

ZERO TEXTBOOK COST EDUCATION PATHWAYS

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Reading & Teacher
Preparation



MAY 5
9-10 am

TEACH FOR LA!
VIRTUAL
WORKSHOP SERIES

INTRODUCE YOURSELF IN THE CHAT.

HELLO!

Name

Institution/Role

Your familiarity with OER/ZTC:
1 (newbie) to 5 (pro)



An illustration on the left side of the slide depicts a person with a beard, wearing a green shirt and dark pants, kneeling on a green surface. They are holding a green watering can and watering a small plant with three large green leaves. The background consists of soft, overlapping green and light green shapes, suggesting a natural environment.

Our Agenda

Why OER/ZTC? & Terminology

Getting started with OER at the course level

Overcoming Barriers

Program OER / ZTC Pathways

Education Student OER projects

Discussions/Breakouts and or Q&A

WHY OER? open educational access
WHY ZTC? zero textbook cost

WHY OER? open educational access

WHY ZTC? zero textbook cost

Savings for Students
Relevant and Equitable Curriculum
Flexible and Adjustable

TERMINOLOGY

Creative Commons defines OER as “teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities.” The “5R” activities are retaining, remixing, revising, reusing and redistributing the resources.



TERMINOLOGY

The OERI's mission is to reduce the cost of educational resources for students by expanding the availability and adoption of high quality Open Educational Resources (OER). OER most often refers to openly licensed textbooks and ancillary materials that are available at little or no cost to students. The OERI facilitates and coordinates the curation and development of OER texts, ancillaries, and support systems. In addition, the OERI supports local OER implementation efforts through the provision of professional development, technical support, and technical resources.



Terminology

- OER: open educational resources
- LTC: low textbook cost
- ZTC: zero textbook cost

Attributions

- CC: creative commons
- NC: non-commercial
- SA: share alike



The background features a central, dark green, organic blob shape. Surrounding this central shape are several other organic shapes in various shades of green and white, some overlapping the central shape. The overall aesthetic is modern and minimalist.

GETTING STARTED

GETTING STARTED: COURSE LEVEL OER

Long Beach City College's EDUC 10 (1 unit; 10 fieldwork hours)

Education 10 Readings

FOUNDATIONAL STUDIES	Social and Cultural Foundations of American Education
SCHOOL SEGREGATION	Choosing a School for My Daughter in a Segregated City Mendez v. Westminster: Desegregating California's Schools Brown vs. Board of Education
HISTORY	History Education as an Evolving Field Cult of Pedagogy - Episode 125: Think Twice Before Doing Another Historical Simulation (transcript available)
LANGUAGE ARTS	Read Write Think ELA/ELD Framework Balanced Literacy
MATHEMATICS	Introduction to Descriptive Statistics Unit Three: Teaching Through Problem Solving
PHYSICAL EDUCATION	Standards Based PE Games Social Determinants of Health
MUSIC	Music and the Child
SCIENCE	STEM Inquiry Lesson Plan Got STEM?
ART	Merlot and Art Education

Getting Started.

Question....has there been any shifts or adjustments to how you see teaching in the last two weeks? If so, how? Think about this as we work through this week...

Then watch the Monday Message.

1. Reading Responses

By Wednesday Jan 20th @11:59 PM, read the following texts:

1. [Chapter 8- Instructional Design.pdf](#) ↓
2. [researchEDHome 2020 Paul Kirschner: Ten Tips for Emergency Remote Teaching](#) ↗
3. ↗ K-6 teachers - [GRADE 1 - Neighborhoods](#) ↗ OR 7-12 teachers - [GRADE 10 - CHANGE CAN BE EXPECTED](#) ↗ (this are district curriculum maps, pretty big documents so you're not expected to read every word, but spend about 1 hr with either document.

Then complete a reading response journal for the week's readings. You do not have to summarize EVERY text, but you should reflect on each in the 2nd paragraph. Think about the question "How do these ideas align?"

Upload to the [Reading Response Journal #3](#) by Wednesday Jan 20th @ 11:59 PM.

2. Essay

Okay, let's get to writing! In week 2, you looked at the assignment sheet and sample essays for the essay assignment in our class. Now it's time for you to put ideas on paper. You will begin your first draft. Here is my biggest piece of advice...START FROM THE MIDDLE. Do not try to start with the "perfect" hook or set up. Just get your ideas down. Again, this is a draft. Your first one. So the goal is for you to get what is in your mind out. Kind of like you are in one of those McDonald Playland tunnels.

BONUS: upload an audio or video version where you are reading your draft aloud and posing questions about the essay to the group. This can include questions like...is my thesis clear? Do I have enough support? etc. You can use tech like Audacity, Quicktime, Canvas Studio, Voice Memo, etc. to post.

