Thanks for joining us for...

Open Educational Resources Workshop: Open Pedagogy

Fall 2021

We'll begin shortly.

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Open Educational Resources Workshop: Open Pedagogy

Fall 2021

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- Define *open pedagogy*.

- Examine the relationship between *open pedagogy* and *OER.*

- Discuss the concept of 'renewable assignments.'

- Discover examples of *open pedagogy*.

- Share experiences, plans, and next steps.

Open Pedagogy Imagined

Unmute & share or contribute via chat

What words, ideas, images, or other concepts come to mind when you hear the term **open pedagogy**?

What *is* open pedagogy?

Open pedagogy is an access-oriented commitment to learner-driven education. It is also the process of using tools and building architectures for learning that allow students to shape the public knowledge commons of which they are a part. Open pedagogy might look like co-creating course policies, rubrics, or even schedules of work with students or replacing traditional course assignments in which only the instructor may see the student's work with assignments that have a larger audience, impact, and legacy. This could involve students writing or editing articles in Wikipedia, writing op ed pieces instead of another research essay, creating brief instructional videos instead of giving another classroom presentation, or annotating, updating, or even authoring open textbooks.

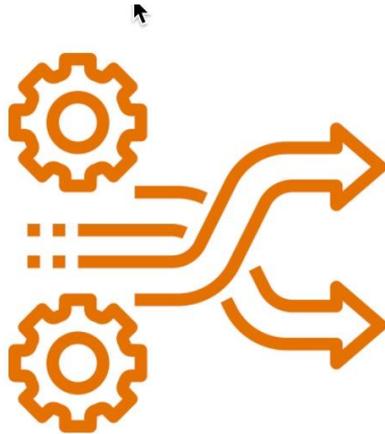*Rajiv Jhangiani – Co-founder of Open Pedagogy Notebook*

In short, *open pedagogy* is...

...a set of pedagogical practices that include engaging students in content creation and making learning accessible.

It's an <u>ever-changing</u> landscape...

"a site of praxis, a place where theories about learning, teaching, technology, and social justice enter into a conversation with each other and inform the development of educational practices and structures."

Rajiv Jhangiani & Robin DeRosa

Unmute & share or contribute via chat

How do you see the roles of the 'learner' and the 'teacher?

Are there obstacles to open pedagogy that you anticipate?

The Seeds of Open Pedagogy

Claude Paquette – "Quelques fondements d'une pédagogie ouverte." (1979)

