

Free and open teaching materials: when, why, and how

CTL Teaching Institute Aug 19, 21 & 22, 2019



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What are OER?

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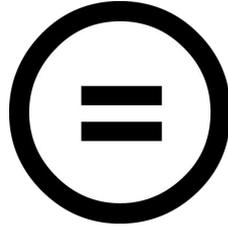
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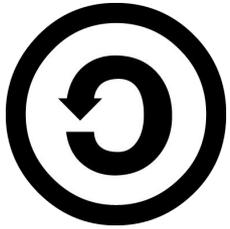




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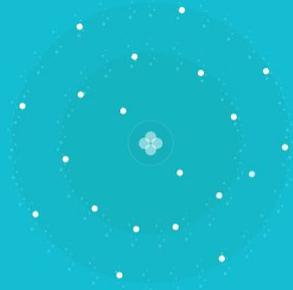
When and why

Examples

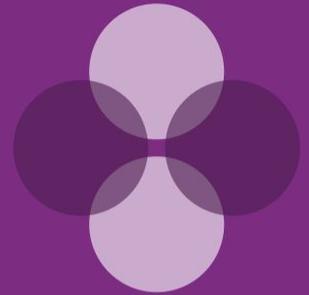
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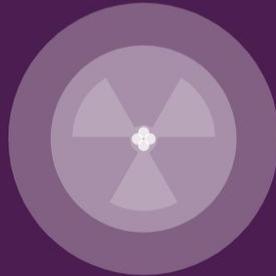
User Guide (Start Here)



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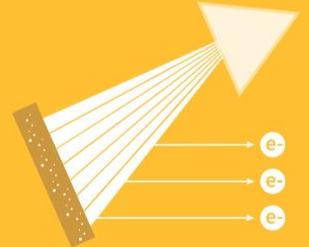
Nucleus



Radioactivity



$E = mc^2$



Photoelectric Effect

OpenSource
This project is open source and freely available here:
<https://github.com/OpenPhysProject/OpenPhys>



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Welcome to Online Open Genetics!

To be successful in Introductory Genetics, you are encouraged to use the supplementary electronic resources provided by this website. These resources will help you learn and practice problem-solving skills and self-assess your knowledge as you progress through the course. The website provides:

- short instructional videos and
- supplementary readings, as well as
- interactive exercises

These will help you deepen your understanding of basic concepts in genetics, as well as to practice and refine the skills needed to solve common problems in genetic analysis.

Using this Open Educational Resource

These resources were generously supported by the Alberta Open Educational Resources Initiative. Materials found here are available under the CC BY SA3.0 license. Remix, redistribute, and share, but keep the authors' names on all links and derivative works.

This site is the result of a collaboration between Dr. Todd Nickle from Mount Royal University and Dr. Isabelle Barrette-Ng from the University of Calgary. We worked with Dr. John Locke from the University of Alberta, who created an Open Access Genetics Textbook "*Open Genetics Lectures*" in the Menu strips below. *Right-click on any file to save it to your computer.*

Video: Introduction to the authors

Menu: Free Textbook Resources

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This page was last updated on July 20, 2016 by Todd Nickle

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This project was funded by the Alberta Open Educational Resources (AOER) Initiative, which is made possible through an investment from the Alberta government.



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- Резюме
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- Страхування
- Додатки
- Словник
- Про підручник
- Для студента
- Для викладача
- Де знайти?

Вікно у світ бізнесу: ділова українська мова

Алла Недашківська

Електронний підручник для розвитку умінь і навичок ділового та професійного спілкування українською мовою

Ukrainian for Professional Communication

Alla Nedashkivska

A web-based textbook for developing business and professional communication skills in Ukrainian

