

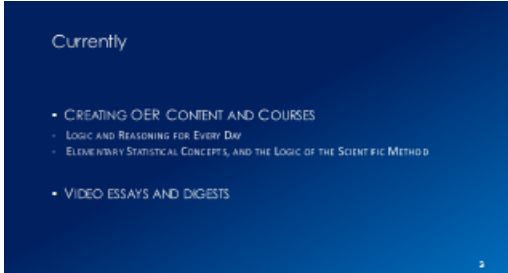
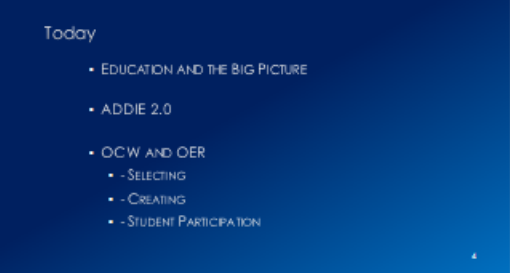

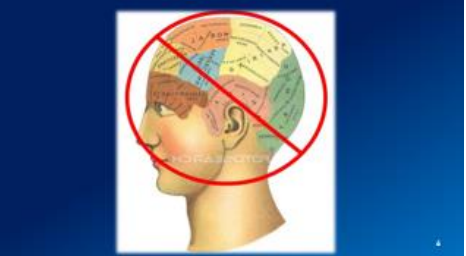
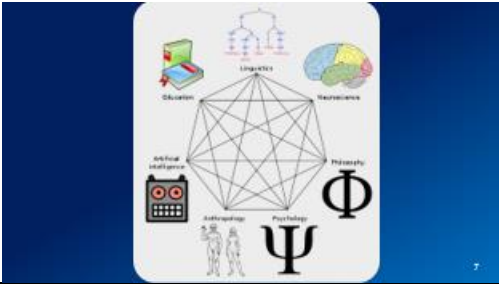


Slide	Narration
<p>1</p> 	<p>This is an updated (and expanded) version of an invited presentation I made at the April 20, 2010, “Open UMN Pecha Kucha” event, Office of Information Technology, University of Minnesota. Cristina Lopez was the organizer.</p> <p>V1 - https://vimeo.com/168364468 (in the handout). More info re: what a PechaKucha is also in the handout.</p> <p>A handout for the current presentation is at presentation handout at http://esdi.us. It contains many links, as well as the rubrics or checklists I will discuss. [demonstrate access to esdi.us and the handout.]</p>
<p>2</p> 	<p>Richard Brown http://esdi.us</p>
<p>3</p> 	<p>Revising “The Skills of Freedom” (more on this later). Spending a lot of time learning about the connection between a liberal education and a smoothly functioning democracy.</p> <p>Focus is on logic and reasoning (AKA critical thinking), self-reflection, and skills for personal autonomy and self-direction.</p> <p>Updates at – http://esdi.us</p>

<p>4</p>  <p>Today</p> <ul style="list-style-type: none">• EDUCATION AND THE BIG PICTURE• ADDIE 2.0• OCW AND OER<ul style="list-style-type: none">- SELECTING- CREATING- STUDENT PARTICIPATION	<p>Today, I want to spend a fair amount of time discussing education and the big picture.</p> <p>I do this because I am concerned about two things...</p> <ul style="list-style-type: none">- I am extremely concerned the vocationalization of higher education – educating for capitalism, at the expense of educating for the individual – skills and content for liberation and democracy.- I am also concerned about how the digital universe is capturing the hearts and minds of our kids, and all of us. <p>Both of these issues are truly threatening our personal autonomy (Habermas would describe this as the colonization of our lifeworld), and our democracy.</p> <p>Then, I'll move forward to discuss a systematic process for course or content creation using what I like to think of as an enhanced version of the standard ADDIE model, ADDIE 2.0.</p> <p>Finally, I'll share some thoughts (and associated resources) related to selecting, creating OER/OCW, and how we might involve students in the process; enhancing their digital literacy skills at the same time.</p>
<p>5</p> 	<p>As educators, the decisions we make, the actions we take, have intended and unintended consequences – that is, ripples - both within the context we are operating and within much broader contexts.</p> <p>As, educators, our decisions of pedagogy – our goals, objectives, tools, resources (such as OCW or OER), and the teaching and learning strategies we select – how we design our learning environments - affect students both at the local / classroom level, and this carries forward to the broader societal level now and into the future. We have the ability to affect change in the hearts and minds of our students, who also happen to be current and/or future voters.</p> <p>Thus, we need to be cautious, deliberate and intentional as we design environments within which we immerse our students...</p>
<p>6</p> 	<p>Skinner in the book, "Beyond Freedom and Dignity," describes tools and techniques that might be used to manipulate all human behavior. His focus was solely behavior. In addition, he also made it clear: these tools and techniques of control are value-neutral BUT those who use these strategically do so from a value-laden perspective.</p>

