



Open Pedagogy Ideas

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Participants of the Open
Pedagogy and Pressbooks Course
and Heather Caprette



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HEATHER CAPRETTE

This book is being authored by participants in our Open Pedagogy and Pressbooks course, offered by the Center for eLearning. To fulfill an assignment, participants will author an open, renewable course assignment within this book. The objective is to give practice with Pressbooks as an authoring tool and experience designing an open, renewable assignment. Each author has the ability to assign their own Creative Commons license to their content. So, please be sure to check what the permissions are and give credit to the original author.

Open Pedagogy

The University of Texas Arlington’s library has a good definition of open pedagogy.

“Open pedagogy is the practice of engaging with students as creators of information rather than simply consumers of it. It’s a form of experiential learning in which students demonstrate understanding through the act of creation. The products of open pedagogy are student created and openly licensed so that they may live outside of the classroom in a way that has an impact on the greater community.”

See Introduction to Open Pedagogy at U of Texas Arlington
<https://libguides.uta.edu/openped>

OER-Enabled Pedagogy

David Wiley, PhD, the Chief Academic Officer of Lumen Learning, Education Fellow at Creative Commons, and former adjunct faculty of instructional psychology & technology at

Brigham Young University, came up with the term OER-Enabled Pedagogy to describe teaching and learning practices that are made possible by open educational resources that have the 5R permissions. That is the ability to Retain, Reuse, Redistribute, Revise and Remix. You can contribute to these resources by licensing your work with CC-BY.

Examples of Open Assignments

In this part of the Open Pedagogy book, you'll find examples of OER-enabled, open assignments created by faculty and staff participants of the Center for eLearning's Open Pedagogy and Pressbooks course. We hope you'll get some good ideas that you can try with your students.

HEATHER CAPRETTE

To view examples of open, renewable assignments created for CSU's Introduction to Theater course, follow the links below:

1. Interactive Learning Content with H5P in Pressbooks
2. Analysis of a Live Performance
3. Group rewrite of a small portion of a play or creation of a new scene

Student Creation of Interactive Learning Content with H5P

Name of the course that will contain the assignment:

Introduction to Theatre, THE 111 at Cleveland State University

Will this assignment create an original work, and/or will it revise or remix an existing work?

Both or either. Students can use learning content found in their open textbook on Theater to write knowledge checks found in H5P. They can also use plays assigned as reading for the course, such as Oedipus Rex, or Taming of the Shrew. They can use Youtube videos on costume design, acting, or other Theatrical topics covered in the course to make interactive videos with H5P. They can find images that are within the Public Domain or have a Creative Commons license that allows reuse, and remixing. These types of images can be found on Wikimedia.org. They can also use images available to the public

on Playhouse Square's media site (see: <http://media.playhousesquare.org/>).

If you know the original work that will be revised or remixed, list it below:

The textbook titled *Theatrical Worlds*, Published by the University Press of Florida, and located at <https://open.umn.edu/opentextbooks/textbooks/theatrical-worlds>. It has Creative Commons License CC BY-NC-ND. The textbook is listed in the Open Textbook Library. Though the book's license doesn't allow for remixing, the students will be expanding on the content and writing it in the form of knowledge checks.

Creative Commons license the completed assignment will have:

Students can pick which Creative Commons License they would like for their knowledge checks. The advantages of CC-BY were discussed. CC-BY-NC-SA was recommended.

Learning Objectives

By the end of the course, the student will be able to:

1. explain and represent significant periods in theater history
2. explain elements of theater production and produce study artifacts covering aspects of theater production and terminology
3. explain and create artifacts about theater genres

Technology and Authoring Tool/s used for the assignment:

Students will use the H5P plugin within a Pressbook hosted by the Michael Schwartz Library at Cleveland State University. They can also upload their student created videos to Youtube.com in order to pull the URL into an Interactive Video content type in H5P within the class Pressbook. They can also pull existing Youtube videos on costume design, acting or other Theatrical topics covered in the course. Examples of H5P content types are found on the H5P.org website (see: <https://h5p.org/content-types-and-applications>). Students can use Google Image search to find images that are labelled for Reuse, and Wikimedia to find open images for their interactive learning content. If they want to build set designs, they can use SketchUp, or Photoshop to create the images.

Students will upload a Word document to Blackboard's

Assignment tool in their online course. This Word document will explain the content types that they created for their assignment.

Assignment Description

Students can work individually or in groups and will need to consult with the instructor if they will be working on a more labor intensive group project, such as a student-created video. The students will be given an introduction explaining how to log into Pressbooks, where to locate the H5P plugin within their textbook, be shown where to find documentation on the different content types they can create, and be given demonstrations of how to create several content types. H5P.org has documentation on how to create each content type. At the top of each h5p content type form within the plugin, is a link to tutorials on how to create it.