Розпочати курс

Про підручник

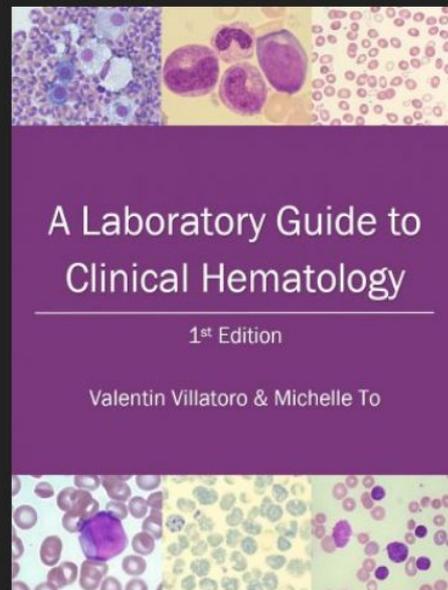
A Laboratory Guide to Clinical Hematology

Valentin Villatoro and Michelle To



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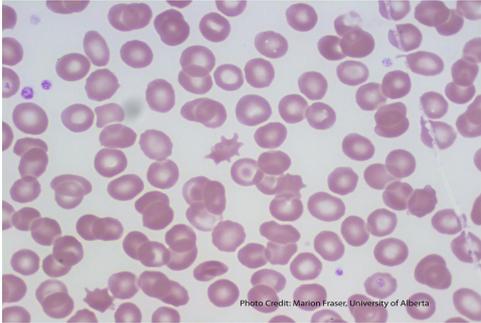


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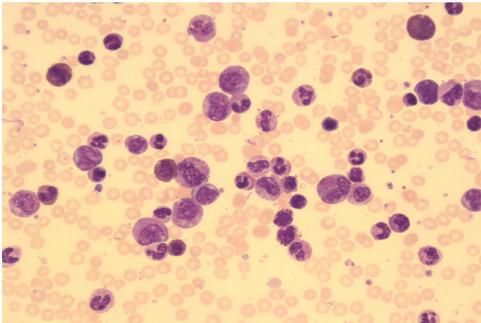
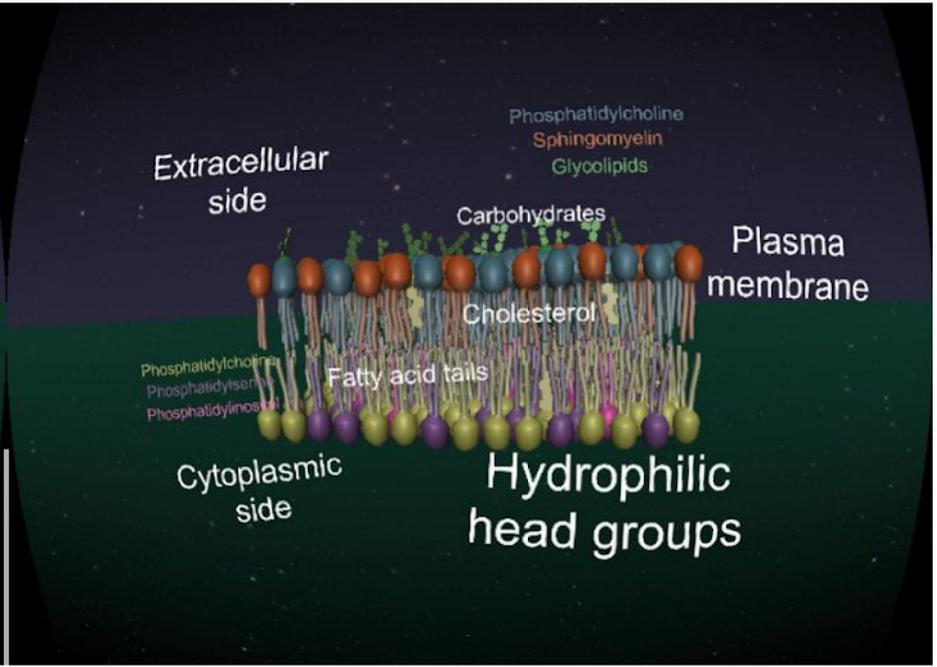
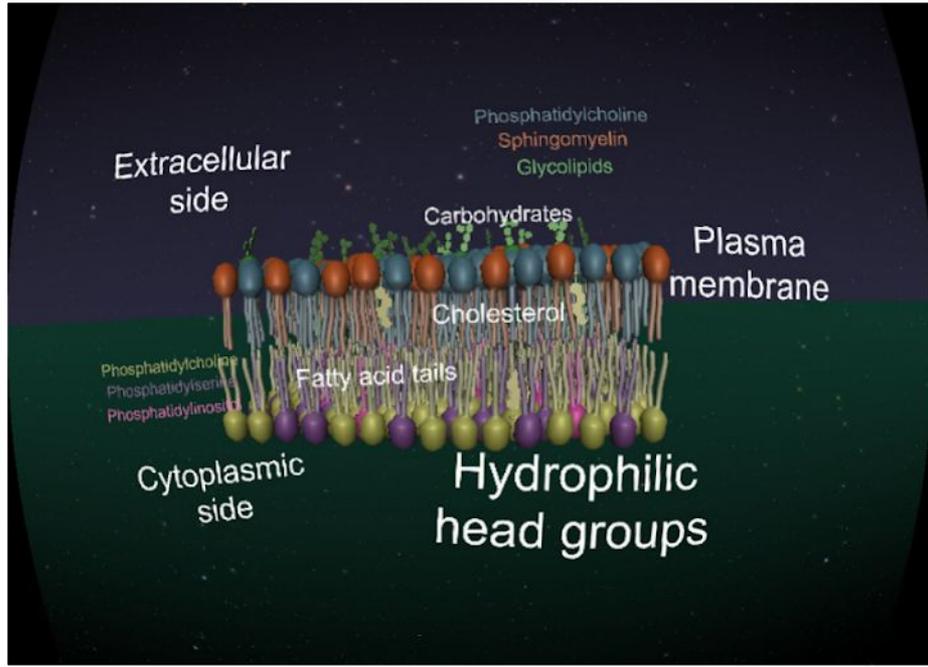


