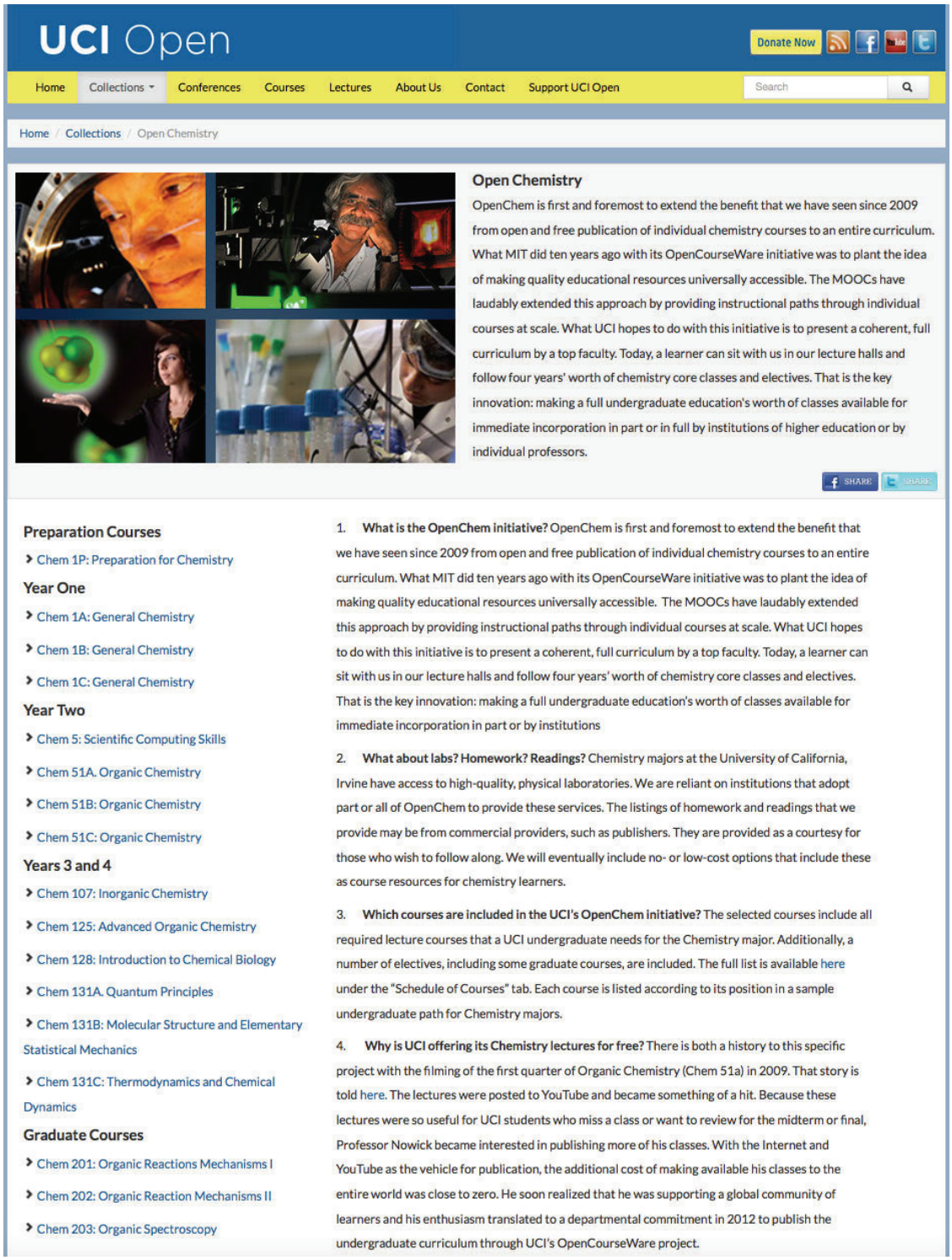
Adopted/Adapted/Created Resources

UNIVERSITY OF CALIFORNIA, IRVINE
Open Chemistry
http://ocw.uci.edu/collections/open_chemistry.html



