# OER Content and Assessment Map Directions

*This set of directions are to be used alongside the* ***OER Content and Assessment Map*** *tab of the* [*OERFSJ Deliverables 1-5*](https://lmu.box.com/s/nr373cqlsegfls6cww28xbai6m780rp2) *spreadsheet.*

*View a completed* [*OER Content and Assessment Map*](https://lmu.box.com/s/r54yhw1qlulra1g5ksvermdyuqxi8v0o)

## Plan your content

The content in an OER can range from text to linked text to videos, audio recordings, and more. This worksheet will help you map and organize what content you intend to use to meet the learning objectives you have been assigned by your team.

### Step 1: Find your assigned chapter or section

### Using the Table of Contents you created on the left side of the worksheet, find one of your assigned chapters or sections. Step 2: Plan your content

Looking at the objectives, one by one, consider what *information* the student would need to read, view, or study to be able to achieve the objectives.

In the **I plan to…** column, draft a plan of what content (information) you plan to use, adapt, or create for this section of the chapter.

### Step 3: Identify content

Using your team’s completed [OERFSJ Resource Adaption Tracker](https://lmu.pressbooks.pub/app/uploads/sites/7/2024/01/OERFSJ_ResourceAdaptTracker.xlsx) (optional from your Year 1 Deliverables), place links to content you plan to reuse/adapt in the **Links I’ve found** column that supports your plan from the **I plan to…** column. The **Links I’ve found** column can also be used to place links of examples of things you *would like* to create.

Each entry should include the***title of the item, the CC-license, and a link to the source****.* This information will ensure you correctly license your remixed OER later.

### Step 4: Identify Next Steps

Looking again at your plan in the **I plan to…** column, identify what content you are going to need to adapt or create for each section and/or learning objective. Turn this list into a To Do List for yourself in the **To Do List** column. This To Do List will be used later when creating your Project Timeline.

**Table 1:** OER content map example

|  |  |  |  |
| --- | --- | --- | --- |
| **Chapter Section and Objectives** | **I plan to...** | **Links I’ve found**  | **To Do List** |
| Example: Persuasive Strategies* *Identify the five persuasive strategies.*
* *Adapt verbal messages to persuade specific audiences*
 | * Start by adopting the five strategies section from Messages That Matter but revise them from a DEIA viewpoint.
* Write a section about the power of persuading an audience from a social justice standpoint.
* Create and embed videos grounded in DEIA topics that compare before applying a particular specific persuasive strategy and after applying a persuasive strategy to a verbal message.
 | **Title:** Messages That Matter **License:** (CC-BY)**Link:** [Persuasive Strategy – Messages that Matter: Public Speaking in the Information Age – Third Edition (pressbooks.pub)](https://nic.pressbooks.pub/messagesthatmatter/chapter/persuasive-strategy/)Video Example:<https://www.youtube.com/watch?v=Qb63-kzc-rc&pp=ygUgc29jaWFsIGp1c3RpY2UgcGVyc3Vhc2l2ZSBzcGVlY2g%3D> | * Write section: Power of Persuading an Audience
* Create 10 short example videos of before and after applying persuasive strategies
 |

Repeat this process for each chapter or section you are assigned. This will help you gauge where and on what to spend your time in Year 2.

## Plan your assessments

Now that you have planned what *information* you plan to provide your learners in the OER, it’s time to think about what *instruction* you might want to include in your OER to help scaffold your learners toward the learning objectives.

Instruction should a) ***move the learner toward the learning objective*** and b) ***provide feedback to the learner.*** Instruction in an OER would fall under interactive **formative assessments** (like a low-stakes review quiz or practice of a skill) that prepares the learner for a **summative assessment** (like a high-stakes exam, final paper, or presentation).

*Note: formative assessments can take place in your OER* ***or*** *in a course, while summative assessments will take place in the course.*

Other practices that help scaffold students toward the learning objectives include **notetaking, reflection,** andtools that support decision making. These may or may not include feedback from the instructor and peers.

