

VIVA Curation Guide

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PURPOSE

The VIVA Open microsite will provide additional materials aligned to Transfer Virginia courses, as well as high enrollment courses at higher education institutions throughout Virginia.

Use this guide and selection rubric to guide your search process for learning objects and materials to select for VIVA Open and Transfer Virginia templates. Faculty from across the network should be able to easily and successfully find and use these materials in their classroom settings in support of affordable student learning.

Learn more about the Transfer Virginia Project here:
<https://research.schev.edu/vccs-course-transfer>

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FIND

The selection teams will work primarily within their VIVA Open microsite to find materials from which to build this collection.

Keyword searches should be derived from course descriptions and pedagogical knowledge from both working teams and volunteer experts during the course of the selection process.

OER Commons/VIVA Open Repositories

The VIVA team has identified a list of recommended materials providers already available within the [OER Commons platform](#) and uploaded content from these providers into the [VIVA Open](#) microsite. Searching these materials within VIVA Open will be your starting place to find and select OER.

Follow [this guide from ISKME](#) for step-by-step support for searching within both VIVA Open and the OER Commons site or email Sophie Rondeau at wrondeau@gmu.edu.

Material Type Keywords

Based on your review of available course descriptions associated with the courses in your selection phase, or your working knowledge of teaching styles, or learning objectives within your academic community, search for combination of material types. Material types are defined within the VIVA Open framework.

VIVA Open Materials Types:

Activity/Lab	Supplemental, student-facing resource requiring students to provide answers or feedback based on taking specified steps.
Assessment	Student-facing question or prompt that measure understanding of a topic or idea.

Case Study	When actually occurring events or scenarios are used to illustrate scientific or academic principles.
Data Set	A collection of related sets of data.
Diagram/Illustration	Visual media, including but not limited to pictures, graphics, diagrams, figures, illustrations, charts, and maps.
Full Course	A series of units and lessons used to teach the skills and knowledge required by its curriculum.
Game	A game designed with an educational purpose.
Homework/Assignment	An activity engaged in by the learner for the purpose of acquiring certain skills, concepts, or knowledge, whether guided by an instructor or not.
Interactive	A visual tool in which students can move items around, enter variables, and/or answer questions.
Lecture	Recording or transcript of an educational speech.
Lecture Notes	Instructor-created notes to support student understanding of lectures.
Lesson	Lessons organize content within a course, and may cover one or more concepts or topics. Typically used in K-12 education
Lesson Plan	A teacher-facing description of a course of instruction.
Module	Modules organize content within a course; may cover one or more concepts or topics. Typically used in higher education. In K-12 may be used to organize presentation of several units.

Primary Source	Original document or object created at the time of the period of time being studied, i.e. newspaper article or government document.
Reading	The body of a printed work, to include reading passages.
Simulation	Imitation of a physical process over time.
Student Guide	A student-facing supplement to a course that provides additional content and tutorial instruction for a specific course or topic.
Syllabus	An outline of the contents and requirements of a course.
Teaching/Learning Strategy	Method or strategy to facilitate effective teaching and learning.
Textbook	A book used in the study of an academic or scientific subject.
Unit of Study	A plan of instruction on a particular concept; it contains multiple lessons that are related.

Curating From OER Commons

If you would like to expand your search to OER Commons, please curate items to the [OER Commons VIVA Course Mapping Group](#). Save curated items to a folder named by course number in the group.



Once you have finished curation for your target course or subject area, please email Sophie Rondeau at wrondeau@gmu.edu. She will coordinate migration of curated content to the VIVA Open platform.

Other External Repositories

If you need to expand your search outside of the recommended providers and OER Commons platform, the VIVA Course Mapping Task Force has identified a list of external sources to search, included below. In some cases, you may come across content that a faculty member recommends, uses, or you think would be applicable to this work that is not yet openly licensed to share and redistribute through VIVA Open.

Use the same rubric to evaluate materials and determine whether to include them in VIVA Open.

If you would like to add content from an external repository, you can submit individual resources to the [VIVA Course Mapping Group](#) by clicking the “Contribute to this Group” button and selecting “Submit from Web.” If you would like to request the addition of an entire collection in bulk (10 or more resources), please email Sophie Rondeau at wrondeau@gmu.edu.

Remember that all materials we add to the collection must be [open educational resources \(OER\)](#) and [openly licensed](#). The [Creative Commons](#) licenses are widely used in U.S. open content creation but are not the only licensing entity available.

1. [Skills Commons](#) (Specifically for technical and trade focused content)
2. [Teaching Commons](#)
3. [Merlot](#)
4. [Google Advanced Search](#)

ORGANIZE

Please save resources you have selected for evaluation to the corresponding subject folder in the [VIVA Open Course Mapping Group](#). Once you have completed evaluation and alignment of content to a Course, please save content to the corresponding Course subfolder.

You can find more information about using Groups and Group Folders by visiting the [VIVA Open Help Center](#)

EVALUATE Learning Objects

Detailed explanations of all rubrics are included in the [VIVA Open Rubric Details](#) section below.

You're broadly reviewing content from a few different perspectives (see below). Remember that this is the first effort to populate VIVA Open with content targeted toward high enrollment courses so we do not expect every resource to have all 3 (or superior) scores. For Transfer Virginia templates, please consider carefully the resources you select since completed course templates will not likely be revised. We also recognize that there will be gaps in some resources--they may not score high on all rubrics or you may not find quality resources that can be published on VIVA Open. You and your team can note these gaps in our selection Tracking spreadsheet and move onto the next subject to select.

