypt.edu

Associate Professor of Practice, Center for Learning and Teaching,
American University in Cairo

June 17, 2014

OER

- What are they?
- Ways to use them
- Creative Commons
- OER Commons
- MERLOT

What are OERs?

- teaching and learning materials that you may freely use and reuse, without charge;
- authored or created by an individual or organization that chooses to retain few, if any, ownership rights.

Adapted from OER Commons: <http://www.oercommons.org/about>

What are OERs? Cont'd

- For some of these resources:
 - download & share with colleagues and students
 - download, edit & then re-post it as a remixed work.
- OER often have a Creative Commons or GNU license that state specifically how the material may be used, reused, adapted, and shared.

Adapted from OER Commons: <http://www.oercommons.org/about>

Examples of OERs

- Full university courses, complete with readings, videos of lectures, homework assignments, and lecture notes.
- Interactive mini-lessons and simulations about a specific topic, such as math or physics.
- Adaptations of existing open work.
- Electronic textbooks that are peer-reviewed and frequently updated.
- Elementary school and high school (K-12) lesson plans, worksheets, and activities that are aligned with state standards.

Quoted from OER Commons: <http://www.oercommons.org/about>

Ways to Use Them

- Supplemental material for students to use outside class
- Include in your own class
- Adapt and re-use as substantive parts of class
- Note: you can consider contributing your own material as OER; or if you come across OER material that is not on one of the repositories, you could submit it

THE GLOBAL CC COMMUNITY: BUILDING A MORE OPEN WORLD

Learn about a Finnish team building a CC plugin for WordPress, a booksprint in Morocco, and much more. Take a tour of the CC communities in [Africa](#), [the Arab world](#), [Asia-Pacific](#), [Europe](#), and [Latin America](#).

Photo: [Earth - Global Elevation Model with Satellite Imagery \(Version 3\)](#) / [Kevin M. Gill](#) / CC BY-SA

[Learn more](#)



Take a tour of CC's [affiliate network](#) and learn how to get involved in your community.

Mission

WHAT IS CREATIVE COMMONS?

Creative Commons helps you share your knowledge and creativity with the world.

Creative Commons develops, supports, and stewards legal and technical infrastructure that empowers digital

License

HOW CAN I LICENSE MY WORK?

There is no registration to use the Creative Commons licenses. Licensing a work is as simple as selecting which of the six licenses best meets your goals, and then marking your work in some way so that others know that you have chosen to release the work under the terms of that license.

Explore

LOOKING FOR CREATIVE WORKS?

Looking for music, video, writing, code, or other creative works?

Creative Commons has got you covered. Search for creative work through sources like [Creative Commons Commons](#) and [Creative Commons Commons](#).

Why not search Google or CC?

- Search not necessarily narrowed by “educational” (though CC has an OER tag section)
- Miss the community aspect of evaluating the work
- I still search via CC for things like images, etc.

<http://www.oercommons.org/>

www.oercommons.org

Information Skills Re... Stats resources MOOCs eLearning Blended L... writing tips ETCT hoda My Web

OER
COMMONS
OPEN EDUCATIONAL RESOURCES

Register Now! | Log In | Help

Home / Browse All / My OER / Connect / Contribute

Search

Use Advanced Search

+ LEARNER OPTIONS

Connect with a Global Community

Find free to use learning and teaching content from diverse
content providers from around the world.

BROWSE BY PROVIDER





Morningside Center for Teaching Social Responsibility
TeachableMoment Classroom Lessons



DONATE

E-MAIL SIGN-UP

ABOUT SCHOOL SERVICES CLASSROOM LESSONS PUBLICATIONS CONFERENCE BLOG CONTACT US

SEARCH LESSONS BY

Area

- Any -

Subject

- Any -

Grade Level

- Any -

Reset

Keyword



INTERNET PRIVACY: A PERSONAL & POLITICAL ISSUE

Printer-friendly version

Submitted by Jinnie Spiegler on Sat, 07/06/2013 - 08:37

Area: Current Issues

Social & Emotional Learning

Grade Level: High School

Middle School

Topic: Civil Liberties

Critical Thinking

Tags: privacy

internet

technology

Description:

In this interactive lesson, students consider the issue of internet privacy, both in their own lives and in society, including government spying, parental monitoring, and corporate tracking of consumers. What is the connection and potential conflict between safety and privacy, both on a personal and institutional level?