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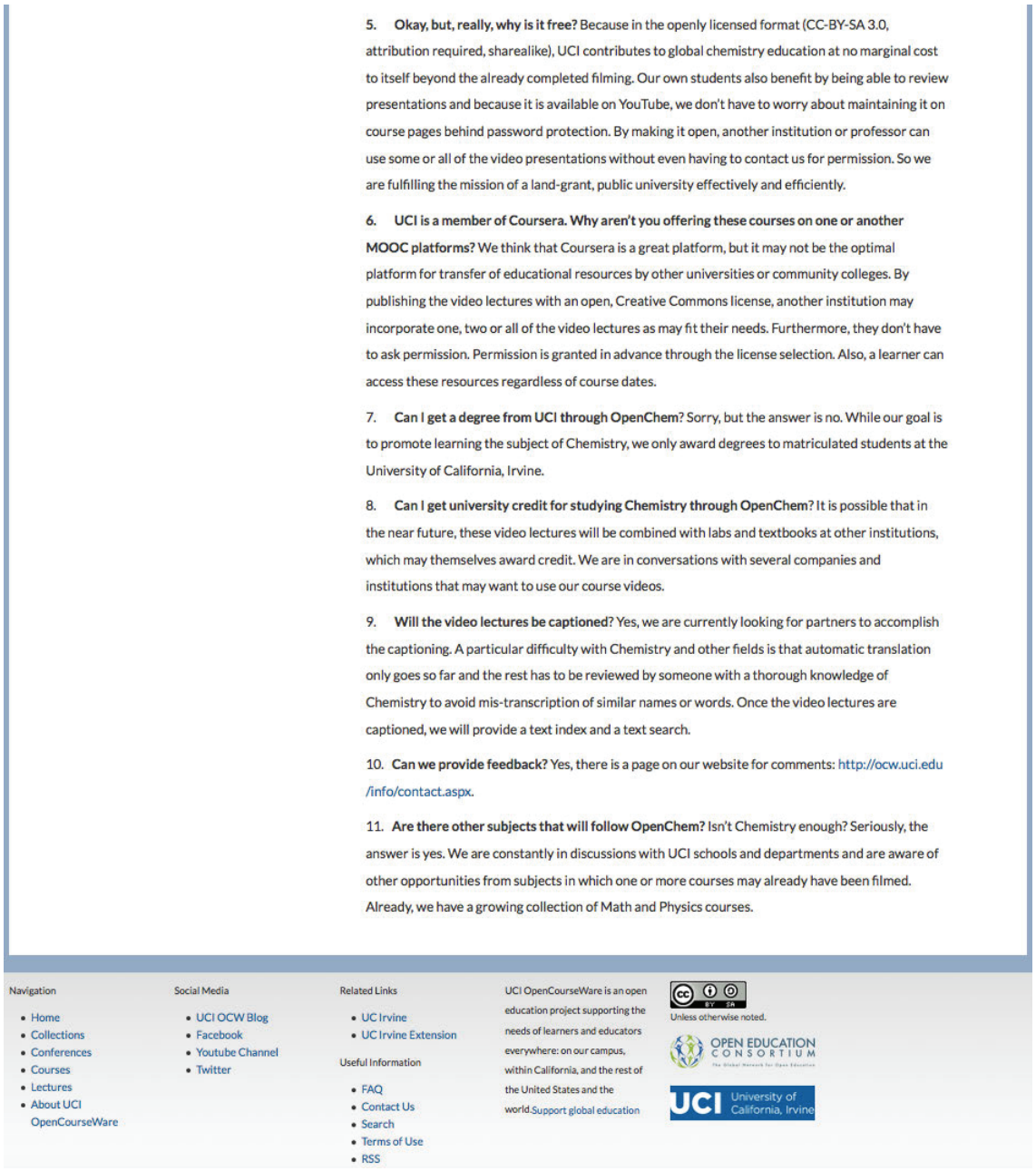


5. **Okay, but, really, why is it free?** Because in the openly licensed format (CC-BY-SA 3.0, attribution required, sharealike), UCI contributes to global chemistry education at no marginal cost to itself beyond the already completed filming. Our own students also benefit by being able to review presentations and because it is available on YouTube, we don't have to worry about maintaining it on course pages behind password protection. By making it open, another institution or professor can use some or all of the video presentations without even having to contact us for permission. So we are fulfilling the mission of a land-grant, public university effectively and efficiently.

6. **UCI is a member of Coursera. Why aren't you offering these courses on one or another MOOC platforms?** We think that Coursera is a great platform, but it may not be the optimal platform for transfer of educational resources by other universities or community colleges. By publishing the video lectures with an open, Creative Commons license, another institution may incorporate one, two or all of the video lectures as may fit their needs. Furthermore, they don't have to ask permission. Permission is granted in advance through the license selection. Also, a learner can access these resources regardless of course dates.

