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| MOOC Planner | | |
| **PHASE I Topic and Learning Outcomes** | | |
| **Unit or MOOC Topic: Open Learning**  Investigates the history, philosophy, and theoretical perspectives of open learning. Learners have an opportunity to put course concepts and resources into action as they chart a timeline of open learning, investigate and evaluate open learning sources, and develop open courses. | | |
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| **Desired Outcomes (knowledge, concepts, skills, and abilities that learners will gain)** | | |
| **By the end of the course, learners will**   1. *Demonstrate Contextual Awareness* (articulate the many dimensions of openness, key concepts and figures, connections between open learning other dimensions of online learning such as pedagogy and technology) 2. *Curate Content* (access, evaluate, select, and incorporate open resources into pedagogically sound learning experiences 3. *Design Open Learning* (develop outcome-oriented, authentic, and interactive learning experiences that are informed by open resources and connectivist pedagogy) 4. *Connected Learning* (reflect upon and articulate the relevance of Open Learning for the learner’s practice as an Education Professional) | | |
| **Evidence of Outcomes** | | |
| By the end of this experience they will (know and be able to) … | As evidenced by… (e.g., describe your ideas for specific exercises, discussions, signature assignments, etc.) | |
| Demonstrate Contextual Awareness | Open Learning Timeline | |
| Curate Content | COOL Collection, Use of OERs in Mini-MOOC | |
| Design Open Learning | Mini-MOOC | |
| Connected Learning | ePortfolio self-assessment and final reflection | |
| **Assessment Plan:**    Each of forms of evidence above has corresponding “criteria for excellence.” The learners will be expected to provide each other with feedback that is grounded in the criteria, all grade feedback will be provided in a format that correlates with the criteria, and the learners will be expected to address the criteria for excellence in their final reflections. | | |
| **PHASE II Content Curation, Session Materials, and Learning Experience Design** | | |
| **What can I use that was created by other people? What do I need to create from scratch? What additional resources are available online? What will students create?** | | |
| **I will use** (e.g. OER, 2.0 tools) | **What I need to create** | **The students will create** |
| ***Tools***   1. Dipity (session 1) 2. Google Forms (session 2)   ***OERs – Session 1***   1. Wiley TED Talk – Open Education and the Future of Learning 2. Cormier – Open Project Practices 3. Downes – Connectivism & Connected Knowledge 4. Dipity Tutorials   ***OERs – Session 2***   1. Wiley/Gurrey, Context and Catalyst 2. Wiley Openness in Education MOOC 3. Achieve Rubrics for Evaluating OERs 4. Temoa Rubrics for Evaluating OERs   Images   1. Orient, declare, network, cluster, focus 2. Edynco – content curation in education 3. Connect, collaborate, create graphic | 1. Course Banner (image) 2. Syllabus 3. Bio and contact information 4. ePortfolio Tutorial 5. Welcome Announcement 6. Overview, objectives, and discussion assignment for sessions one and two 7. How to link to eP screenshot 8. Timeline assignment description 9. Timeline log 10. Timeline assignment exemplar 11. COOL Collection assignment description 12. Google form and Google spreadsheet for COOL collection assignment 13. Set up discussion areas 14. Friday announcements and videos | 1. Portfolio (if haven’t done already) 2. Timelines 3. COOL Collection entries 4. Discussion posts |
| **Outline and Description of the Learning Experience:** What will learners do, in what order, how does the plan support their learning? This is an outline, but be specific. | | |
| **Session I: Getting Oriented - The Concept & Original Motivation for Open Learning** | | |
| Overview, Objectives, and Opportunities (Big Questions and Big Ideas)  **What is Open Learning? What are the roots of the movement?**  While we usually think of Open Learning as a new development, the concept has been around for some time.  This week you will poke around on the web to see what you can learn about this exciting approach to developing and sharing knowledge.  You will also orient yourself to the course and become acquainted with your peers.  Some of you might have met already in other classes, but each course presents an opportunity to get to know each other in an entirely new light!  Objectives and Opportunities   * Come together as a community * Orient yourself to the history of open learning, including visionaries and key initiatives * Begin to experiment with online tools that can support open learning | | |
| Readings and Viewings   1. Wiley TED Talk – Open Education and the Future of Learning 2. Cormier – Open Project Practices 3. Downes – Connectivism & Connected Knowledge (pp. 35-39) | | |
| Do: Assignments (opportunities to put what they’ve learned into action)  Create ePortfolio (if haven’t done so already)  Begin timeline assignment  Author “generosity” story  Introduce self in discussion and share generosity story along with ePortfolio link | | |
| Reflect: Discussion (opportunities to network, compare, debate, and collaborate)  Follow through discussion – compare generosity stories with the weeks readings/viewings | | |
| **Session I: Declaring - The History of Open Learning, The Purpose of Education** | | |
| Overview, Objectives, and Opportunities (Big Questions and Big Ideas)  **What are the key ideas, figures, and initiatives associated with Open Learning? What are the similarities and differences in perspectives?**  The history of open learning is still in the making; there are no definitive texts.  Last week you began to construct a timeline of the history of open learning.  Your timelines are rich with links, videos, and images.  Collectively, they portray a concept that is very difficult to put in writing.  This week you will compare your work to identify the most important ideas about open learning, as well as the key controversies.  Things are rarely as simple as they seem, so we encourage you to look at open learning from a number of angles to challenge your preconceptions.  The founders of Open Learning voiced deeply held convictions about the purpose of education.  The recent rise in corporate involvement adds an extra dimension to the landscape, and that has spurred great debate.  Where do you stand?  What is your vision for the purpose of education?  What role, if any, does open learning play within that vision?  These are the "big questions" that we will discuss this week.  This week you will also begin to create a Crowdsourced Open Online Learning Collection (a.k.a. COOL Collection).  You will scour the web to identify resources, evaluate and annotate the links, and contribute them to the COOL.  This lays the groundwork for the mini-MOOC assignment that you will undertake later in the course.  Objectives and Opportunities   * Gain perspective on the history and numerous sectors associated with Open Learning * Articulate your definition for the purpose of education, and the role that open learning plays within that vision * Begin to identify open resources that are relevant to you and your work * Consider methods for assessing the credibility and value of open online sources | | |
| Readings and Viewings  Wiley & Gurrell, Context and Catalyst  Wiley, Openness in Education MOOC | | |
| Do: Assignments (opportunities to put what they’ve learned into action)  Review assigned modules in Wiley MOOC, write a summary, post in discussion  Complete timeline and post link in timelines discussion | | |
| Reflect: Discussion (opportunities to network, compare, debate, and collaborate)  Reflect on surprises and findings during the timeline exercise (reflection accompanies timeline link)  Compare timelines to look for patterns and connections with contents of the Wiley MOOC | | |