# Introduction to Open Pedagogy

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# What is Open Pedagogy

- Historical context
- Definition and key principles of open pedagogy
- Why participate in Open Pedagogy
- The role of Open Educational Resources (OER)

# What is Open Pedagogy

- Historical context

    The open movement is an informal, worldwide phenomenon characterized by the tendency of individuals and groups to work, collaborate and publish in ways that favour accessibility, sharing, transparency and interoperability. Advocates of openness value the democratization of knowledge construction and dissemination, and are critical of knowledge controlling structures. (Couros)

    https://www.aupress.ca/app/uploads/120258_99Z_Veletsianos_2016-Emergence_and_Innovation_in_Digital_Learning.pdf

    See also:
    https://pressbooks.bccampus.ca/teachinginadigitalagev3m/chapter/11-4-open-pedagogy/
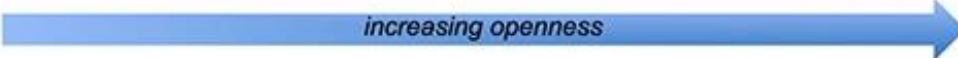
# What is Open Pedagogy

- Historical context



| | |
|---|---|
| Attribute 1: Participatory technologies | use for interacting via Web 2.0, social networks and mobile apps |
| Attribute 2: People, openness, trust | develop trust, confidence and openness for working with others |
| Attribute 3: Innovation & creativity | encourage spontaneous innovation and creativity |
| Attribute 4: Sharing ideas & resources | share ideas and resources freely to disseminate knowledge |
| Attribute 5: Connected community | participate in a connected community of professionals |
| Attribute 6: Learner generated | facilitate learners' contributions to OER |
| Attribute 7: Reflective practice | engage in opportunities for reflective practice |
| Attribute 8: Peer review | contribute to open critique of others' scholarship |

**Figure 2.** An initial description of eight attributes associated with open pedagogy.

# What is Open Pedagogy

- Definition and key principles of open pedagogy
  - Catherine Cronin – Open Educational Practices

| | increasing openness → | | |
|---|---|---|---|
| | **Not using OEP for teaching** | | **Using OEP for teaching** |
| **DIGITAL NETWORKING PRACTICES** | Main digital identity is university-based (e.g. university email) | Combined use of university & open digital identities | Well-developed open digital identity (e.g. blog, Twitter) |
| | Not using social media at all, or using social media for personal use only | Using social media for personal and/or professional use, but not for teaching | Using social media for personal & professional use, including teaching |
| **DIGITAL TEACHING PRACTICES** | Using VLE only | | Using VLE & open tools |
| | Using free resources; little concern re: copyright; little or no knowledge of Creative Commons | | Using & reusing OER |
| **PERSONAL VALUES** | Wanting strict boundaries: Personal-Professional & Staff-Student | Cautious about crossing boundaries: Personal-Professional & Staff-Student | Accepting some porosity across boundaries: Personal-Professional & Staff-Student |
| | Strong attachment to personal privacy | | Valuing both privacy & openness; seeking balance |

# What is Open Pedagogy

- Definition and key principles of open pedagogy
  - Beetham et al. – Open Educational Practices

| Practice | Examples |
|---|---|
| Production, management, use and reuse of **open educational resources** | Openly licensing recorded lectures and associated materials, and making them publicly available via the institution's web site (e.g. OpenSpires)<br>Collating and managing openly licensed materials relevant to a particular subject area in an open repository (e.g. HumBox) |
| Developing and applying **open/public pedagogies** in teaching practice | Facilitating/participating in massively online open courses (see for example the Connectivism MOOC)<br>Designing courses that require students to contribute to public knowledge resources (e.g. wikipedia, web sites) alongside teachers, academics, and the public |
| **Open learning** and gaining access to open learning opportunities | Learners accessing freely available online content (e.g. through sites such as the OER Commons, though more usually through standard internet searches)<br>Learners enrolling on free open/distance learning courses, either as 'tasters' for paid courses (e.g. OpenLearn) or on a |

