

Panel Discussion

Untethering your Assets Issues to Consider When Cutting the Ropes

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Definitions: Digital Assets


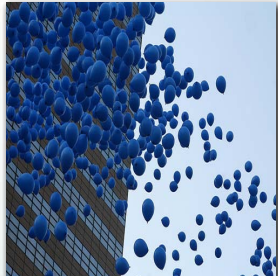


PHOTO: www.flickr.com / Charlotte Morral

What's in your online collection?


Definitions: Untether



Let assets move
from one context . . .

PHOTO: www.flickr.com / hojusaram

Definitions: Untether



. . . to be
reused
or remixed
in another context

PHOTO: www.flickr.com / Nick Southall


Topic 1 - Project overviews

What's in your collection and who is using it?

Where does your content originate?

What are you untying?

Where is it going?



PHOTOS: www.flickr.com / Danae Hurst, a4gpa, ronnie44052

Content Clips - Topic 1 - Overview

Teachers find and create resources to share with students
images, audio, video, animations, documents, web sites, PowerPoint

CC team selects
published content
from own or other
collections

Users can add
personal clips
from other sites,
e.g. Flickr via URL

Both can assemble
clips into online "mixes"




PHOTO: Rick Tessman




Content Clips - Topic 1 - Overview


What's untyed?

- Registered users **remix** clips and present to class with CC
- CC service **publishes** objects to other sites via a guest link
 - Embedded (BPPB ezine)
 - Catalog record (NSDL)

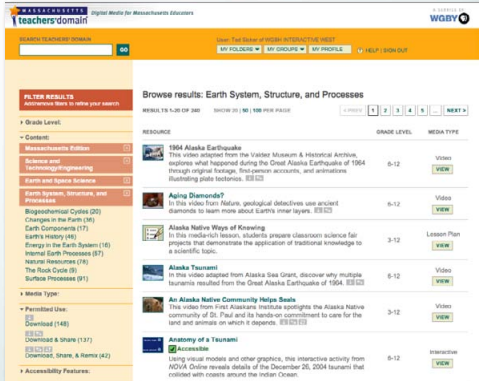
Mix of clips within a single Flash template arranged over a custom background

Single Flash object and linked sound files





Teachers' Domain Topic 1 - Overview



The screenshot shows a search results page on the Teachers' Domain website. The search criteria are 'Earth System, Structure, and Processes'. The results list several resources with their titles, descriptions, and metadata. For example, the first result is '1964 Alaska Earthquake' with a video format and a grade level of 6-12. Other results include 'Aging Diamonds?', 'Alaska Native Ways of Knowing', 'Alaska Tsunami', 'An Alaska Native Community Helps Seals', and 'Anatomy of a Tsunami'.

Teachers' Domain Topic 1 - Overview

teachersdomain.org

SEARCH TEACHERS DOMAIN

Build Blocks are short downloadable video segments that you can edit and embed into educational presentations.

Earth and Space
Science and Technology
Government
History
The Living World

Instructional Architect - Topic 1 - Overview

The Instructional Architect: An “untethering” and “remixing” service

mimi recker (mimi.recker@usu.edu)

NSDL THE NATIONAL SCIENCE DIGITAL LIBRARY

National Science Foundation

UtahState University

Instructional Architect - Topic 1

Weathering and Erosion

Identify the objects, processes, or forces that weather and erode the Earth's surface.

Glacier Peak, Washington

Brainstorm a list of all the forces that might change the shape of the Earth's surface.

Click on the map to see photos of places in the United States where erosion is occurring.

Examine a landscape formed by erosion.

Have you made your list? Now read on:
The Earth's surface is constantly being changed. Water, wind, and ice erode the surface of the earth.

Were these things on your list?

Ocean waves are a powerful force creating erosion. Watch the video to see how they erode the surface of the earth.

Notice the dates at the bottom of the pictures.
Examine an example of wave erosion.

1890

Parke D. Snavely, Jr., USGS

Instructional Architect - Topic 1

Conservation - This is Your Land - a problem and solution project.

Students will watch a PowerPoint presentation by The Bear River Watershed Council with photos taken by volunteers from the Logan and Ogden Ranger Districts. Working in pairs students will discover problems and solutions and write them down in two lists. With these facts each student will create his or her own problem and solution poem.

America has National, State, and Regional Parks and Forests that belong to everyone. How do you use this land? How do you think others should use the land?

For the first half of the project you may work with a partner to discover the problems and solutions. When you have made your lists of problems and solutions, you will work alone to create your poem.

If your teacher hasn't printed out the worksheet for you, go to this link to find it.