The content will mostly be created outside of class. Student created films might be created on location at the Allen Theater. Other content types can be created at home or in a computer lab on a laptop or desktop computer. There is an initial fieldtrip to the Playhouse Square theater complex and walk-through of the Department of Theatre and Dance.

Instructions given to the Students:

In this assignment, you will design interactive learning content for your fellow students to study from. These knowledge checks and presentations will have a public life on a Pressbook called *Introduction to Theater – Learning Resources*. You have

the opportunity to build upon the open resources for Theater and teach the world what you know!

The interactive learning content can take the form of

1. Interactive Video with Questions to test viewers' attention, and embedded links to other sites with further information (note: you can use Youtube and Vimeo URLs, or import your own .mp4 video file).
2. Multiple Choice Questions
3. Fill in the Blank Questions
4. Drag and Drop Exercises that may test knowledge of Theater terminology, associated with images that are open source and labeled for reuse
5. Timelines
6. Presentations of a topic

Pick topics that you enjoyed learning about to teach others!

Please see the attached Word document for more comprehensive instructions. Remember that if you can't build the content in the Pressbook for any reason, you can still submit to this Blackboard assignment area to receive credit.

The Instructions given to the students are listed below:
Interactive Learning Content Creation with H5P

In this assignment, you will design interactive learning content for your fellow students to study from. These knowledge checks and presentations will have a public life on a Pressbook

called *Introduction to Theater – Learning Resources*. You have the opportunity to build upon the open resources for Theater and teach the world what you know!

The interactive learning content can take the form of

1. Interactive Video with Questions to test viewers' attention, and embedded links to other sites with further information (note: you can use Youtube and Vimeo URLs, or import your own .mp4 video file).
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5. Timelines
6. Presentations of a topic

Pick topics that you enjoyed learning about to teach others!

Please see the attached Word document for more comprehensive instructions. Remember that if you can't build the content in the Pressbook for any reason, you can still submit to this Blackboard assignment area to receive credit.

The Word Document with instructions for building the H5P interactive learning content:

In this assignment, you will design interactive learning content for your fellow students to study from. These will take the form

of H5P knowledge checks. You can pick your topic of choice, but please write knowledge checks and interactive learning content relating to knowledge you've gained from your textbook, Theatrical Worlds, and that presented in class. You can use open resources, that permit reuse, such as images and video found on Playhouse Square's Digital Press Kit site, or theater images provided to you through a shared Google Drive folder established for this course. Playhouse Square's digital media for download is located at <http://media.playhousesquare.org/>. There are also images available through Wikimedia Commons (See: https://commons.wikimedia.org/wiki/Main_Page). Other places and ways you can search for re-usable media are suggested on Creative Commons Search page (See: <https://search.creativecommons.org/>). These sites include Youtube, Flickr, Pixabay, and Google Images. Google Image search allows you to filter results by Usage Rights. To do this, you would run your search under images.google.com, select the Tools button, and then click on Usage Rights to get a drop down menu.

Finding reusable images on Google image search

Our purpose is noncommercial, so you can try any of the options listed, such as Labeled for reuse with modification, or simply Labeled for reuse.

You might also try the Getty Search Gateway (See: <http://search.getty.edu/gateway/search?q=&cat=highlight&f=%22Open+Content+Images%22&rows=10&srt=a&dir=s&pg=1>) for public domain photographs of theaters.

Be sure to check for actual usage rights when you locate media you want to use, and cite your sources for the media and other content. Purdue Online Writing Lab has a MLA Formatting Style Guide that will demonstrate how to properly cite your sources (See: <https://owl.english.purdue.edu/owl/resource/747/01/>). Also, please credit yourself as well as others when you create the interactive content.

Your interactive learning content can take any of the types found on h5p.org (See: <https://h5p.org/content-types-and-applications>). Examples of content types you might create are:

1. Interactive Video with Questions to test viewers' attention, and embedded links to other sites with further information (note: you can use Youtube and Vimeo URLs, or import your own .mp4 video file).
2. Multiple Choice Questions
3. Fill in the Blank Questions
4. Drag and Drop Exercises that may test knowledge of Theater terminology, associated with images that are open source and labeled for reuse
5. Timelines
6. Presentations of a topic

You'll build these in a Pressbook called *Introduction to Theater – Learning Resources*, hosted by Michael Schwartz Library and then make a submission within your Blackboard course.

You will be sent soon (instructor will announce) an email with

an invitation to join “Introduction to Theater – Learning Resources” at <http://pressbooks.ulib.csuohio.edu/theater>. The email will contain a link to activate your user account and will look something like: <http://pressbooks.ulib.csuohio.edu/theater/wp-activate.php?key=.....>

Please click the link to activate your account as soon as possible, because the invitation expires after a few days. Occasionally, you’ll get a message that says, “This pressbooks.ulib.csuohio.edu page can’t be found.” Wait a few minutes and check your email, you should get an email with your username and password to login. If you don’t get this and have trouble logging in, please contact [insert information for your Pressbooks administrator].