Image Sources: University of Alberta, Faculty of Medicine and Dentistry, School of Dentistry, Pediatric Dentistry Image Collection

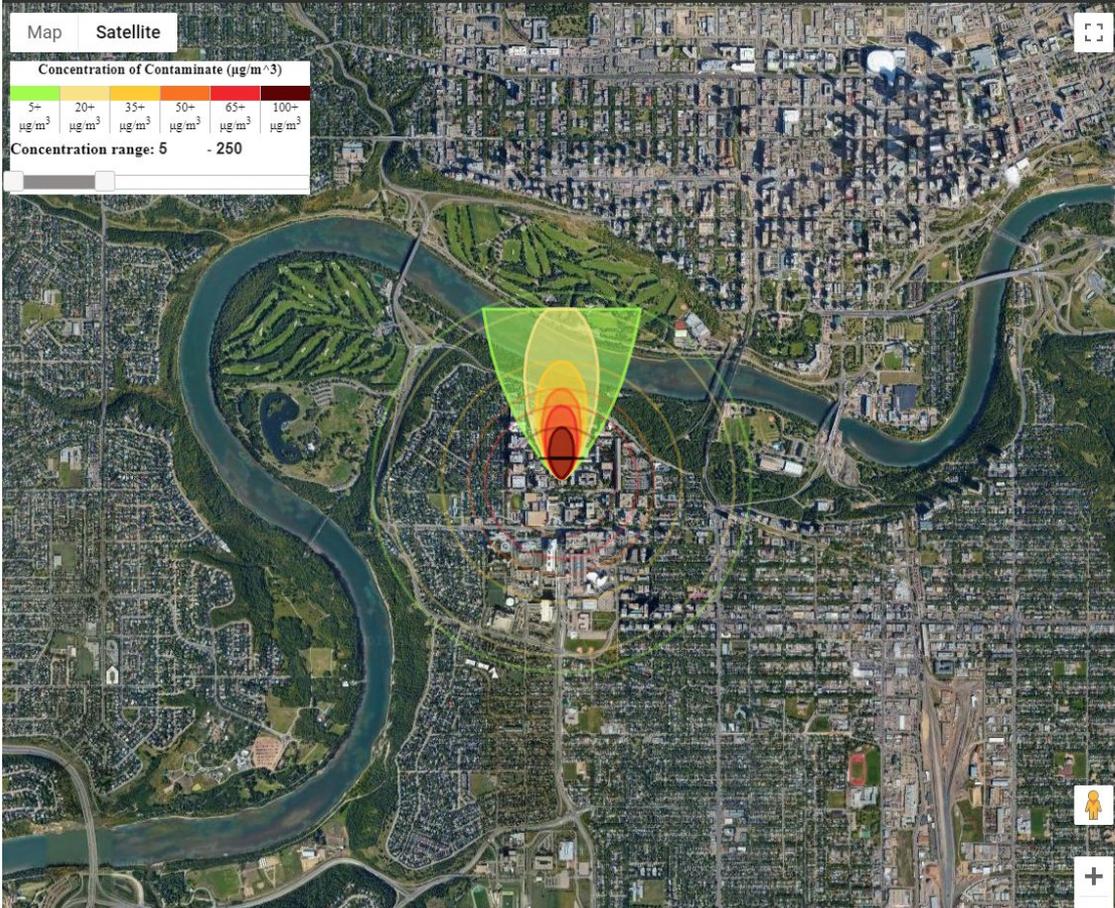


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<https://www.folio.ca/vr-app-gives-medical-students-a-new-way-to-see-inner-workings-of-cells/>

<https://cell101.arvr.ca/>



Q: Source strength of Contaminant = $\mu\text{g}/\text{s}$

ws: Wind Speed from Meteorological Tower = m/s

Zl: Height of Tower = m

Pa: Atmospheric Pressure at Ground Level = mb

wd: Wind Direction = $^\circ\text{S}$

h: Physical Height of Stack = m

delta_h calculation approach:

ds: Inside Diameter of Stack = m

Vs: Vertical Stack Gas Velocity = m/sec

Ts: Exhaust Gas Stream Temp at Stack Outlet = K

Ta: Temp of Atmosphere at Stack Outlet = K

X: Max distance X from stack = m

z: z-axis level of measurement at

sc: Stability Class

Map Location of Stack
 Latitude:
 Longitude:



WHO BELONGS IN THE OUTDOORS DOING FIELDWORK?

You teach a first year geology course. A program advisor in your department comes to you with a concern that was brought up by a female student in your course. According to the program advisor, the student is really enjoying the course and has decide...

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WRITING AS THE TEST OF KNOWLEDGE?: TOWARDS MORE INCLUSIVE COURSE DESIGN

This case study scenario illustrates a common missed step in course design, especially among instructors who were trained in disciplines that traditionally rely on one particular form of assessing student learning (in this case, writing). One of the ...