Current Tenets of Open Pedagogy

Collective work of Maha Bali, Christina Hendricks, Robin De Rosa, Bronwyn Hegarty, Jesse Stommel, Audrey Watters, and Rajiv Jhangiani
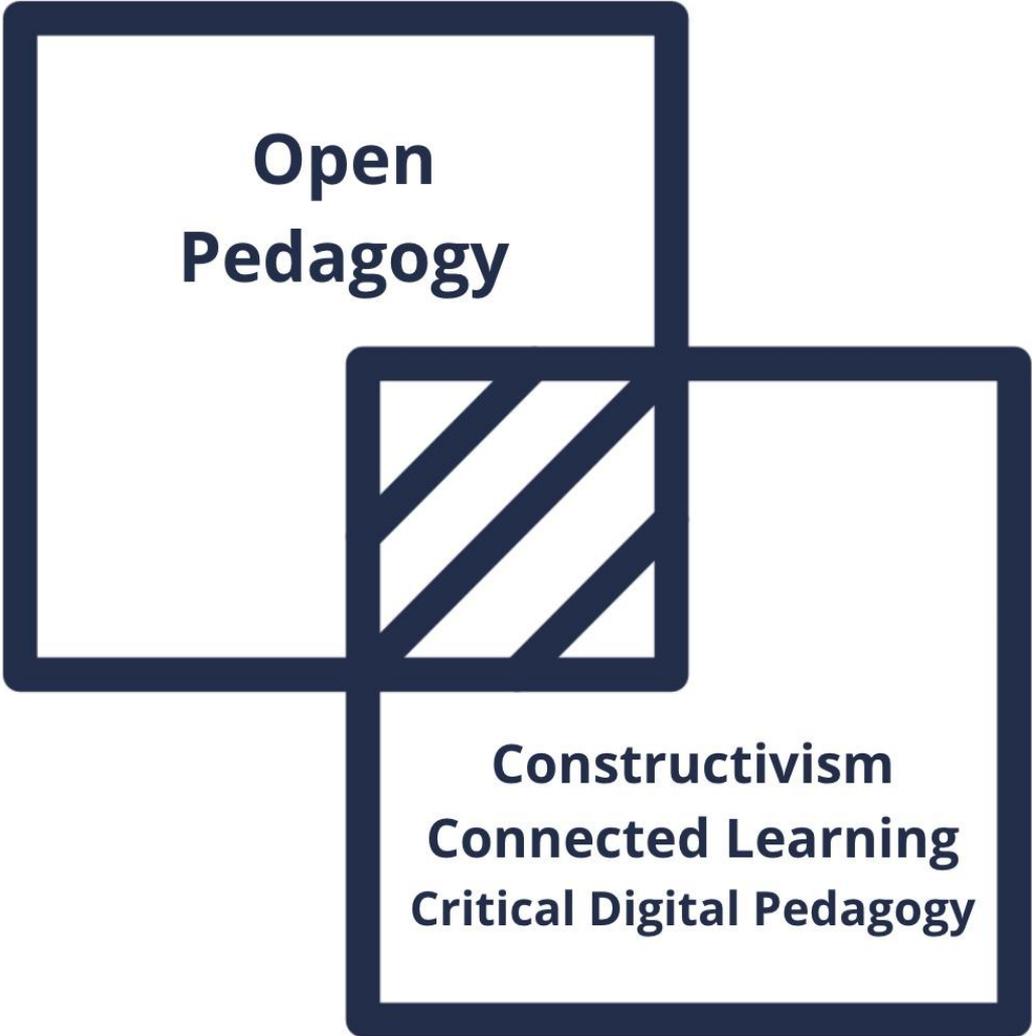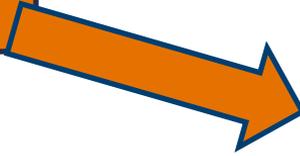
Open Pedagogy

Constructivism
Connected Learning
Critical Digital Pedagogy

Constructivism
Humans construct their own knowledge through direct experience, as opposed to being taught concepts in the abstract.

Connected Learning
Humans learn best when they are interested in what they are learning; they have peers and mentors who share these interests; and their learning is directed toward opportunity and recognition.

Critical Digital Pedagogy
Predicated on fostering agency and empowering learners through implicitly and explicitly critiquing oppressive power structures.

Open Pedagogy

Open Pedagogy Supports
Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

Center for Applied Special Technology (CAST)

