



When reusing this work, please cite its original source and authors

Source: www.educacaoaberta.org/rea

This work is licensed under a
Creative Commons Attribution 3.0 Unported License

Paper presented at the 1st. International Symposium on Open Educational
Resource: Issues for Globalization and Localization
April 11-13, 2011 –Utah State University
Logan, Utah USA

*Making useful: Thinking culture and
remix in the public school*

Tel Amiel

NIED/UNICAMP

Logan, Utah (2011)

Instructional Design

- Culture ignored in design
- There is no C in ADDIE
- Culture should not stop in the analysis
 - **Intention** to make cultural objects
 - **Introspection**, biases, perspective
 - **Interaction**, participatory

Culture in LO

- Designing from scratch
- Methods
 - Ignore
 - Include guide
 - Include diverse team
 - Create to modify



Two layers

ISD: Learner analysis

ISD+C: Accommodate or challenge?

Culture

“...the generalized composite of interdependent and valued traditional and current public knowledge and conceptions, embodied in behaviours and artifacts, and transmitted to present and new members, both symbolically and non-symbolically, which a society has evolved historically and progressively modifies and augments, to give meaning to and cope with its definitions of present and future existential problems” (p. 42).

Multicultural Education

- Goal: Learning
- Integrate content and perspectives
- Insight into how knowledge is constructed
- Equity pedagogy
- Reduce prejudice
- Empowering school culture

Enter OER

- Millions of digital resources available online
 - Legally (more) open
 - Technically (more) malleable
- n potentially designers
 - n^n potential remixes and audiences
- Barriers to access are well known, and historically difficult to close
 - 65/100 Europeans have access to the net
 - 1/3 are completely disconnected (ITU/2010)



6000-9000 languages spoken

Culture in OER

- Language has become an issue of *access*
- Translation has become a final step, *revision*
- Translation is rarely the final step
 - What happens in *remix*?

Learning environments & OER

Individual, reference
material

Individual, full course

Distance, co-located,
reference

Distance, facilitator,
part of a remix

School, designer-made,
reference

School, lesson, teacher
remixed



Activity theory

Subjects and objects
do not exist prior to
activity



Actor-network theory

Labels do not help us
understand the who
and how activity takes
places



Activity

Problem – materials insufficient and inadequate

- Policy
 - Standard state curriculum
 - No standardized testing on the subjects
- Stages
 - Two schools, a kilometer apart, but miles away
 - Computer/no computer lab with support
 - Intermittent internet access
- Teachers
 - Two teachers
 - Very different experiences, practices
- Topics
 - Sociology and philosophy
- Students
 - Differing resources, heterogeneous
 - Challenges with the language
- Resources
 - Standard materials, no governmental textbooks offered
 - No photocopy available
 - (Digital) Open textbooks from another state
 - (Digital) OER search
 - Teacher created activities

11

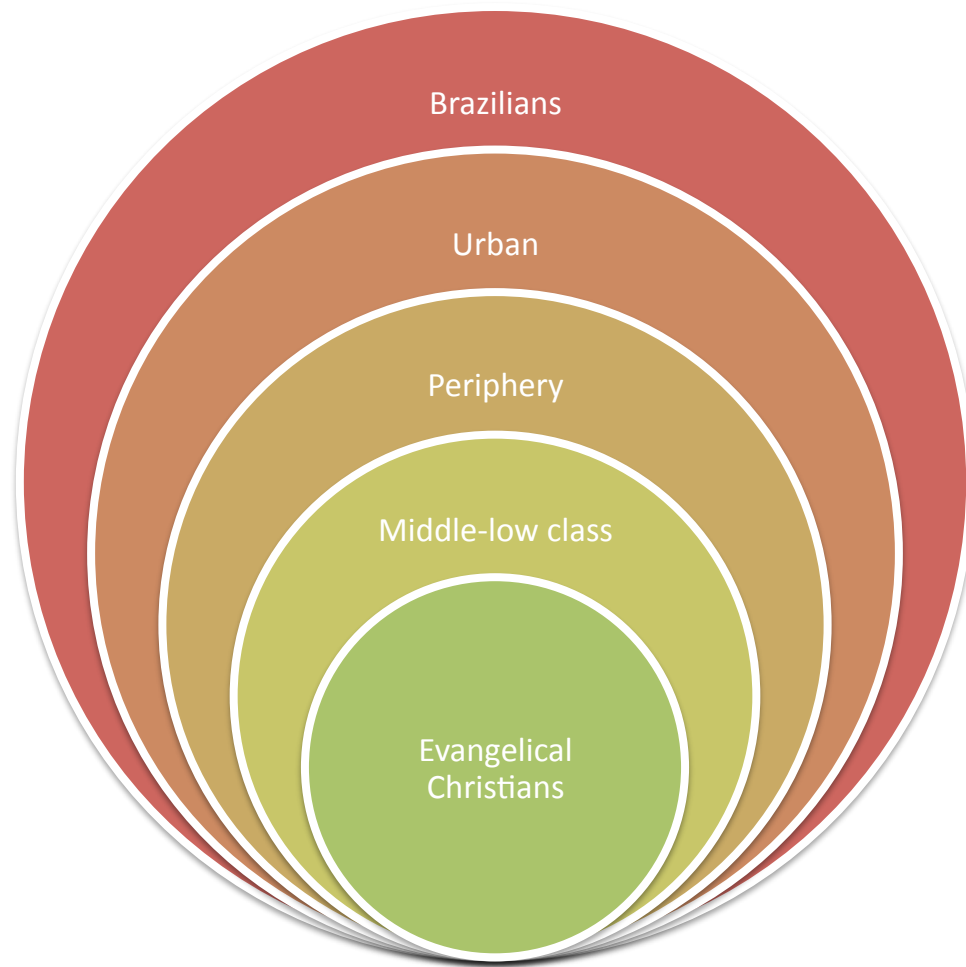
EM BUSCA DA ESSÊNCIA DO POLÍTICO

■ Jairo Murgul

A política pode superar a sua imagem negativa de poder de opressão e corrupção e ser concebida como uma possibilidade de construção de um mundo melhor? O ideal político de bom comum já se realizou algum dia, na materialidade das relações sociais, para além do mundo das idéias e do formalismo das leis?



■ Diego Rivera, *Murales*, 1933. Óleo 1,00 x 1,52 m.
New York, New Museum of Contemporary Art



Identifying culture

- Compounding intersections
- Multiple actors interacting



Culture and Activity

- How can designers interpret culture in the process of design?
 - Identify actors, objects and settings
 - Survey the field
 - Understand the policies and norms
 - Survey resources available and used by the actors in activities
 - Include actors in the design of activities
 - **Benefit from an intermediary**

(Old) lessons

- OER rarely will stand on their own
 - *Revising* is necessary, *remixing* is the practice
- Learner analysis + Objectives must be integrated
- Goals of multicultural education pose a challenge
 - Not just adaption to “the learner”
- Examining activity will lead to a break in cultural assumptions and instructional priorities
 - Actors are never the same across activities