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WHAT I LEARNED IN CLASS TODAY

You are teaching a second year political science class. At the start of each class, you open with a short discussion topic on relevant news in the media and its' impact on Canadian politics as a way for your students to apply theory to practice. A st...

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FOREST RESOURCE MANAGEMENT IN HARROP-PROCTER COMMUNITY FOREST, BC, CANADA

Harrop-Procter Community Forest (HPCF) is located in the small communities of Harrop and Procter in southwestern British Columbia (BC), Canada. It covers 11,300 hectares of Provincial Forest Crown land...

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COMMUNITY-BASED FOREST MANAGEMENT: THE COLLECTIVE FOREST TENURE REFORM IN JIEWEN VILLAGE, FUJIAN PROVINCE, CHINA

This case study examines the community-based forest management and the collective forest tenure reform in Jiewen village, Wuping county, Longyan city, Fujian province, China.

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ASSESSING THE MANAGEMENT OF AWA COMMUNAL LANDS BY THE AWA FEDERATION OF ECUDOR

The Awá, an indigenous nation whose traditional territory extends across the border of the modern-day nation-states of Colombia and Ecuador, have been working for decades to preserve their traditional way of life, as well as the lands and waters...

[Read More](#)



THE COMMUNITY FORESTS MANAGED BY THE MIAO PEOPLE IN GUIZHOU PROVINCE, CHINA

The Miao nationality is an ancient nation scattered throughout the world, mainly distributed in China's provinces such as Yunnan, Hunan, Hubei, Sichuan, Guizhou, Guangxi, as well as Laos, Vietnam, Thailand and ...

