



**Open
Learning
Initiative**

Carnegie Mellon University

Transforming higher education
through the science of learning.

KEY POINTS

You will partner with UDL experts from CAST who have experience in how to plan for learner variability through course and platform design. UDL and instructional designers will work with you to assess your needs and course goals to ensure that they include features aligned with your instructional goals.

OLI's platform provides student activity data that can be used to refine and improve your course to ensure that all students can interact effectively with the course materials.

Projects will undergo several phases of use and evaluation followed by data-driven refinement.

OPEN: Co-development Opportunity in Detail

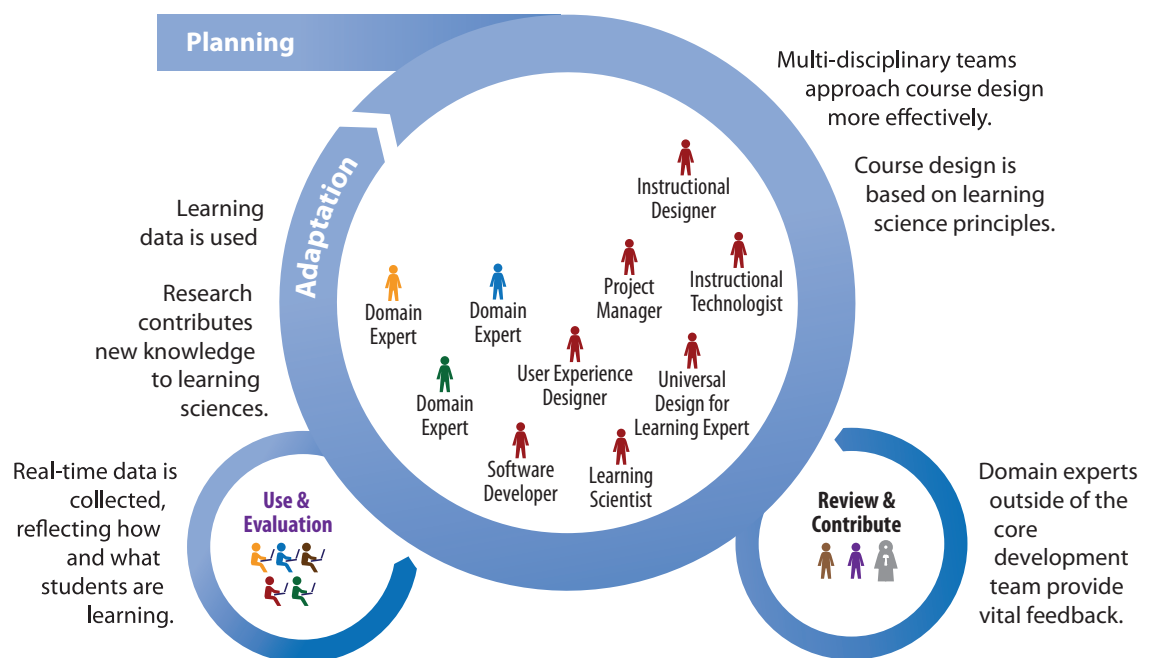
Co-development is a collaborative, community based approach to course design involving faculty from multiple institutions. The process will leverage the principles of UDL, learning science research, and technology to create an online course, which is active in its support of learners.

The co-development teams will plan for the variability of learners in the community college setting and apply proven methods to address their wide variety of learning needs. Courses will be built around student centered measure learning outcomes, will provide ample opportunities for practice, and use data to provide feedback to instructors and drive on-going improvement. Co-development projects are large scale, intensive collaborations which last a year or more.

For this more intensive collaboration, OLI will lead teams composed of multiple subject matter experts, CAST experts, course developers, learning scientists, human computer interaction experts, and software engineers to develop and deliver OER in accordance with current learning research.

What Does the Process Look Like?

The diagram below is an illustration of the OLI course development process. During the planning phase, CAST and OLI will meet with you to discuss your



Our iterative process and diverse collaborators.

RESULTS

The completed courses will:

Target the mutual needs of participant projects.

Embed frequent opportunities for goal directed practice and targeted feedback.

Include UDL enhancements to increase flexibility and offer learners multiple ways to recognize, act on, and engage with knowledge.

Capture data and deliver timely feedback to the learner, instructor, and course development team.

Demonstrate effectiveness through research and evaluation.

Increase adoption through goal alignment.

Satisfy your TAACCCT obligations for effectiveness evaluation.

TEAMS

Each project team is committed to:

Alignment on desired student learning outcomes.

Focus on addressing the variability of learners and learning needs.

Collaboration and engagement in a shared process.

A scientific, research driven approach to course design.

Incorporation of outside expertise in project management, technology, and learning science.

co-design needs, plan a course development timeline, and outline deliverables. While the course is under development, we will work with you on the design, prototype, and initial testing with students. The course will be refined based on student learning data. Once a complete version of the course is ready to launch, we will work with you and Creative Commons to license the course.

Universal Design for Learning (UDL)

We recognize that dealing with the variability of this population will involve more than simply attending to flexibility in any one component of the learning ecosystem (i.e., just attending to the content). Given the varying constraints of community college environments and the proliferation of free or low cost tools, trying to deal with variability through a one size fits all approach to one component of learning, such as how information is represented, would be limited.

Instead, open education resources must attend to how components interact. For example, we must consider how learners act on content through creating flexible approaches to achieving course goals and assessing success and through the various ways learners and teachers engage with one another around course content. This requires an examination of how we attend to variability in all aspects of curriculum –learning goals and objectives, teaching methods, materials and assessments.

If you have courses to be developed which would benefit not only from an enhanced platform to reach a wider variety of learners and could benefit from the expertise of an instructional co-development team from leading organizations in UDL and curriculum design, co-design might be the right option for you.

What Are The Benefits of Co-Development?

Community based course development. A community based approach helps to address the needs of students with diverse backgrounds and goals. Communities of use also provide a mechanism to identify and scale success.

Data-driven feedback and improvement. Create feedback loops for adaptive learning, adaptive instruction and continuous improvement. To scale effective innovations, we must unpack the relevant contextual variables. We must understand how and why it “works.” Technology enabled instruction offers an unprecedented opportunity to collect the necessary data and support communities of faculty working together to ensure student success.

For More Information

Visit the OPEN website to learn more about this and our other services:
<http://open4us.org/>.

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