

Open Pedagogy Assignments in Theatre and History Courses to Promote Constructionist Learning and Digital Skills

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Appendix B: Assignment Instructions

The Interactive Learning Content assignment instructions given to the Introduction to Theatre students are below:

Instructor: Lisa Bernd, Ph.D.

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 will be built with the H5P tool and presentations will have a public life in 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! Remember that if you cannot build the content in the Pressbook for any reason, you can still submit to this Blackboard assignment area to receive credit.

You can pick your topic of choice, but please write knowledge checks and interactive learning content relating to knowledge you have gained from your textbook, [Theatrical Worlds](#), and that is 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. There are also images available through [Wikimedia Commons](#). Other places and ways you can search for re-usable media are suggested on the [Creative Commons Search page](#). These sites include YouTube, Flickr, Pixabay, and Google Images. [Google Image search](#) allows you to filter results by Usage Rights. To do this, run your search under [Google Images](#), select the Tools button, and then click on Usage Rights to get a drop-down menu. Select Creative Commons licenses from the drop-down menu. See the image below.

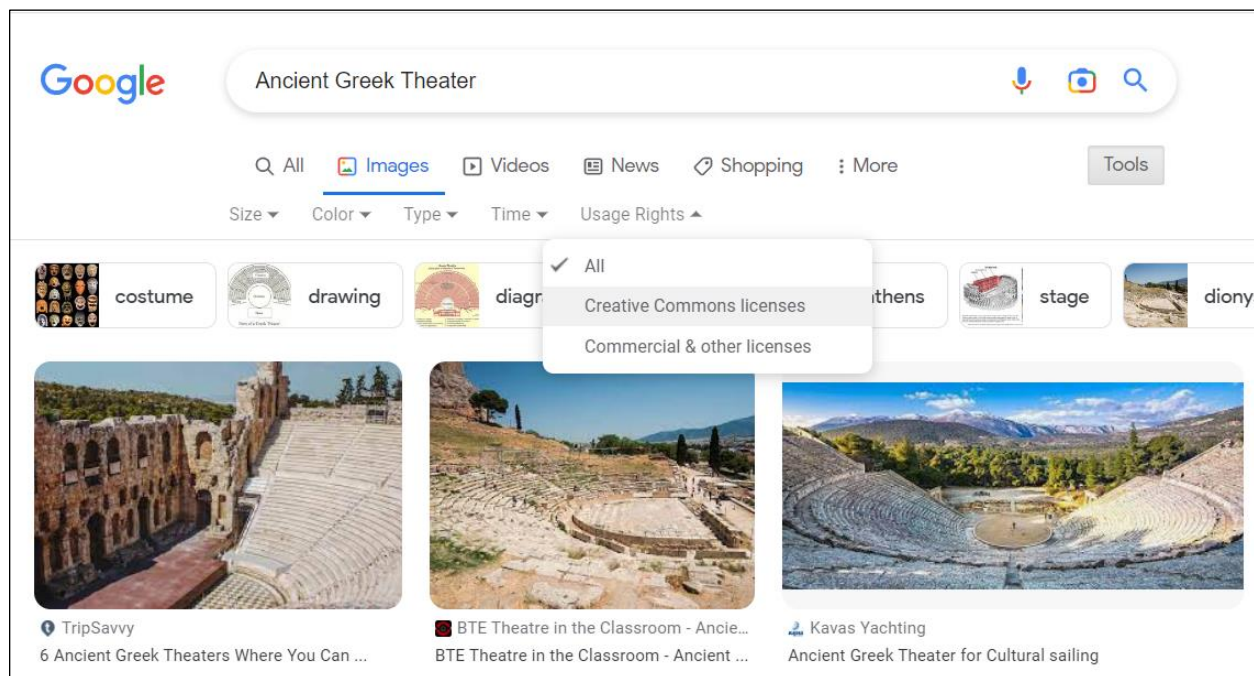


Figure 1: Google Image search

You might also try the [Getty Search Gateway](#) 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 an MLA Formatting Style Guide](#) that will demonstrate how to properly cite your sources. Also, please credit yourself as well as others when you create the interactive content.

Your interactive learning content can be any of the types found on [the H5P website](#). Examples of content types you might create are:

1. Interactive Video with Questions to test viewers' attention with 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 will 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 "Name of Pressbook." The email will contain a link to activate your user account. Please click the link to activate your account as soon as possible, because the invitation expires within three days. You should get an email with your username and password to login. If you do not 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 would like to create. Once you select a content type, you will have links to a tutorial on how to create it and examples on [the H5P website](#).

Add New

H5P hub Fill in the Blanks ▼

Tutorial Example

► Media

Task description *

A guide telling the user how to answer this task.

Text blocks *

Line of text × ↑ ↓

Figure 2: Screen for adding new H5P content

Follow the instructions on [the H5P website](#) 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.

