La Trobe University acknowledges that this event and our participants are located on the lands of many traditional custodians in Australia. We recognise their ongoing connection to the land and value their unique contribution to the University and wider Australian society.

We are committed to providing opportunities for Indigenous Australians, both as individuals and communities through teaching and learning, research and community partnerships across all our campuses and online. We pay our respects to Indigenous Elders, past, present and emerging and extend this respect to any Indigenous participants joining us online today.

Acknowledgment of Country

Making Public Histories: a student-generated OER

Steven Chang
Coordinator, Open Education & Scholarship

CAUL Community Day
26th March 2024

Making
Public Histories:
Australian history
beyond the
University

Edited by Nikita Vanderbyl,
Katherine Ellinghaus, and Clare O'Hanlon
with
Thomas Amos, Paul Doogood,
Madeleine Gome, Jose Manga,
and Nicholas Short

"This book is created for, and ultimately with, students in Making History HIS3MHI. It is used heavily in this capstone history subject to harness the principles and power of open education. This is a book and subject that asks broadly what it means to 'make history' – in particular, what history means

Library as open knowledge creator

LA TROBE eBUREAU

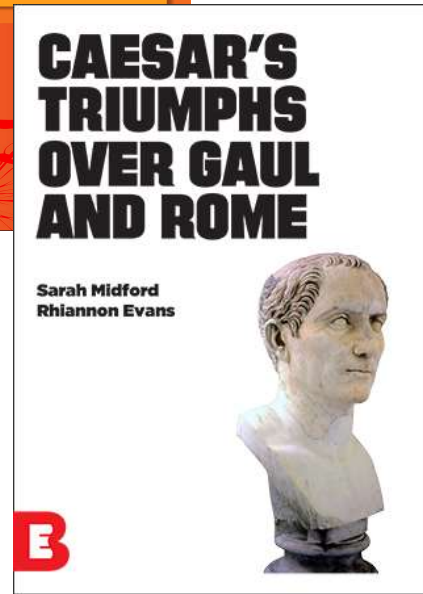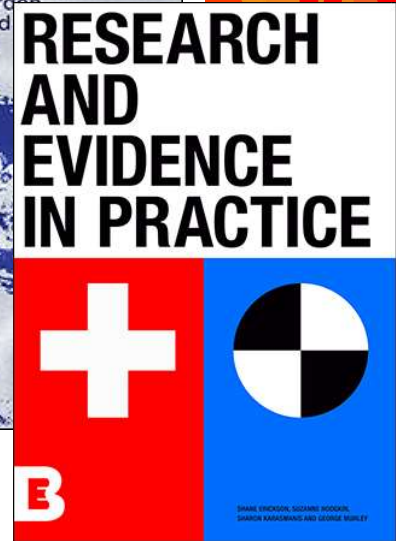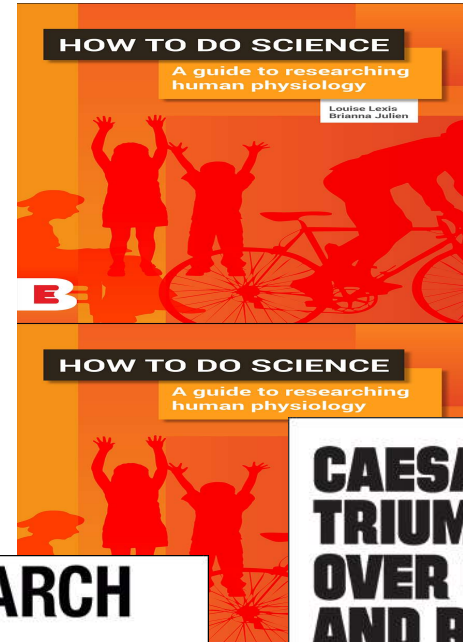|				
Digital first	Open access	Peer reviewed	Adaptable	Multimodal

