



# BARTON

COMMUNITY COLLEGE

- Put aside any materials and start with just the course outcomes and competencies
- Create a visual mind map to document all of these ideas

## REVIEWING OUTCOMES/COMPETENCIES

## BRAINSTORM COURSE DESIGN OPTIONS

- Brainstorm as many options as you can for activities, assignments, and assessments (Triple A) and document these on your mind map.
- What's your ideal presentation of this class?
- What type of class would be interesting to take?
- How can students be drawn into the material?
- Are tests a necessary form of assessment?

- Note patterns, order of topics, and Triple A
- Does it require a specific order or can students have multiple pathways to complete coursework?
- Can choice be added into the course?

## CREATE COURSE TIMELINE

## RESEARCH/SELECT OER MATERIALS

- Note licensure and verify materials
- Review a few materials at a time
- Resources do not need to cover full class
- Some OER provide additional resources while others will need to be instructor created

- Check for ADA compliance & Universal Design during course design
- Note Outcomes/Competencies with each module
- Use Copyright/Fair Use Guides
- Follow Barton Course Design Guidelines/Rubrics

## TRACK COURSE CREATION

- Completion of orientation & first modules for review
- Conversation and collaboration on things to address and/or change throughout the rest of course design

## FIRST LOOK

## OER REVIEW

- OER Course notated with "No Cost" or "Low Cost" for all upcoming semesters/sessions/cycles

- Instructor indicates ready for a Full Review
- Full course review according to Barton OER Review Rubric
- Final conversations and collaboration to complete stated standards

## OER COURSE CERTIFICATION

# Need to Knows:

## 01

### Publishers Are:

- Experiencing significant losses around printed textbook - shown in business plans
- Moving to digital platforms - Ex. Pearson "Digital First"
- Offering more e-books to reduce/remove book buy-back market
- Offering bundling options that may/not be needed - increase appearance of value
- Many trying to keep the focus on cost or accessibility
- Trying to "buy" into online education or merging with other publishers
- Dismissing Instructor knowledge and experience to keep faculty reliant on publishers for course material

## 02

### Publisher Textbook vs OER

- Publisher reinforces reliance on the "unstated outline" while OER provides "authentic instructional freedom"
- OER provides more instructional freedoms through the 5Rs (Retain, Reuse, Remix, Revise, and Redistribute)

## 03

### Defining Affordances & OER

- Defining Affordance: "The relationship between a tool and an individual that (provides) the opportunity for that individual to perform an action."  
OpenEd18 Conference - Dr. MJ Bishop
- OER Affordances: Access, Affordability, & 5Rs

## 04

### Iron Triangle Problem for Educator

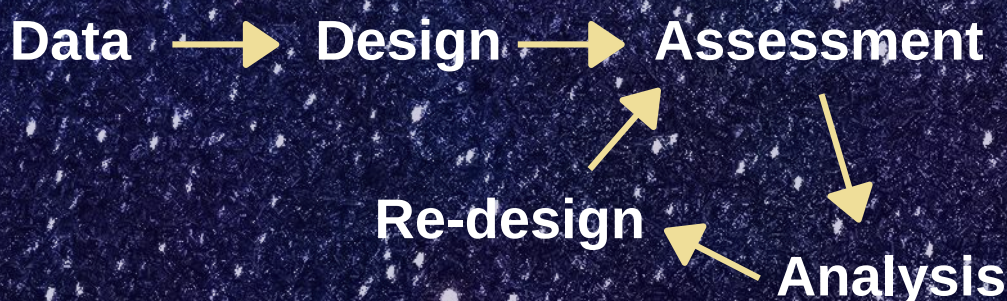
- Traditionally, when attempting to raise achievement it creates a negative effect decreasing access and making it less affordable (raising the cost).
- With OER you can raise achievement without offsetting access or affordability.
- OER – Does that lead to achievement?
  - Instructors and their use of the affordances of OER (5Rs) – capitalize on this part of "open" – free = freedom (creativity, adaptability, and innovation)



## 05

### Instructors Making the Difference

- Instructor Tools (and their multiple affordances): Technologies, field knowledge/experience, OER, college resources, data (competencies/outcomes, IR, and assessment), etc.
- Instructor Actions:



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For more information:  
Lee Miller  
millerle@bartonccc.edu