7. **Can I get a degree from UCI through OpenChem**? Sorry, but the answer is no. While our goal is to promote learning the subject of Chemistry, we only award degrees to matriculated students at the University of California, Irvine.

8. **Can I get university credit for studying Chemistry through OpenChem**? It is possible that in the near future, these video lectures will be combined with labs and textbooks at other institutions, which may themselves award credit. We are in conversations with several companies and institutions that may want to use our course videos.

9. **Will the video lectures be captioned**? Yes, we are currently looking for partners to accomplish the captioning. A particular difficulty with Chemistry and other fields is that automatic translation only goes so far and the rest has to be reviewed by someone with a thorough knowledge of Chemistry to avoid mis-transcription of similar names or words. Once the video lectures are captioned, we will provide a text index and a text search.

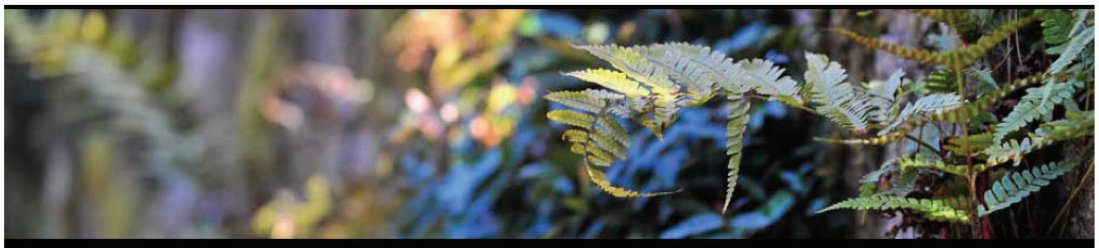
10. **Can we provide feedback?** Yes, there is a page on our website for comments: http://ocw.uci.edu/info/contact.aspx.

11. **Are there other subjects that will follow OpenChem?** Isn't Chemistry enough? Seriously, the answer is yes. We are constantly in discussions with UCI schools and departments and are aware of other opportunities from subjects in which one or more courses may already have been filmed. Already, we have a growing collection of Math and Physics courses.

EMORY UNIVERSITY
EOEI Projects
https://scholarblogs.emory.edu/eoei/about/eoei-projects

Biology 1510 Biological Principles

Georgia Tech Biology



Home | Module 1 Molecules and Metabolism | Module 2 Genes and Genomes | Module 3 Evolution | Module 4 Ecology | Twitter Feed | Video Upload Instructions

Biology 1510 Summer 2016

Posted on May 11, 2016 by shanakerr

Welcome to Biology 1510 for Summer 2016!

Select course readings from the menus above by Module:

- Molecules and Metabolism
- Genes and Genomes
- Evolution
- Ecology

Lecture materials can be downloaded from t-square

Instructions for the group video project will be available later in the term.