Once you are in the *Introduction to Theater – Learning Resources* book, look for **H5P Content** at the bottom of the left navigation column. Click on **H5P Content**, then click **Add new** at the top of the screen. In the first text entry box, give your content a descriptive title, and pick the type of content you’d like to create. Once you select a content type, you’ll have links to a Tutorial on how to create it, and links to Examples on h5p.org.

Screen for adding new H5P content

Follow the instructions on h5p.org for your content type. When you are done, note the ID given to your H5P content. The ID number will show in the ID column under the page for All H5P Content. See the examples below.

Screen showing all H5P content created within a Pressbook, with unique ID numbers.

Next, to receive credit for the assignment and notify your instructor that you have completed it, log into your Blackboard Learn course and submit the assignment there also. Within the Blackboard Assignment, give the H5P **Content Title, Type, Date Created and ID** for each interactive learning content you created in the Pressbook, *Introduction to Theater – Learning Resources*. An example of this type of description you will submit to Blackboard, is:

1. Ancient Greek Theater, Interactive Video, 2017/07/17, ID=6.

If you have any questions or issues, please let your instructor know. You can also contact [insert your instructional designer contact information].

If you're unable to build the H5P content in the *Introduction to Theater – Learning Resources* Pressbook site, please let your instructor know and submit your ideas via the Blackboard Assignment. So, if you planned on building a multiple choice question, write the question, possible answers and note the correct answer.

If you planned on building an interactive video, write the URL of the online video, tell me when you planned on stopping the video, and what question (with correct answer) you planned on asking, as well as any links to outside resources that lead to more

information about something that was talked about in the video.
Describe your idea thoroughly for full credit!

Remember to pick content you *enjoyed* learning and have fun
creating!

Word document to add after the assignment instructions showing
an example of what to submit to the learning management
system:

This document is an example of the information you would
submit to your Blackboard Learn Assignment area after you
are done creating your H5P interactive content within the
Pressbooks site called “Introduction to Theater – Learning
Resources.” Below is what you would put into a Word document
submitted to the Blackboard Assignment tool:

H5P Content by Heather Caprette H5P ID=10

H5P Title: Lighting Design Roles

H5P Type: Multiple Choice Question:

Question:

According to Kasendra Djuren, author of the chapter on Lighting
Design in Theatrical Worlds, there are three roles responsible
for setting up the lighting for productions. Which role would be
responsible for the physical implementation, making sure all the
lighting instruments or fixtures get hung and focused correctly?

Options:

1. The lighting designer
2. The assistant lighting designer
3. The master electrician (*Correct Answer)
4. The director of the production

Feedback for selecting 1. The lighting designer:

The lighting designer is a leading role in creating the meaning and intent of a scene by painting with light. He or she pays attention to what the lights, shadows, highlights, shades, color of light and cookies are conveying in the scenes of a play. He or she works closely with the director, assistant lighting designer, and master electrician to set the queuing of the lights for a production. He or she brings the natural world to life on the stage.

Feedback for selecting 2. The assistant lighting designer:

The assistant lighting designer facilitates communication between the lighting designer and production team, as well as helps with required paperwork for a production.

Feedback for selecting 3. The master electrician:

Good job!

Feedback for selecting 4. The director: the captain of the collaborative team; the person responsible for providing a single artistic vision for a production. They guide performances so the climax is properly highlighted.

H5P ID=7

H5P Title: Why a performer chose her profession

Content Type: Interactive Video

Source of Video: <https://www.youtube.com/watch?v=FQZAIg5KfvQ>, “Backstage with an Elite Ballerina (360 Video), published by the Wall Street Journal, Nov 6, 2015.

Text added at 0:00 – 0:10. “Note why she chose her profession. Was it for money, fame or passion?”

Link to The Metropolitan Opera at 1:16,
<http://www.metopera.org>

Link to information about Gyrokinesis Exercise at 3:20,
https://www.huffingtonpost.com/anahita-pardiwalla/how-gyrokinesis-can-help-_b_9287172.html

MC Question at 4:23, movie paused.

Why did Sarah Lane become an elite ballerina? Select all that apply.

1. She enjoys striving for perfection, believing that no one is perfect. (*Correct)
2. She loves what she does and believes it is a gift to perform for others. (*Correct)
3. She believes she’s perfect at her dance.
4. She believes she’ll make lots of money at it.

Summary Statements, the first one is correct:

1. Sarah Lane is always striving for perfection, believing that no one is perfect at her art.
2. Sarah Lane believes she is the perfect ballerina.

H5P ID=4

H5P Content Title: Label the Structures of the Ancient Theater

H5P Content Type: Drag and Drop

Image Source: Leptis Magna, Photographer: David Gunn, 2006.

