

Instructional Visioning Process

Overview

This page has been established to begin to identify specific processes, approaches, etc. that could be used to develop "instructional visions" as means to inform future Sakai development work. The concept of what would constitute (e.g. format, content, etc.) an "instructional vision" remains a bit fuzzy and thus it is intentionally not being defined at this time. In addition, all ideas here should be considered early draft concepts that will change and mature over the coming weeks.

What would/should an "instructional vision" look like?

This is a section for starting to define what an "instructional vision" should be like. Please feel free to add to the open list of ideas being generated below. Once a list is developed a more concrete definition can be established.

1. It should include some type of general description of instructional practices that will be facilitated or supported.
 - a. Example: Ability for students to contribute to course content initially authored by instructor/subject matter expert.
2. It should include some type of narrative that tells a brief story that brings the vision alive.
 - a. Example: Dr. Smith posts weekly lecture notes prior to each lecture for students to both review ahead of class and to then use as a study aid. She opts to allow student contributions to these lecture notes, giving students the ability to leave "sticky notes" on the lecture materials that could contain comments, new ideas, new references/resources, etc. She can opt to either be able to approve these before they are seen by other students to allow them to be posted in real-time. She can also opt to have some or all of the "notes" saved so that they can be shared with future classes.
3. It should be associated with or reference teaching and learning theories or methodologies, etc. (constructivism, roll-playing, simulation, etc.)
4. It should include reference to "instructional action verbs" (see below for details) that would define core teaching and learning functionality.
5. It should NOT contain descriptions or references to specific technologies or Sakai tools (although we may want to include related content that addresses this).
6. It should follow a specific format to provide consistency and assist in organizing them into "categories".
7. PLEASE ADD MORE ITEMS...

Potential Steps/Approaches for Developing Instructional Visions

There are probably a number of steps that will need to be taken in order to create an Instructional Vision. Some potential ideas include:

1. Defining Instructional Action Verbs - This is similar to the work that the Portfolio group has undertaken but would be a bit broader in nature. Having these would allow us to develop a core set of functionality (independent of technology or tools) that needs to be supported by Sakai. We could then reference these in each instructional vision as means to tie them to core functionality.
 - a. Examples:
2. Identifying Instructional Theories and Methodologies -
3. Local Faculty Input Sessions
4. Idea Generation Software
- 5.

Terminology Definitions

In order facilitate efficient communication it will be important that we establish and consistently use specific terminology in our discussions. Terms include:

1. Instructional Vision - ???
2. Instructional Action Verb - ???
- 3.

Resources

There are some external resources that might be useful references as this work matures.

1. New Horizon's Report