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All kinds of clever
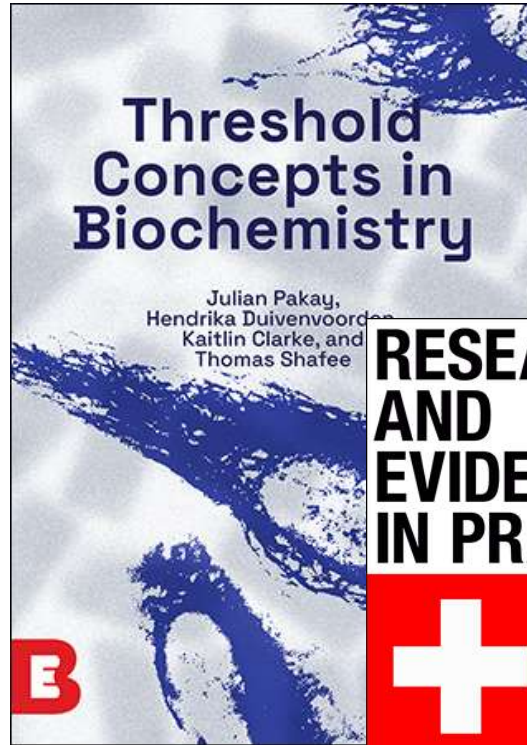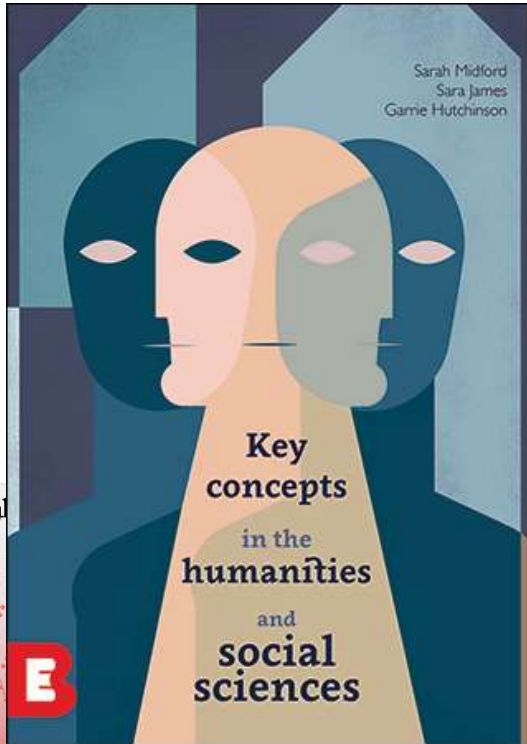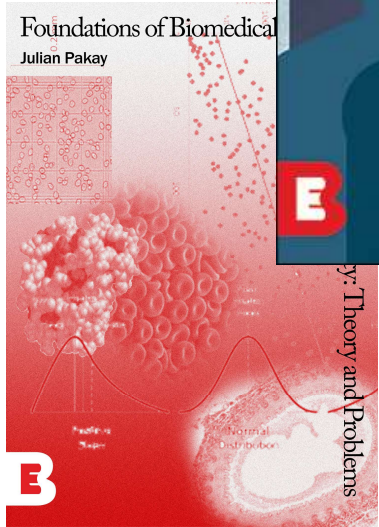
Overview of the session

- Cognitive surplus

- What are open educational resources – where do they fit in?

- Experimenting with publishing student work

- Student perspective

- Alternative assessment

- Current projects

- Next steps – EOI opportunity

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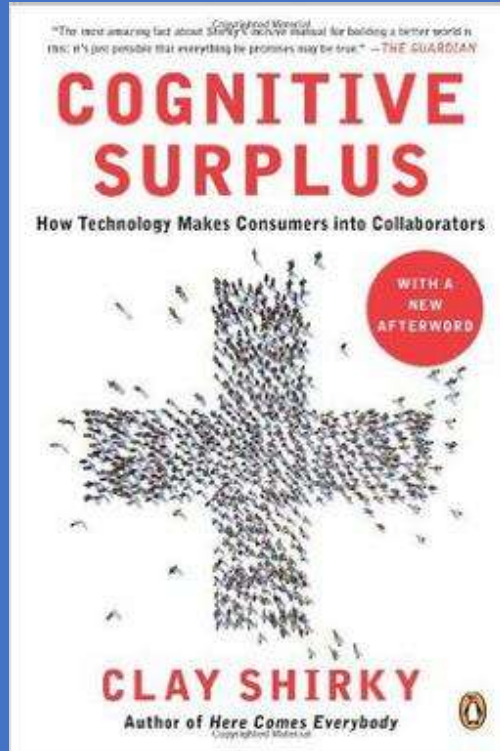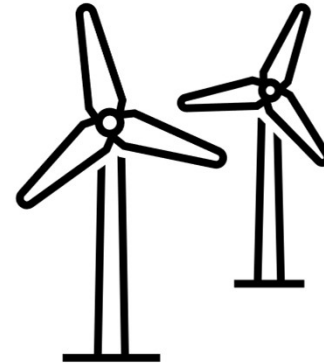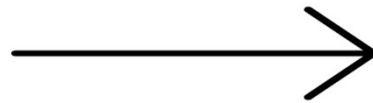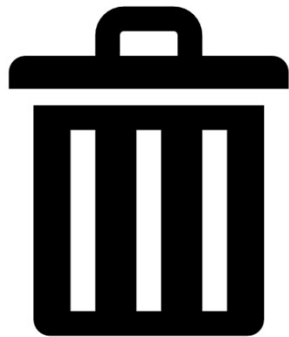
"You've heard about renewable energy, but how about renewable assessment tasks?"

- 5 minute case study presentation by Rebecca Cairns (Deakin School of Education)

Disposable assignments

Transactional

Closed feedback loop

Digital works are stuck in limbo

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Renewable assignments
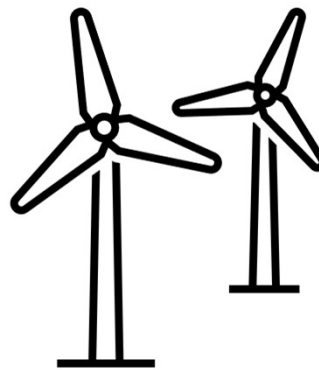
Lasting benefits for broader communities

Students as generators of learning resources

Widely available to all through open licensing

- Wiley, 2018

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	Student creates an artifact	The artifact has value beyond supporting its creator's learning	The artifact is made public	The artifact is openly licensed
Disposable assignments	Yes	No	No	No
Authentic assignments	Yes	Yes	No	No
Constructionist assignments	Yes	Yes	Yes	No
Renewable assignments	Yes	Yes	Yes	Yes

Table 2: Wiley & Hilton's (2018) *Criteria Distinguishing Different Kinds of Assignments*