See: [https://commons.wikimedia.org/wiki/](https://commons.wikimedia.org/wiki/File:Leptis_Magna_Theatre.jpg)

File:Leptis_Magna_Theatre.jpg.

Drop Zone 1, correct element is the Text: Skene

Drop Zone 2, correct element is the Text: Orchestra

Drop Zone 3, correct element is the Text: Theatron

Drop Zone 4, correct element is the Text: Parados

Note: All Drop Zones were selected as possibilities, to be highlighted when a user grabs the text label.

H5P ID= 14

H5P Content Title: Ancient Greek Actors

H5P Content Type: Fill in the Blanks

Text block:

The maximum number of ancient Greek actors in a play was *3/
three*.

The asterisks represent the blank and the correct possibilities are separated by the forward slash.

Links to video tutorials included with the assignment 1 instructions:

- How to Log into Pressbooks.ulib.csuohio.edu
- What are Pressbooks and H5P?
- How to create a H5P Multiple Choice Question in Pressbooks
- How to create a H5P Drag and Drop exercise in Pressbooks
- How to create a H5P Interactive Video
- How to create a H5P Fill In the Blank statement

Grading Rubric table is below:

Criteria	Exemplary Performance (A-B)	Satisfactory Performance (C)
<p>Relevance to course and value as a renewable study aid</p>	<p>All knowledge checks test others knowledge of content presented within the course's open resources. All interactive learning h5p artifacts build upon and support knowledge gained in the course's open resources.</p>	<p>One or two of the knowledge checks test others knowledge of content and topics presented within the course's open resources. One or two of the interactive learning artifacts build upon and support knowledge gained in the course' open resources.</p>

Criteria	Exemplary Performance (A-B)	Satisfactory Performance (C)
Thoroughness of execution	The student developed 3 knowledge checks and/or interactive learning artifacts within the Pressbooks site, “ <i>Introduction to Theater – Learning Resources.</i> ” The knowledge checks are complete and functional. The student submitted descriptions of their knowledge checks, and attached downloads of their .h5p files for grading purposes to the Blackboard assignment tool.	The student developed 2 knowledge checks and/or interactive learning artifacts within the Pressbooks site, “ <i>Introduction to Theater – Learning Resources.</i> ” The knowledge checks are complete and functional. The student submitted descriptions of their knowledge checks, and attached downloads of their .h5p files for grading purposes to the Blackboard assignment tool.
Grammar, spelling, sentence structure, and citation of sources.	Spelling, sentence structure & citation requirements consistently met throughout response. Sources for media, pictures, text are cited within Pressbooks and the Blackboard Assignment Submission using MLA format (see: https://owl.english.purdue.edu/owl/resource/747/01/).	Less than 2 errors in spelling, sentence structure. Sources for media, pictures, text are cited within Pressbooks and the Blackboard Assignment Submission using MLA format (see: https://owl.english.purdue.edu/owl/resource/747/01/).

Criterion 1: Relevance to Course and Value as a Renewable Study Aid

Exemplary Performance (A-B):

All knowledge checks test others knowledge of content presented within the course’s open resources. All interactive

learning h5p artifacts build upon and support knowledge gained in the course's open resources.

Satisfactory Performance (C):

One or two of the knowledge checks test others knowledge of content and topics presented within the course's open resources. One or two of the interactive learning artifacts build upon and support knowledge gained in the course' open resources.

Needs Improvement (D):

The knowledge checks don't test other's knowledge of the content presented within the course's open resources. Interactive learning artifacts don't incorporate knowledge of theatrical elements and history gained through reading and viewing the course's open resources.

Unsatisfactory (F):

The knowledge checks don't test other's knowledge of the content presented within the course's open resources. Interactive learning artifacts don't incorporate knowledge of theatrical elements and history gained through reading and viewing the course's open resources.

Criterion 2: Thoroughness of Execution**Exemplary Performance (A-B):**

The student developed 3 knowledge checks and/or interactive learning artifacts within the Pressbooks site, "Introduction to

Theater – Learning Resources.” The knowledge checks are complete and functional. The student submitted descriptions of their knowledge checks and attached downloads of their .h5p files for grading purposes to the Blackboard assignment tool.

Satisfactory Performance (C):

The student developed 2 knowledge checks and/or interactive learning artifacts within the Pressbooks site, “Introduction to Theater – Learning Resources.” The knowledge checks are complete and functional. The student submitted descriptions of their knowledge checks and attached downloads of their .h5p files for grading purposes to the Blackboard assignment tool.

Needs Improvement (D):

The student developed only 1 knowledge check and/or interactive learning artifact within the Pressbooks site, “Introduction to Theater – Learning Resources.” The knowledge check is complete and functional. The student submitted descriptions of their knowledge checks and attached downloads of their .h5p files for grading purposes to the Blackboard assignment tool.

