Course Design with OER

Backward Design Process

(5) Teaching Strategies
(4) Content
(3) Assignments
(2) Learning Objectives
(1) Course Goals

Course Goals

A broad description of what you want students to be able to do, know, and care about by the end of the course

A description of the kind of thinking you want students to do

Not easily measurable/observable
Writing Course Goals

Use “fuzzy” verbs
- know
- understand
- comprehend
- ascertain
- discern
- learn
- grasp
- appreciate
- perceive
- envision
- believe

Students will...

- have an appreciation for the complexity of...
- understand a variety of...
- know how to make decisions about...
- know how to ask good questions about...
- appreciate the real-world issues relating to...

Learning Objectives

- Originate from and align with goals
- Learning (learner)-centered, not teaching-centered
- Specific, measurable, and observable
Writing Objectives

Do not describe a learning activity or assignment

SWBAT (students will be able to...)

Use active verbs

<table>
<thead>
<tr>
<th>Remembering</th>
<th>Understanding</th>
<th>Applying</th>
<th>Analyzing</th>
<th>Evaluating</th>
<th>Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Classify</td>
<td>Choose</td>
<td>Question</td>
<td>Arrange</td>
<td>Assemble</td>
</tr>
<tr>
<td>Duplicate</td>
<td>Describe</td>
<td>List</td>
<td>Appraise</td>
<td>Assemble</td>
<td>Construct</td>
</tr>
<tr>
<td>List</td>
<td>Explain</td>
<td>Demonstrate</td>
<td>Test</td>
<td>Collect</td>
<td>Create</td>
</tr>
<tr>
<td>Memorize</td>
<td>Express</td>
<td>Dramatize</td>
<td>Examine</td>
<td>Combine</td>
<td>Write</td>
</tr>
<tr>
<td>Recall</td>
<td>Identify</td>
<td>Employ</td>
<td>Compare</td>
<td>Compose</td>
<td>Formulate</td>
</tr>
<tr>
<td>Repeat</td>
<td>Locate</td>
<td>Illustrate</td>
<td>Contrast</td>
<td>Conclude</td>
<td>Develop</td>
</tr>
<tr>
<td>Reproduce</td>
<td>Recognize</td>
<td>Interpret</td>
<td>Criticize</td>
<td>Construct</td>
<td>Design</td>
</tr>
<tr>
<td>State</td>
<td>Report</td>
<td>Operate</td>
<td>Debate</td>
<td>Create</td>
<td></td>
</tr>
<tr>
<td>Select</td>
<td>Solve</td>
<td>Discriminate</td>
<td>Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrase</td>
<td>Schedule</td>
<td>Differentiate</td>
<td>Determine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss</td>
<td>Shop</td>
<td>Distinguish</td>
<td>Diagnose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translate</td>
<td>Sketch</td>
<td></td>
<td>Differentiate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal: Students understand how past events are studied and how they influence today’s society and the human condition.

Learning Objectives:
- Students will be able to construct an integrated perspective on history and the factors that shape human activity.
- Students will be able to describe and analyze the origins and nature of contemporary issues.
- Students will be able to write critically about primary historical sources by examining diverse interpretations of past events in their historical contexts.
Content

Helps students meet learning objectives
Needed in order to complete the assignments
Creates the arc or storyline of your course

Organizing Content
chronologically simple to complex concrete to abstract theory to applications macro/micro around a set of questions/problems/case studies
how students will use the information in social/personal/career how major concepts and relationships are organized in discipline how relationships occur in the real world distal/proximal

Parallel Content
communication skills critical thinking skills rhetorical skills problem-solving skills collaborative skills cognitive skills technological skills creativity research skills professional dispositions analytical skills dispositions
Choosing OER Material

- interactive maps
- simulations
- e-textbooks
- complete courses
- lesson plans
- learning modules
- videos
- learning exercises
- images
- music
- assessments
- articles
- student-generated content

Choosing OER Material

- Library E-Reserves
- OERCommons.org
- Creative Commons
- MERLOT
- MOOCs (Stanford, Yale, MIT, Berkeley, Khan)
- Google
- YouTube
- iTunesU
- TEDx

go.osu.edu/find-open-materials

Curating Content

<table>
<thead>
<tr>
<th>Objective</th>
<th>Create</th>
<th>OER</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose appropriate teaching strategies for their context</td>
<td>Modify list from workshop</td>
<td>MERLOT websites</td>
<td></td>
</tr>
<tr>
<td>Describe how trends in higher education shape teaching and learning in their classrooms</td>
<td>UCAT iTunesU module</td>
<td>OER Commons MOOCs E-Reserves</td>
<td>Book How Learning Works</td>
</tr>
</tbody>
</table>
Choosing OER Material

- Does it address an objective(s)?
- Is it for the appropriate student audience?
- Is it scholarly work?
- Can it be modified?
- Is it accessible?
- Can it be used in and out of class?

Communicate Effectively

- Explicitly connect it to objective and purpose
- Make material easy to access and organized via LMS
- Be explicit about how students should use OER material
- Get feedback on its use and ability to help meet objective

Thank you

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