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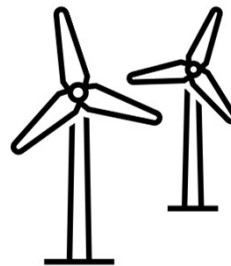
Student-generated open educational resources (OER)
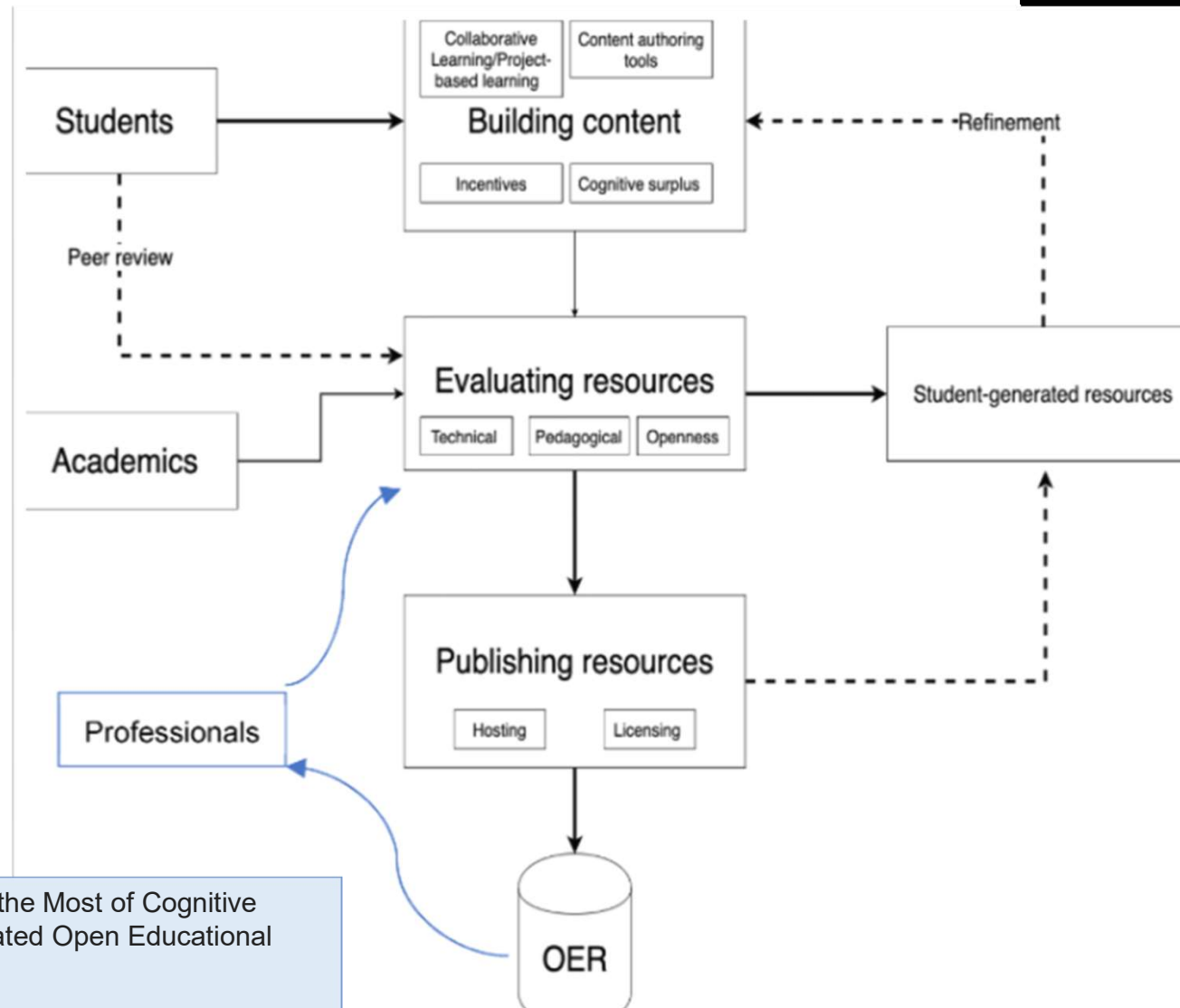
Fatayer, Mais, and Eseta Tualaulelei. 2023. "Making the Most of Cognitive Surplus: Descriptive Case Studies of Student-Generated Open Educational Resources" *Education Sciences* 13, no. 10: 1011. https://doi.org/10.3390/educsci13101011

Open educational resources (OER)

RETAIN
keep forever

REUSE
use for your own purposes

REVISE
adapt or modify

REMIX
combine with other resources

REDISTRIBUTE
share with others
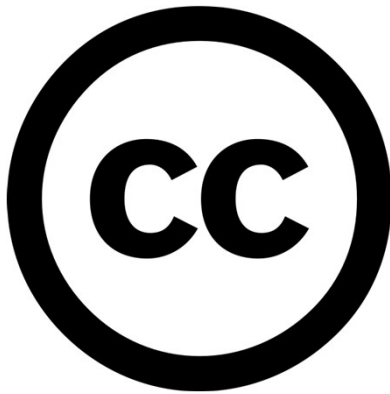
"OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that **permits their free use and re-purposing by others**.

Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

The William and Flora Hewlett Foundation

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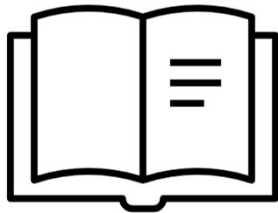
From open textbook publisher
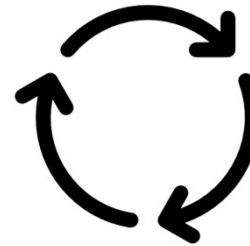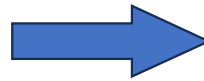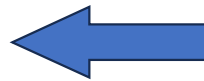
supporting authentic assessment
+
open pedagogy

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Towards open educational practices

OER as learning object	→	OER as active learning process
Open educational resource (OER)	→	Open educational *practices (OEP)*
Student as passive receiver	→	Student as active agent of learning
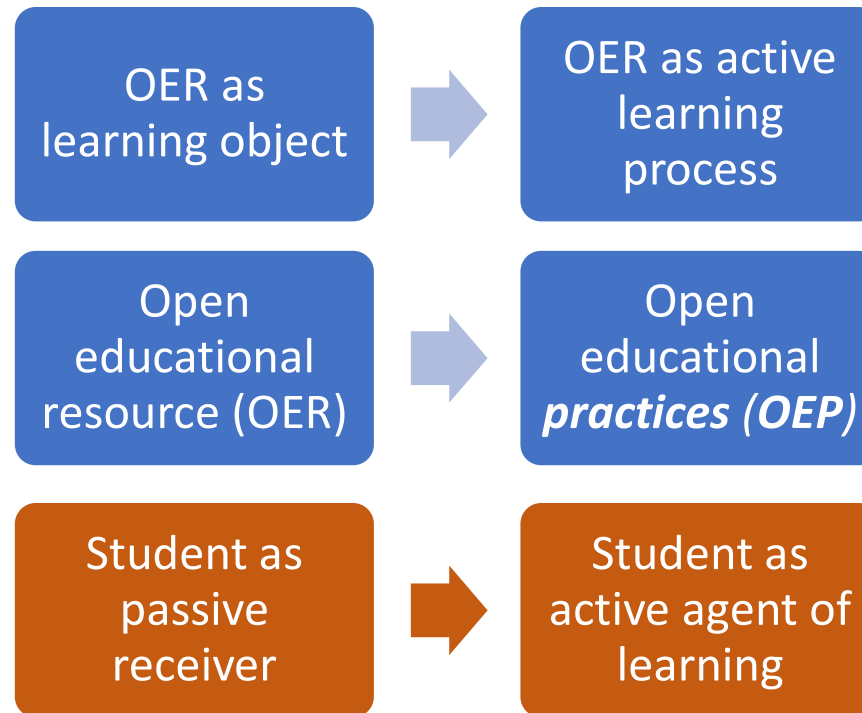
OER development as learning process

Publishing step	LTU graduate capabilities	Other capabilities
Writing author proposal	Communication; Inquiry and analysis	Ideation and project design; autonomous decision-making
Drafting manuscript	Discipline knowledge and skills; Communication	Writing and communication; project management
Checking copyright compliance	Personal and professional	Creative rights literacies; attribution & citation
Responding to peer review	Communication; Personal and professional	Evaluative judgement; shared collaboration; feedback literacy
Responding to copyedits	Personal and professional	Feedback literacy; evaluative judgement
Accessibility review	Communication	Universal design for learning; communicating to diverse communities
Publishing/promoting book	Personal and professional	Advocacy; stakeholder engagement
Assessing impact	Personal and professional	Evaluation, quantitative research, qualitative research

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The Little Cell
Who Lost Its Way

Ramtin Resai-Kashkooli & Carolyn Leslie

Illustrated by Ramtin Resai-Kashkooli

Glossary

For each term both suggestions for explaining terms to young children and scientific definitions are included.

...e a building made of LEGO blocks of ...es and shapes. Like a LEGO building ...made of lots of different types of

Teacher's Notes

The 'Little Cell Who Lost Its Way' is a simplified and fun story for children who are beginning to learn about the life sciences. It explores how cells form the building blocks of the body and illustrates the complex process of 'myogenesis', a term to describe muscle formation. There are three types of muscle in the body, but this book is specifically about skeletal muscle formation. Skeletal musc... skeleton and include the muscle...

Around the bend, it met red cells that were swell.
These new cells were myoblasts as well.
These cells were just like it, with cool pants to share.
The little cell was so happy to have new friends who cared.

Myo D

Myf 5

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Making Public Histories: Australian history beyond the University

Edited by Nikita Vanderbyl, Katherine Ellinghaus, and Clare O'Hanlon
with Thomas Amos, Paul Doogood, Madeleine Gome, Jose Manga, and Nicholas Short

Figure 7 shows scarves made out of parachute silk and figure 8 shows a collect from Takefu. The postcards were picked up as souvenirs when he was allowed The parachute silk scarves were in American food supply drops, which started [65] These supplies allowed Jim to gain 12kg within the first month since the en and were also regularly shared with Japanese civilians. [66]

m] (c. 1945), Wiggins Family

2.1 James "Jim" Edwin Wiggins: Surviving the Second World War

Thomas Amos

The Second World War was one of the significant periods in Australia's history, as its victory brought a rapid period of economic prosperity and a more independent outlook. [1] However, over 30,000 Australians would become prisoners of war. [2] This essay will discuss the wartime experience of one of these prisoners, my great-great-grandfather James ('Jim') Edwin Wiggins. Many of his stories can be told through the items he brought home. These items have remained in the family for over four generations, alongside the stories which make them significant. Therefore, this essay will give a more detailed background and metadata to the stories and the items which make Jim's wartime experience. After struggling to find a stable job during the Great Depression, Jim would enlist to serve his country and receive a chance of regular employment. Jim would be part of the Battle of Singapore, where he became a Japanese prisoner of war ('POW') and spent a year in Changi. After consistent sickness in Changi, Jim would be-