Depending upon the OER platform you will select, formative assessments can look like interactive videos or simulations, multiple choice review questions, drag-and-drop ordering, and much more. Some OER have tools that support notetaking or reflections of the student as they read and interact with the OER or help the student create things like outlines while they read.

These steps will help you identify formative assessments and interactive tools that could be placed within your OER.

### Step 1: Start with your objectives

For each chapter or section you have been assigned, begin by looking at the **Learning Objectives Covered** column of your **Table of Contents** on the left side of the spreadsheet.

### Step 2: Identify your summative assessment

#### Plan your measurement strategy

The summative assessment will measure whether the student has reached the learning objective. Consider each objective in the **Learning Objectives Covered** column and determine how the student will demonstrate that learning objective *by the end of the week or module* ***in the course*.** Be as specific as possible.

For example, if my learning objective is “Identify the five persuasive strategies”, there are several different ways I could measure if the student can “identify” these strategies in their summative assessment. I might have them:

* list the 5 strategies from memory.
* look at a group of videos and identify which video is using which strategy.
* write a paragraph that includes listing the 5 strategies.

#### Choose your summative assessment

Once you have decided how you will ultimately assess an objective, list the chosen method in the **Summative Assessment** column.

### Step 3: Identify your formative assessments

#### Consider how to scaffold and engage

Looking at the learning gap between the learning objective and the summative assessment, consider what formative assessments (practices, reviews, etc.) might help the learner prepare for the **Summative Assessment** you wrote down.

In my example above, it might help my learner to review by having them identify the five strategies in different ways like practicing using multiple choice questions or matching the strategy with an example, all with immediate feedback given.

Consider also what other interactivities might engage your learner and help them gain a deeper understanding of the learning objective. This might look like using a branching scenario in which a learner has to make decisions based on what they read, an interactive video that requires them to pause and answer reflective questions, or something else.

#### Choose your formative assessments and interactivity

In the **Formative Assessments/**Interactivity column, list some possible formative assessments and interactivities that would help your learners prepare for the summative assessments. If possible, state the type of interactivity, where you plan to place it in your OER, and what the prompt for the interaction might be. Though you may not use all these formative assessments in your OER, thinking through them now will save you time when you are building these assessments in your OER chapters.

### Step 4: Hunt for ideas and examples

While you have this content and these formative assessments in mind, it is the best time to find examples of what you envision using for your formative assessments and interactivity. Use the resources provided in your [Open Voices, Just Choices: OER for Social Justice Faculty Handbook](https://lmu.pressbooks.pub/oerfsjfaculty/) and from Workshop 2 to find examples of tools and interactives that would support your formative assessments and interactivity you listed in the **Formative Assessments/Interactivity** column. Use the **Links** column as a storage space for links to examples of what you had in mind or to just note that you want to get some ideas from the team.

**Table 2:** Assessment map example

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Objectives** | **Summative Assessment** | **Formative Assessments / Interactivity**  | **Links** |
| Example: Upon completing this week/module learners will be able to…Identify the five persuasive strategies. | Upon completing this week/module, learners will…Identify which strategies are being used in a new set of short video clips. | Multiple Choice questions after subheading 2: Choose the 5 strategies.Interactive Video at end of chapter: After watching short video clips, identify the strategy. | Quiz (Question Set)<https://h5p.org/question-set>Interactive video: <https://h5p.org/interactive-video#example=617> |

You have now identified what types of formative assessments and interactivities you need for all parts of your OER, where you plan to place those formative assessments and interactivities within your OER, and examples of or links to the interactivity itself. Once your team has completed the OER Content and Assessment Map, you are ready to email OERFSJ@lmu.edu.

Deliverable 4 is this completed OER Content and Assessment Map for all learning objectives.

Next, you will begin to think about your OER’s images and figures.



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