

Session 8: Creating Ancillaries & Editing Lesson Plan

Key Links

- [Slide Deck](#)
([presentation link](#))
- [Handout](#)
- [Curriculum Hub](#)

Facilitator Notes:

Please add your own notes as you prepare to facilitate your session. You may want to jot down conferences/events that may be useful to share with your cohort, topics to revisit, questions that need answering, or simple reminders/updates to share about the course schedule.

May 2021 Cohort:

- For updates: We're going to come back to h5p troubleshooting at the end;
- Highlight the handout
- Why editing + ancillary materials? From textbook structure (last week) to ancillary material to help students understand (Part 2 of last week basically);
 - editing will start to bring us into the next session--it's basically two separate lessons (Part 1)

June 2021 Cohort:

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Recap

- Add reminder about Pressbooks webinar; also link to the Steel recording
- Sign up for h5p newsletter if you want to see more examples
- [Michael talk about the upcoming plan proposal deadline. If anyone wants to share where they're at or ask others about it, feel free to respond to this thread.]

Reach

Lesson Plan

[Menti survey](#) about ancillaries

Updates: If you have updates, share. If you don't, share what kinds of conversations or planning you've had about ancillary materials.

Slide 1: Introductions

Last week, we began the process of exploring content creation.

- OER creation often involves components beyond written textbook material - everything from interactive, non-textual elements to ancillary course materials.

Slide 2: Agenda

This week's lesson is a bridge between Week 7 & 9.

- Bridge with Content Creation: Ancillary materials
- Bridge with Editing

Slide 3: Questions to Consider

1. For which topic areas would it be most beneficial to have more engagement and interactivity from your students?
2. What **types of engagement** would be best suited to help your students remember, understand, apply, and analyze the content covered?
3. What additional scaffolding may be helpful for adopters of your resource?
Consider the materials that support teaching with the resource like syllabi, lesson plans, slide decks, learning activities, and assessments [and **stories from other students**].
4. **Editing:** What is your workflow for the editing phase? What are the strategies you will use to ensure expectations are clear to all parties?
5. **Editing:** Who and how will you recruit editors for your project? Consider subject-matter experts, professional editors, and accessibility specialists.

Slide 4: Why Interactivity?

Some of you have training in teaching methods and understand basic engagement principles. Today we'll focus on how these translate into OER platforms!

STOP: Before moving forward, think about a sample chapter or part from your project (if a facilitator, a sample chapter/part from one of your teams). If it's not already developed,

envision: 1) learning outcomes, 2) the topics or key concepts covered, 3) what types of interactivity might be helpful, including assessment.

(example:

- 1) chapter on argumentation might be to learn basic elements of a written argument;
- 2) topics might include Aristotelian, Rogerian, and Toulmin forms of argumentation, terms like claim, reasoning and evidence, warrant, etc.;
- 3) Interactivity might include assessment of the key terms for analyzing arguments; it would also be nice to visualize the relationship between claims, warrants, and grounds

Share out at least one interactive element you might want to include

We see interactivity as a chance to leverage the digital tools and platforms on which OER is built and to really bring to life otherwise static exercises or activities.

- OER can provide more immediacy than traditional forms of engagement

Teaching during the COVID-19 pandemic has also indicated to us that our digital infrastructures need to be more robust and responsive.

- Moving forward, learning experiences are likely to remain hybrid and flexible--OER can play a key role

Slide 5: What is H5P?

In terms of open tools for interactivity, we recommend folks consider H5P.

H5P is an acronym for **HTML5 package**, and rather than going into the technical specifics about HTML, **we can think of it as a plugin or tool to create interactive learning content ranging from videos, presentations, quizzes, or even games.**

It's commonly used on the Pressbooks publishing platform, but you can actually use it on your website or even embed the activities you create on H5P to your LMS.

H5P has been gaining a lot of traction in the open education world due to its ease of use and benefits with course design. Providing real time feedback to students as they learn can significantly support their success, particularly in introductory level courses that require more memorization or practice.

Share link in chat: H5P.org Example OER with H5P: [Vital Sign Measurement](#)

Slide 6: Popular Content Types

This slide has an overview of different content types on H5P, and I'll showcase a few of these soon.

H5P also does a lot of work around accessibility and provides up-to-date documentation of the status of activities — over half of their content types are accessible.

Share link in chat: You can check which activities are accessible on this page: [Content Type Recommendations](#)

Slide 7: Choosing the Right Types of Content

How to choose?