Figure 1: Jim Wiggins, in his Army uniform, c. 1941, Wiggins Family Album. Used under CC-BY-NC-ND

1888
The Vajen-Baden Co. Smoke Protector. Indianapolis, U.S.A. 1875.

The Vajen-Baden Co. Smoke Protector, Indianapolis, U.S.A. 1875: leather, wool, glass, and steel mask. Source: Bendigo Fire Brigade Collection. Photo by Jose Manga.

With the arrival of the 20th century a new political landscape came to Australia. During this time, Bendigo saw the emergence of private and public organisations. In 1899, the newly formed Bendigo Fire Brigade was the

To view in full screen, click the maximize button in top right corner of the H5P window.

3.1 Managerialism and the Death of Dissent in Australian Universities

Paul Doogood

Listen to the *Managerialism and the Death of Dissent in Australian Universities* podcast.

▶ 0:00 / 11:40   🔊 ⋮

View the **podcast transcript**.

3.2 The 'Gweagal' Shield

Nicholas Short

Listen to *The 'Gweagal' Shield* podcast.

▶ 0:00 / 9:49   🔊 ⋮

View the **podcast transcript**.

Figure 1: Gweagal shield. Source: The British Museum used under CC-BY-NC-SA 4.0.
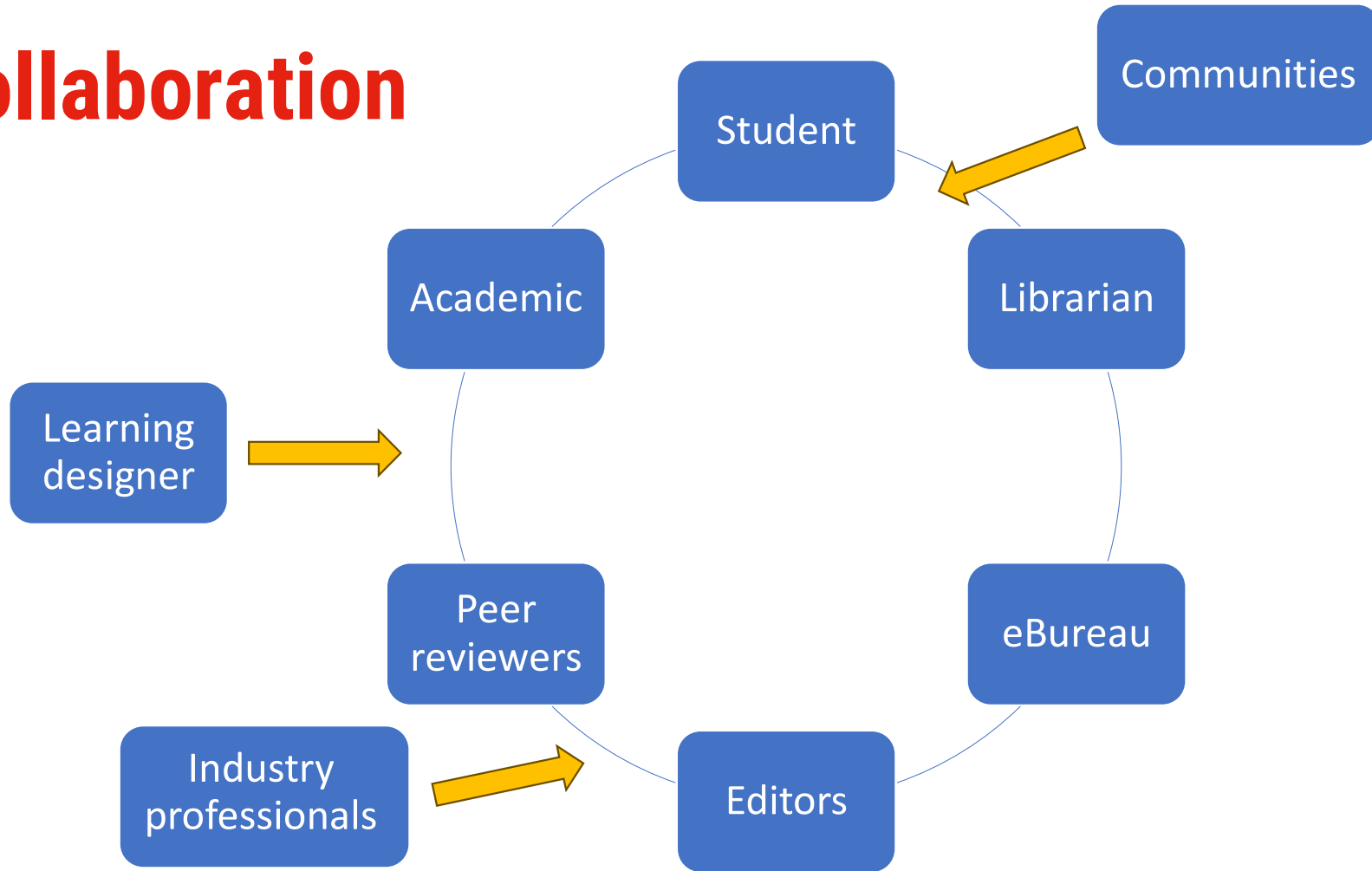
"It breathed new life into my assignment"

