***FoundationaL Packet***

Open Education Instructional Journal

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# Forward:

This document is a companion document to the “Open Education Instructional Journal.” Please feel free to use either as your needs indicate, however, this is intended to be used simultaneously with the journal to provide a space to apply/analyze concepts and ideas within the packet for the class of your choice. I do recommend that you work through the journal with a single course at a time as to make progress with a primary focus.

**NOTE:** Before starting, identify one course that you want to work through and stick to that course. This will help with eliminating distractions or becoming overwhelmed.

# Instructional Goals

## Instructional Reflections:

* Why have you chosen teaching as your profession?
* What is your teaching philosophy?
* What skills do you encourage students to learn for success in your field?
* How do you want to identify as an instructor? (approachable, strict, open, knowledgeable, etc.)
* What methods do you use to create engagement with the student and the subject matter?
* What three teaching goals would you like to accomplish within an academic year?

## Instructional Course Goals:

* Reflect on your current methods/course design. Does this presentation of your class reflect what you stated in your Instructional Reflection?
* What do you encourage in class that is not a part of the outcomes and competencies? Does that effect assessment? If so, is this expectation understood by students?
* Write a one sentence mission statement for your course?
* What three teaching goals would you like to accomplish within an academic year?
* What is the primary takeaway that you want your students to leave with?
* If you had to choose one or two long-term goals to achieve by the end of your class, what would they be?
* What short-term goals can you create to help achieve your long-term goal(s)?
* Are exams necessary for class assessment and if not, how could you assess student performance/competency more authentically?
* If you taught it last time:
  + What worked?
  + What didn’t work?
  + Can you identify learning gaps?

# Course Design

## Bloom’s Revised Taxonomy:

* Does this fit into some of the activities, assignments, and assessments that I’m already doing?
  + If so, how does it fit and where can I improve?
  + If not, how could I integrate this into my course?

## Backward Design:

* How is this different than what I have done before when creating a course ? (If you have taught before.)
* Is this something I am interested in exploring?
* If so,
  + What is my long-term goal? What is the primary thing I want students leaving with?
  + What short-term goals can I set to get students to that point of understanding?
  + How do I integrate this into my outcomes and competencies?
  + What activities, assignments, and assessments can students complete within theses short-term goals and outcome/competency interconnected spaces?
  + Am I communicating these goals to the students?

## Differentiated Instruction:

* What areas (content, process, product, or environment) do I usually focus on for students?
* Is there another area (or two) that I could see being useful for my current students (or future students)?

## Mind Mapping:

* Don’t hesitate to use old fashion pen and paper or a whiteboard. These are great ways to easily layout and visualize what you want to do.
* A few links for online mind mapping can be find here:
  + [Mind Meister](https://www.mindmeister.com/)
  + [Canva](https://www.canva.com/)
  + Other resources can be found here - [Vanderbilt - Visual Thinking](https://cft.vanderbilt.edu/guides-sub-pages/visual-thinking/)

## Outcomes and Competencies:

* If you have not yet distanced yourself from the text or content of your course I suggest that you do that for a moment now. Regardless of the content that you are using. When analyzing your outcomes and competencies how can you present this material?
* What types of activities, assignments, and assessments can you imagine being interaction and/or engaging? Don’t hold back here. You can eliminate options and refine thoughts later. The goal here is to note as many options down as you can think of and you can organize later.
* How do your short-term and long-term goals connect with your outcomes and competencies?

## Instructional Support:

* Who could you contact?
* What questions would you ask?

# Open Education

## OER:

* What questions do you have about OER or open education? Is there a resource you can reference or a person you can ask?
* Are you interested in using OER?
* Choose a resource to start with and review a textbook within the subject/discipline that you have selected. What are your thoughts about the text?
* Is this something you could use for your course?
* Can you adopt or do you need to adapt material to your needs? If so what do you need to change or what other content do you need?
* Can you start pairing activities, assignments, and assessments to the material that you are finding?

# Student Outcomes

## Student Experience:

* From a student perspective - What experience will they have in the class with what you have outlined thus far?
* Do they have different opportunities to engage with content?
* Do you communicate your course goals and outcomes clearly?
* Do students have any opportunity for choice?
* Is there space for them to provide input on the structure of the course?

## Reflection:

* Bloom’s/Backward Design Assessment:
  + If you have chosen to implement one or more instructional strategies to improve your course design, how has it/have they improved the class outline?
  + How do you anticipate they will improve student learning?
* Course Goals Reflection:
  + Does the structure; activities, assignments, and assessments; and choice of content move you toward achieving your instructional goals? If so, how? If not, why not and what changes do you need to make?
* Instructional Goals Reflection:
  + How does the previous answers reflect when compared to your teaching philosophy?
  + Does this help you achieve any of your teaching goals you articulated earlier?

# Value Added

## Additional Student Need-To-Knows:

* What is the ultimate student learning outcome they need to understand/execute after this course?
* Are there aspects students need to be successful in this field that are not listed in the outcomes and competencies?
  + How could you start including one or more of these aspects into your class?
  + Could this element drive how assessments or assignments are completed?
  + Do you articulate why students are executing these assessments/assignments in the manner you are requiring? (Tell them/explain why.)