The Universal Design for Learning Guidelines

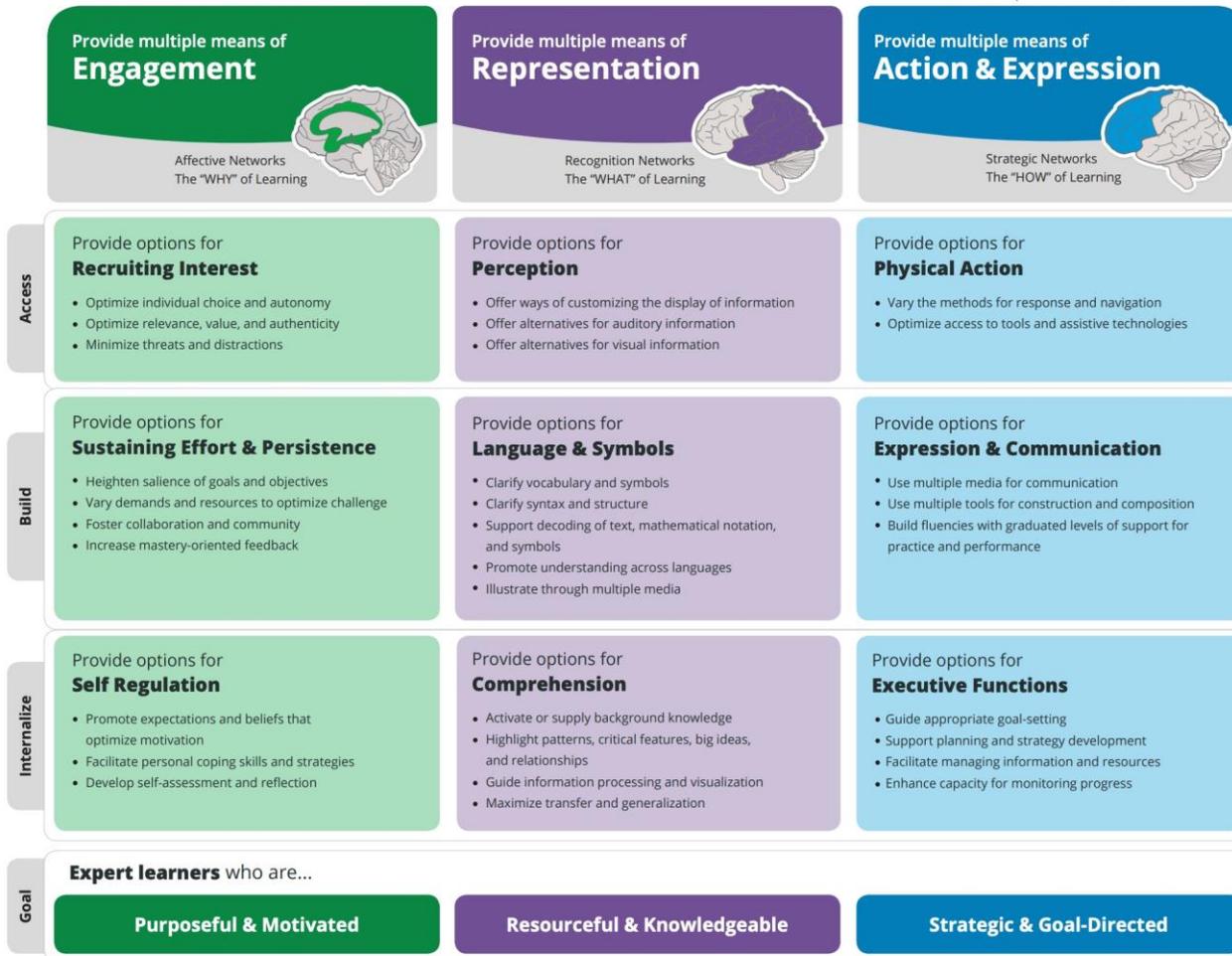|	Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
	Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning
Access	Provide options for **Recruiting Interest** • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	Provide options for **Perception** • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	Provide options for **Physical Action** • Vary the methods for response and navigation • Optimize access to tools and assistive technologies
Build	Provide options for **Sustaining Effort & Persistence** • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	Provide options for **Language & Symbols** • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media	Provide options for **Expression & Communication** • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance
Internalize	Provide options for **Self Regulation** • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	Provide options for **Comprehension** • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	Provide options for **Executive Functions** • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress
Goal	**Expert learners** who are... **Purposeful & Motivated**	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

Open Pedagogy & OER

OER and Open Pedagogy *can be* **independent** of one another.

CC licensing/sharing is a commonality.

"OER are **teaching**, **learning**, and **research resources** that reside **in the public domain** or **have been released under an intellectual property license that permits their free use and re-purposing by others**.
Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