[Problem Solution Poem worksheet](#)

Turn your worksheet over to write on the back. Fold your paper in half. In one column write down the problems. In the other column write the solutions. Try to choose things that you personally can do.

Watch this PowerPoint, take notes as you watch.
[This Land is Your Land](#)

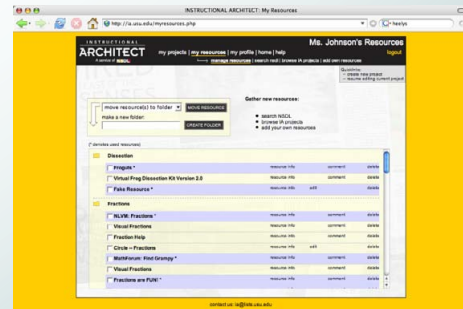
If you don't have enough information, you can go to these sites to find more facts.
[SUWA - Facts about Off Road Vehicle Damage](#)
[SUWA - What you can do to help.](#)

Users:

- **Teachers** can design web-based **IA projects**
- **Students** can access teacher's IA projects using class login
- **All** can browse public IA projects

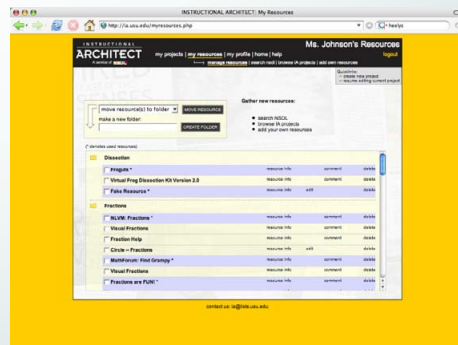
Teachers can:

- **My Resources:** search for NSDL resources and add online resources
- **My Projects:** create web pages with text and links to resources



My Projects

- Teachers **create** an IA project
- Teachers **share** it with the public or only their students
- Teachers can **view** and **copy** existing public IA projects



Instructional Architect Usage

Since 2005	~N	12-month growth
Registered users	5,600	42%
IA projects created	12,200	58%
Online learning resources used	54,000	57%
IA project views	> 1 mil	66%

MSP2 - Topic 1 - What are you untethering and where is it going?



We Choose the Moon!
 Article by Mary Lefkowitz

Are you old enough to remember hearing those words spoken by President John F. Kennedy? You not only have a distinct memory of the night of July 20, 1969 when Neil Armstrong and Buzz Aldrin walked on the moon—the first humans to set foot on a celestial body other than planet Earth.

I was seven years old. It was a summer night in Ohio and our house was not air conditioned. I had just spent the day at swim team practice. Exhausted to swim laps—followed by five more hours of swimming at the pool until dinner time. Come 10:30 pm, typically, I have been laid asleep in my own bed. On this night, however, I remember falling asleep on the family room floor in front of our black-and-white TV, and my mother shaking me awake, ordering, “Wake up! You have to see this!” This is a memorable, most on the moon! Who could have imagined it? This from a woman who never graduated from college or showed particular interest in things scientific.



<http://issuu.com/dlatosu/docs/connectingnews2009>



<http://www.magcloud.com/browse/Magazine/74097>

Topic 2 - What to consider before you untether?



PHOTO: www.flickr.com / Advantage Lendil

- Real-life situations and solutions?
- Planning ahead for prevention
- Project- or user-selected or created
- User-added links or uploads



PHOTO: www.flickr.com / Teresa Gibbison

Maintaining information as resources move to new contexts

Content Clips - Topic 2

- Know what's in your collection and where it came from
- Make required information visible to users

List View
 Info Window View
 Object View

Content Clips.com

Content Clips - Topic 2

Keep required information associated with objects

Presentation View within a mix

This is an example of a label in a mix. You can use it to write instructional content, dimensions and drag the label around in the screen.

Content Clips.com

Content Clips - Topic 2

Keep required information associated with objects

Presentation View within a mix

Content Clips.com

MSP2 - Topic 2 - What to consider before you untether?

What are the rights associated with the content?

All of it, part of it, which parts...

Topic 3 - What do users need to know?

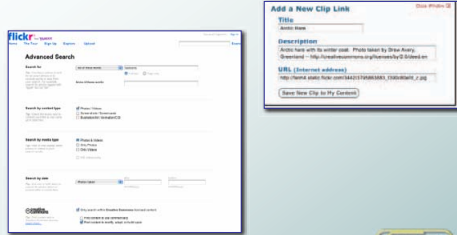
How are you educating them?

