***Innovation & Connections Packet***

Open Education Instructional Journal

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Table of Contents

[Forward: 2](#_Toc71643353)

[Instructional Goals 3](#_Toc71643354)

[Review Philosophy: 3](#_Toc71643355)

[Review Teaching Goals: 3](#_Toc71643356)

[Evaluate Course Goals: 3](#_Toc71643357)

[Innovation: 4](#_Toc71643358)

[Open To New Ideas: 4](#_Toc71643359)

[Assessment: 4](#_Toc71643360)

[Redesign: 4](#_Toc71643361)

[Course Design 5](#_Toc71643362)

[UDL and Bloom’s Revised Taxonomy: 5](#_Toc71643363)

[UDL and Open Pedagogy: 5](#_Toc71643364)

[UDL, Open Pedagogy, Essential Skills, and the Workforce 5](#_Toc71643365)

[UDL, Differentiated Instruction, and Scaffolding: 5](#_Toc71643366)

[Interdisciplinary Collaborations: 5](#_Toc71643367)

[Open Education 6](#_Toc71643368)

[Digital Literacy: 6](#_Toc71643369)

[Student Agency: 6](#_Toc71643370)

[Student & Faculty Advocacy: 6](#_Toc71643371)

[Student as Creator/Co-Author: 6](#_Toc71643372)

[Student Outcomes 7](#_Toc71643373)

[Diversity, Equity, and Inclusion (DEI): 7](#_Toc71643374)

[Accessiblity: 7](#_Toc71643375)

[Authentic Assessment: 7](#_Toc71643376)

[Dealing with Success & Failure: 7](#_Toc71643377)

[Value Added 8](#_Toc71643378)

[Open Pedagogy and Academic Integrity 8](#_Toc71643379)

[Proctoring: 8](#_Toc71643380)

[Reminders: Empathy, Kindness, and Compassion 8](#_Toc71643381)

# 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:** Continue with the course you have been working on for this third packet. Working on one course at a time will provide consistency and actually save time in the long run.

# Instructional Goals

## Review Philosophy:

* Post your philosophy here: [ ]
	+ Line through items that no longer fit and make changes in a different color of text.
	+ State why you lined through what you eliminated:
	+ State why you added what you updated
* Repost new clean version of your philosophy here: [ ]

{Remember: We are not talking about learning outcomes or course outcomes. Only review initially established teaching goals noted at the beginning of this journal.}

## Review Teaching Goals:

* Would you change any of your goals or reword them? Post your teaching goals below:
	+ -
	+ Line through items that no longer fit and make changes in a different color of text.
	+ State why you lined through what you eliminated:
	+ State why you added what you updated:
* Repost new clean version of your teaching goals below:
* What have you achieved?
* How can you achieve another goal on your list?

## Evaluate Course Goals:

* Are these methods/strategies more aligned with your teaching philosophy?
* Does it connect to your one sentence mission statement and fulfill that mission for the course?
* Do you establish and assess students’ understanding of the primary takeaway your want them leaving your class with?
* How did the short-term goals you establish work for you and your students?
	+ What changes would you make to improve?
* How did the long-term goals you set work for your and your students?
	+ What changes would you make to improve?
* Did your assessments authentically gauge your student competency for the class?
	+ What changes would you make to improve?

## Innovation:

* How do you see yourself as innovative?

## Open To New Ideas:

* Are their current problems within your academic world that you would like to find solutions for?
* Who could you reach out to ask questions or partner with to brainstorm solutions?
* Has this journal provided solutions to problems within your class? If so where and how?

## Assessment:

* What CATS (Class Assessment Techniques) worked?
* What CATS would you like to try next time?
* What Course Assessments did you plan for when creating the class? Did they work?
* Would you plan for different Course Assessments or improve on the ones that you have?
	+ If different, how?
	+ If improving, how?

## Redesign:

* Are there patterns that highlights specific outcome/competency?
* Choose one outcome/competency that you recognized as an option for improvement. How can you improve that outcome/competency?

# Course Design

## UDL and Bloom’s Revised Taxonomy:

## UDL and Open Pedagogy:

* With the recognition of overlapping characteristics between these two options does bring new ideas to mind? If so what?
* Does making these connections make it easier for you to plan or layout your course?

## UDL, Open Pedagogy, Essential Skills, and the Workforce

* Does the discussion your students future workforce add or change how you may present concepts?
* With this in mind, would you integrate more essential skills into your class?
	+ Would you help students make connections to their future careers?
	+ Do you think this would help students:
		- Understand concepts?
		- With motivation?
		- Find more interest in your field/discipline?

## UDL, Differentiated Instruction, and Scaffolding:

* Does the differences and similarities make sense to you?
	+ If no, is there some one you can reach out to discuss it with?
* Are you interested in using any of these in your class? If so why? Do you plan on using multiple methods?

## Interdisciplinary Collaborations:

* How can you connect your field/discipline with other areas of study?
* How could that impact your students?

# Open Education

## Digital Literacy:

* How could better understanding digital and information literacy affect your student?

## Student Agency:

* How can student agency be used to help students practice self-regulate?
* The link below uses practices discussed earlier (Peer review/feedback and self-assessment. How can these items be used to help with this type of essential skill and course work?
* With Open Education
	+ Is it posted on the open web or only submitted through the LMS?
	+ If the choice is made to post on the open web, is it openly licensed or not?
	+ If an open license is chosen, which license is the student comfortable with?

## Student & Faculty Advocacy:

* Student Resources:
	+ Do you think these resources would be beneficial for students on your campus?
	+ Is there an Open Education or OER conversation happening at your institution?
	+ How could students impact the culture of your campus?
* Faculty Resources:
	+ Review the faculty resources. Do you find them useful?
	+ Are their any steps you can talk to start or assist with with conversations?

## Student as Creator/Co-Author:

* How could you incorporate a “student as creator” structure and mindset into your class?
* How do you think students would respond to this different structure?

# Student Outcomes

## Diversity, Equity, and Inclusion (DEI):

* What are your thoughts about this definition of ‘social justice’?
* How do you thinking adding DEI elements into your class would impact your students?
* Is there a particular resource you find useful? If so, why? If not, is there someone you could reach out to for alternative options?

## Accessiblity:

* Do you already take steps to make your class accessible?
* Are their other steps that you could take to make your class more accessible?
* Does your institution have an accessibility policy for instruction?

## Authentic Assessment:

* What are your initial thoughts about authentic assessment?
* Is this something you could integrate into your class? If so, how?
	+ What steps could you take to shift this direction? (Just start with one assignment or assessment.)

## Dealing with Success & Failure:

* How could some of the reflective practices and self-assessment methods discussed here be used with the discussion of dealing with success and failure?
* Would this be beneficial for your students in your field/discipline? If so, why? If not, why not?

# Value Added

## Open Pedagogy and Academic Integrity

* Does your institution have an academic integrity policy? Do you discuss it with your students and the expections that you have in your class?
* What could you do in your class to explain the relevance of academic integrity in the class to their future careers?

## Proctoring:

* Do you use proctoring in your classes?
* What are your thoughts about these student perspectives?
* Are there any teaching methods or pedagogical practices that have sparked your interest that would help move away from the need of proctoring or minimizing it’s use?

## Reminders: Empathy, Kindness, and Compassion

* How can you help your students work through non-academic struggles that they may be facing?