William and Flora Hewlett Foundation

The Five Rs of OER

Retain the work forever

Reuse the work for your own purposes

Revise, adapt, modify, or translate the work

Remix with another resource to make a new work

Redistribute the work to others

Cost
Diversity
Equity
Inclusion
Accessibility

Levels the playing field in terms of access to materials

Content can be contextualized to reflect students' lived experiences

Opportunities for cultural inclusivity through examples and scenarios
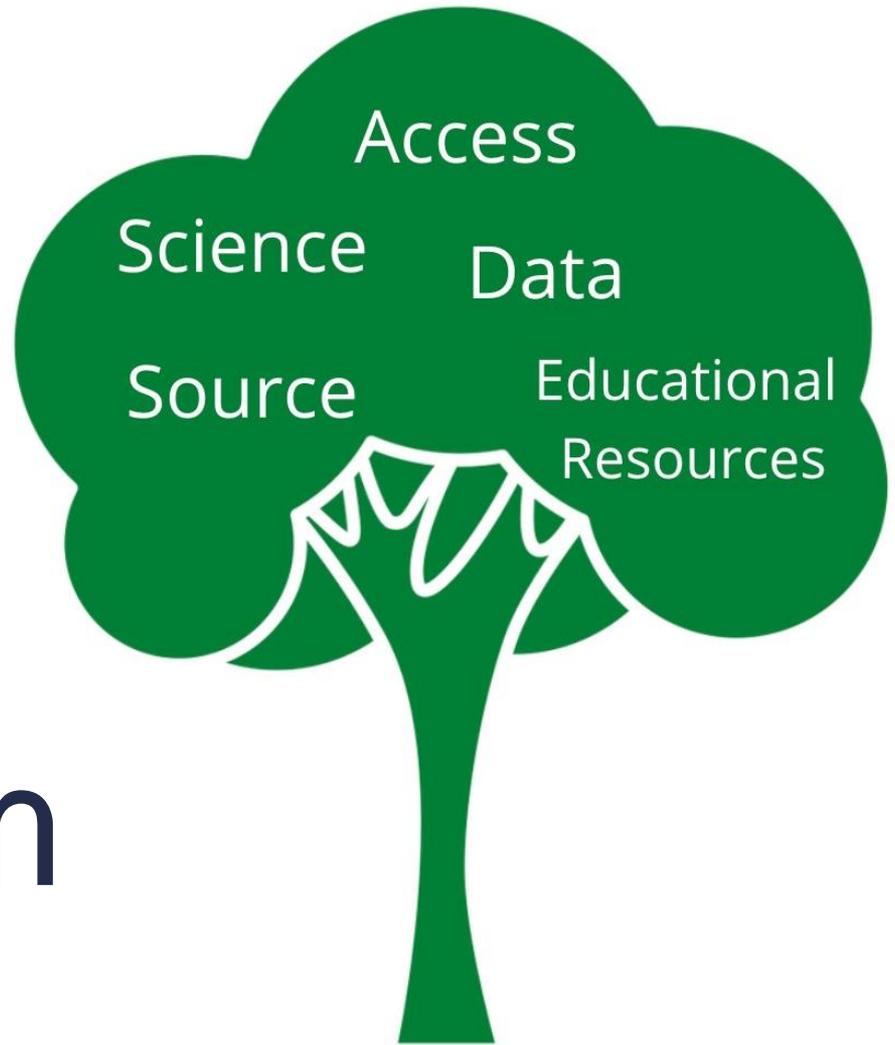
Knowledge Consumption

Knowledge Production
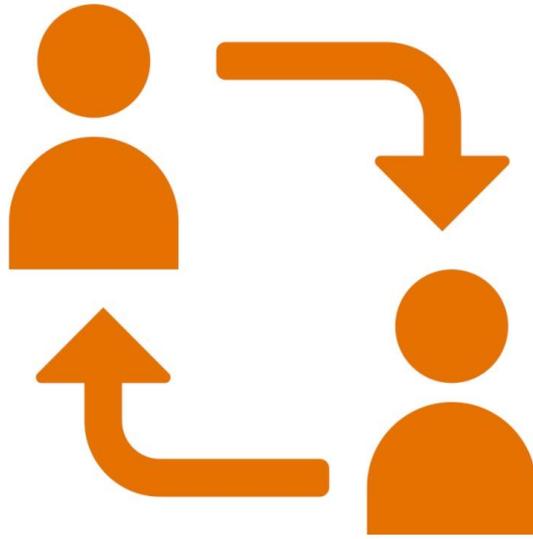
Open Pedagogy is a commitment to learner-driven education that enables students to shape the public knowledge commons of which they are a part.