# What is Open Pedagogy

- Definition and key principles of open pedagogy
  - Catherine Cronin – Open Educational Practices
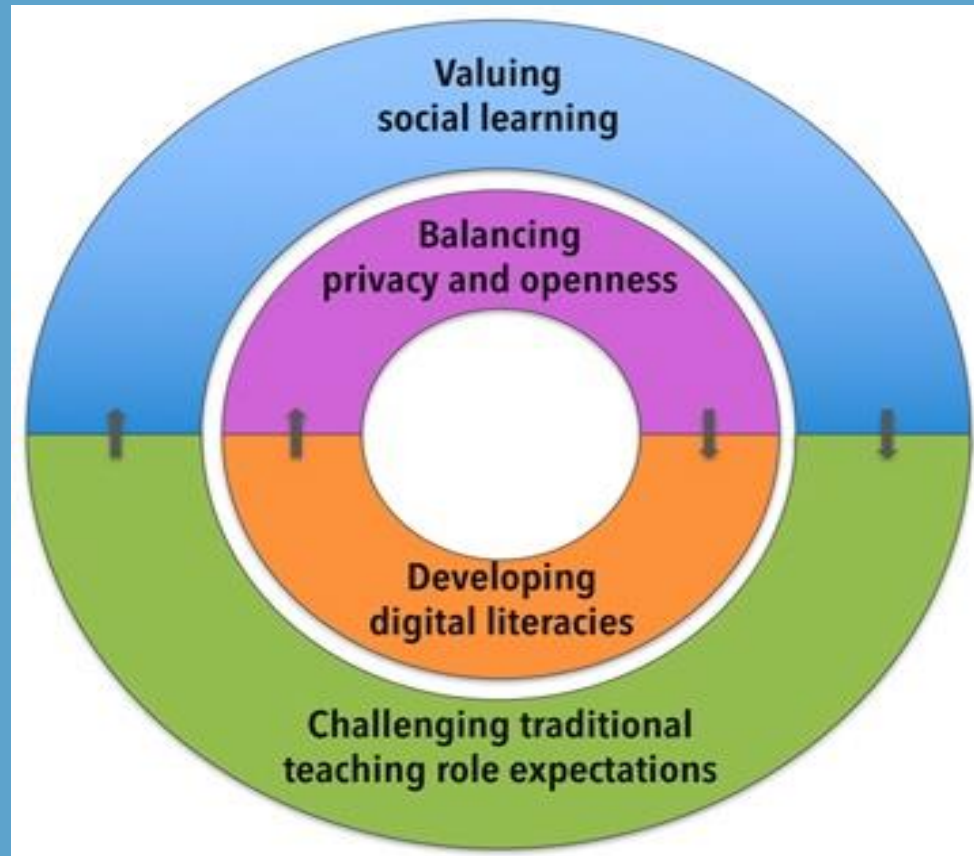
# What is Open Pedagogy

- Why participate in Open Pedagogy

1. Greater sense of community involvement
2. Students can draw upon the unique knowledge they bring
3. The result is a body of work diverse in language and approach
4. It allows students to be creative.
5. It helps students feel like they're being taken seriously.
6. Students can work with other professionals in the field.

https://libguides.humboldt.edu/c.php?g=1135659&p=8334460
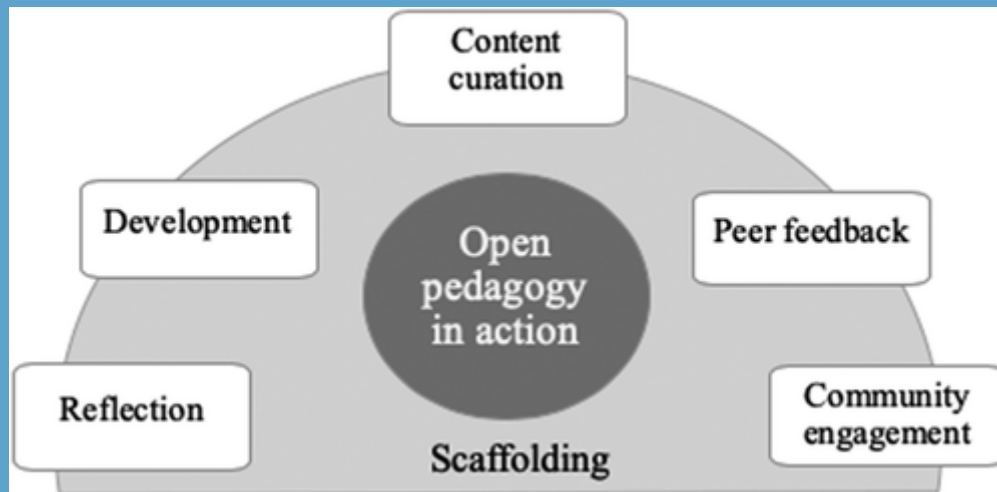