7



Over the past 50 years or so, the various cognitive sciences have made it their project to delve very deeply into this black box that Skinner ignored; to understand cognition, emotions, motivations, and the associated physiological processes occurring within the box.

The instructional strategies derived from this progress, coupled with the enhanced tools for delivery, have increased the potential for our affecting change in our students. We have the power to make the world a better place, at least a little, maybe, a lot better.

8



That being said, many in our current political climate would have us **reduce** the power and efficacy of educators and education. Our efforts to promote the knowledge and skills necessary for full participation in our society are under siege. Degree programs promoting the knowledge, skills, and attitudes that are necessary for participation in and nurturing of a healthy, humane, respectful, participatory democracy are being eliminated around the country.

A recent example of these efforts to reduce this power of education recently occurred in Florida. I was so disheartened to learn last week of Gov. DeSantis' efforts to dismantle what appears to be a gem of a publicly funded liberal arts college in Florida. The link to the article is in our handout. Simply google – new college desantis – for a host of links related to his controversial efforts.

Here is a quote from the link I did provide:

“Republican Gov. Ron DeSantis has targeted the tiny school on the shores of Sarasota Bay as a staging ground for his war on “woke.” The governor and his allies say New College, a progressive school with a prominent LGBTQ+ community, is indoctrinating students with leftist ideology and should be revamped into a more conservative institution.

Students and faculty say America should take note because the transformation at New College could become a blueprint with national implications as DeSantis gears up for a likely presidential bid.”

[Article URL - <https://apnews.com/article/ron-desantis-new-college-florida-woke-15d61ab52724dc447ba6d03238f7719e>]

9



In addition to the attacks on liberal education by an increasingly emboldened bigoted set of politicians, we are all – our students and us – enveloped within a new world. A world dominated by the digital.

The theoretical effects and direct effects of this domination on the individual, and society, are being described and investigated now and are likely to be more fully understood in some distant future.

As a footnote, google – society of the spectacle. Feel free to contact me later for more conversation about critical theory, Habermas, Guy deBord, and other related concepts and theorists. Another arena I need to learn more from.

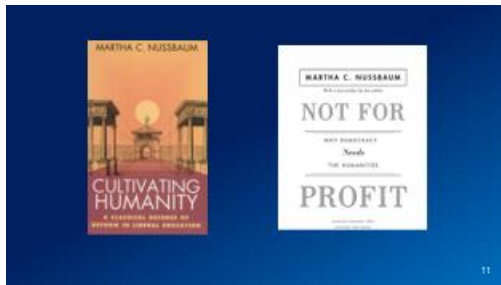
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As these effects of the digital worlds are made apparent and better understood, parents and school boards are recognizing the ill effects of over-consumption – mostly defined as student time online, coupled with a variety of ill effects, both psychological and physical – and are attempting to fight back.

[do a google search – social media lawsuits - and read some headlines]

11



The ill effects of extreme social media use are felt directly by the individual but, also, affect our participation within the larger community – examples include our tendencies towards dehumanizing “the other,” hostility towards and/or fear of those we disagree with. In the political arena, many of us have come to talk at one another, not with one another. Diving deeper into this set of issues is important but more than I can address today. Pictured are two books, written by Martha Nussbaum. For those who care about the plight of the humanities in higher education, in America and around the world, I highly recommend either.

An excellent video summary of these issues, coupled with potential solutions focused within the university setting but also K-12 education, is a speech given by Dr. Nussbaum, a highly respected voice in the discussion of why liberal education matters in our democracy. (I admit to having become a strong devotee of her works. That being said, I have more to learn. Google her. 😊 The link to a great video is included in the handout.)
[<https://youtu.be/mxgYsx1AJ68>]

Nussbaum makes a strong case for incorporating a set of knowledge and skills associated with “the skills of freedom,” updating the efforts of Seneca, and the Stoics, detailing the mission of the university to create citizens who can reason deliberately and with civility, understand and empathize with other perspectives, and appreciate and seek to reconcile differences with an eye for the common good.




