OER in K-12
Stories of Change - Curriculum, Teaching, & Open Educational Resources

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How do we support the collaborative development and use of open resources with indigenous communities?

time + effort + resources + patience

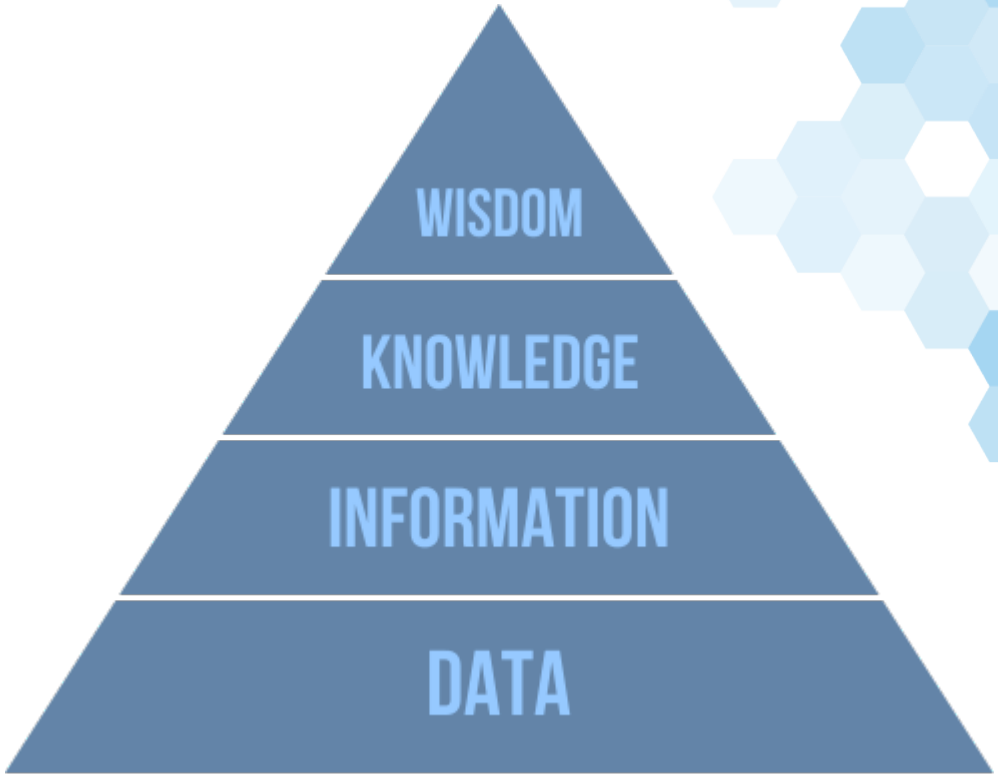
What do distributed, community-owned digital infrastructure and workflows look like?

- Utilize existing organizations engaged in this work
- Collaborate with people in positions dedicated to native education
- Organize community feedback opportunites
- Document and share back any changes

How does the Open Community support Indigenous sovereignty within the context of digital infrastructure?

- Recognize and respect boundaries on open sharing
- Formal agreements and guidelines on how to operationalize tribal support
- Clarity on requiremet of tribal consultation
- Ongoing process of relationship building

How does the DIKW pyramid relate to K-12 curriculum building for teachers, librarians and others who support open educational resources?



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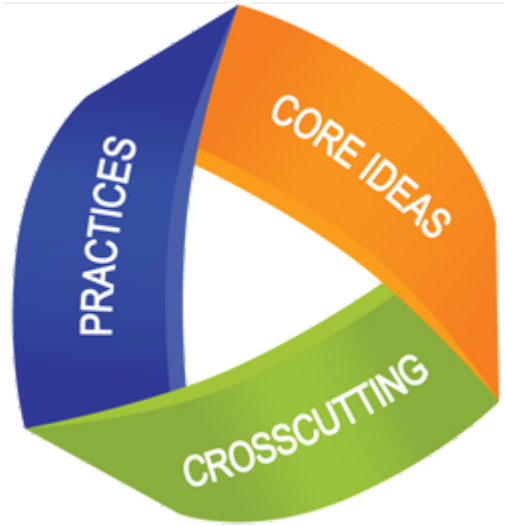
Next Generation Science