Figure 3: 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:

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 are unable to build the H5P content in the class's Pressbooks site, please let your instructor know and submit your ideas via the Blackboard Assignment. So, if you plan to build a multiple-choice question, write the question with its possible answers and note the correct answer.

If you planned to build 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, and include 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!

See an [example of the Word document you submit to the learning management system](#).

The “Concentrates of Place” assignment instructions given to Introduction to Geography students are below:

Instructor: Shelley Rose, Ph.D.

This “Concentrates of Place” assignment is adapted from Marianne Braca’s 2021 essay “[How My Geography Class Used Tins to Tell the Story of Place](#).” Braca (a National Geographic Certified Educator) was inspired by artist Tanya Shadrack’s project “[Concentrates of Place](#).” In her creations, Shadrack curates “place” in small tins as a representation of the places she has visited. In her words, they are “memories made tangible.” In geography, a space is an absolute location, such as GPS coordinates. Place is more ephemeral and different for each individual experiencing the space. Place is the character of a space, the feelings it inspires, the memories the space invokes.

This assignment is an excellent start on your journey of thinking critically about location, space, and place for the “[Location Biography Project](#)”.

Learning Outcomes

- Students will understand and apply the geographic concept of “place”
- Students will practice digital publishing techniques, including H5P
- Students will write for a general audience

First, we need an overview of the concepts of space and place. For a detailed overview, watch this 12-minute video. “[Location, Space, and Place](#)” by Heath Robinson, Ph.D.



Figure 4: "Curating a Place," Shelley E. Rose, 2022

What Goes in Your Tin? Project Guidelines

Follow these steps to complete your "Concentrates of Place" Assignment:

1. Pick up a tin from your instructor in class or during student hours.
2. Choose a location with meaning for you and curate objects into the tin. NOTE: if you place perishable or natural objects, have a plan for their sustainability or removal from the tin.
3. Take a photo of the tin and contents (visit the Digital Design Studio or contact your instructor for assistance if needed).
4. Go to the GSSE Learning Resources and Reflections eBook and log in.
5. Create a page for your "Concentrates of Place" reflection following this tutorial ([How to Create a Chapter Page within a Class Pressbook](#)). Include the following elements in your Reflection:
 - What "place" did you curate?
 - What is the absolute or relative location (Share absolute location only if you are comfortable. For example, do not list the coordinates of your home but give a relative location description of the place you curate)
 - What did you include in your tin? (Use H5P to take us on a tour of your objects)
 - How do these items represent the "place" meaning of the location or space?
 - What does this place mean to you? What might it mean from someone else's perspective? Be sure to cite sources if you draw on secondary sources outside of your own experience with the location.

Potential H5P Content Types

Visit [the H5P website](#) for general information about curating content using H5P.

- Use [Image Hotspots](#) to post images of your tin and its items. You can use the hotspot for curating the sense of place
- Use [Agamotto](#) to create layers or sequences as you analyze and curate place in your tin
- See [Appendix 1](#) in the Geography for Social Studies Educators student research eBook for a full collection of H5P and Pressbooks tutorials by the instructional designer working with the class

Additional Resource for Teaching Place

- Vicky Ellaway- Barnard, "[The Identity Game](#)," Teaching Geography 43:1 (Spring 2018): 19-21. <https://www.jstor.org/stable/26455212>

The “Location Biography” assignment instructions given to Introduction to Geography students are below:

Instructor: Shelley Rose, Ph.D.

This project centers on **three core concepts** in geography: **space** (a location on the Earth’s surface), **place** (form of bounded space- gives space meaning), and **environment** (what is the context of the location? how have humans changed or adapted the physical space of the location?)

- Choose a location in consultation with the instructor.
- Evaluate the geography of that location over time based on the concepts of place and space—in effect creating a “biography” of that location.
- Consider the following: Does this space have specific place meaning? Is that meaning the same for all people who use or interact with the space? Has the space been repurposed? Is it structurally the same?
- Evaluate the relationship between humans and this location. In what ways has the space changed over your timeframe and why?

Expectations and Due Dates

You will choose a location and specific timespan to evaluate. Turn in a thesis statement, an outline of your project, and a Chicago Style bibliography in class during Week 5. Between Week 5 and your assigned presentation date, you will determine the best digital format for your location; you may create a website for your location or consult the instructor about an alternative format. See the [instructions for creating a “Location Biography” website](#) in this chapter.

Presentation

Each student will present their work to the class in a 5-10 minute presentation that is a recorded tour of your website. You may use Panopto on Blackboard to submit your assignment. For non-CSU students, there are also free apps for recording such as [Screencastify](#) for Chrome Browsers, [Open Broadcaster Software](#), or for some Macs visit [How to record your screen](#). If you are unable to record audio, consider using a tool like [Windows Steps Recorder](#) and adding text narration.

