

Plan OER Structure: Nutrition

Project Members: Latoya Paul, Alin Basgul Vigiter, Charlene Shunick, Jacqueline Nesbit and Melissa Johnson, Angie Balias

Overview:

This document will guide you in planning the structure of your OER, including an outline, the chapter structure, including pedagogical devices (activities, prompts, sections, non-textual elements), and an assessment plan. If you want to learn more about each part, access the [Textbook Outline: Self-Publishing Guide](#) (BCcampus Open Education)

Main Part

With your team, discuss and document the following elements for your OER.

You might want to consider the following questions to guide your decisions on the resource outline, chapter structure, and sample chapter:

1. How can you **enable the students to practice** the key skills, build competencies, and transform attitudes central to the topics in your OER?
2. How can you **help students build transferable skills and competencies**?
Students
3. How can you **create checkpoints** for students to recognize their growth?
4. How can students **fail forward and recover from “mistakes” in helpful ways**?
Students will be given real-world activities such as: creating a meal plan on a budget, understanding food labels, and calculating dietary needs.
5. How can students **fail forward and recover from “mistakes” in helpful ways**?



Outline

Instructions: With your team, draft the outline of your OER below to include all the parts or chapters that you envision.

Introduction – About the textbook and how to use it. (Intro video like this: [Building Democracy for All](#) The introduction to this text will show you how Universal Design for Learning (UDL) principles have informed its design and Active Learning opportunities were incorporated to further engage the learners in unique ways.)

Nutrition OER outline

- I. Instructor notes – (considering a nonlinear approach)
- II. Intro to the Science of Nutrition – (come up with something catchy like Nutrition Myths and Tests of Reality (from “Realities of Nutrition” OER) and impact factors, case studies, literature review, and Dispelling myths and bad science.
- III. Understanding Food Labels – is also a topic included in ABC’s of eating for health. The food label is only a part of a chapter that includes My Plate dietary guidelines, serving portion size, Dietary Guidelines for Americans 2025, and the Healthy People 2030 project.
- IV. The Human Body (Energy and the human machine), digestion, Human Nutrition guidelines, common digestive problems such as Gastroesophageal Reflux, constipation, Diarrhea, Inflammatory Bowel Disease, and IBS (irritable Bowel Syndrome).
- V. Energy - balance and being over or underweight, obesity pandemic.
- VI. The Macro Nutrients (Come up with something cool)
 - A. Carbohydrates (discuss common misunderstandings, dispel myths, then explain or correct info)
 - B. Proteins
 - C. Lipids
- VII. Water, electrolytes, and other beverages
- VIII. Micronutrients – basic contributions to health functions,
- IX. Food and politics – (From Farm to Table to safety to the reality of the Industrialized Food system.)
- X. Non-nutrients and vices in daily life – Alcohol, smoking, etc – also the sin tax
- XI. Diet and our health (Diet and Heart Disease, Diet and Diabetes, Diet and Cancer) can be added.
- XII. Nutrition through all stages of life do’s and don’t’s (Pregnancy, Infancy, Childhood, Adolescence, Adulthood, Elderly) can be added.
- XIII. Nutrition and Lifestyle Modifications for Long Live You! (or Longevity)can be added.

Chapter Structure including pedagogical devices and assessment plan

Instructions: In this step, zoom into a specific chapter of your OER and think about its structure in terms of its sections. The following table can guide your decisions:

Chapter Openers	<ul style="list-style-type: none"><input checked="" type="checkbox"/> overviews (previews)<input type="checkbox"/> introductions<input type="checkbox"/> outlines (text, bullets or graphics)<input type="checkbox"/> focus questions (knowledge and comprehension questions)<input type="checkbox"/> learning goals / objectives / outcomes / competences / skills<input checked="" type="checkbox"/> case problem<input type="checkbox"/> In addition one may use the "special features" used inside chapters, e.g. vignettes, photos, quotations...<input type="checkbox"/> other
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<p>Integrated Pedagogical Devices Throughout</p>	<ul style="list-style-type: none"> <input type="checkbox"/> emphasis (bold face) of words <input type="checkbox"/> marginalia that summarize paragraphs <input type="checkbox"/> lists that highlight main points <input type="checkbox"/> summary tables and graphics <input type="checkbox"/> cross references that link backwards (or sometimes forwards) to important concepts <input type="checkbox"/> markers to identify embedded subjects (e.g. an "external" term used and that needs explanation) <input type="checkbox"/> study and review questions <input type="checkbox"/> pedagogical illustrations (concepts rendered graphically) <input type="checkbox"/> tips (to insure that the learner doesn't get caught in misconceptions or procedural errors) <input type="checkbox"/> reminders (e.g. make sure that something that was previously introduced is remembered) <input checked="" type="checkbox"/> case studies <input type="checkbox"/> problem descriptions <input type="checkbox"/> debates and reflections <input type="checkbox"/> profiles (case descriptions) <input type="checkbox"/> primary sources and data <input checked="" type="checkbox"/> Models <input type="checkbox"/> other
<p>Chapter Closers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> conclusions and summaries (may include diagrams) <input checked="" type="checkbox"/> list of definitions <input type="checkbox"/> reference boxes (e.g. computer instructions) <input type="checkbox"/> review questions <input type="checkbox"/> self-assessment (usually simple quizzes) <input type="checkbox"/> small exercises <input type="checkbox"/> substantial exercises and problem cases <input type="checkbox"/> fill-in tables (for "learning-in-action" books) to prepare a real-world task <input type="checkbox"/> ideas for projects (academic or real world) <input type="checkbox"/> bibliographies and links (that can be annotated)

Table credit: adopted from the [“OTN Publishing Curriculum Canvas Course”](#) by the Open Textbook Network, which adapted the work from [“Textbook writing tutorial”](#) by Daniel K. Schneider and licensed under CC BY-NC-SA 4.0

Model Chapter

Instructions: Plan the detailed structure of a sample chapter that will guide your team collaborators in your content creation.

Understanding Food Labels

Chapter outline

- I. (Melissa) Nutrition Labeling and Food Act - claims vs truth
- II. (Alin) Anatomy of a Nutrition Label
- III. (Alin) The language of labels – – Structure/function claims, Low-fat, no-fat, etc.
- IV. RDAs
- V. Warnings – food allergies
- VI. Data values
- VII. (Latoya) Energy - calories
(Latoya) Overview of macronutrients – and energy content of each (insert a little math)
- VIII. (Melissa) Practice exercises – convert calories to energy, AMDR
- IX. (All) Glossary of terms – key terms used on food labels

Frontmatter and Backmatter

Frontmatter

This is the introductory section of the book, the first thing readers see. This section includes a lot of standard info like copyright page, title page, half-title page, and table of contents. It is also an area for you to add things like acknowledgements, dedication, epigraph, preface, introduction.

Instructions: With your team, decide which front matter elements will be part of your OER.

Frontmatter elements can include the following (and more):

- How to use the book (for students or instructors)
- What is an open textbook?
- Praise for the book
- Acknowledgements
- Dedication
- Epigraph
- Preface
- Foreword
- Introduction
- List of tables, illustrations, abbreviations, etc.

Copyright page

Backmatter

This section comprises items that supplement the main text: glossary, appendix, answer key, resources, suggested reading. It may also include information about the book, like the version history, review & accessibility statement, licensing & attributions information, about the team. Some backmatter is best created at the same time as body content - this can include identifying glossary words and tracking citations.

Instructions: With your team, decide which backmatter elements will be part of your OER.

Backmatter elements can include:

- Glossary
- Index
- Ancillary Learning Materials (eg: exercise solutions)
- References
- Endnotes
- Bibliography
- Appendix
- About the Contributors
- Feedback and Suggestions
- Adoption Form
- Licensing and Attribution Information
- Review statement
- Accessibility Assessment
- Version History