SHARE LESSON:

Recommend 2

Tweet 4

Pin it

SHARE

+1

SHARE

SUPPORT
TEACHABLEMOMENT

Since 2001, we've

www.MERLOT.org

MERLOT II Multimedia Educational Resource
for Learning and Online Teaching

[Home](#) | [Search](#) | [Communities](#) | [My MERLOT](#) | [Membership](#) | [Add to Collection](#) | [Create Materials](#) | [News & Info](#) | [About MERLOT](#)

MERLOT is a free and open peer reviewed collection of online teaching and learning materials and faculty-developed services contributed and used by an international education community.

SEARCH
MERLOT ▼



ABOUT
MERLOT



MY
MERLOT ▼



CREATE MATERIALS
WITH CONTENT
BUILDER



MEMBERSHIP ▼

Tell us what you think
of MERLOT II

NEWS &
INFORMATION



Using MERLOT

- You don't need to register/login, but if you do, you get the opportunity to:
 - Save items you like to your “collections”
 - Contribute by rating items
 - Contribute in discussions, sharing your ways of using materials, etc.

Contributing to MERLOT

- Contribute material (created by you, or others)
- You can also volunteer to be a MERLOT peer reviewer of materials

Searching or Browsing...

MERLOT is a free and open peer reviewed collection of online teaching and learning materials and faculty-developed services contributed and used by an international education community.

SEARCH
MERLOT

SEARCH MATERIALS

SEARCH MEMBERS

BROWSE ALL
MATERIALS

BROWSE ALL MEMBERS

SEARCH OTHER
LIBRARIES

SEARCH LEARNING
EXERCISES

VIEW CATEGORY INDEX
RSS

ABOUT
MERLOT



My
MERLOT



MEMBERSHIP



CREATE MATERIALS
WITH CONTENT
BUILDER

Watch our video to see
what's new in
MERLOT III!



NEWS &
INFORMATION



Advanced Search options...



www.merlot.org/merlot/advSearchMaterials.htm

Apps food Information Skills Re... Stats resources MOOCs eLearning Blended I... writing tips ETCT hoda My Web Research

Material Advanced Search

Find material by attributes:

Keywords:

Title:

URL:

Description:

Community:

Category:

Language:

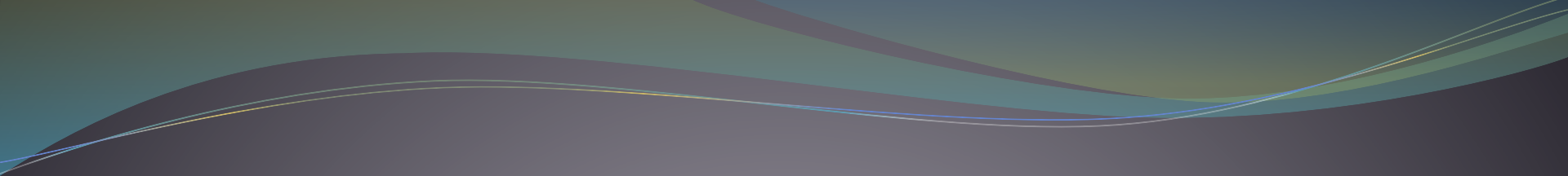
Material type:

Technical format:

Audience:

- Any
- Animation
- Assessment Tool
- Assignment
- Case Study
- Collection
- Development Tool
- Drill and Practice
- ePortfolio
- Learning Object Repository
- Online Course
- Open Journal-Article
- Open Textbook
- Presentation
- Reference Material
- Simulation
- Social Networking Tool
- Tutorial
- Quiz/Test
- Workshop and Training Material

all words any words exact phrase



Browsing examples from different disciplines

Refine Your Search:

- Materials
- Categories
 - Academic Support Services (4,220)
 - Arts (1,700)
 - Business (5,120)
 - Education (6,922)
 - Humanities (5,870)
 - Mathematics and Statistics (3,776)
 - Science and Technology (17,992)
 - Social Sciences (4,230)
 - Workforce Development (1,778)
- Material Types
- Mobile Filters
- Other Filters
- Members
- Learning Exercises
- Comments
- Personal Collections
- Peer Reviews