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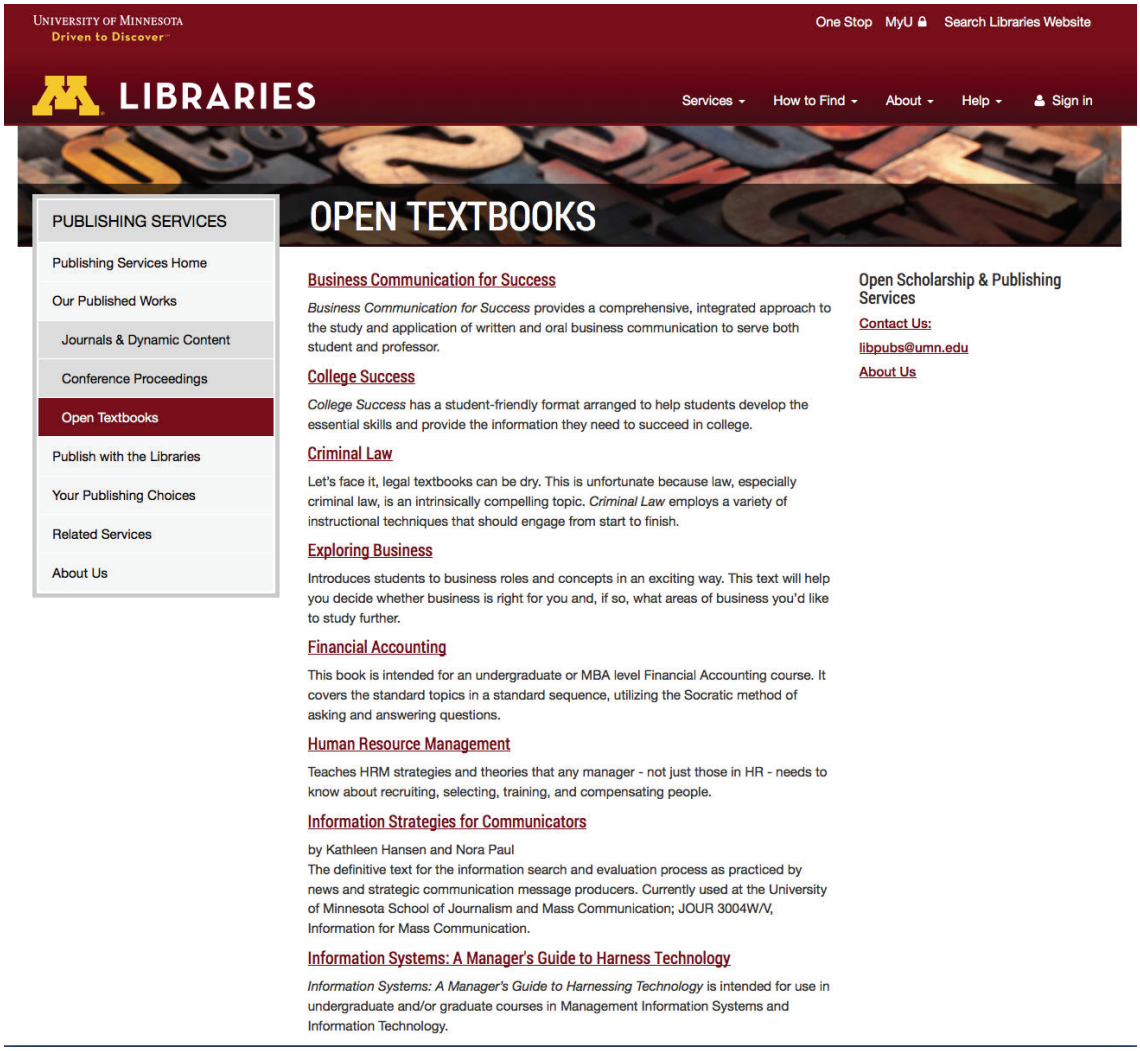

UNIVERSITY OF MINNESOTA
Open Textbooks
https://www.lib.umn.edu/publishing/works/textbooks

Principles of Social Psychology

Provides students with an introduction to the basic concepts and principles of social psychology from an interactionist perspective. The presentation of classic studies and theories are balanced with insights from cutting-edge, contemporary research. An emphasis on real world examples and applications is intended to guide students to critically analyze their situations and social interactions in order to put their knowledge to effective use.

Research Methods in Psychology

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.

Social Problems: Continuity and Change

A realistic but motivating look at the many issues that are facing our society today. As this book's subtitle, Continuity and Change, implies, social problems are persistent, but they have also improved in the past and can be improved in the present and future, provided that our nation has the wisdom and will to address them.

Sociology: Understanding and Changing the Social World

Makes sociology relevant for today's students by balancing traditional coverage with a fresh approach that ironically takes them back to sociology's American roots in the use of sociological knowledge for social reform.

Understanding Media and Culture: An Introduction to Mass Communication

This text will support an engaging and interesting course experience for students that will not only show them the powerful social, political and economic forces will affect the future of media technology, but will challenge students to do their part in shaping that future.

Writing for Success

Writing for Success is a text that provides instruction in steps, builds writing, reading, and critical thinking, and combines comprehensive grammar review with an introduction to paragraph writing and composition.