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AN ASSESSMENT OF THE CORTES FORESTRY GENERAL PARTNERSHIP (CFGP) OF BC, CANADA: A JOINT INDIGENOUS AND NON-INDIGENOUS COMMUNITY FORESTRY ASSOCIATION

The Cortes Forestry General Partnership is an equal partnership between the Klahoose Forestry No.2 Limited Partnership and Cortes Community Forest Cooperative, which has ...

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FOREST MANAGEMENT IN BAN THUNG YAO COMMUNITY IN THAILAND

Ban Thung Yao village is located in the Lamphun province of Northern Thailand. Members of the community have been managing the forests since their settlement in 1915. They depend on the forest to extract both ...

[Read More](#)



THE CONTRIBUTION OF COMMUNITY FOREST TO YOE SONE COMMUNITY FORESTRY, WAN TWIN TOWNSHIP, MANDALAY REGION, MYANMAR

Yoe Sone Community Forestry, located at Dry Zone Region of the Myanmar, had become a successful model of the country because of its improved livelihood and sustainable ...

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THE KTNUNAXA FIRST NATIONS VERSUS THE PROPOSED JUMBO SKI RESORT: CUSTOMARY CLAIMS VERSUS THE PROVINCE OF BC, CANADA

In 1991, Glacier Resorts Ltd. submitted a proposal for the development of the Jumbo Glacier Resort, a year-round...

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THE IMPLICATIONS FOR FORESTS AND PEOPLE OF THE TENURE CHANGES IN LONGQUAN, ZHEJIANG PROVINCE, CHINA

A long period of poor life forces central governments make a change and Longquan get the chance become better. After hard exploration, the new policy: Household plots and ...

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THE GREAT BEAR RAINFOREST: K3H IN BRITISH COLUMBIA, CANADA

K3H is an area of forest currently under a community forest license issued to the Nuxalk Nation. It is located near Bella Coola in the central coast of British Columbia. The K3H license features a ...

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THE CULTURAL AND CONSERVATION SIGNIFICANCE OF ANGUNIAQVIA NIQIYUAM MARINE PROTECTED AREA (MPA), NORTH WEST TERRITORIES, CANADA

This case study examines Anguniaqvia niqiyuam (Ung-u-niak-via Ni-kig-e-um) MPA, which was officially designated a Marine Protected Area by ...

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CHAKMA TRIBAL FOREST MANAGEMENT IN THE CHITTAGONG HILL TRACTS OF BANGLADESH

The Chittagong Hill Tracts (CHT) consist of 3 districts in the southeastern part of Bangladesh- Khagrachari, Bandarban and Rangamati. Half of Bangladesh's populations are tribal people with the other half being mainstream Bengali...

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ECOSYSTEM SERVICES AND MANAGEMENT OF LONG FOREST CREATED BY DAI INDIGENOUS PEOPLE IN XISHUANGBANNA, CHINA

This is a case study of community forestry on the Dai community in Xishuangbanna, which is an ethnic minority in China. Dai people have unique water cultures relying on the forest ...

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About This Book

Chapter 1 +

Chapter 2 +

Chapter 3 +

Chapter 4 +

Chapter 5 +

Chapter 6 +

Chapter 7 -

7 Starting a Project

7.1 Project Selection

7.2 Project Scope

7.3 Project Start-Up

7.4 Alignment Process

7.5 Communications Planning

Chapter 8 -

8 Project Time Management

8.1 Types of Schedules

8.2 Elements of Time Management

8.3 Critical Path and Float

8.4 Managing the Schedule

8.5 Project Scheduling Software

Chapter 9 -

9 Costs and Procurement

9.1 Estimating Costs

9.2 Managing the Budget

9.3 Identifying the Need for Procuring Services

9.4 Procurement of Goods

9.5 Selecting the Type of Contract

9.6 Procurement Process

Chapter 10 -

8.2 ELEMENTS OF TIME MANAGEMENT

Visit [Audio Recordings](#) for the audio version of this section.

LEARNING OBJECTIVES

1. Describe a work breakdown structure and how it relates to activities.
2. Describe the use of graphic representations for time management.