Materials 1 - 10 shown of 45,185 results

Sort by: Overall Rating Sort

DNA from the Beginning  

DNA from the Beginning is an animated tutorial on DNA, genes and heredity. The science behind each concept is explained using... see more

Material Type: Simulation
Author: Cold Spring Harbor Laboratory
Date Added: Apr 11, 2000 **Date Modified:** Jun 16, 2014

About this material:
 Peer Reviews ★★★★★
 User Rating ★★★★★
 Discussion (50 Comments)
 Personal Collections (425)
 Learning Exercises (10)
 Accessibility Info (none)

Crisis at Fort Sumter  

"Crisis at Fort Sumter" is an interactive historical simulation and decision making program. Using text, images, and sound... see more

Material Type: Simulation
Author: Richard B. Latner
Date Added: Mar 26, 2003 **Date Modified:** May 16, 2014

About this material:
 Peer Reviews ★★★★★
 User Rating ★★★★★
 Discussion (7 Comments)
 Personal Collections (100)
 Learning Exercises (3)
 Accessibility Info (none)

LangMedia Foreign Language Media Archive  

This site presents information on culture and language in different regions of the world as well as videos and audio taken... see more

Material Type: Simulation
Author: Lang Media
Date Added: Jan 10, 2002 **Date Modified:** Dec 05, 2013

About this material:
 Peer Reviews ★★★★★
 User Rating ★★★★★
 Discussion (14 Comments)
 Personal Collections (132)
 Learning Exercises (3)
 Accessibility Info (none)

Virtual Chemistry Laboratory  

Here's your chance to mix chemicals without wearing safety goggles. You won't spill any acid on the spectrometer in this lab... see more

Material Type: Simulation
Author: The iYdium Project, David Yaron
Date Added: Apr 12, 2001 **Date Modified:** Jun 11, 2014

About this material:
 Peer Reviews ★★★★★
 User Rating ★★★★★
 Discussion (17 Comments)
 Personal Collections (220)
 Learning Exercises (2)
 Accessibility Info (none)

WebQuest Page  

Bernie Dodge of San Diego State University developed the idea of WebQuests to teach students how to effectively use the... see more

Material Type: Reference Material
Author: Bernie Dodge
Date Added: Aug 25, 2000 **Date Modified:** Jun 15, 2014

About this material:
 Peer Reviews ★★★★★
 User Rating ★★★★★
 Discussion (23 Comments)
 Personal Collections (252)
 Learning Exercises (1)
 Accessibility Info (none)

Ojala que llueva cafe  

A guided-reading selection in Spanish based on a song by Dominican artist Juan Luis Guerra, optional translation provided... see more

About this material:
 Peer Reviews ★★★★★
 User Rating ★★★★★
 Discussion (24 Comments)

DNA from the Beginning



DNA from the Beginning is an animated tutorial on DNA, genes and heredity. The science behind each concept is explained using... see more

Material Type: Simulation

Author: Cold Spring Harbor Laboratory

Date Added: Apr 11, 2000 **Date Modified:** Jun 16, 2014

About this material:

[Peer Reviews](#) ★★★★★

[User Rating](#) ★★★★★

[Discussion](#) (50 Comments)

[Personal Collections](#) (423)

[Learning Exercises](#) (10)

[Accessibility Info](#) (none)

Crisis at Fort Sumter



"Crisis at Fort Sumter" is an interactive historical simulation and decision making program. Using text, images, and sound... see more

Material Type: Simulation

Author: Richard B. Lerner

Date Added: Mar 26, 2003 **Date Modified:** May 16, 2014

About this material:

[Peer Reviews](#) ★★★★★

[User Rating](#) ★★★★★

[Discussion](#) (7 Comments)

[Personal Collections](#) (100)

[Learning Exercises](#) (3)

[Accessibility Info](#) (none)

LangMedia Foreign Language Media Archive



This site presents information on culture and language in different regions of the world as well as videos and audio taken... see more