Many more definitions:
https://www.slideshare.net/BeckPitt/exploring-international-open-educational-practices?qid=d6132139-ecc1-45c2-a007-36d73b391680&v=&b=&from_search=1

https://www.tandfonline.com/doi/full/10.1080/01587919.2020.1757409

# Core Values of Open Pedagogy

- The 5 Rs: Respect, Reciprocate, Risk, Reach, and Resist, and how they inform open pedagogical practices

- Student agency, creator rights, and community building

- Activities to develop the core values

# Core Values of Open Pedagogy

- The 5 Rs: Respect, Reciprocate, Risk, Reach, and Resist, and how they inform open pedagogical practices

  - Respect - agency of students and creators

  - Reciprocate - Open pedagogy is about community

  - Risk - should not be ignored or glossed over

  - Reach - beyond the classroom

  - Resist - the commodification of learning

  https://rajivjhangiani.com/5rs-for-open-pedagogy/

- Also by Rajiv Jhangiani: Beyond free: A social justice vision for open education https://osf.io/9hn56/

# Core Values of Open Pedagogy

- Student agency, creator rights, and community building
  - Student agency – "students have the ability and the will to positively influence their own lives" https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/Student_Agency_for_2030_concept_note.pdf
  - Student creator rights – includes the choice on whether to be open, and who to be open to https://pressbooks.pub/openpedstudenttoolkit/chapter/student-creator-rights/
  - Community – participation and service - https://www.intechopen.com/chapters/83541



**Figure 2. The ladder of participation**
Eight levels of young people's participation

8 Young people's initiative
Decisions made in partnership with adults

7 Young people's initiative
Child-initiated and directed

6 Adults' initiative
Adult-initiated shared decisions with children

5 Consulted and informed
Adults make decisions, young people are consulted and informed

4 Assigned but informed
Young people are assigned tasks and informed how and why they are involved in a project

3 Participation for show
Young people have little or no influence on their activities

2 Decoration
Young people help implement adults' initiatives

1 Manipulation
Adults use young people to support their own projects and pretend they are the result of young peoples' inspiration

INCREASING LEVELS OF PARTICIPATION

LEVELS OF SEEMING INVOLVEMENT

# Core Values of Open Pedagogy

- Student agency, creator rights, and community building = a commitment to:

  - Access and equity: reducing barriers that prevent equitable access to education, including economic, technical, social, cultural, and political factors.

  - Community and connection: facilitating connections across the boundaries of learning experiences, viewpoints, classrooms, campuses, communities, and countries.

  - Agency and ownership: protecting agency and ownership of one's own learning experiences, choices of expression, and degrees of participation.

  - Risk and responsibility: interrogating tools and practices that mediate learning, knowledge building, and sharing that resist the treatment of open as neutral.

Caroline Sinkinson and Amanda McAndrew
https://milnepublishing.geneseo.edu/openpedagogyapproaches/chapter/approaching-open-pedagogy-in-community-collaboration/

# Core Values of Open Pedagogy

- Activities to develop the core values – Evolve Guide - https://docs.google.com/document/d/14Ll6R4aj73FZmX8CIS5Hbstt-kWal-Qf140ooTqEMEw/edit#heading=h.b1qv5749hz99

## Experiencing open projects

### Activity 2

As you experience these projects, consider the context of each assignment/project.
1. What were the learning outcomes?
2. How was the project scaffolded or integrated into the course?

