

# Open Pedagogy and Methods: Script

## Slide One (1)

Greetings! Welcome to Open Pedagogy and Methods! My name is Dr. Megan Lowe. I am the Director of University Libraries at Northwestern State University of Louisiana. I am located at the main campus of Northwestern, which is located in Natchitoches. My 'home' library is Watson Memorial Library. I am also the OER Content Expert for the UL System! I have been involved in the open access movement for many years, which led me into open education resources (OER) about a decade ago. Since then, I've been involved with OER at the institutional and state levels. If you haven't watched the other presentations in this series – Copyright, Fair Use, and Creative Commons Licenses and/or AOER 101 – be sure to check those out first!

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## Slide Two (2)

Let's jump right in. What is open pedagogy? The definition shown here is from Iowa State University. Open pedagogy is "the practice of engaging with students as creators of information rather than simply consumers of it. It's a form of experiential learning in which students demonstrate understanding through the act of creation. The products of open pedagogy are student created and openly licensed so that they may live outside of the classroom in a way that has an impact on the greater community."

That's a pretty straightforward definition. But we can also view it another way.

## Slide Three (3)

The definition on this slide comes from the excellent website Open Pedagogy Notebook. According to the Notebook, "We might think about Open Pedagogy as an access-oriented commitment to learner-driven education AND as a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part."

Both of these definitions place learners and students at the center of the process. The Notebook definition includes the concept of access while both definitions

focus on students as creators and active participants. All of these ideas are important to understand open pedagogy as a concept.

#### Slide Four (4)

So, what is the connection between open pedagogy and open education resources (OER)? Sure, they both contain the word *open* in them, but is there more to their relationship than that? The answer is a resounding YES.

#### Slide Five (5)

The University of Texas Rio Grande Valley, invoking Robin Derosa and Scott Robinson, notes that “Often, open pedagogy includes the creation, use, or revision of open educational resources. Robin Derosa and Scott Robison (2017) suggest that ‘when we think of OER as just free digital stuff, as products,... We largely miss out on the opportunity to empower our students, to help them see content as something they can curate and create, and to help them see themselves as contributing members to the public marketplace of ideas.’” In other words, open pedagogy encourages instructors to empower their students as *creators* not just *consumers*, and in this way students are able to contribute to the larger universe of open educational resources. The process also enhances students’ learning.

#### Slide Six (6)

The University of Texas at Arlington offers another way of looking at the relationship between open pedagogy and OER. OER are largely thought of collaborative resources and opportunities; enhancements to education beyond textbooks; greater access to all kinds of course materials; and operational in the sense that the experiences in open pedagogy have real-world applications. In other words, open pedagogy and OER are two sides of a coin focused on enhancing the world through education. They represent a kind of interoperability in the open ecosystem.

#### Slide Seven (7)

One might think of that interoperability in the ecosystem thus: the use of OER supports open pedagogy (and vice versa), both of which support student work. Student work in the context of open pedagogy can produce additional OER which in turn supports open pedagogy and student work.

## Slide Eight (8)

That all sounds great, right? Supporting student work, supporting pedagogy, creating OER – sounds like a great path forward. But what does that path look like? What does open pedagogy look like?

## Slide Nine (9)

Surprisingly, open pedagogy often looks a lot like traditional pedagogy. It includes some of the same kind of tools of the teaching/learning trade.

- Adaptations of existing OER content – students can take existing OER and update, expand, localize, or otherwise enhance existing content.
- Annotations – collaborative annotated bibliographies, annotating resources like websites or audiovisual media.
- Creating open textbooks – anybody can create an open textbook! And who better than learners to provide insight into that process.
- Games – gamification in education is a thing and can be leveraged in different ways.
- Media (podcasts, videos) – our digital natives are sometimes far more comfortable recording videos or audio clips than the traditional class presentation. Given the sheer number of hybrid and online programs, these options are a valid alternative to the instructor having to read essay after essay.
- Questions (quizzes, tests) – one of the early complaints about OER was the lack of ancillary materials, particularly testbanks. Instead of having students ANSWER questions, why not have them WRITE them? From these questions, testbanks can be generated, but they also encourage the students to think critically about the content. And the more questions students write, the more robust the testbank can become.
- Wikis – this one seems particularly popular with open pedagogical approaches. Not only does it *create* new resources in collaborative ways, it creates new foundations on which others can be build, add, update, revise, etc.
- Zines – for a more visually creative experience, instructors can turn to zines (short for magazine). By nature, zines tend to be self-published, and with all

the platforms on/to which such resources can be published, this is an excellent option for open pedagogical assignments. Zines tend to be the efforts of single individuals or small groups, making them ideal for classes!

Open pedagogical assignments tend to be *renewable/reusable* and *authentic* – that is, they have a clear relationship to real world applications and/or skills and contain value within and/or beyond the course, to the instructor, the students, and/or society. The renewable/reusable part is best compared to the nature of traditional resources: students write and submit forum posts; their classmates read them and respond to them; the instructor reads them, observes responses, and grades these efforts; then the forum posts are lost to the ether. Renewable/reusable assignments carry beyond the current course. You’ve probably also noticed that they tend to be collaborative as well, whereas the traditional essay or forum post aren’t necessarily collaborative.