Material Type: Simulation

Author: Lang Media

Date Added: Jan 10, 2002 **Date Modified:** Dec 05, 2013

About this material:

[Peer Reviews](#) ★★★★★

[User Rating](#) ★★★★★

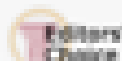
[Discussion](#) (14 Comments)

[Personal Collections](#) (132)

[Learning Exercises](#) (3)

[Accessibility Info](#) (none)

Virtual Chemistry Laboratory



Here's your chance to mix chemicals without wearing safety goggles. You won't spill any acid on the spectrometer in this lab... see more

Material Type: Simulation

About this material:

[Peer Reviews](#) ★★★★★

[User Rating](#) ★★★★★

[Discussion](#) (17 Comments)

[Personal Collections](#) (200)

History: Crisis at Fort Sumter

[Membership](#) [Add to Collection](#) [Create Materials](#) [News & Info](#) [About MERLOT](#)

Crisis at Fort Sumter

CRISIS AT FORT SUMTER



"Crisis at Fort Sumter" is an interactive historical simulation and decision making program. Using text, images, and sound, it reconstructs the dilemmas of policy formation and decision making in the period between Abraham Lincoln's election in November 1860 and the battle of Fort Sumter in April 1861. The program primarily focuses on Lincoln, both as President-elect and as President. Viewers place themselves in Lincoln's position, consider the events that transpire, and choose a course of... [More](#)

[Go to material](#)



[Discuss this Material](#)

Material Type: [Simulation](#)

Date Added to MERLOT: March 26, 2003

Date Modified in MERLOT: May 16, 2014

Author:

Richard B. Latner
Tulane University

Submitter: [Cynthia Poe](#)

[\[Report Broken Link\]](#)

[\[Report as Inappropriate\]](#)

QUALITY

[Peer Reviews:](#) ★★★★★

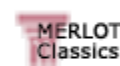
[User Rating:](#) ★★★★★

[Discussion](#) (7 Comments)

[Learning Exercises](#) (3)

[Personal Collections](#) (103)

[Accessibility Info](#) (none)



[Rate this material](#)

[Create a learning exercise](#)

[Add accessibility information](#)

[Add to a personal collection](#)

ABOUT

CONNECTIONS

Crisis at Fort Sumter

Background

*Dilemmas of
Compromise*

Dec. 3, 1860 - March 3, 1861

*Lincoln's
Inaugural
Address*

March 4, 1861

*Initial Problems
of Forts Pickens
and Sumter*

March 5 - March 18, 1861

*Hesitation and
Decision*

March 19 - March 29, 1861

Final Orders

March 31, 1861 - April 6, 1861

*And the
War Came*

April 7 - April 12, 1861

Aftermath

April 13, 1861 - April 14, 1865

Reflections

[Introduction](#) | [Text Menu](#) | [Bibliography](#)
[Production Credits](#)

DNA from the Beginning


DNA FROM THE BEGINNING



DNA from the Beginning is an animated tutorial on DNA, genes and heredity. The science behind each concept is explained using animations related to DNA topics, an image gallery, video interviews, problems, biographies, and links related to DNA. There are three sections, Classical Genetics, Molecules of Genetics and Organization of Genetic Material. Key features are the clear explanations of classical experiments and the excellent photographs of researchers and their labs. For information and... [More](#)

[Go to material](#) 

[Go to mirror](#) 

 [Discuss this Material](#)

Material Type: [Simulation](#)

Technical Format: Excel

Date Added to MERLOT: April 11, 2000

Date Modified in MERLOT: June 16, 2014

Author:

Cold Spring Harbor Laboratory

Submitter: [Jeff Bell](#)

Keywords: genetics, DNA, History about DNA, genes, DNA models

[\[Report Broken Link\]](#)

[\[Report as Inappropriate\]](#)

QUALITY

[Peer Reviews:](#) ★★★★★

[User Rating:](#) ★★★★★

[Discussion](#) (50 Comments)

[Learning Exercises](#) (10)

[Personal Collections](#) (423)

[Accessibility Info](#) (none)



[Rate this material](#)

[Create a learning exercise](#)

[Add accessibility information](#)

[Add to a personal collection](#)




DNA FROM THE BEGINNING


An animated primer of 75 experiments that made modern genetics.