Also: https://guides.lib.uw.edu/oer/openpedagogy

https://pressbooks.lib.jmu.edu/openpedagogy/chapter/evolve-guide/

# Open Pedagogy in Practice

- Renewable assignments and moving beyond disposable assignments

- Student-created OER, including open textbooks and ancillary materials

- Collaborative projects such as Wikipedia editing, creating instructional videos, and developing open syllabi

# Open Pedagogy in Practice

- Renewable assignments and moving beyond disposable assignments

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.

- Non-Disposable Assignments by Christina Hendricks
  https://blogs.ubc.ca/chendricks/2015/08/18/non-disposable-assignments-intro-philosophy/

# Open Pedagogy in Practice

- Student-created OER, including open textbooks and ancillary materials

  - A Guide to Making Open Textbooks with Students, Elizabeth Mays (ed)
    https://press.rebus.community/makingopentextbookswithstudents/

  - Co-creating OER: Students Supporting Students
    https://bccampus.ca/2022/01/12/co-creating-oer-students-supporting-students/

# Open Pedagogy in Practice

- Collaborative projects such as Wikipedia editing, creating instructional videos, and developing open syllabi

  - Hendricks – start with students creating Wikipedia-style articles on a local Wiki first

    - Moodle Wiki activity

      https://docs.moodle.org/403/en/Wiki_activity

    - Your first Wiki article
      https://en.wikipedia.org/wiki/Help:Your_first_article

    - Creating content as a learning activity
      https://americancultures.berkeley.edu/teaching-with-wikipedia

# Challenges and Opportunities

- The digital divide and ensuring equitable access to resources

- Copyright and open licenses

- Openness and respecting Protocol

- Encouraging student participation

- Privacy and security

# Challenges and Opportunities

- The digital divide and ensuring equitable access to resources

  - "Students in disadvantaged communities still face the challenge of inadequate Internet and technology access (Cullinan et al., 2021). To help alleviate this problem, educators can consider providing physical copies and off-line access to the OER they are using."

    https://source.sheridancollege.ca/cgi/viewcontent.cgi?article=1025&context=lls_publ
    https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-1

# Challenges and Opportunities

- Copyright and open licenses

  - Key questions to consider, eg. Can students in your class project choose whether to openly license their work or not? https://press.rebus.community/makingopentextbookswithstudents/chapter/licensing/

  - Guide to Creative Commons licenses https://creativecommons.org/share-your-work/cclicenses/

  - Additional considerations – cultural and community resources and knowledge https://www.graygroupintl.com/blog/cultural-rights

# Challenges and Opportunities

- Openness and respecting Protocol - Kayla Lar-Son:

  - Respect – honour the knowledge sovereignty of Indigenous communities

  - Relationships – build with the community to honour their traditions and protocols

  - Responsibility – put community practices first and only share when and what we are allowed, and to publish in an ethical way

  - Reverence – uphold what is sacred and respect sacred traditions

  - Relevance – ensure the project serves the needs of the community

  - Reciprocity – give back to the community through projects; don't just take what you need



The 6 R's of Indigenous Open Educational Resources

Respect
Relationships
Responsibility
Reverance
Relevance
Reciprocity

https://digitaltattoo.ubc.ca/2021/11/05/sovereignty-and-tradition-indigenous-knowledge-open-educational-resources/

# Challenges and Opportunities

- Privacy and security
  - Considering openness at four levels (Cronin)

# Challenges and Opportunities

- Privacy and security

  - Context collapse



My mom always uses the excuse about the internet being 'public' when she defends herself. It's not like I do anything to be ashamed of, but a girl needs her privacy. I do online journals so I can communicate with my friends. Not so my mother could catch up on the latest gossip of my life." – Bly Lauritano-Werner, 17, via danah boyd

https://www.danah.org/papers/WhyYouthHeart.pdf

# Implementing Open Pedagogy

- Strategies for integrating open pedagogy into existing courses

- Building partnerships with librarians and leveraging library resources

- Ensuring sustainability and scalability of open pedagogy initiatives

- Open Educational Practice Rubric

# Implementing Open Pedagogy

- Strategies for integrating open pedagogy into existing courses

  - 10 such strategies https://mlpp.pressbooks.pub/mavlearn/chapter/10-strategies-for-engaging-learners-with-open-pedagogy/