According to the Project Management Institute (PMI), project time management includes the following elements:⁴

- Define activities
- Sequence activities
- Estimate activity resources
- Estimate activity durations
- Develop schedule
- Control schedule

The list of activities, their relationship to each other, and estimates of durations and required resources comprise the **work breakdown structure (WBS)**. The project WBS is a hierarchical—classified according to criteria into successive levels—listing and grouping of the project activities required to produce the deliverables of the project. The WBS represents a breakdown of the project into components that encompass the entire scope of the project. Each level of the WBS hierarchy represents a more detailed description of the project work so that the highest level represents broad categories, and the lower levels represent increasing amounts of detail.



Image by Klaus Schoenwandt

Larger and more complex projects often require a larger WBS. The size of the WBS is directly related to the amount of work on the project and how that work is divided into work packages.

AUDIO RECORDINGS

All chapters are available in audio format.

- Chapter 1
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 - [Chapter 1.2](#)
 - [Chapter 1.3](#)
 - [Chapter 1.4](#)
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- Chapter 7
 - [Chapter 7.0](#)
 - [Chapter 7.1](#)
 - [Chapter 7.2](#)
 - [Chapter 7.3](#)

FOUNDATIONAL KNOWLEDGE ARPCD CONVERSATION GUIDE SERIES



The intent of the eleven ARPCD *Conversation Guides* below is to create teacher, school leader and system leaders' awareness and understanding of First Nations, Métis and Inuit:

- Perspectives, experiences and ways of knowing
- History and legacy of residential schools and treaties
- Truth and Reconciliation Commission recommendations for education

Find the ARPCD *Facilitator's Guide* in Supporting Staff Development.

History of First Nations People in Alberta

Alberta Treaties 6, 7, 8

Métis in Alberta (Part 1): History

Métis in Alberta (Part 2): Governance and Settlements

Inuit Part 1: History & Culture

Inuit Part 2: Modern Treaties

Social Studies Lesson Plan - Grade Five

Topic: Residential Schools

Teacher Background (Foundational Knowledge) Information for Lesson

<http://empoweringthespirit.ca/wp-content/uploads/2017/08/History-and-Legacy-of-Residential-Schools-Sept-2017.pdf>

Materials for Lesson

- **Classroom Conversation Guide** (an edited version of the ARPCD Conversation Guide on Residential Schools) (it is recommended that students complete this online. Teacher can also print this guide if necessary) https://docs.google.com/presentation/d/1O-tCzZdMdPaLhMwC8GzoKE8tFd2wLooS_10YYqLlBY/edit?usp=sharing
- Stick or stone for the [Sharing Circle](#)

Questions for Sharing Circle or extension activities

1. How did the decisions of the government (John A. MacDonald) affect Indigenous people?
2. How has residential schools shaped Indigenous identity? In the past? In the present?
3. Do you think Indigenous people benefited from confederation? Why or why not?

Program of Study

-Dimensions of Thinking-critical thinking, historical thinking.

-Social Participation as a Democratic Practice-age-appropriate behaviour for social involvement

-Communication- oral, written and visual literacy

| Lesson #1 | Lesson Objective (Supports Unit Goals - Intended Outcome From POS) | Teaching Approaches and Student Learning Experiences (What teaching approaches will I use to engage students? What are the student activities?) | Assessments and Tasks (What strategy will I use to judge the quality of student learning? How will students show what they know? What will I be looking for? What criteria will I use?) | Resources the Students Will Encounter (What resources will I use that are appropriate to activities, student age/development, Indigenous foundational knowledge, lesson objectives and unit goals?) |
|---------------------|--|--|---|---|
| Residential Schools | Grade Five -Social Studies 5.3-Shaping an Identity General Outcome - Students will demonstrate an understanding of the events and factors that have changed | Students will engage in learning by completing the Classroom Conversation Guide on Residential Schools. There are various options for | Students will be assessed and evaluated in a rubric measuring: -their involvement in completion of the Re and Reflect Portion | All links in the Classroom Conversation Guide are live, OER-Residential Schools (...) Etienna Moostoos-Lafferty is the owner You've never viewed this file |