The Disposable Assignment

Student creates
Instructor grades
Life cycle ends

"These are assignments that students complain about doing and faculty complain about grading. They're assignments that add no value to the world – after a student spends three hours creating it, a teacher spends 30 minutes grading it, and then the student throws it away."

David Wiley, "What is Open Pedagogy?" (2013)

The Renewable Assignment

Student creates/contributes
Instructor assesses or grades
Work is on-going
Work is shared out

"'[Open pedagogy helps students to] see content as something they can curate and create, and to help them see themselves as contributing members to the public marketplace of ideas."

Robin DeRosa & Scott Robison, "From OER to Open Pedagogy: Harnessing the Power of Open" (2017)

Student Reflections

"I now see the world a bit differently and find myself constantly connecting everything I do/ come across. I find myself thinking a lot more about the world that I am in and what I have to gain from it. Information is no longer something that is given and received but is something that is shared."

https://thechcexplored.wordpress.com/2017/04/26/what-an-open-pedagogy-class-taught-me-about-myself/

What Open Education Taught Me (abridged):
• To keep an open mind...
• To take control of my education...
• That my professors are still learning, too...
• To collaborate with my peers...
• To trust the [open] system...
• To be proud and confident in my work...
• To put myself out there and make connections...

http://openpedagogy.org/program-level/what-open-education-taught-me/

Open Pedagogy in Practice

" One of the things that brings me to open pedagogy is the idea that our students have something to contribute to the world. They are capable of good, complex thought, even about material that they are approaching for the first time. This is a belief about their ideas, but it's also a comment on their value as people. "

Brandon Walsh, https://scholarslab.lib.virginia.edu/blog/five-verbs-for-open-pedagogy/

Idea: Student-Created Textbooks

Environmental ScienceBites

Edited by Kylienne A. Clark, Travis R. Shaul, and Brian H. Lower and Edited by Kylienne A. Clark, Travis R. Shaul, and Brian H. Lower

This book was written by undergraduate students at The Ohio State University (OSU) who were enrolled in the class Introduction to Environmental Science. The chapters describe some of Earth's major environmental challenges and discuss ways that humans are using cutting-edge science and engineering to provide sustainable solutions to these problems.

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The Open Anthology of Earlier American Literature

Robin DeRosa

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READ BOOK
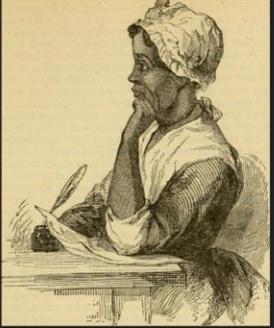
- Students explaining content/teaching other students
- Contextualization
- Can be built upon & expanded
- *Not always possible given content*

Further Reading: https://press.rebus.community/makingopentextbookswithstudents/

Remix/Expand an Existing OER Text

Project Management for Instructional Designers

Wiley, et al.

Project Management for Instructional Designers (PM4ID) is a textbook about project management tailored specifically for instructional designers, intended for use in graduate programs in educational technology. This book is based on a pre-existing openly licensed textbook which was donated to the commons by a benefactor that desires to remain anonymous, and has been collaboratively revised and remixed by faculty and students at Brigham Young University.

- Contextualize for course needs
- Update with new theories & approaches
- Collaborative, sense of legacy

Further Reading:

http://openpedagogy.org/assignment/expand-an-open-textbook/

Student-Generated Question Bank

Idea:

- Craft & peer review questions – not just answer ones provided
- Deeper level of understanding
- Should be scaffolded – growth of quality over time/practice
- Use as practice exams or integrate into "real" exams (increased student agency and motivation)

Further Reading: https://lx.uts.edu.au/collections/adaptable-resources/resources/student-generated-question-bank/

http://openpedagogy.org/assignment/why-have-students-answer-questions-when-they-can-write-them-by-rajiv-jhangiani/

Assignments/Projects

- Student-generated practicum scenarios such as the [Human Genetics worksheet](#).