Course level: Generally, we aim to identify materials for each course that would be appropriate for freshman to sophomore level learning needs.

Comprehensiveness: We aim to collect materials that address as many of the subjects covered within the Transfer Virginia Course Templates, course descriptions, and through other network sources.

Amount and Variety: As much as possible, you want to find learning objects for each course that address all the learning outcomes. If you find an entire open textbook or course that is suitable for the course topics, then attempt to find six (6) additional materials. If you do not find a full textbook, then aim to identify approximately ten (10) materials. Additionally, aim to find a variety of types of materials for each course. You can use the [materials type](#) categories to guide your search and evaluation and collect for variety.

VIVA Open Rubric Details

Comprehensiveness

Individual Learning Objects

This rubric is most relevant for learning objects such as Full Courses, Open Textbooks, and Units. For example, it would be important to know how comprehensive topic coverage is for an Open Textbook, as evaluated against topics listed in the Course Template for which the textbook

is being evaluated. This rubric may not be relevant for content like individual activities/labs, lesson plans, or readings.

Course Collections

Selection lead and curators would expect to use this rubric to evaluate the collection of 6-10 objects associated with each course applied against the topics listed in the corresponding Transfer Virginia Course Template.

To evaluate your Course collections against this rubric, please refer to the topics and learning objectives described in the Course Template.

Scale	Definition	Curator Rating
3 - Superior	Objects identified cover between 75-100% of topics identified within the syllabus and are rated superior or strong within Rubric II and contain a variety of material types, including open textbooks or courses, media, modules, course-based content, labs, and/or primary sources	
2 - Strong	Objects identified cover between 50-75% of topics identified within the syllabus and are rated superior or strong within Rubric II and contain some material types, including media, modules, course-based content, and/or primary sources	
1 - Limited	Objects identified cover between 25-50% of topics identified within the syllabus and are rated strong within Rubric II and contain only one or two material types and no open courses or textbooks	
0 - Very Weak	Objects cover less than 25% of topics identified within the syllabus and are rated Limited or very weak within Rubric II and contain only one or two material types and no open courses or textbooks	
N/A	Rubric does not apply to object.	

Quality of Explanation of Subject Matter - Individual Learning Objects

This rubric is applied to objects designed to explain subject matter. It is used to rate how thoroughly the subject matter is explained or otherwise revealed in the object. This rubric was created by [Achieve.org](https://www.achievethecore.org/) and adapted by ISKME. [CC-BY 3.0 Unported](https://creativecommons.org/licenses/by/3.0/).

Scale	Definition	Curator Rating
3 - Superior	<p>An object is rated superior for explanation of subject matter only if all of the following are true:</p> <ul style="list-style-type: none"> ● The object provides comprehensive information so effectively that the target audience should be able to understand the subject matter. ● The object connects important associated concepts within the subject matter. For example, a lesson designed to analyze how an author develops ideas across extended text would make connections among the various developmental steps and the various purposes the author has for the text. ● The object does not need to be augmented with additional explanation or materials. ● The main ideas of the subject matter addressed in the object are clearly identified for the learner. 	
2 - Strong	<p>An object is rated strong for explanation of subject matter if it explains the subject matter in a way that makes skills, procedures, concepts, and/or information understandable. It falls short of superior in that it does not make connections among important associated concepts within the subject matter.</p>	
1 - Limited	<p>An object is rated limited for explanation of subject matter if it explains the subject matter correctly but in a limited way. This cursory treatment of the content is not sufficiently developed for a first-time learner of the content. The explanations are not thorough and would likely serve as a review for most learners.</p>	
0 - Very Weak	<p>An object is rated very weak or no value for explanation of subject matter if its explanations are confusing or contain errors. There is little likelihood that this object will contribute to understanding.</p>	
N/A	<p>This rubric is not applicable (N/A) for an object that is not designed to explain subject matter, for example, a sheet of mathematical formulae or a map. It may be possible to apply the object in some way that aids a learner's understanding, but that is beyond any obvious or described purpose of the object.</p>	

Accessibility - Individual Learning Objects

Use the [Curating OER - Accessibility Checklist](#) created by ISKME to conduct a light-weight audit of the resource itself. Review the following resources to help guide your audit:

Review any questions or concerns you have with your selection team in your Groups feature or liaise with the VIVA team to get additional support, if needed.

Note that this does not serve as a full accessibility audit and that you may want to invite accessibility specialists within your institution to review content at a later date.

ALIGN Learning Objects

Adding a VCCS Course Alignment Tag to a learning object will result in the addition of the learning object to both a Course Collection as well as a Subject Collection within the [VIVA Course Mapping Hub](#).

Examples:

[VCCS Biology Subject Collection](#)

[VCCS Bio 101/102 Course Collection](#)

Please see the [Align to Course Help Center article](#) for more information about how to add a Course Alignment Tag.

EVALUATE Course Collections

Once your team has completed an initial round of curation for a specific course, please evaluate the comprehensiveness of each collection against the topics outlined in the Course Template from which you are working. Note any topical content gaps in the Course Collection in Column H of the [CM_VCCS_Courses spreadsheet](#)



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