Unsatisfactory (F):

The student didn’t attempt the assignment nor make the necessary submissions within the Pressbooks site, “Introduction to Theater – Learning Resources” nor in Blackboard Learn for grading purposes.

Criterion 3: Grammar, Spelling, sentence structure, and citation of sources

Exemplary Performance (A-B):

Spelling, sentence structure & citation requirements consistently met throughout response. Sources for media, pictures, text are cited within Pressbooks and the Blackboard Assignment Submission using MLA format (see: <https://owl.english.purdue.edu/owl/resource/747/01/>).

Satisfactory Performance (C):

Less than 2 errors in spelling, sentence structure. Sources for media, pictures, text are cited within Pressbooks and the Blackboard Assignment Submission using MLA format (see: <https://owl.english.purdue.edu/owl/resource/747/01/>).

Needs Improvement (D):

Numerous spelling, style & sentence structure errors. No citation of sources with Pressbooks nor Blackboard's Assignment tool, or the citations don't follow MLA format (see: <https://owl.english.purdue.edu/owl/resource/747/01/>).

Unsatisfactory (F):

No attempt at writing a unique learning resource was made. No original work to grade.

Student Creation of Interactive Learning Content with H5P

Course that will contain the assignment:

Introduction to Theatre, THE 111 at Cleveland State University

Will this assignment create an original work, and/or will it revise or remix an existing work?

Both or either. Students can use learning content found in their open textbook on Theater to write knowledge checks found in H5P. They can also use plays assigned as reading for the course, such as Oedipus Rex, or Taming of the Shrew. They can use Youtube videos on costume design, acting, or other Theatrical topics covered in the course to make interactive videos with H5P. They can find images that are within the Public Domain or have a Creative Commons license that allows reuse, and remixing. These types of images can be found on

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If you know what Creative Commons license the completed assignment will have, list it:

Students can pick which Creative Commons License they would like for their knowledge checks. The advantages of CC-BY were discussed. CC-BY-NC-SA was recommended.

Learning Objectives

By the end of this course, students will be able to:

1. explain and represent significant periods in theater history

2. explain elements of theater production and produce study artifacts covering aspects of theater production and terminology
3. explain and create artifacts about theater genres

Technology and Authoring Tools Used

Students will use the H5P plugin within a Pressbook hosted by the Michael Schwartz Library at Cleveland State University. They can also upload their student created videos to Youtube.com in order to pull the URL into an Interactive Video content type in H5P within the class Pressbook. They can also pull existing Youtube videos on costume design, acting or other Theatrical topics covered in the course. Examples of H5P content types are found on the H5P.org website (see: <https://h5p.org/content-types-and-applications>). Students can use Google Image search to find images that are labelled for Reuse, and Wikimedia to find open images for their interactive learning content. If they want to build set designs, they can use SketchUp, or Photoshop to create the images.

Students will upload a Word document to Blackboard's Assignment tool in their online course. This Word document will explain the content types that they created for their assignment.

Assignment Description:

Students can work individually or in groups and will need to consult with the instructor if they will be working on a more labor intensive group project, such as a student-created video. The students will be given an introduction explaining how to log into Pressbooks, where to locate the H5P plugin within their textbook, be shown where to find documentation on the different content types they can create, and be given demonstrations of how to create several content types. H5P.org has documentation on how to create each content type. At the top of each h5p content type form within the plugin, is a link to tutorials on how to create it.

The content will mostly be created outside of class. Student created films might be created on location at the Allen Theater. Other content types can be created at home or in a computer lab on a laptop or desktop computer. There is an initial fieldtrip to the Playhouse Square theater complex and walk-through of the Department of Theatre and Dance.

The Instructions given to the students are listed below:
Interactive Learning Content Creation with H5P

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The interactive learning content can take the form of

1. Interactive Video with Questions to test viewers' attention, and embedded links to other sites with further information (note: you can use Youtube and Vimeo URLs, or import your own .mp4 video file).
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5. Timelines
6. Presentations of a topic

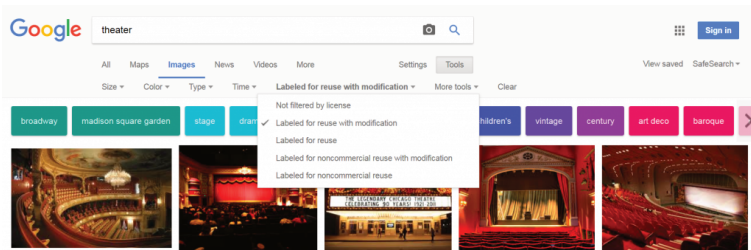
Pick topics that you enjoyed learning about to teach others!

Please see the attached Word document for more comprehensive instructions. Remember that if you can't build the content in the Pressbook for any reason, you can still submit to this Blackboard assignment area to receive credit.

