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

# Instructional Goals

## Assessment:

* Are the options/ways that you can integrate different submission styles into your class?
* How do you think this would impact the students?

## Feedback:

* Students Providing Peer Review & Constructive Feedback
  + Have you given them the tools to understand their role as a peer reviewer and how to give constructive feedback?
* Students Receiving Instructional Feedback
  + Have you given your students the tools to work through your feedback on their work?
  + Do you have options in place to address questions on feedback?
* Students Providing Instructional Feedback – End of Course
  + How can students provide effective feedback at the end of class to express their experience and assist you in providing information that can be turned into actionable changes to improve the course?

# Course Design

## Pedagogy/Andragogy/Heutagogy:

* Which style do you gravitate to?
* How could this help you further align how you want to teach with your teaching philosophy and the structure of your class?

## Pedagogy Examples and Teaching Methods Resources:

* Take a moment to look a few these pedagogies up. What do you like and not like? Why?
* Is there something you would like to learn more about?
* What teaching methods are intriguing?
* Of these are there any that you would like to try? If so, how could this be implemented?

## Universal Design for Learning (UDL):

* Watch the videos:
  + What questions do you have? Do you have a resource to ask?
  + How could this make your class more accessible to different learners?
  + Does this fit in with any of the different teaching methods and resources that we have discussed?

## Rubrics:

* For open education, rubrics are vital for consistency of grading while being able to open assignments to more choice via different topics or presetation options.

## Scaffolding:

* Would scaffolding be something you would consider for your field/discispline?
  + If so, where could you implement scaffolding?
* How could you still hold space for students being challenge by the curriculum and being guided through it?
* What are your thoughts about Jesse Stommel’s perspective?
  + Can you use this as a lens to self-assess some of your own structures?

# Open Education

## Open Pedagogy:

* Which characteristics are you interested in?
* Which characteristics do you associate/connect to your teaching philosophy?
* Which characteristics associate/connect to some of the teaching methods that your would like to implement?
* In the above three questions, where does the overlap exist? This may be a good place to start.

# Student Outcomes

## Student Self-Assessment:

* How can helping students self assess help them in this field/discipline? Why is it important?
* How could self-assessment be implemented into your class?

## Peer Review:

* How can peer review help your students?
* How could peer review be implemented into your class?

## Reflecting on Student Feedback:

* Have you given students a framework on how to give constructive feedback?

* How can Class Assessment Techniques (CATs) help you during your course to engage and implement student feedback?
* How can course assessment feedback data be reviewed and considered as you assess your overall course?

# Value Added

## Essential Skills:

* What essential skills do you see that your students need most?
* What essential skills do you think students need to do well in your field/discipline? Why?
* With these recognitions, how can you fit that/those into your course? Can you layer essential skill practice into your assignments or activities? Can it be added to moments of reflection?