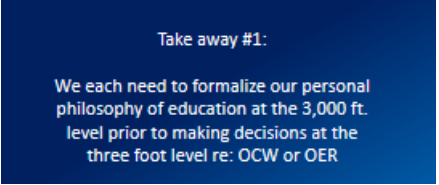
Why do I bring all of this “big picture” conversation to you today?

I argue that these “the skills of freedom” are severely lacking in many of our students (and, certainly, many of our compatriots); I argue that, as designers and educators within the university, we can and should seek to incorporate both the conceptual foundation and practice of the essential skills of critical self-reflection, dialogue and reasoning, and respect, understanding, and empathy for other perspectives throughout the curriculum.

Let me repeat that: As designers and educators within the university, we can and should seek to incorporate both the conceptual foundation and practice of the essential skills of critical self-reflection, dialogue and reasoning, and respect, understanding, and empathy for other perspectives throughout the curriculum.


Maybe you already do this and, if so, I truly appreciate and applaud you.

Like Nussbaum, I believe the survival of our democracy depends on citizens who exhibit these tendencies.

<p>12</p>  <p>The diagram consists of three concentric circles. The outermost circle is labeled 'Society'. The middle circle is labeled 'University'. The innermost circle is labeled 'Classroom Learning Environment'. A small number '12' is in the bottom right corner of the image area.</p>	<p>As educators, our efforts occur within learning environments that we have a great deal of control over with regard to the design and the activities that occur within.</p> <p>However, as previously mentioned, our efforts occur within the larger context of the university and within society.</p>
<p>13</p>  <p>A black and white illustration of a man in a suit and tie, standing and pointing his right index finger towards a group of people seated at a table. A small number '13' is in the bottom right corner of the image area.</p>	<p>Essentially, we are all in the midst of social engineering projects of various scope and size. Our decisions about what to do, what to ask of our students, are all bound to specific goals and purposes we have as educators. Decisions such as these always promote certain goals and purposes and always ignore or subvert other goals and purposes.</p> <p>(I know, the image is a little dramatic but, hey, caught your attention, eh?)</p>
<p>14</p>  <p>Two circular images. The left one shows a group of students in a classroom setting. The right one shows a group of people, possibly students and faculty, working together around a table. A small number '14' is in the bottom right corner of the image area.</p>	<p>For me, it is critical that we as educators, designers, administrators – anyone influencing how and what our students are taught - fully grasp how important our individual projects are in that they affect change in our students not solely within the context of the classroom or the university but within the context of society.</p> <p>To plan and design our learning environments deliberately (often, relatively sophisticated and powerful environments, and including the selection or creation of OCW and OER), requires that we each fully articulate our core values, beliefs, and intentions with regard to a philosophy of education.</p> <p>We have a lot of control. Therefore, we have a lot of responsibility.</p>
<p>15</p>  <p>Take away #1: We each need to formalize our personal philosophy of education at the 3,000 ft. level prior to making decisions at the three foot level re: OCW or OER</p> <p>Take away #1: We each need to formalize our personal philosophy of education at the 3,000 ft. level prior to making decisions at the three foot level re: OCW...</p>	<p>I won't insult your intelligence or expertise in this arena. Many of you have spent far more time and thought around this topic than I have.</p> <p>I will say that, for me, while it is important to meet our students where they are – considering their histories, current needs and tendencies – it is at least equally important to clearly know who you want them to become – the tendencies, values, and attitudes you want to promote in our students.</p> <p>There. That is (pretty much) the end of my semi-political tirade.</p> <p>But remember, education is always a political act.</p>