- Thomas Amos, student co-author of *Making Public Histories*

2.1 James "Jim" Edwin Wiggins Surviving the Second War

Thomas Amos

The Second World War was one of the significant periods in Australia's history, as its victory brought a rapid period of economic prosperity and a more independent outlook.[1] However, over 30,000 Australians would become prisoners of war.[2] This essay will discuss the wartime experience of one of these prisoners, my great-great-grandfather James ('Jim') Edwin Wiggins. Many of his stories can be told through the items he brought home. These items have remained in the family for over four generations, alongside the stories which make them significant. Therefore, this essay will give a more detailed background and metadata to the stories and the items which make Jim's wartime experience. After struggling to find a stable job during the Great Depression, Jim would enlist to serve his country and receive a chance of regular employment. Jim would be part of the Battle of

Figure 1: Jim Wiggins, in his Army uniform, c. 1941, Wiggins Family Album. Used under CC-BY-NC-ND

Figure 8: Postcard collection from Takfu [postcards] (c. 1945). Wiggins Family Collection. Used under CC-BY-NC-ND.
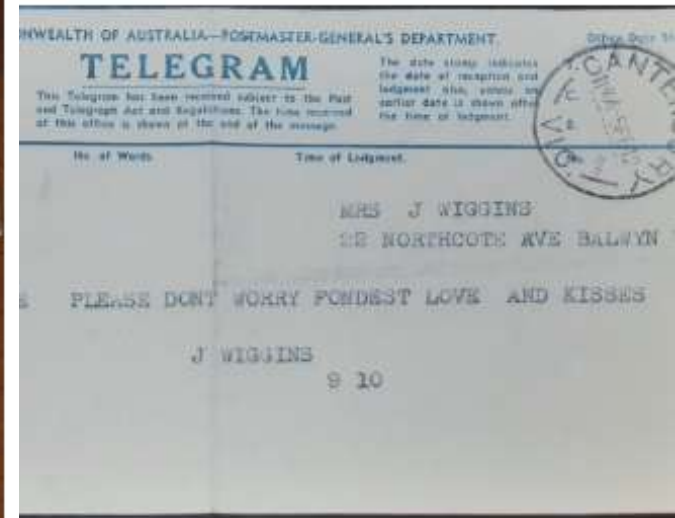
TELEGRAM

MRS J WIGGINS
NORTHCOTE AVE BALWYN

PLEASE DONT WORRY FONDEST LOVE AND KISSES

J WIGGINS
9 10

...e battlefield. Dated: 5 February 1942 at 11:45am. Used under CC-BY-NC-N...

As gatekeepers of history, we intentionally make political editorial decisions whenever we discuss wars, mostly without realising. During this project, I did make clear political editing decisions. I wanted to avoid any sensitivity as the relationship between Australia and Japan has changed significantly since the end of the Second World War. I relied heavily on the notes Jessie wrote about the items, which

Museum display: Fire Response in Bendigo by Jose Manga

1962

Bendigo Fire Brigade Running Team

As the Australian population grew with the new waves of European immigrants during the post-war era, many country towns experienced important social changes. By the mid-twentieth century, the Bendigo Fire Brigade was a well-established and recognised institution. While the city saw a steady demographic and economic growth, fire brigades continued their invaluable service to protect the community. Since the beginnings of the rural fire service, competitions and 'demos' were common among fire brigades. These events not only encouraged volunteers to improve their firefighting skills, but also exhibited the preparedness and professional capabilities of the brigades to the broad community. This 1962 photo shows the Bendigo running team that participated in Victorian State Demo: D. Dean, G. Ellis, M. Ellis, M. Matthews, R. Wee Hee, A. Hartland, L. Rodda, and E. Carruthers. The skills of the Bendigo Fire Brigade members were put to the test many times during its history, particularly in some of the most devastating fires in Victoria: Black Friday in January 1939, Ash Wednesday in February 1983, and Black Saturday in February 2009 among others. These catastrophic events caused severe loss of lives and property in many rural areas, providing important lessons to the authorities and communities around the state, and strengthening the commitment of the volunteer fire brigades to their communities.

Unknown Photographer, Bendigo Fire Brigade Running Team, Bendigo 1962. Photo on paper. Source: Bendigo Fire Brigade Collection. Photo by Jose Mangan.

Slide 21

Why open educational resources (OER)?

Freedoms afforded by open licensing

1) Free as in free of cost for students

2) Freedom for academics to design the curriculum around flexible, customised resources tailored to suit their course

3) Freedom for students to learn the way they want, whenever they want, without arbitrary access barriers

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Why open educational resources (OER)?

The Five Rs:

RETAIN
keep forever

REUSE
use for your own purposes

REVISE
adapt or modify

REMIX
combine with other resources

REDISTRIBUTE
share with others

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Author EOI and consultation

Proposal accepted and **author** agreement signed

Draft manuscript complete and delivered to **Library**

Library — check copyright status of all third-party material

Edited manuscript sent to peer reviewers nominated by **author**

Library engage editor — outcome is communicated with **author**

Author responds to peer review and actions changes

Library proof final design and communicate any changes to **author**

Edited and peer reviewed manuscript sent to designer

Ebook is published to the eBureau site!