You can follow this helpful map plotted by Peggy French at eCampus Ontario and see what activities are easy to create and require the least amount of time/information.

For example, **this matrix can help you consider: Do you want students to improve their recall skills via a particular task? Do you want them to test their writing skills?** This could help you work through the extensive offering from H5P. Don't forget to check the accessibility of the final activities you're considering using the documentation link we just shared. Your choices during this process will decide whether all your students can access and use pieces of content.

Share link in chat: [Decision-Making Matrix for H5P Activities](#) (for example, I chose the [word document](#) in this chapter)

We also highly recommend the [H5P PB Kitchen](#) by BCcampus - They provide great resources for getting started and regular free webinars focused on practical application. ([example webinar by Steel](#))

Last tip: [How to get started in Pressbooks with h5P](#)

Slide 8: OER Ancillary Materials

Hopefully, the quick overview of H5P got you inspired to start thinking creatively about ways to make your OER a more robust and valuable learning tool for your students. By making pedagogically-sound decisions with the interactivity in your resource, you can help to reduce equity gaps and support all students.

This leads us quite naturally to a conversation about the types of materials you might choose to release openly to supplement the core OER you are creating.

Slide 9: What are OER ancillary materials?

I've tried to come up with a simple definition for what we call OER ancillary materials. I like to think of these resources as **accompanying or supplementary materials for teaching and learning**.

They can include anything that assists in the instruction of the material covered in the book - on this slide we've listed a few examples for your reference.

Slide 10: Slide Decks

I wanted to start off by looking at one of the most common ancillary resources — slide decks. Slide decks are often bundled with commercial textbooks to support adoption of those resources. Fortunately, we can do the same with our OER! To give you a sense of this, we can take a quick look at the Astronomy textbook developed at OpenStax.

Share link in chat: [Astronomy Instructor Resources](#)

In this example, we see a page that hosts all the instructor resources. To support integration in a course, they've provided both technical bonuses like LMS support and slide decks that map to the chapter structure. They've also included a "Getting Started Guide" and sample syllabus statement. This enables adopters to quickly understand how a resource may or may not fit with their course and students. It can also reduce the lift of converting the course over to your resource!

That being said, this is a fairly high tech solution. It is absolutely fine to host your slide decks in well-organized Google folders. These additional bonuses can go a long way towards helping adopters use your resource. Let's take a look at Dave Dillon's Blueprint for Success ancillaries and how they've been hosted in a folder system:

Share link in chat: [Blueprint for Success Ancillaries Google Folder](#)

Slide 12: Quizzes, Homework, and Assessments

The second popular ancillary tool is around assessment — whether it is a quiz or a set of homework questions.

For a deeper dive, let's take a look at a couple examples leveraging H5P:

Share screen and in chat, use as time permits:

- **Nursing Skills - [Unit Learning Activities](#)** - They've pooled activities for each chapter at the end so students can quickly revisit and practice.
- **Significant Statistics - [Data Basics](#)** - Activities are integrated throughout the chapter to help students apply it as they are learning.
- **Open Music Theory - [Digital Workbook](#)** - This resource does both, providing in-chapter activities and a collection of them at the end for students to revisit for practice.

As we've noted before, it is important to take a look at what's out there before investing time creating these assessments and activities from scratch.

ACTIVITY? To quickly find H5P activities in your subject area that may be useful, you can use pressbooks.directory and the H5P filter. Alternatively, you can bring up all the H5P activities in a particular textbook by entering the URL: `pressbookurl/h5p-listing` ([Write What Matters](#))

Slide 12: Course structure & scaffolding

Some of us may feel we don't have much to share (beyond authoring the textbook!), so considering ancillary materials at this stage might be a little overwhelming. It's important to keep in mind that, even if you don't have the time and resources to construct all the instructional materials to accompany your resource, **even sharing the basics of how you teach the course can have a major impact.** (or even [sample assignments](#))

Your syllabus and the semester schedule can offer an adopter meaningful support for using your resource - it's helpful to see how others have broken down and scaffolded the textbook content into the context of a course.

Even just having a sense of the pacing of readings can help an adopter convert their course from a proprietary resource to your OER.

Helpful resource (share as needed, provided in handout): [How much should we assign?](#) By Rice University's Center for Teaching and Learning including the planning tool: [Course Workload Estimator](#)

Slide 13: Editing

BREAK: Shifting into Week 9

Now that we've spent some time exploring the full scope of what content creation for OER looks like, we can turn our attention to the editing stage.