  - Tools for Promoting Open Pedagogy https://digscholarship.unco.edu/cgi/viewcontent.cgi?article=1000&context=oer_resources

  - Open Pedagogy Notebooks https://openpedagogy.org/textbooks/an-open-companion-to-early-british-literature/

# Implementing Open Pedagogy

- Building partnerships with librarians and leveraging library resources

  - OER Librarian Toolkit – https://acrl.libguides.com/cjcls/oer



    To help with things like accessibility, policy development, advocacy, research, etc

# Implementing Open Pedagogy

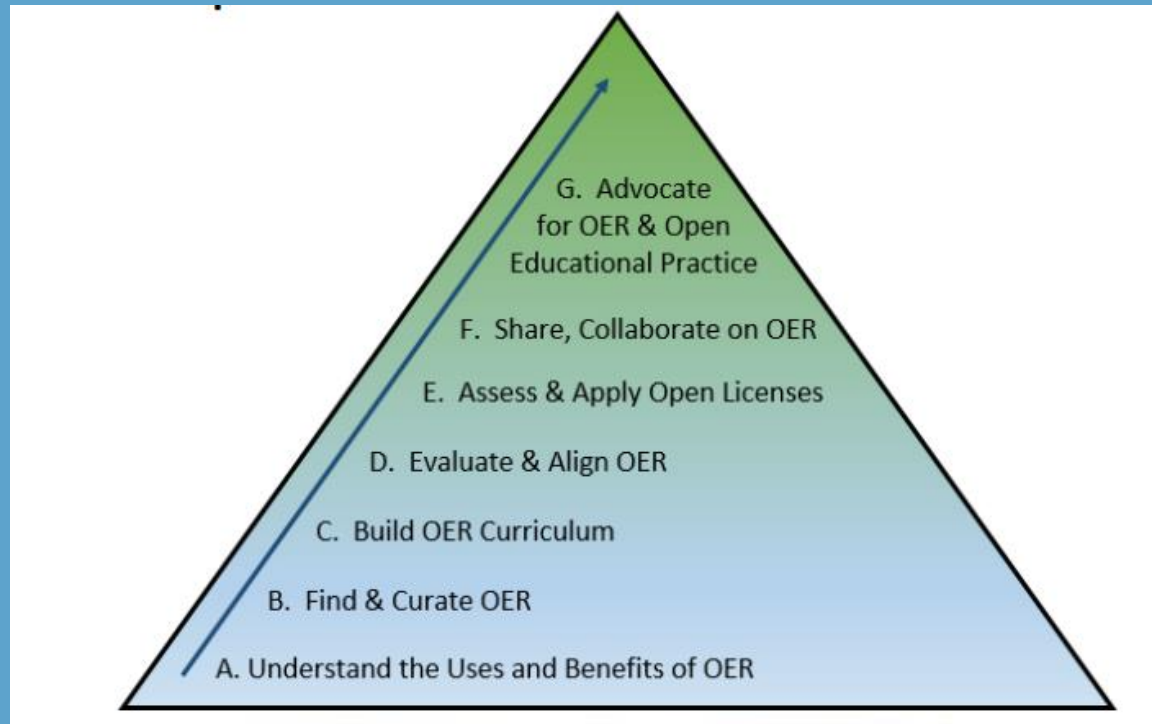- Ensuring sustainability and scalability of open pedagogy initiatives
  - The Triple-S framework

# Implementing Open Pedagogy

- Open Educational Practice Rubric

  - ISKME's rubric – https://oercommons.org/authoring/20997-iskme-s-open-educational-practice-rubric/view

# Reflection and Discussion

- The impact of open pedagogy on student learning and engagement

- The importance of empathy in open pedagogy

- Potential for open pedagogy to transform higher education and foster a culture of sharing and collaboration

- Useful resources and platforms for exploring open pedagogy further

https://guides.lib.uw.edu/oer/openpedagogy

# Reflection and Discussion

- The impact of open pedagogy on student learning and engagement
    - Gráinne Conole and Mark Brown - https://files.eric.ed.gov/fulltext/EJ1197527.pdf
        - Discovery – This is the creation of new knowledge in a specific area or discipline.
        - Integration – making connections across the disciplines
        - Application –engagement with the wider world outside academia
        - Teaching – becomes consequential only as it is understood by others