CLASSICAL
GENETICS


MOLECULES
OF GENETICS ▲

GENETIC
ORGANIZATION
AND CONTROL


 15 DNA and proteins are key molecules of the cell nucleus.


 20 A half DNA ladder is a template for copying the whole.

 25 Some viruses store genetic information in RNA.


 16 One gene makes one protein.


 21 RNA is an intermediary between DNA and protein.


 26 RNA was the first genetic molecule.


 17 A gene is made of DNA.

 22 DNA words are three letters long.

 27 Mutations are changes in genetic information.

 18 Bacteria and viruses have DNA too.

 23 A gene is a discrete sequence of DNA nucleotides.

 28 Some types of mutations are automatically repaired.

MOLECULES OF GENETICS

15 DNA and proteins are molecules of the cell nucleus.

16 One gene makes one protein.

17 A gene is made of DNA.

18 Bacteria and viruses have DNA too.

19 The DNA molecule is shaped like a twisted ladder.

20 A half DNA ladder is a template for copying the whole.

21 RNA is an intermediate between DNA and protein.

22 DNA words are three letters long.

23 A gene is a discrete sequence of DNA nucleotides.

24 The RNA message is sometimes edited.

Concept 20

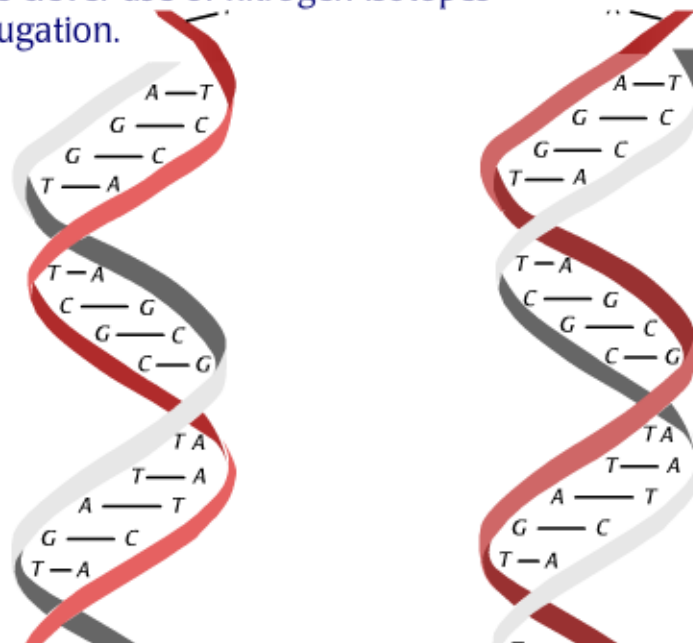
A half DNA ladder is a template for copying the whole.

CONCEPT ANIMATION GALLERY VIDEO BIO PROBLEM LINKS

In 1958, we published results that supported this model. As you will see, our experiment made clever use of nitrogen isotopes and "density gradient" centrifugation.



JUMP TO:



Did you know?

A number of scientists knew about Meselson and Stahl's results months before the paper was published.

MerLOT Browse.png | Pere Borrell del Casojpg | Education reform inpdf | Edraak Pre-MOOC S....htm

Taskbar with icons for Internet Explorer, Google Chrome, Adobe Reader, Microsoft Excel, McAfee, Skype, Microsoft Edge, and Microsoft Word.

Search > Material Results > Authentic Assessment Toolbox

AUTHENTIC ASSESSMENT TOOLBOX

The Authentic Assessment Toolbox site is a tutorial for learning all about authentic assessment. It is presented with hypertext and features creating authentic tasks, rubrics and standards for measuring and improving student learning.

Go to material Discuss this Material

Material Type: Tutorial
Date Added to MERLOT: January 06, 2003
Date Modified in MERLOT: May 05, 2014

Author: Jon Mueller
Submitter: Cris Guenter
Report Broken Link Report as Inappropriate

QUALITY

Peer Reviews: 5 stars
User Rating: 5 stars
Discussion (19 Comments)
Learning Exercises (7)
Personal Collections (182)
Accessibility Info (none)

Rate this material
Create a learning exercise
Add accessibility information
Add to a personal collection

ABOUT

CONNECTIONS

Authentic Assessment Toolbox

created by Jon Mueller

What is Authentic Assessment?