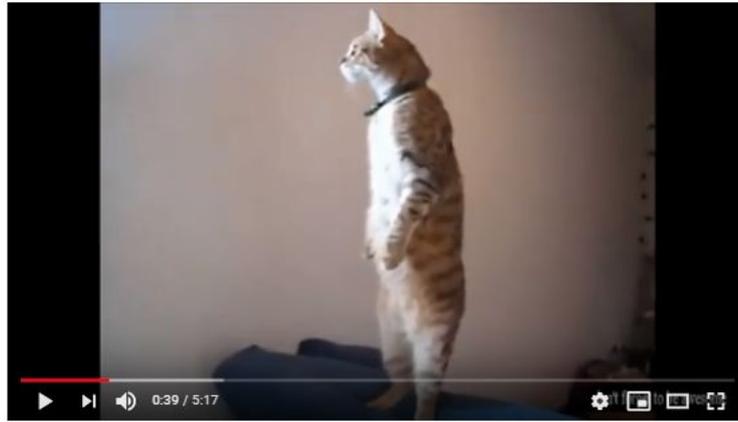


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Christian Aceberos

Published on Sep 10, 2015

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Introduction to Psychology

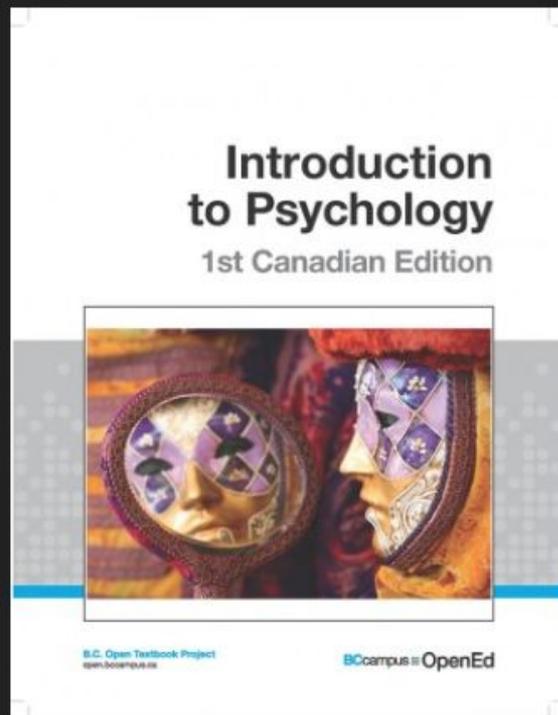
– 1st Canadian Edition

Charles Stangor and Jennifer Walinga

This book is designed to help students organize their thinking about psychology at a conceptual level. The focus on behaviour and empiricism has produced a text that is better organized, has fewer chapters, and is somewhat shorter than many of the leading books. The beginning of each section includes learning objectives; throughout the body of each section are key terms in bold followed by their definitions in italics; key takeaways, and exercises and critical thinking activities end each section.



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Introduction to Psychology - 1st Canadian Edition

Author(s): Jennifer Walinga, Royal Roads University, Charles Stangor, University of Maryland
Updated: Mar 27, 2019

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[Faculty reviewed](#) [Adopted](#) [Accessible](#) [Ancillary Resources](#)

Introduction to Psychology (University of Saskatchewan)

Author(s): Jorden A. Cummings, Lee Sanders; University of Saskatchewan
Updated: Jul 22, 2019

Description: This introductory text has been created from a combination of original content and materials compiled and adapted from a number of open text publications, including Introduction to Psychology – 1st Canadian Edition (Stangor & Walinga, 2014), the Noba Project, and Research Methods in Psychology – 3rd American Edition (Price, Jhangiani, Chiang, Leighton, & Cuttler, 2017). This version of the text includes a Key Terms list for each chapter, an expanded glossary, and H5P chapter self-tests.