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Problems in assessment

- Disposable assessments

- Contrived / inauthentic nature of traditional assessment work (quizzes, exams, some essays)

- One size fits all approaches

- Challenges of supporting evaluative judgement

- Gap between student identity and new identities as professionals

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Alternative assessment

SC1

Sustainable assessment	Boud & Soler, 2016
Supporting evaluative judgement	Tai et al, 2018
Differentiated assessment	Tomlinson, 2014
Open pedagogy	DeRosa and Robison, 2017
Knowing, Doing, and Becoming	Barnett & Coate, 2005

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SC0 Speak to what unites these (student centred learning), rather than explain each at length. Mention references for further reading.
Steven Chang, 2023-10-26T05:19:06.943

SC1 Add date of Barnett & Coate
Steven Chang, 2023-10-26T05:31:15.352

Guiding principles of assessment

Sustainable assessment

Peer assessment
Reflective practice via portfolios
Self assessment
Genuine feedback process vs "hopefully useful information"

(Boud & Soler, 2016)

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Guiding principles of assessment

Evaluative judgement

"the capability to make decisions about the quality of work of self and others"

(Tai et al, 2018)

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Guiding principles of assessment

Differentiated assessment

Student choice
Personal interests

(Tomlinson, 2014)

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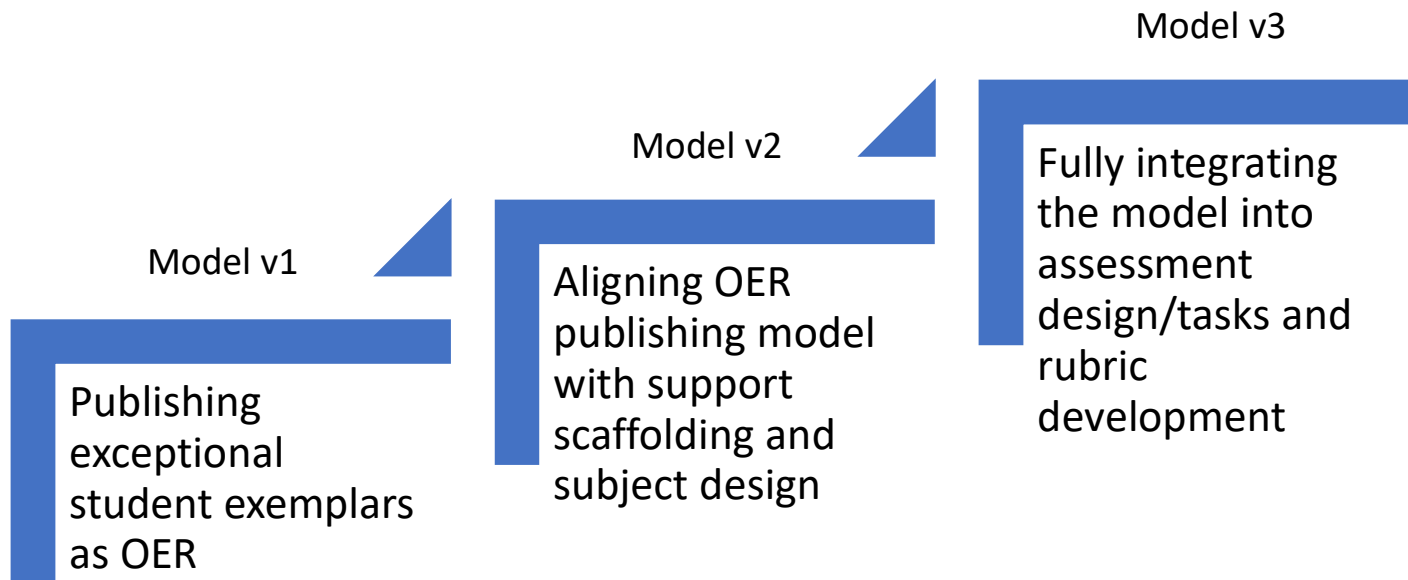
Guiding principles of assessment

Open pedagogy

1. Idea that "*access*, broadly writ, as fundamental to learning and to teaching, and *agency* as an important way of broadening that access"

2. "a series of practices which involve engaging students in a course through the development, adaptation, or use of open educational resources"

Evolution of the model

Model v3

Model v2

Model v1

Publishing exceptional student exemplars as OER

Aligning OER publishing model with support scaffolding and subject design

Fully integrating the model into assessment design/tasks and rubric development

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Scaling up the support model:
Burning Issues in the Classics (CAH3TRP)

- Importance of the pitch (result: 30% of students put in an EOI)

- Scaffolding support – library workshops (searching, copyright & creative rights, explaining OER publishing opportunity and process)

- Scholarship of teaching and learning (research opportunity)

Current project: Planning and construction Burning Issues in the Classics

	Personal and professional	Communication	Inquiry and analysis	Discipline knowledge and skills
Deciding to participate	🟩			
Choosing one's topic			🟩	🟩
Format for project outcomes		🟩	🟩	
Copyright considerations	🟩			
Finding resources			🟩	🟩

Next steps

- Integrating the publishing model with assessment rubrics

  - EDU 5022 – integrating co-design of OER into learning activity of assessment

- Change the assessment to more authentically mirror the process of publishing

  - Assessment decision framework

  - Rubric would reflect the quality / finish of the final piece, but also criteria on the process of creation (e.g. iteration

    and engagement with feedback)

  - Product criteria vs process criteria

- Lay stronger foundations for genuine student co-creation

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SC0   Let's make this more concise/clear
Steven Chang, 2023-10-26T05:49:49.786

Next steps

- How can student-generated OER be used as exemplars for assessment tasks and learning activities?