<p>16</p> <p>Take away #2: Be systematic in your design of instruction and/or learning environments. Think: ADDIE and ADDIE 2.0</p> <p>16</p>	<p>Turning now to the classroom and planning – the what, why, when, and how of course design. We all know there are many instructional design models to guide our efforts, many of which are valuable and reliably produce sound curriculum. From my perspective, the best of these models mimics the questions and decisions made using the ADDIE model. Take away #2: Be systematic in your design of instruction and/or learning environments. Think: ADDIE and ADDIE 2.0</p>
<p>17</p> <p>ADDIE Analysis = Why do anything? Articulating needs, opportunities, and goals. Design = What to do and how to do it. Development = Creating the system to specs. Implementation = Deploying your system. Evaluation = Does the system function properly?</p> <p>17</p>	<p>ADDIE evolved from an engineering perspective. The process applies to systems design in a wide-range of fields. That being said, ADDIE – within instructional design community - has also been critiqued by many, and some would dispose of this process and move to some other model. I am not one of them.</p> <p>Any pragmatic model that is used as a guide for decision-making, and process definition should evolve with experience. Certainly, the range of possibilities – the available tools and strategies for our designs – has increased dramatically since ADDIE was first detailed.</p> <p>Resources:</p> <ul style="list-style-type: none"> - What is ADDIE? Your Complete Guide to the ADDIE Model https://elmllearning.com/hub/instructional-design/addie-model/ - ADDIE Training Model: Steps, Examples, and Outdated Myths https://www.eduflow.com/blog/addie-training-model-steps-examples-and-outdated-myths
<p>18</p> <p>ADDIE 2.0: Enhancements to ADDIE</p> <ul style="list-style-type: none"> • Explicit inclusion of the Kirkpatrick Four Levels of Evaluation. • An iterative review process during all phases of the ADDIE process. • Incorporating strategies that take advantage of and promote learners capacities for critical self-reflection and monitoring. <p>18</p> <p>[read the slide]</p>	<p>Over the past decades, working with faculty, SMEs in various fields, and frequently with health care providers and clinical staff, I have evolved a pragmatic design model I like to call ADDIE 2.0. This evolution of the model incorporates three critical additions.</p> <p>Metrics, in the form of measurable outcomes, are critical for the ongoing monitoring and rational evolution of our instructional efforts and products. (Our learning environments are more like a garden, then a building. We need to evaluate and revise based on data from each level of evaluation.)</p> <p>Working with SMEs throughout the process – not frequently, but “sufficiently” – ensures we focus our time and energy on creating products that will be enthusiastically adopted. (This is one effort to address the critique of “the waterfall method” often ascribed to ADDIE.)</p> <p>These skills or reflection, reasoning, and empathetic listening are critical – on the job and, as previously described, as citizens in our democracy. Again, we do not have time for a deep dive today but I have included resources in the handout accompanying this presentation.</p>

19



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Utilizing a design document helps you stay on track, and communicate your plans and progress to SMEs and others. The completed document includes:

- Complete set of course/module objectives.
- Strategies for both teaching and assessment detailed.
- Tools/media identified for teaching and assessment strategies. (Includes URLs or location of OER to be incorporated.)
- Gaps identified.
- Development notes.
- Storyboarding, scripting, and development occur post-design.
- The design document (and content) is fleshed in over time, regularly consulting with SMEs as it evolves.

A template design document is linked to in the handout. Feel free to revise as needed!

20

Take away #3:

Be systematic and deliberate in your decisions to adopt, or Create OER and OCW.

Finally, to a topic you probably came to hear more about; OER and OCW.

Since the early '90s, folks have been encouraging the use of checklists for evaluating the content on web pages... It is all about whether you trust the content and the creators... and whether the content is up-to-date and valid...

I want to suggest a similar strategy for selecting or creating OER and OCW for your courses.

Again, the handout has many relevant links.

21

An OCW Checklist:
A Tentative Start

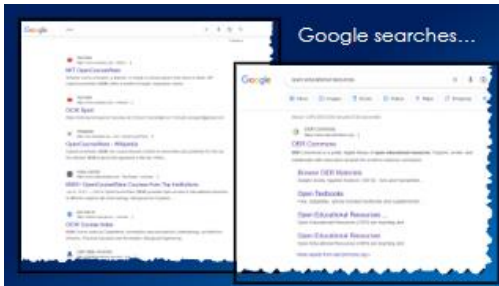
- Creator?
- Credentials?
- Intended audience
- Goals / objectives?
- Quality? Accuracy?
- Biases?
- Copyright?
- Accessible by students?

As a start: (This is only a tentative list and you might develop one for your own purposes and situation... There are many checklists and rubrics available. How did we live without google?)

Who is the creator?
 Credentials?
 Intended audience?
 Goals or objectives?
 Quality = valid and reliable?
 Biases?
 Copyright?
 Accessible by students?

Is there any reason to believe the content “works”? Communicate with the author or use the design document template to analyze the content.

22



So, we can adopt (and revise) OER or OCW.
We can create OER or OCW.
We can involve our students in each of the above.

[do a google search – OCW]
[Then, google - open educational resources.]
[Open the “Opening Up Education” link and demo using the Open Access link.]