Research Tips

- View this [video on Location, Space, and Place](#).
- Check the historical imagery on Google Earth.
- For Greater Cleveland locations check [The Cleveland Memory Project](#) and contact [CSU’s Special Collections department](#).
- For global locations check [Old Maps Online](#) or the [Rumsey Historical Map Collection](#).
- Also check out the Cleveland Public Library [Digital Collections](#).
- Visit our [CSU Research Guide](#) for information on primary, secondary, and tertiary sources.
- See this list of [digital GIS projects](#) for potential sources.

Grading

Projects will be graded on your ability to follow the directions above as well as formatting, organization, creativity, and understanding of the geographic concepts of place, space, and location.

The “H5P in the Archive” assignment instructions given to Historical Studies students are below:

Instructor: Shelley Rose, Ph.D.

In this historical thinking project, we will use H5P to explore a historical image as a primary source. In short, you will create a visual narrative of people, places, and things in the image and contextualize its journey in world history. This narrative method is characteristic of historian Timothy Brook's analysis in his 2008 book [Vermeer's Hat](#). See [An Interview with Timothy Brook](#). This activity is an exercise in historical thinking about a specific material primary source.

Intro to Archives and Archival Sources

Archival Research Guiding Questions

1. What do you expect to find in the archive? (pre-primary source session)
2. What did you find? (post-primary source session) Students complete [historical thinking worksheet](#). (Or use the one provided in the library session)
3. How do you think historians can use this source for research? (pre-secondary source session)
4. How have historians used sources like this in secondary research? (post-secondary source session)
5. What subdisciplines, or "houses," of history are represented in the secondary sources you located? (post-secondary source session)

Historical Thinking and Primary Source Analysis

Your primary source analysis will include two main components:

1. A complete overview of your historical thinking as you analyze the primary source. This will include listing the steps of historical thinking (sourcing, contextualization, corroboration, and close reading) as part of your chapter, filling in your analysis as you go.
2. You will use H5P to elaborate on the contextualization step and visually analyze your source. See an [example of a completed assignment](#).

H5P Project Lab

You will use H5P content types and your own written analysis to demonstrate the steps of historical thinking with this primary source.

H5P Instructions:

1. Choose an image to serve as your "lens" or a "door." See the Essential Vermeer for examples of how this works using the "[Officer and Laughing Girl](#)" (1658). Be sure to scroll over the image of the painting to see the embedded narratives.
2. Go to your class [Pressbook](#) and log in.
3. In the dashboard, create a "chapter" under the heading "H5P in the Archive." Label it with the title of your historical thinking project and your last name. You can edit the URL to be just your last name and H5P after the forward slash.
4. Browse the H5P site. Decide on how you would like to format your image to show sourcing, contextualization, corroboration, and close reading.
5. Click on "H5P Content" in the left menu of the Pressbooks Dashboard.
6. Click on "Add New."
7. Select your desired H5P Content Type from the menu and start filling in the fields.
8. When you are finished, click "Create" in the upper right corner of the dashboard.
9. Return to your chapter page. Navigate to where you want to insert the H5P content and click "Add H5P." Select your content from the list. Click "Insert."

The "Press Release" assignment instructions given to Historical Studies students are below:

Instructor: Shelley Rose, Ph.D.

This “Press Release” assignment can be used alone or as a planning assignment (formative assessment) for the Historiography UnEssay. It is intended as a brief, intense writing exercise for a general audience to have students practice [career readiness](#) skills such as communication and application of information technology.

Instructions:

1. Choose a historian or historical publication/project that had a significant impact on the discipline of history. For example, Joan Wallach Scott’s pioneering 1986 article, “Gender as a Useful Category of Analysis” in the *American Historical Review*.
2. Write a press release of around 500-800 words (notes not included). You may use any formats supported by Pressbooks and H5P.
3. Include your analysis of why this historian and/or publication is important to the field of history & which subdiscipline(s) it belongs to. Pitch it to a general audience.
4. Be sure to include the elements in the blue box in your press release and remember the sourcing and historical thinking skills outlined by the Stanford History Education Group at [SHEG Chart](#).

Inspiration for this assignment came from concluding comments by historian David Perry in *Drafting the Past* Episode 10, “[David M. Perry Writes Out Loud](#).”

Elements of a Press Release

Include the following sections in your press release:

- Historiography Connections
- Geographic Coverage
- Citation for First Edition/Printing (Chicago Style)
- Press Release (the analytical text of the press release, or the video and transcript, 500-800 words)

Sample formats for your press release:

- [Written/Journalistic Style](#)
- [Video Clip](#): See this clip with Kenn Michael on *Reading Rainbow* giving an overview of *Jumanji* for inspiration.

Note: If you create a video you will need to be sure to have closed captioning and a transcript to post on your page with the video. Include any footnotes and a bibliography.

See examples of [video tutorials created for students working on H5P and Pressbooks assignments](#) by the instructional designer.