The Word Document with instructions for building the H5P interactive learning content:

In this assignment, you will design interactive learning content for your fellow students to study from. These will take the form of H5P knowledge checks. You can pick your topic of choice, but please write knowledge checks and interactive learning content relating to knowledge you've gained from your textbook, Theatrical Worlds, and that presented in class. You can

use open resources, that permit reuse, such as images and video found on Playhouse Square’s Digital Press Kit site, or theater images provided to you through a shared Google Drive folder established for this course. Playhouse Square’s digital media for download is located at <http://media.playhousesquare.org/>. There are also images available through Wikimedia Commons (See: https://commons.wikimedia.org/wiki/Main_Page). Other places and ways you can search for re-usable media are suggested on Creative Commons Search page (See: <https://search.creativecommons.org/>). These sites include Youtube, Flickr, Pixabay, and Google Images. Google Image search allows you to filter results by Usage Rights. To do this, you would run your search under images.google.com, select the Tools button, and then click on Usage Rights to get a drop down menu.



Finding reusable images on Google image search

Our purpose is noncommercial, so you can try any of the options listed, such as Labeled for reuse with modification, or simply Labeled for reuse.

You might also try the Getty Search Gateway (See: <http://search.getty.edu/gateway/search?q=&cat=highlight&f=%22Open+Content+Images%22&>

rows=10&srt=a&dir=s&pg=1) for public domain photographs of theaters.

Be sure to check for actual usage rights when you locate media you want to use, and cite your sources for the media and other content. Purdue Online Writing Lab has a MLA Formatting Style Guide that will demonstrate how to properly cite your sources (See: <https://owl.english.purdue.edu/owl/resource/747/01/>). Also, please credit yourself as well as others when you create the interactive content.

Your interactive learning content can take any of the types found on h5p.org (See: <https://h5p.org/content-types-and-applications>). Examples of content types you might create are:

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2. Multiple Choice Questions
3. Fill in the Blank Questions
4. Drag and Drop Exercises that may test knowledge of Theater terminology, associated with images that are open source and labeled for reuse
5. Timelines
6. Presentations of a topic

You'll build these in a Pressbook called *Introduction to Theater*



– *Learning Resources*, hosted by Michael Schwartz Library and then make a submission within your Blackboard course.



You will be sent soon (instructor will announce) an email with an invitation to join “Introduction to Theater – Learning Resources” at <http://pressbooks.ulib.csuohio.edu/theater>. The email will contain a link to activate your user account and will look something like: <http://pressbooks.ulib.csuohio.edu/theater/wp-activate.php?key=.....>

Please click the link to activate your account as soon as possible, because the invitation expires after a few days. Occasionally, you’ll get a message that says, “This pressbooks.ulib.csuohio.edu page can’t be found.” Wait a few minutes and check your email, you should get an email with your username and password to login. If you don’t get this and have trouble logging in, please contact [insert information for your Pressbooks administrator].

Once you are in the *Introduction to Theater – Learning Resources* book, look for **H5P Content** at the bottom of the left navigation column. Click on **H5P Content**, then click **Add new** at the top of the screen. In the first text entry box, give your content a descriptive title, and pick the type of content you’d like to create. Once you select a content type, you’ll have links to a Tutorial on how to create it, and links to Examples on h5p.org.

Add New




 *Fill in the Blanks* 

 Tutorial  Example

▶ Media

Task description *
A guide telling the user how to answer this task.

Text blocks *

Line of text  


Screen for adding new H5P content

Follow the instructions on h5p.org for your content type. When you are done, note the ID given to your H5P content. The ID number will show in the ID column under the page for All H5P Content. See the examples below.

The screenshot shows the 'All H5P Content' page in a Pressbook. The interface includes a sidebar with navigation options like Dashboard, Text, Book Info, Appearance, Export, Import, PB Textbook, Plugins, Media, Comments, Users, Tools, Settings, CM Tooltip Glossary, and H5P Content. The main content area displays a table of H5P items with the following data:

Title	Content type	Author	Tags	Last modified	ID	Results	Edit
Added with Author Role - Test 1	Multiple Choice	hcaprette2	—	2017/10/13	8	Results	Edit
Why a performer chose to be an Elite Ballerina	Interactive Video	Heather Caprette	—	2017/10/12	7	Results	Edit
Ancient Greek Theater	Interactive Video	Heather Caprette	—	2017/07/17	6	Results	Edit
Requirements for Ancient Greek Citizenship	Multiple Choice	Heather Caprette	—	2017/07/17	5	Results	Edit
Label the Structures of the Ancient Theater	Drag and Drop	Heather Caprette	—	2017/07/17	4	Results	Edit
Introduction to Ancient Greek Theater	Interactive Video	Heather Caprette	—	2017/07/17	3	Results	Edit

Screen showing all H5P content created within a Pressbook, with unique ID numbers.