- Explainer videos for peer-to-peer learning including this [personality trait project.](#)

- Cross-curricular case studies as demonstrated by University of British Columbia's [Open Case Studies repository](#).

- [Digital storytelling project/game](#) related to library anxiety.

- Annotated bibliography such as the ["I Can't Stay Here" project](#) related to immigration and refugees.
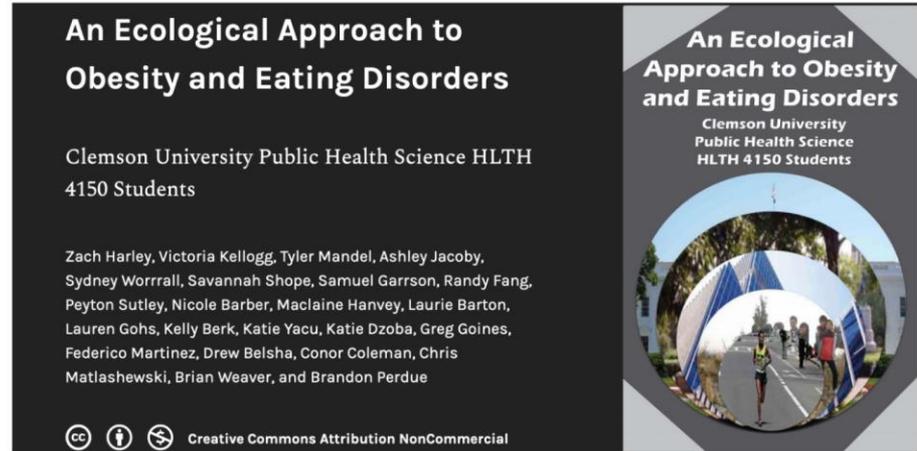
- Curation of course readings.

Idea: Community Partnerships

- Civic engagement
- Breaks down town vs. gown barriers
- Frees limited resources

Further Reading:
https://www.actionteaching.org/award/community-action

An Ecological Approach to Obesity and Eating Disorders

An Ecological Approach to Obesity and Eating Disorders

Clemson University Public Health Science HLTH 4150 Students

Zach Harley, Victoria Kellogg, Tyler Mandel, Ashley Jacoby, Sydney Worrrall, Savannah Shope, Samuel Garrson, Randy Fang, Peyton Sutley, Nicole Barber, Maclaine Hanvey, Laurie Barton, Lauren Gohs, Kelly Berk, Katie Yacu, Katie Dzoba, Greg Goines, Federico Martinez, Drew Belsha, Conor Coleman, Chris Matlashewski, Brian Weaver, and Brandon Perdue

Idea: Collaborative Syllabus

- Build course policies, outcomes, assignments, rubrics, and schedules

Further Reading:
http://openpedagogy.org/course-level/collaborative-syllabus-design-students-at-the-center/

https://www.chronicle.com/newsletter/teaching/2020-01-23

Wikipedia Editing

Idea:

- Global contribution
- WikiEdu: https://wikiedu.org/

Further Reading:
https://wikiedu.org/blog/2016/04/05/medical-students-wikipedia/

http://openpedagogy.org/course-level/editing-wikipedia-in-the-classroom-individualized-open-pedagogy-at-scale/

http://openpedagogy.org/assignment/murder-madness-and-mayhem/

Please talk with Bethany (bbm9u) if interested in a Wikipedia project!
Happy to share my experience and connect you with some great resources.

What Will You Add?

Unmute & share or contribute via chat

Share your experiences with open pedagogy...
What might you try?
What challenges do you face?
How can we assist?

Additional Readings, Examples, & Reflections

https://bit.ly/open_pedagogy

Join us for more!

Introduction to OER

Finding, Evaluating, & Assessing OER

Intellectual Property & Copyright in OER

Find out more/register on the Library calendar

Questions? We are here to help!

Judith Thomas (jet3h)
Bethany Mickel (bbm9u)
Haley Gillilan (hg4ub)

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