Why Do It?

How Do You Do It?

Home

Standards

Tasks

Rubrics

Portfolios

Examples

Workshops

Glossary



Welcome

NEW Examples as of February 1, 2014

to the **Authentic Assessment Toolbox**, a how-to text on creating authentic tasks, rubrics, and standards for measuring and improving student learning. Inside, you will find **chapters** on

What is it?

A good place to start -- In this chapter I identify the characteristics, strengths and limitations of authentic assessment; compare and contrast it with traditional (test-based) assessment.

Why do it?

Why has authentic assessment become more popular in recent years? When can it best serve assessment needs?

How Do You Do It?

After a brief overview, follow a detailed, four-step process for creating an authentic assessment.

Standards

All good assessment begins with standards: statements of what we want our students to know and be able to do

Thanks to all of you who have adopted this text for your courses. I hope your students have found it useful.

Jon's Book

amazon



Assessing Critical Skills

\$42.32 Prime

Shop now

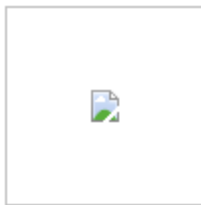
[Table of Contents](#)

We ask students to memorize reams of information that they

Analyzing Political Cartoons

o Laughing Matter: Analyzing Political Cartoons

IT'S NO LAUGHING MATTER: ANALYZING POLITICAL...



This is an interesting learning activity from the Library of Congress on the subject of political cartoons. This would be appropriate for Social Studies, Humanities, Government, Journalism or History classes. Student are taught how to analyze and decode cartoons and about persuasive techniques often employed by political cartoonists to promote their individual message such as symbolism, exaggeration and analogy. Students view... [More](#)

[Go to material](#)



[Discuss this Material](#)

Material Type: [Collection](#)

Date Added to MERLOT: February 13, 2007

Date Modified in MERLOT: April 09, 2014

Author:

The Library of Congress

Submitter: [Christina Gardner](#)

[\[Report Broken Link\]](#)

[\[Report as Inappropriate\]](#)

QUALITY

[Peer Reviews:](#) ★★★★★

[User Rating:](#) ★★★★★

[Discussion](#) (7 Comments)

[Learning Exercises](#) (2)

[Personal Collections](#) (46)

[Accessibility Info](#) (none)

[Rate this material](#)

[Create a learning exercise](#)

[Add accessibility information](#)

[Add to a personal collection](#)

ABOUT

Primary Audience: Middle School, High School

CONNECTIONS

ate University
ions,



[Contact MERLOT](#)

© 1997–2014 MERLOT All Rights Reserved

Translate this page

Microsoft® Translator

erLOT Browse.png

Pere Borrell del Casojpg

Education reform inpdf

Edraak Pre-MOOC S....htm

↓ Sh

TEACHERS

It's No Laughing Matter

Search this site

- [Teachers Home](#)
- [Classroom Materials](#)
- [Professional Development](#)
- [TPS Partners](#)
- [Using Primary Sources](#)
- [News and Events](#)
- [Additional Resources](#)
- [FAQ](#)

Find out which standards this resource meets Common Core State Content Organizations



[Detail] Inch by Inch...

[Overview](#) |
 [About This Activity](#) |
 [Learning Activity](#) |
 [Cartoon Analysis Guide](#) |
 [Learn More About Political Cartoons](#) |
 [Resources for Teachers](#)

What makes funny cartoons seriously persuasive?

Cartoonists' persuasive techniques do. All cartoonists have access to a collection of tools that help them get their point across. Some of these techniques work "behind the scenes." You might not even notice them unless you know what you are looking for. In this activity, you'll get to take apart real-world cartoons--and learn how to spot the methods behind the message.

- [About This Activity](#)
- [Learning Activity \(Requires Flash plug-in\)](#)
- [Cartoon Analysis Guide](#)
- [Learn More About Political Cartoons](#)



Search Engines for OER

- <http://www.berknergroupp.com/blog/search-engines-for-open-educational-resources>