Post your first draft to the [#writer-workshop](#) group channel AND upload a copy to [essay - draft](#) by Wednesday Jan 20th @ 11:59 PM.

3. Fieldwork

By Saturday Jan 23rd @ 11:59 PM upload your third fieldwork observation and reflection based on the online lesson demo or workshop you virtually attended.

- [Virtual Fieldwork List](#) ↗
- [Fieldwork Observation and Reflections- Online Lesson.docx](#) ↓
- [Fieldwork Observations - Webinars and Workshops.docx](#) ↓
- Complete the log as you are completing the observations - [EDUC 10 Fieldwork Hours Log](#) ↓

GETTING STARTED: COURSE LEVEL OER

Long Beach City College's EDUC 20
(C-ID 200 course)



1 Review existing EDUC
OER & textbooks

2 Review related
disciplines' OER

3 Develop our own -- mix
& match

1

2

3



overcoming Barriers



overcoming Barriers



Barriers to Consider:

- Aligning to our COR
- Time
- SO MUCH STUFF

Strategies to Success:

- Teamwork
- Funding
- OER Initiatives Support



Program Level OER / ZTC Pathways

ZTC Pathways

West Hills College Lemoore ZTC Elementary Teacher Education

SEMESTER 1

ENG 001A	3
MATH 010A	3
EDUC 001	3
CIS 007	3
IS 001	3
	15

SEMESTER 3

ART/MUS-042 or PA-001	3
PHYSICI 002	4
HIST 020	3
POLSCI 001	3
CD 005	3
	16

SEMESTER 2

EDUC-005 or SOC-002	3
MATH 010B	3
COM 001	3
HIST 017A	3
ESCI 002	4
	16

SEMESTER 4

ENG 001B	3
GEOG 002	3
LING 011	3
BIO 015	3
ELECTIVE-001-049	1
	13



EDUCATION STUDENT OER PROJECTS

- Video Searches
- OER Searches
- Lesson Plan Development
- Openly Licensed Presentations



Fixing School- Prison Pipeline

Group 4

"School to Prison Pipeline" by Daniel Foote, Reggie Matias,
Jacob Mendes, Viviana Quezada-Ramirez, Vicente Rojas
Martinez is licensed under CC BY 4.0

STUDENT PROJECT DEMO

OEI RUBRIC

CCC Online Education Initiative

- Course Design Rubric



Don't know where to begin? Here are some steps to help!

Phase 1

- Use course objectives to guide curriculum and instruction
 - Focus on major concepts (outcomes)
 - Emphasize core competencies
 - Meet transfer requirements

Phase 2

- Select and revise OER materials
- Develop a conceptual framework and foundation of knowledge
 - Core terms, concepts, and theories
 - Supplemental perspectives, arguments, and approaches
 - Audio/visual aids

DON'T KNOW WHERE TO BEGIN? Here are some steps to help!

Phase 3

- Develop authentic experiences
 - Provide students with options
 - Menu of topics, approaches, and applications
- Insist on active learning and exploration
- Alter parameters
- Individual and team based learning experiences
 - Reuse and remix of materials
- Require peer review and self-critique
 - Explore cultural bias
- Expect further inquiry
 - Scaffolding
 - Higher order questions
- Create authentic assessment
 - Provide opportunity for critical and creative thinking

Phase 4

- Ask open-ended critical thinking questions
 - General to specific
 - Reframe questions to assess comprehension
 - Invest time on exploring learning challenges

DON'T KNOW WHERE TO BEGIN? Here are some steps to help!

Phase 5

- Monitor progress and provide support
 - Ask for challenges
 - Focus on problem solving
 - Encourage group and class discussion
 - Provide a roadmap for learning
- Remix and reuse
- Diverse assessments
 - Acknowledge successes
 - Minor and major
 - Individual, group, and class

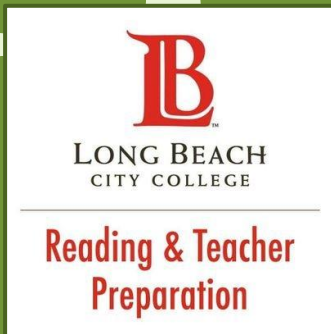
Phase 6

- Showcase student work
 - Create opportunities to share
 - Pairs, teams, class, college, or community
 - Publish student work (e.g., print and media)
- Provide opportunities for course feedback
 - Conduct process and outcome evaluations
 - Survey and video testimonials

Recording available soon at
<http://teacherprepprogram.org/events-and-calendar/virtual-workshop-series-may-2021/>

Q&A

THANK YOU!



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CREDITS

Presentation Template: SlidesMania

Images: Unsplash

Illustrations: ManyPixels

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Sharing is caring!