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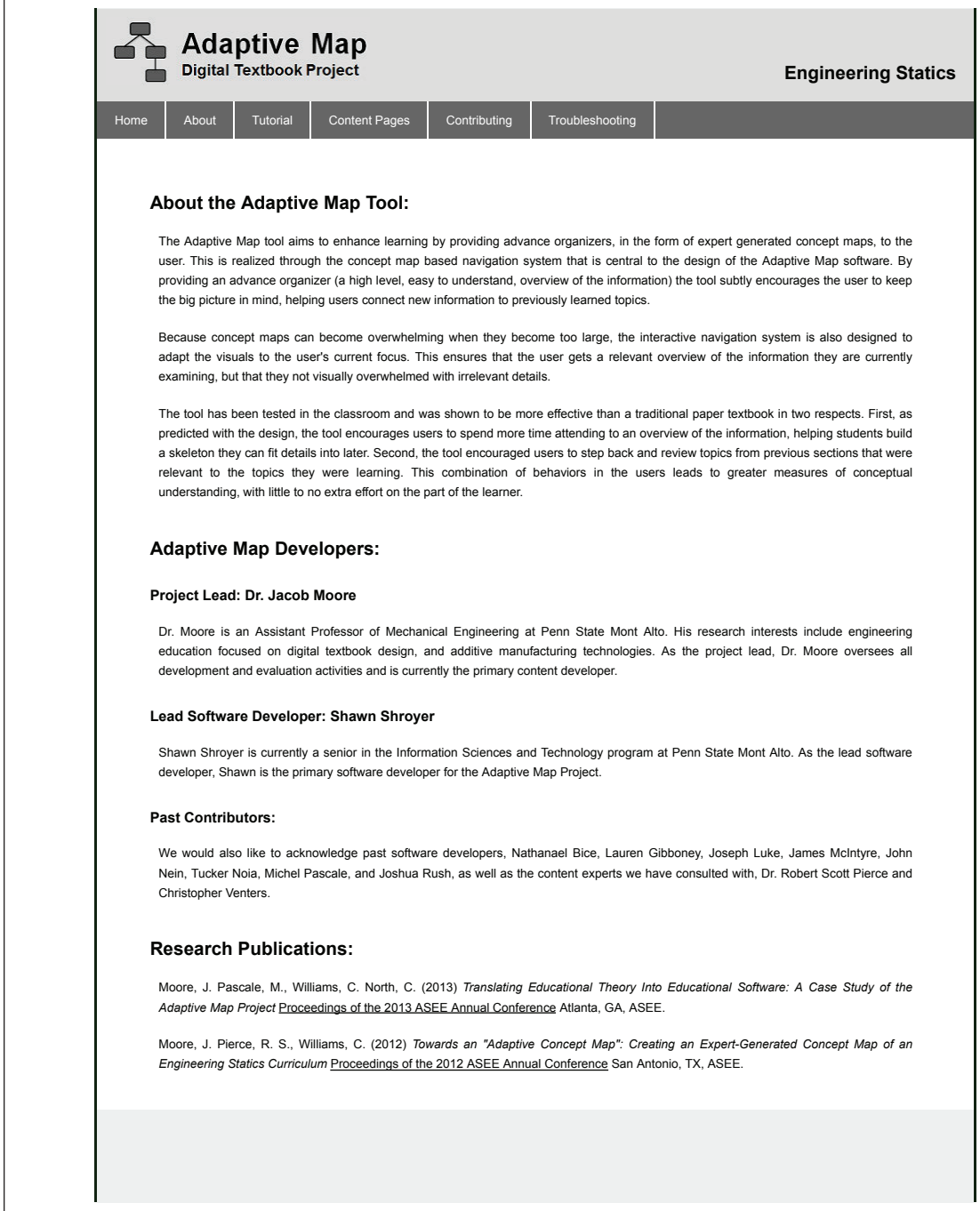


Adaptive Map
Digital Textbook Project

Engineering Statics

Home | About | Tutorial | Content Pages | Contributing | Troubleshooting

About the Adaptive Map Tool:

The Adaptive Map tool aims to enhance learning by providing advance organizers, in the form of expert generated concept maps, to the user. This is realized through the concept map based navigation system that is central to the design of the Adaptive Map software. By providing an advance organizer (a high level, easy to understand, overview of the information) the tool subtly encourages the user to keep the big picture in mind, helping users connect new information to previously learned topics.

Because concept maps can become overwhelming when they become too large, the interactive navigation system is also designed to adapt the visuals to the user's current focus. This ensures that the user gets a relevant overview of the information they are currently examining, but that they not visually overwhelmed with irrelevant details.