Next, to receive credit for the assignment and notify your instructor that you have completed it, log into your Blackboard Learn course and submit the assignment there also. Within the Blackboard Assignment, give the H5P **Content Title, Type, Date Created and ID** for each interactive learning content you created in the Pressbook, *Introduction to Theater – Learning Resources*. An example of this type of description you will submit to Blackboard, is:

1. Ancient Greek Theater, Interactive Video, 2017/07/17, ID=6.

If you have any questions or issues, please let your instructor know. You can also contact [insert your instructional designer contact information].

If you're unable to build the H5P content in the *Introduction to Theater – Learning Resources* Pressbook site, please let your instructor know and submit your ideas via the Blackboard Assignment. So, if you planned on building a multiple choice question, write the question, possible answers and note the correct answer.

If you planned on building an interactive video, write the URL of the online video, tell me when you planned on stopping the video, and what question (with correct answer) you planned on asking, as well as any links to outside resources that lead to more information about something that was talked about in the video. Describe your idea thoroughly for full credit!

Remember to pick content you *enjoyed* learning and have fun creating!

Word document to add after the assignment instructions showing an example of what to submit to the learning management system:

This document is an example of the information you would submit to your Blackboard Learn Assignment area after you are done creating your H5P interactive content within the Pressbooks site called "Introduction to Theater – Learning Resources." Below is what you would put into a Word document submitted to the Blackboard Assignment tool:

H5P Content by Heather Caprette H5P ID=10

H5P Title: Lighting Design Roles

H5P Type: Multiple Choice Question:

Question:

According to Kasendra Djuren, author of the chapter on Lighting Design in Theatrical Worlds, there are three roles responsible for setting up the lighting for productions. Which role would be responsible for the physical implementation, making sure all the lighting instruments or fixtures get hung and focused correctly?

Options:

1. The lighting designer
2. The assistant lighting designer
3. The master electrician (*Correct Answer)
4. The director of the production

Feedback for selecting 1. The lighting designer:

The lighting designer is a leading role in creating the meaning and intent of a scene by painting with light. He or she pays attention to what the lights, shadows, highlights, shades, color of light and cookies are conveying in the scenes of a play. He or she works closely with the director, assistant lighting designer, and master electrician to set the queuing of the lights for a production. He or she brings the natural world to life on the stage.

Feedback for selecting 2. The assistant lighting designer:

The assistant lighting designer facilitates communication

between the lighting designer and production team, as well as helps with required paperwork for a production.

Feedback for selecting 3. The master electrician:

Good job!

Feedback for selecting 4. The director: the captain of the collaborative team; the person responsible for providing a single artistic vision for a production. They guide performances so the climax is properly highlighted.

H5P ID=7

H5P Title: Why a performer chose her profession

Content Type: Interactive Video

Source of Video: <https://www.youtube.com/watch?v=FQZAIg5KfvQ>, “Backstage with an Elite Ballerina (360 Video), published by the Wall Street Journal, Nov 6, 2015.

Text added at 0:00 – 0:10. “Note why she chose her profession. Was it for money, fame or passion?”

Link to The Metropolitan Opera at 1:16, <http://www.metopera.org>

Link to information about Gyrokinesis Exercise at 3:20, https://www.huffingtonpost.com/anahita-pardiwalla/how-gyrokinesis-can-help-_b_9287172.html

MC Question at 4:23, movie paused.

Why did Sarah Lane become an elite ballerina? Select all that apply.

1. She enjoys striving for perfection, believing that no one is perfect. (*Correct)
2. She loves what she does and believes it is a gift to perform for others. (*Correct)
3. She believes she's perfect at her dance.
4. She believes she'll make lots of money at it.

Summary Statements, the first one is correct:

1. Sarah Lane is always striving for perfection, believing that no one is perfect at her art.
2. Sarah Lane believes she is the perfect ballerina.

H5P ID=4

H5P Content Title: Label the Structures of the Ancient Theater

H5P Content Type: Drag and Drop

Image Source: Leptis Magna, Photographer: David Gunn, 2006.

See: [https://commons.wikimedia.org/wiki/](https://commons.wikimedia.org/wiki/File:Leptis_Magna_Theatre.jpg)

File:Leptis_Magna_Theatre.jpg.

Drop Zone 1, correct element is the Text: Skene

Drop Zone 2, correct element is the Text: Orchestra

Drop Zone 3, correct element is the Text: Theatron

Drop Zone 4, correct element is the Text: Parados

Note: All Drop Zones were selected as possibilities, to be highlighted when a user grabs the text label.

H5P ID= 14

H5P Content Title: Ancient Greek Actors

H5P Content Type: Fill in the Blanks

Text block:

The maximum number of ancient Greek actors in a play was *3/
three*.

The asterisks represent the blank and the correct possibilities are separated by the forward slash.