# Reflection and Discussion

- The importance of empathy in open pedagogy

  - Jesse Stommel - https://www.jessestommel.com/dear-student/

  - Pedagogy of Care – Maha Bali - https://hybridpedagogy.org/pedagogy-of-care-gone-massive/

  - Nel Noddings –"Caring teachers listen to [learners] and help them to acquire the knowledge and attitudes needed to achieve their goals, not those of a pre-established curriculum." https://infed.org/caring-in-education/
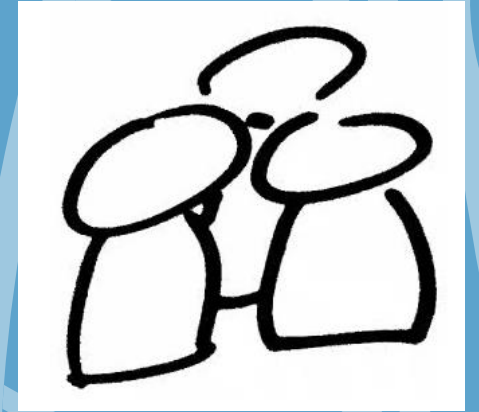
# Reflection and Discussion

- Potential for open pedagogy to transform higher education and foster a culture of sharing and collaboration

  - E.g. in mentoring -
    https://openpraxis.org/articles/10.55982/openpraxis.15.4.595
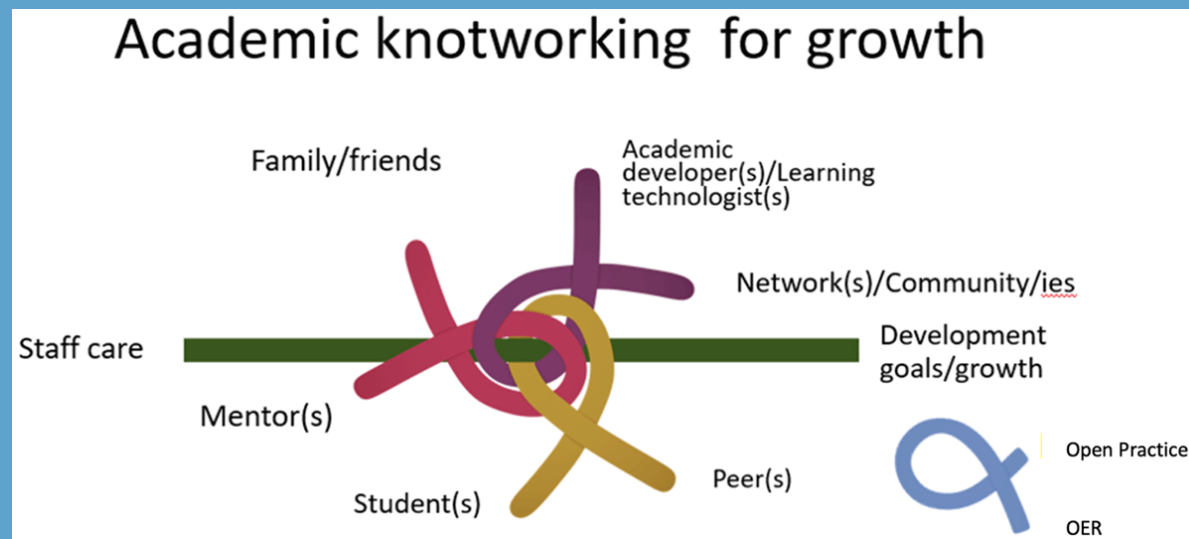


Academic knotworking for growth

# Reflection and Discussion

- Potential for open pedagogy to transform higher education and foster a culture of sharing and collaboration

  - E.g. in Equity, Diversity and Inclusion in the classroom - https://source.sheridancollege.ca/cgi/viewcontent.cgi?article=1025&context=lls_publ

# Thanks!

- Stephen Downes

- https://www.downes.ca