The tool has been tested in the classroom and was shown to be more effective than a traditional paper textbook in two respects. First, as predicted with the design, the tool encourages users to spend more time attending to an overview of the information, helping students build a skeleton they can fit details into later. Second, the tool encouraged users to step back and review topics from previous sections that were relevant to the topics they were learning. This combination of behaviors in the users leads to greater measures of conceptual understanding, with little to no extra effort on the part of the learner.

Adaptive Map Developers:

Project Lead: Dr. Jacob Moore

Dr. Moore is an Assistant Professor of Mechanical Engineering at Penn State Mont Alto. His research interests include engineering education focused on digital textbook design, and additive manufacturing technologies. As the project lead, Dr. Moore oversees all development and evaluation activities and is currently the primary content developer.

Lead Software Developer: Shawn Shroyer

Shawn Shroyer is currently a senior in the Information Sciences and Technology program at Penn State Mont Alto. As the lead software developer, Shawn is the primary software developer for the Adaptive Map Project.

Past Contributors:

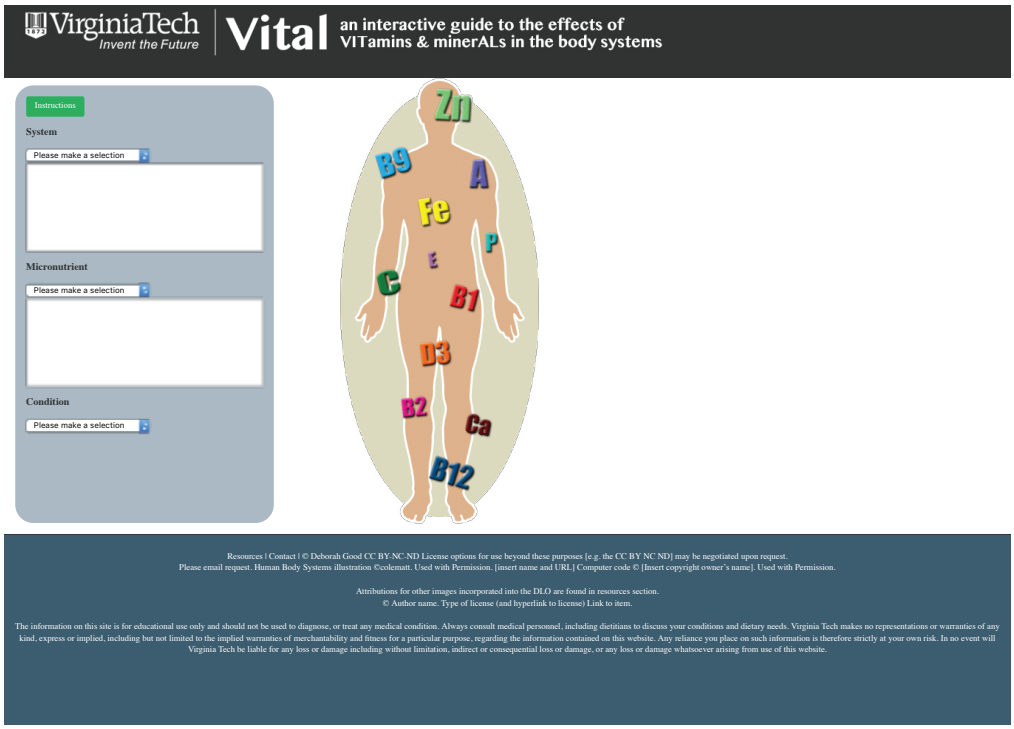
We would also like to acknowledge past software developers, Nathanael Bice, Lauren Gibboney, Joseph Luke, James McIntyre, John Nein, Tucker Noia, Michel Pascale, and Joshua Rush, as well as the content experts we have consulted with, Dr. Robert Scott Pierce and Christopher Venters.

Research Publications:

Moore, J. Pascale, M., Williams, C. North, C. (2013) *Translating Educational Theory Into Educational Software: A Case Study of the Adaptive Map Project* Proceedings of the 2013 ASEE Annual Conference Atlanta, GA, ASEE.

Moore, J. Pierce, R. S., Williams, C. (2012) *Towards an "Adaptive Concept Map": Creating an Expert-Generated Concept Map of an Engineering Statics Curriculum* Proceedings of the 2012 ASEE Annual Conference San Antonio, TX, ASEE.

VIRGINIA TECH

VITAL: an interactive guide to the effects of VITamins and minerALs in the body system

https://vital-test.dev.tlos.vt.edu