Links to video tutorials included with the assignment 1 instructions:

- [How to Log into Pressbooks.ulib.csuohio.edu](#)
- [What are Pressbooks and H5P?](#)
- [How to create a H5P Multiple Choice Question in Pressbooks](#)
- [How to create a H5P Drag and Drop exercise in Pressbooks](#)

- How to create a H5P Interactive Video
- How to create a H5P Fill In the Blank statement

Criteria Used for Grading:

Criterion 1: Relevance to Course and Value as a Renewable Study Aid

Exemplary Performance (A-B):

All knowledge checks test others knowledge of content presented within the course's open resources. All interactive learning h5p artifacts build upon and support knowledge gained in the course's open resources.

Satisfactory Performance (C):

One or two of the knowledge checks test others knowledge of content and topics presented within the course's open resources. One or two of the interactive learning artifacts build upon and support knowledge gained in the course' open resources.

Needs Improvement (D):

The knowledge checks don't test other's knowledge of the content presented within the course's open resources. Interactive learning artifacts don't incorporate knowledge of theatrical elements and history gained through reading and viewing the course's open resources.

Unsatisfactory (F):

The knowledge checks don't test other's knowledge of the content presented within the course's open resources. Interactive learning artifacts don't incorporate knowledge of theatrical elements and history gained through reading and viewing the course's open resources.

Criterion 2: Thoroughness of Execution

Exemplary Performance (A-B):

The student developed 3 knowledge checks and/or interactive learning artifacts within the Pressbooks site, "Introduction to Theater – Learning Resources." The knowledge checks are complete and functional. The student submitted descriptions of their knowledge checks and attached downloads of their .h5p files for grading purposes to the Blackboard assignment tool.

Satisfactory Performance (C):

The student developed 2 knowledge checks and/or interactive learning artifacts within the Pressbooks site, "Introduction to Theater – Learning Resources." The knowledge checks are complete and functional. The student submitted descriptions of their knowledge checks and attached downloads of their .h5p files for grading purposes to the Blackboard assignment tool.

Needs Improvement (D):

The student developed only 1 knowledge check and/or interactive learning artifact within the Pressbooks site,

“Introduction to Theater – Learning Resources.” The knowledge check is complete and functional. The student submitted descriptions of their knowledge checks and attached downloads of their .h5p files for grading purposes to the Blackboard assignment tool.

Unsatisfactory (F):

The student didn’t attempt the assignment nor make the necessary submissions within the Pressbooks site, “Introduction to Theater – Learning Resources” nor in Blackboard Learn for grading purposes.

Criterion 3: Grammar, Spelling, sentence structure, and citation of sources

Exemplary Performance (A-B):

Spelling, sentence structure & citation requirements consistently met throughout response. Sources for media, pictures, text are cited within Pressbooks and the Blackboard Assignment Submission using MLA format (see: <https://owl.english.purdue.edu/owl/resource/747/01/>).

Satisfactory Performance (C):

Less than 2 errors in spelling, sentence structure. Sources for media, pictures, text are cited within Pressbooks and the Blackboard Assignment Submission using MLA format (see: <https://owl.english.purdue.edu/owl/resource/747/01/>).

Needs Improvement (D):

Numerous spelling, style & sentence structure errors. No citation of sources with Pressbooks nor Blackboard's Assignment tool, or the citations don't follow MLA format (see: <https://owl.english.purdue.edu/owl/resource/747/01/>).

Unsatisfactory (F):

No attempt at writing a unique learning resource was made. No original work to grade.

Assignment Credit:

Heather Caprette, MFA, Sr. Media Developer/Instructional Designer, and Lisa Bernd, Ph.D., Assistant Lecturer in Theatre & Dance, 2017

This is where you can add appendices or other back matter.

Glossary

HEATHER CAPRETTE AND PARTICIPANTS OF THE OPEN
PEDAGOGY AND PRESSBOOKS COURSE

Constructionism Learning Theory

A theory put forth by Seymour Papert, a mathematician, computer scientist and educator. It is Learning through reconstruction rather than transmission of knowledge. Papert believed that:

- People learn best when they are actively engaged in constructing something that has personal meaning to them – be it a poem, a robot, a sandcastle, or a computer program.
- Learning “happens especially felicitously in a context where the learner is consciously engaged in constructing a public entity.”
- “The role of the teacher is to create the conditions for invention rather than provide ready-made knowledge.”

OER-Enabled Pedagogy

Teaching and learning practice made possible by the 5 Rs: Retain, Reuse, Revise, Remix and Redistribute.

Open Pedagogy

Open pedagogy is the practice of engaging with students as creators of information rather than simply consumers of it. It's a form of experiential learning in which students demonstrate understanding through the act of creation. The products of open pedagogy are student created and openly licensed so that they may live outside of the classroom in a way that has an impact on the greater community.

See Introduction to Open Pedagogy at U of Texas Arlington
<https://libguides.uta.edu/openped>