

Open Space Trainer Guide

3 Contact Hours



Learning Objectives

After successful completion of this class, users will be able to do the following:

1. Articulate the purpose and educational value of the Open Space platform.
2. Navigate Open Space effectively and identify its main features.
3. Create an Open Space account and update the personal profile.
4. Locate instructional materials on Open Space using search tools, filters, collections, and hubs.
5. Identify quality assurance standards for evaluating educational content.
6. Save and share content using personal folders, groups, and URLs.
7. Curate instructional materials using record ratings, evaluations, and comments.
8. Add new content to Open Space using the Submit from Web and Open Author tools.
9. Identify basic design and open licensing features related to creating and sharing content.

In this course, participants will discover the purpose, features, and uses of Open Space, a platform for finding, curating, and collaborating on supplemental instructional materials.

Optional Training Activities

Optional training activities outlined below are estimated to add up to 150 minutes to the original training time, depending on options used. Approximate time to complete each optional activity is indicated after each bulleted description.

Below you will find an overview of each lesson along with an estimated time for users to read/watch/listen to the content when done virtually and the learning objectives associated with the lesson (in parentheses).

Getting Started

Welcome to the Open Space Class

Review the course objectives and the course overview. 5 minutes

Pre-Test

Check your current understanding of the course material. 5 minutes



About Open Space

What is Open Space?

A broad overview of the Open Space platform with examples (1). 5 minutes

Why Does Open Matter?

Uncovers the importance of open education in teaching and learning (1, 9). 10 minutes

Why Do Supplemental Materials Matter?

Explores the critical role of supplemental instructional materials (1). 10 minutes

Optional Training Activities

- **Think-Pair-Share:** Participants first think to themselves why they search for or create learning materials, considering the lesson content while doing so. After a few minutes, they pair up to share their thoughts and discuss commonalities with a partner. After another few minutes, the pairs share out to the full group. (15 minutes)
- **Reference Deep Dive:** Participants read [The Supplemental-Curriculum Bazaar: Is What's Online Any Good?](#) from the Thomas B. Fordham Institute. (10 minutes)
- **Research Jigsaw:** In groups of 2-3, participants read and summarize the key points, key takeaways, and other interesting information from one of the references lists on the *Why Do Supplemental Materials Matter?* lesson page (7). After 10-15 minutes, the groups teach the full group about their research selected. (25 minutes)

Navigating Open Space

Landing Page

Introduces the Open Space homepage and key features (2). 5 minutes

Creating an Account

Describes how to create a free Open Space account (2, 3). 10 minutes

Optional Training Activities

- Participants actively create an Open Space account, completing the registration and email verification process. (5 minutes, no time added to original lesson)

Help and Support

Explains available support features through Open Space and INFOhio (2). 5 minutes

Groups

Describes Open Space groups and where to find and join them (2). 10 minutes

Finding Instructional Materials

Introduces the importance of being able to find materials efficiently (2, 4). 5 minutes

Finding Content on Open Space

Search and Filters

Details the use of search and filter features to be able to easily narrow down results (4). 10 minutes

Collections

Introduces the idea of Collections on Open Space, where to find them, and what to expect (4). 5 minutes

Ohio Reviewed Instructional Materials Hub

An overview of a unique hub dedicated to educator-reviewed and endorsed materials (4). 5 minutes

Optional Training Activities

- **Scavenger Hunt:** Using knowledge from the last three lessons, participants explore Open Space to find answers to a few prompts, created by the facilitator. For example, “identify how many materials are in the Accelerating Learning or Flexible Learning collections” or “how many results appear after searching STEM and applying the middle school filter” (20 minutes)
- **Elevator Pitch:** Participants create a brief description and pitch for the Open Space features seen in the last three lessons (search and filters, collections, hub) to be able to efficiently describe them to colleagues. (10 minutes)

Elements of High-Quality Instructional Materials

An in-depth look at standards that should be used to evaluate quality of instructional content (5). 5 minutes

Optional Training Activities

- **Reviews Database:** Explore INFOhio’s Instructional Materials Reviews database to search for content reviewed by educators. (10 minutes)
- **Evaluate Current Materials:** Participants use the Instructional Materials Rubric as a checklist to evaluate one of their existing curricular materials (e.g., lesson plan). Discuss the results as a group. (30 minutes)

Search Strategies

A primer on analyzing curriculum needs to set up more refined searches (4, 5). 10 minutes

Optional Training Activities

- **Think-Pair-Share:** Participants think to themselves about their “why” for searching for supplemental materials, using the examples and lenses from the lesson page. They should write down 2-3 of the most important considerations for themselves. Share and discuss with a partner, then share out to the full group. (15 minutes)
- **Alignment Map:** Participants complete an alignment map for a lesson or unit using the Backward Design methodology of starting with the end in mind (standards and objectives). (30 minutes)

Curating and Collaborating in Open Space

Saving Content to Personal Folders

How to save resources in Open Space (6). 5 minutes

Sharing Content to Groups

How to share resources to a group on Open Space (6). 5 minutes

Community Input and Tools

An overview and walkthrough of the different community tools available (7). 10 minutes

Optional Training Activities

- **Review and Rate:** Participants select a relevant resource for their subject area or area of interest, open and review it using all available community tools on Open Space (star rating, commenting, evaluating with the Achieve rubric, adding aligned standards, and adding tags). (20 minutes)

Creating and Sharing Content in Open Space

Submitting Existing Materials

How to add a new web resource into Open Space (8). 10 minutes

Optional Training Activities

- **Submit a New Resource:** Participants identify a lesson plan or educational website that is not currently on Open Space then use the Submit from Web option to add it for others to find. (10 minutes)

Open Author

Introduces how to create a new resource using Open Space's content editor (8). 10 minutes

Design Considerations

Things to consider when designing and submitting resources for Open Space (9). 5 minutes

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High-Quality Instructional Materials for Each Child Learning Pathway: Open Space Trainer Guide

License Considerations

An overview of open licenses and their importance in creating and sharing materials (9). 10 minutes

Using Materials in Class

A brief overview of how to use resources from Open Space in the classroom (6). 10 minutes

Optional Training Activities

- **Add Resource to LMS:** Participants identify a resource they would like to use in class with students and add it to their LMS via copying the direct link, copying the text onto a new page being sure to cite the source, or the Share to Classroom button for Google Classroom users. (15 minutes)
- **Instructional Sequencing:** Working in content-area pairs, participants discuss and plan out how their selected instructional material fits within the instructional timeline of a lesson or unit, the entire course, or aligned vertically to the next or previous learning experience (either in their class or another). Where possible, participants should write down the actual sequence of learning so that it can be visualized fully. (20 minutes)

Checking Your Learning

Self-Assessments

Reflection questions to help check your understanding of the course content. 5 minutes

Contact Hour Quiz and Certificate

Take a quiz to earn a certificate for three contact hours. (5 minutes)