Editing is by far one of the most crucial/critical phases of publishing and content creation. It's about connecting different portions of the book, refining and polishing the drafts at hand, applying consistency to each section, and helping to ensure the formation of a cohesive resource that meets learning objectives.

Slide 14: Purpose of Editing

Why does editing matter? While content creation brings the raw materials together, editing gives the resource structure and appeal which can significantly impact how useful it is for learners. This is the ideal opportunity to ensure that larger themes and connections are integrated throughout. We've highlighted a few key benefits on the slide. In addition, it serves as another great opportunity to check for equitable practices and inclusive course materials.

Slide 15: Types of Editing

Editing can take place during all the phases, from the beginning during project scoping or at the end during final formatting. While there are additional ways to parse out the editing process, **we find that what is most useful to prepare for editing is to consider the two major buckets in the process:**

1. **structural and substantive revisions to content (global), and**
2. **copy editing and proofreading.**

In the first major bucket, **we find substantive, content-level editing.**

(administrative team) Ideally, this work is completed by someone with subject-matter expertise. This stage of editing has a heavier lift associated with it, and will require someone who is effective at facilitating a process of resolving questions and problems.

In the second general bucket, we find more **granular revisions made to ensure consistency and polish across the resource: copy editing and proofreading.**

(advisory team, including students) This involves a very close reading of the text to catch needed corrections to sentence structure, grammar, syntax issues, vocabulary, and punctuation. Editors at this stage may also attend to some level of stylistic concerns to help the book have a consistent tone and voice. Finally, it may also involve checking for layout consistency and formatting.

Slide 16: When to edit?

For substantial editing:

- Revisions can be a never ending cycle. Be intentional with your time and energy by avoiding too many phases of passing content back and forth between authors and editors.
- Listen to your authors and editors to get a clear sense of what would work best for them.
- Underpromise and overdeliver on deadlines. This builds in some cushion for when deadlines get pushed back. This will help prevent the entire project from going off track if there are delays in small portions.

For copy editing and proofreading:

- Sometimes, copyediting can take place before review to prevent peer reviewers from focusing on grammatical issues instead of the bigger picture.
- Don't let great be the enemy of good. Editing will always expand to fill the time you allot for it. Don't dwell on making everything perfect on the first go. Remember that OER are living documents with opportunities for improvement in future versions.

If at all possible, hire support for editing. If you have the funding to, it may be worth getting a developmental/substantive editor, copyeditor, or proofreader on board. This can be a huge help in ensuring the process flows smoothly.

Note for Facilitators: If you receive questions about costs for editing - this can range greatly, but generally \$3000 for a larger text.

Slide 17: Considerations for Editing

To wrap up today's discussion around editing, we have a few best practices to be aware of.

- Establish clear workflows to help you achieve the most you can with the time you have. Consider:

- Should the author, editor or both make changes to content?
- What's the clearest way to demonstrate workflow?
- How can timelines be effectively communicated and reinforced?
- How do we share common tools for editing, formatting and revisions?
- Aim for accessible content. Make this a top priority for your editors.
 - Apply the principles of good and inclusive design, technical accessibility into your project and particularly style guides/sheets
 - Remind your editorial team that editing is about making the text work better for its readers.
 - Tell them to focus particularly on things like language, vocabulary, reading level, formatting, alt. text
- Editing isn't just about critique. Editors and authors - we're all human.
 - Be reasonable about the number of revisions and edits you want to ask of your authors and editorial team. Some might be willing to keep going over and over, but others might not.
 - Important to recognize and credit when something has been well-executed or well-explained
 - Be nice with comments, suggestions, highlight the positives. Negatives should offer concrete ideas for improvement.
 - Keeping these things in mind will keep the team positive and on track.

Conclusion

We've touched on a lot of exciting ideas for your OER projects in today's session, so I want to be intentional about leaving us ample time to discuss. Content creation spans a wide range of activities and forms, so feel free to think outside of the box - what would be helpful for fellow educators to make full use of the resource you are creating?

Editing: know that some repositories often require OER to have been edited in order to qualify for submission, so try to do what you can in the name of making your content more discoverable, and therefore, usable!

Wrap Up - Next Session

Next week, we'll look at more ways to get feedback and input on your projects — through peer and other kinds of review. Getting a seal of approval or recommendation from an external reviewer can help make your OER stronger and more appealing to adopters, so we'll see how you can work that into your projects.

Questions from the cohort?