- How to evaluate success? Different from traditional OER metrics like # of adoptions.

- Embed the OEP model with assessment rubrics – scaffold skills and apply criteria

- Involve learning designers

- Identify work-integrated learning opportunities – involve professionals from the field

- ***v2.0 with academic chapters coming soon! To be aligned with reading list for each week.***

Opportunity:
we want you!

- Add your email to the chat
- Subject code
- Potential assessment number

- Alternatively email Nicole Gammie with details – n.gammie@latrobe.edu.au

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Q&A

Summary – revisit main points/takeaways

- Creating/co-authoring OER with students is possible
- Existing examples
- Opportunity to be involved

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David Boud & Rebeca Soler (2016) Sustainable assessment revisited, Assessment & Evaluation in Higher Education, 41:3, 400-413, DOI: 10.1080/02602938.2015.1018133

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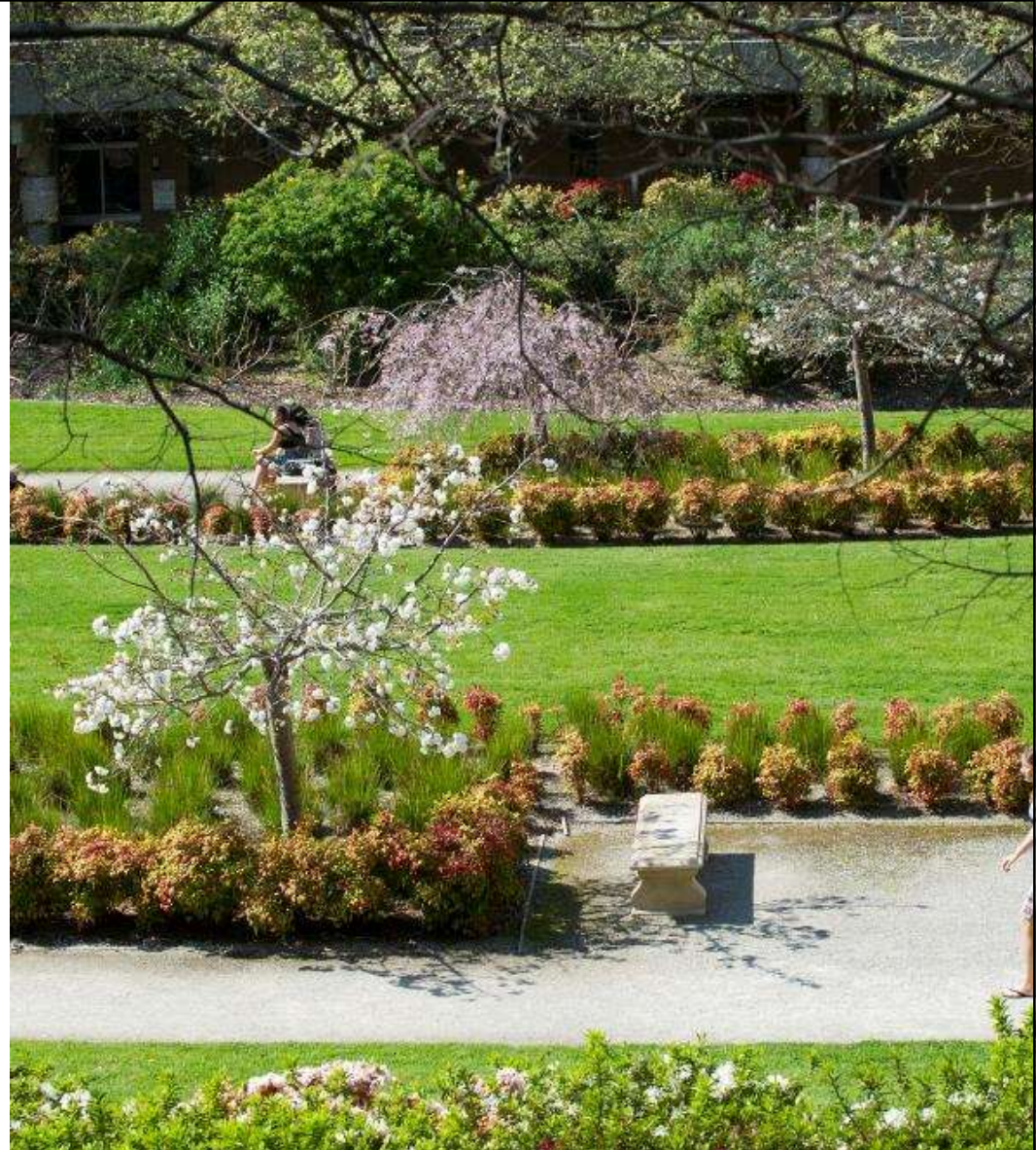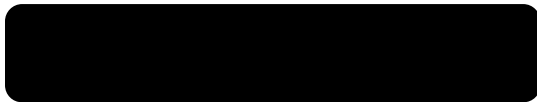
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Thank you

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