[Ancillary Resources](#)

Introduction to Community Psychology

Author(s): Leonard A. Jason, Olya Glantsman, Jack F. O'Brien, Kaitlyn N. Ramian
Updated: Jul 17, 2019

Description: This textbook tells the story of community psychologists, who view social problems as being due to the unequal distribution of resources, which causes poverty, homelessness, unemployment, and crime. In addition, because no condition or disease has ever been eliminated by just dealing with those with the problem, community psychologists focus their work on prevention. Finally, community psychology shifts the power dynamics so that community members are equal members of the team, as they provide ...[\[more\]](#)

[Ancillary Resources](#)

Introduction to Psychology - 1st Canadian Edition

Posted: October 16, 2014 | Updated: March 27, 2019

Author: Jennifer Walinga, Royal Roads University, Charles Stangor, University of Maryland

This book is designed to help students organize their thinking about psychology at a conceptual level. The focus on behaviour and empiricism has produced a text that is better organized, has fewer chapters, and is somewhat shorter than many of the leading books. The beginning of each section includes learning objectives; throughout the body of each section are key terms in bold followed by their definitions in italics; key takeaways, and exercises and critical thinking activities end each section.

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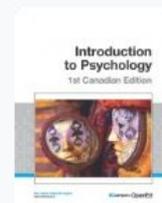


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Psychology (OpenStax)
 Author(s): Rose M. Spielman (retired), Quinnipiac University, Kathryn Dumper, Bainbridge State College, William Jenkins, Mercer University, Ariene Lacombe, Saint Joseph's University
 Updated: Aug 20, 2019
 Description: Published by OpenStax, Psychology is designed to meet the scope and sequence for the single-semester introduction to psychology course. For many students, this may be their only college-level psychology course. As such, this textbook provides an important opportunity for students to learn the core concepts of psychology and understand how those concepts apply to their lives. The authors strive to make psychology, as a discipline, interesting and accessible to students. A comprehensive coverage ...[more]
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Introduction to Psychology (University of Saskatchewan)
 Author(s): Jordan A. Cummings, Lee Sanders, University of Saskatchewan
 Updated: Jul 22, 2019
 Description: This introductory text has been created from a combination of original content and materials compiled and adapted from a number of open text publications, including Introduction to Psychology – 1st Canadian Edition (Stangor & Wallinga, 2014), the Noba Project, and Research Methods in Psychology – 3rd American Edition (Price, Jiangiani, Chiang, Leighton, & Cuttler, 2017). This version of the text includes a Key Terms list for each chapter, an expanded glossary, and H5P chapter self-tests.
 Ancillary Resources

Research Methods in Psychology
 Author(s): Paul Price, California State University, Fresno
 Updated: Mar 26, 2019
 Description: While Research Methods in Psychology is fairly traditional—making it easy for you to use with your existing courses—it also emphasizes a fundamental idea that is often lost on undergraduates: research methods are not a peripheral concern in our discipline; they are central. The overarching goal of this textbook is to present the basics of psychological research methods—focusing on the concepts and skills that are most widely shared within the discipline—emphasizing both their centrality ...[more]
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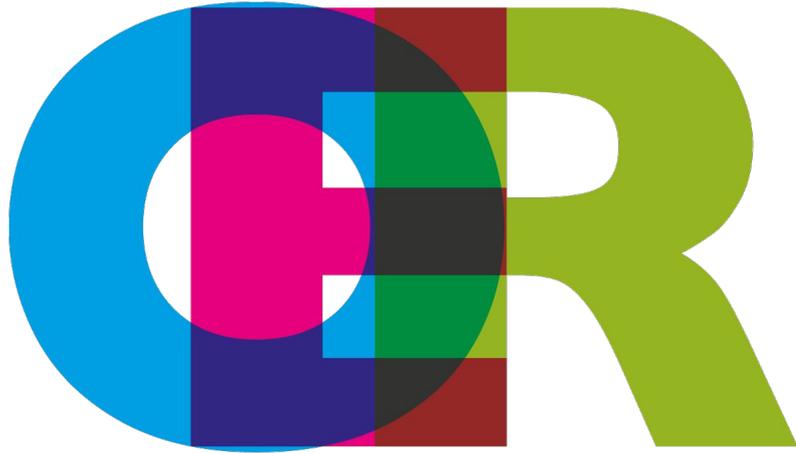
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Questions?

Thank you!

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