5 E Model



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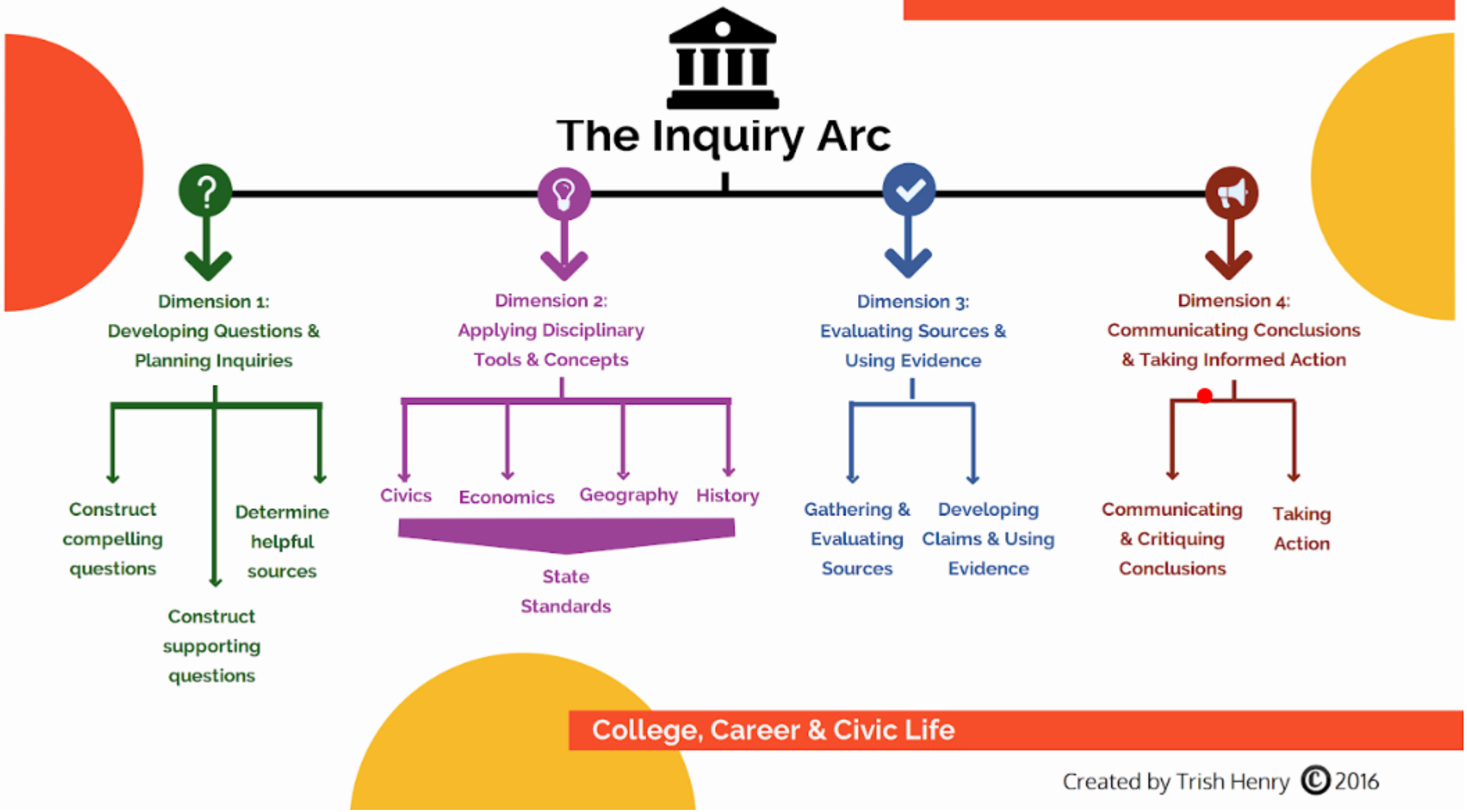
Engage	This lesson mentally engages students with an activity or question. It captures their interest, provides an opportunity for them to express what they know about the concept or skill being developed, and helps them to make connections between what they know and the new ideas.
Explore	Students carry out hands-on activities in which they can explore the concept or skill. They grapple with the problem or phenomenon and describe it in their own words. This phase allows students to acquire a common set of experiences that they can use to help each other make sense of the new concept or skill.
Explain	Only after students have explored the concept or skill does the teacher provide the concepts and terms used by the students to develop explanations for the phenomenon they have experienced. The significant aspect of this phase is that explanation follows experience.
Elaborate	This phase provides opportunities for students to apply what they have learned to new situations and so develop a deeper understanding of the concept or greater use of the skill. It is important for students to discuss and compare their ideas with each other during this phase.
Evaluate	The final phase provides an opportunity for students to review and reflect on their own learning and new understandings and skills. It is also when students provide evidence for changes to their understandings, beliefs and skills.

C3 Framework

Inquiry Based Instruction in Social Studies

"The primary purpose of the C3 Framework for Social Studies State Standards is to provide guidance to states and districts on the concepts, skills and disciplinary tools necessary to prepare students for college, career, and civic life."



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