Let’s begin by considering adoption.

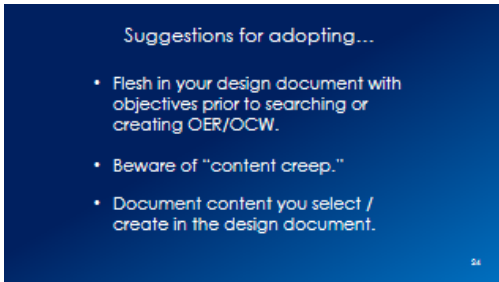
Suggestions:

Talk to others – within or outside of your institution.
Adopt or create, and document your processes for adopting or creating OER/OCW.
Define your course objectives according to curricular and student need.
Try to avoid “content creep” – adding new objectives to your course to match “cool” resources. Your students expect a 3 credit course for 3 credits of effort, not 5.
[take a look at the handout]

In handout

- Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge (2008)
<http://mitpress.mit.edu/9780262515016/>
- OpenCourseWare and Open Educational Resources: The Next Big Thing in Technology-Enhanced Education? (2012)
<https://files.eric.ed.gov/fulltext/EJ1145011.pdf>
- OER Commons - <https://www.oercommons.org/>
- Resources for Discovering & Using OER In Your Courses (UW – Madison)
<https://www.library.wisc.edu/research-support/scholarly-communication/open-educational-resources/instructors-find-use-oer-in-your-courses/>
- Open Educational Resources (OER; UW-Milwaukee)
<https://guides.library.uwm.edu/oers>
- Open Educational Resources (MinnState)
<https://www.minnstate.edu/admissions/oer/index.html>
- Google Searches
 - o OCW
 - o Open Educational Resources
 - o UW open educational resources

23



In handout

<p>24</p> <p>Suggestions for creating...</p> <ul style="list-style-type: none"> • Accessibility matters. • Content arena matters. Provide details in a description regarding who the target audience is for the OER. • Objectives matter. Provide details in a description. <p>24</p> <p>Accessibility matters. Content arena matters. Provide details in a description regarding who the target audience is. Objectives matter. Provide details in a description.</p>	<p>Now, let's turn to creating OER and OCW... [read the slide] ADA compliance matters. In addition, ESL and EFL students may need the additional support, too.</p> <p>Designing training in a local healthcare setting, I used to think there are no blind nor deaf nurses or physicians but soon realized we were training many non-native speakers. Language support was necessary – in training, job aids, workflow documents. For example, we used many narrated videos. We absolutely needed closed-captioning or printed narration in associated handouts.</p> <p>There are several quality checklists related to creating OER.</p> <p>Google – oer checklist. Google - creating oer.</p>
<p>25</p> <p>Involving Students in Locating, Creating, Evaluating OER...</p> <ul style="list-style-type: none"> • Treasure hunts. • Present a link, ask students to critique. • Create (with a team) brief OER for. <p>25</p> <p>Students locate, create, evaluate</p> <p>Digital Literacy Critical as a Student and Citizen Practicing Critique of Findings</p>	<p>Finally, let's consider involving our students in the process...</p> <ul style="list-style-type: none"> - Treasure hunts... <ul style="list-style-type: none"> o Find the best/worst – “Measures of central tendency, statistics” <ul style="list-style-type: none"> ▪ Critique. ▪ Discuss several student “treasures” in discussion board... - Presented a link, critique. - Create (with a team) brief OER for... <ul style="list-style-type: none"> o Introduce OER and checklist/process for creating. (We walked through potential resources in the handout.) o Students define (or select from menu) one to three course-related objectives. o Introduce a truncated version of the design document template. o Have the teams walk through the ADDIE 2.0 process, and complete the truncated design doc. (Faculty/peers review at stages.) o Complete the OER.
<p>26</p> <p>Summary...</p> <ul style="list-style-type: none"> • Consider the Big Picture. • Be systematic in designing/developing your course or materials. • Explore, ask, discuss, learn. • Select or Create Quality OER/OCW. <p>27</p>	<p>The vision of higher education is under siege. Developing instrumental skills in students is fine. However, we are also creating citizens. Your philosophy of education matters. Systematic design results in effective instruction. Be intentional as you go. Beware of Content Creep...</p> <p>Always feel free to connect with me. I love to brainstorm or do a bit of research. (Did I mention I am mostly retired?)</p>