- What they can use?
- How can they use it?
- What are their responsibilities?
- Making it easy to comply with intellectual property laws

PHOTO: Rick Tessman

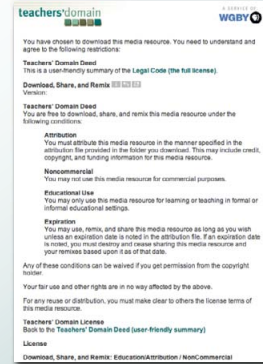
Content Clips - Topic 3

- Sign-up requires users to agree to policies
- Need modeling and training
- Example: Model use of Creative Commons licensed resources



Content Clips.com

Teachers' Domain - Topic 3 - What do users need to know?



Teachers' Domain - Topic 3 - What do users need to know?

An Alaska Native Community Helps Seals

Resource for Grades 3-12 | [Hide Citation](#)

Teachers' Domain: An Alaska Native Community Helps Seals, published February 25, 2009, retrieved on October 29, 2010, <http://www.teachersdomain.org/resource/lear08.sc.les.earthys.aipaul/>

Teachers' Domain - Topic 3 - What do users need to know?

Name	Date Modified
ate10_vid_windtech_350.mp4	Jul 11, 2010, 11:42 PM
ate10_vid_windtech_l.jpg	Jul 11, 2010, 11:42 PM
ate10_vid_windtech_m.jpg	Jul 11, 2010, 11:42 PM
ate10_vid_windtech_s.jpg	Jul 11, 2010, 11:42 PM
ate10_vid_windtech.dfxp	Jul 11, 2010, 11:42 PM
ate10_vid_windtech.html	Jul 11, 2010, 11:42 PM
attr_ate10_vid_windtech.html	Jul 11, 2010, 11:42 PM
ccPlayerAS3_TD.swf	Jul 11, 2010, 11:42 PM
License2.rtf	Jul 11, 2010, 11:42 PM
logo_k12_assetpop_bot.gif	Jul 11, 2010, 11:42 PM
logo_k12_assetpop_top.gif	Jul 11, 2010, 11:42 PM
ReadMe2.rtf	Jul 11, 2010, 11:42 PM
tdcontrols.swf	Jul 11, 2010, 11:42 PM

Teachers' Domain - Topic 3 - What do users need to know?

Links to resources for educating users

Creating User Generated Media Workshop Guide

http://www.teachersdomain.org/resource/tdtrg10_workshop_creatingmedia/

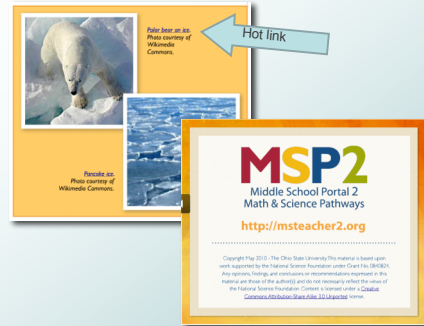
Learning through Video Production (Teacher PD Activity)

http://www.teachersdomain.org/resource/avd09_pd_tavidprod/

Speaking Your Mind About Global Warming (Student Activity)

http://www.teachersdomain.org/resource/avv09_sci_ess.climate.saheat/

Topic 3 - What do users need to know and how are you educating them?



Topic 4 - What have you learned about users?



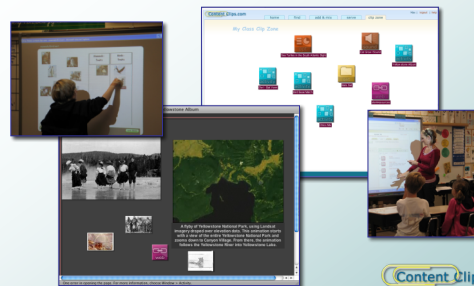
PHOTO: www.flickr.com / Orange County Archives

- What are users actually reusing and remixing?
- Pros and cons?

Has usage changed your policies or plans?

Content Clips - Topic 4

- Teachers share with students, within Content Clips environment
- Would need editorial review to allow users to submit and publish mixes



Content Clips.com

Instructional Architect - Topic 4

	N	Mean	Max	StDev
Tot. # IA Projects	5351			
Words per project		111	2834	206
Links per project		3.88	117	4.81
Visits per project		159.03 (Med=13)	122,350	2002
Tot. # Links	19,809			
Tot. # NSDL Links	1,572			
Tot. # copied	898			

MSP2 - Repurposing and distributing content



END OF SESSION

Thank You!

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PHOTO: [www.flickr.com / Garry Knight](http://www.flickr.com/photos/garryknight/)



PHOTO: [www.flickr.com / Robyne Jay](http://www.flickr.com/photos/robynejay/)