### Slide Ten (10)

I don’t know about y’all, but I like to SEE actual examples in such situations. The following examples come from the Open Pedagogy Notebook and the Open Ed Group. Links to these resources will be included in this presentation so you can get more details than I am including here.


### Slide Eleven (11)

These assignments are from the Open Pedagogy Notebook. They include:

You are here: Home / Archives for Assignment

December 12, 2019

## Students Creating a Shared Annotated Bibliography



Fall semester 2018, first-year students in Integrated Thinking and Writing, ITW-101, section 27 (I called it “Can’t Stay Here!”) at Keene State College in New Hampshire have been collaborating on research about immigration and refugees in the European context. While immigration is a contentious topic in U.S. politics (at the time of writing this

post, [...]

By Delene White / Filed Under: Assignment Tagged With: bibliography, course on immigration and refugees, equity, first year, OER, research, writing course / 1 Comment

August 4, 2019

## Zines as Open Pedagogy



Often, when speaking about open pedagogy, the emphasis is on the digital: frequently listed examples include Wikipedia edit-a-thons, blog posts, and collectively annotated works. Yet the same principles (transparency, self-driven learning, student empowerment) are also strongly found in zines, a print medium that has long thrived in underground spaces and activist movements. There are many [...]

By Elvis Bakaitis / Filed Under: Assignment Tagged With: creativity, LGBTQ, OER, open pedagogy, queer, zines / 2 Comments

April 3, 2018

## Student-Created Group Genetics Worksheet



In this assignment students first look up a genetic condition in Genetics Home Reference (which is a public domain site maintained by the National Institute of Health). Then they give a description of the condition and make a problem based on the condition for other students to solve. Right now it is a Google document, [...]

By Arthur Wohlwill / Filed Under: Assignment Tagged With: genetics / 1 Comment

March 16, 2018

## Create an Open Textbook



Below is an example of an open textbook creation project assigned by professor Anna Andrzejewski at University of Wisconsin. While this assignment is specific to Art History, it could easily be adapted to other disciplines and your own classroom learning objectives.

Assignment #2 followed an earlier project in which each student focused on a phase [...]

By Anna Andrzejewski / Filed Under: Assignment / 1 Comment

March 16, 2018

## Expand an Open Textbook



Below is a teaching guide from Dr. Julie Ward at University of Oklahoma for instructors wishing to expand an existing open textbook project in their classes. While this project is specific to Spanish literature, the advice is relevant to similar projects in other disciplines. CRITICAL

EDITION ASSIGNMENT IMPLEMENTATION GUIDE Welcome to the Antología Abierta de Literatura Hispana (AALH) team! [...]

By Julie Ward / Filed Under: Assignment / Leave a Comment

### Slide Twelve (12)

The examples on this slide are from the Open Ed Group. They include two lists – one is of assignments that have actually been used in courses, with links to examples in practice. The other list includes other ideas related to open pedagogy that the list-makers hadn't seen in the real world at the time of creating the list but felt would work well as open assignments.



#### **Students write or edit Wikipedia articles**

- [Murder, Madness & Mayhem](#) assigned students to edit (and if necessary create) Wikipedia articles about lesser known Latin American authors.
- [Azzam](#) assigned fourth-year medical students to edit and improve Wikipedia articles related to public health topics.
- See additional Wikipedia-based assignments [here](#) and [here](#). Also, see this report that 6% of edits to science articles in on Wikipedia in April 2016 were [made by students](#).

#### **Students remix audiovisual materials to both entertain and inform**

- [Blogs and Wikis](#) combines existing video with new audio to describe the difference between blogs and wikis.
- [Rick Noblenski: Blasting Caps Expert and Wiki Advocate](#) combines existing video with new audio to advocate for the use of wikis in the teaching.
- [District Policies Regarding Blogs and Wikis](#) combines existing video with new audio to warn teachers about how their desire to use social media may run afoul of school district policies.

#### **Students create or revise/remix entire textbooks**

- [The Open Anthology of Earlier American Literature](#) was created by Robin DeRosa and her students.
- [Project Management for Instructional Designers](#) was created by David Wiley and his students as an adaptation of an existing open textbook written for a different audience.

#### **Students openly license supplemental materials they create for each other**

- Teachers at [Mountain Heights Academy](#) encourage students to create openly licensed study guides, review games, tutorial videos, and other materials which they review and integrate into their courses.

#### **Students create test banks**

- [Jhangiani](#) describes a Social Psychology course in which 35 students created over 1400 test questions for a quiz bank.

#### **Students create their own assignments**

- [DS106](#) has students create (or remix) and share assignments, together with worked examples, difficulty ratings, and tutorials for how to successfully complete the assignment.

## **Additional Ideas**

Here are some other ideas for engaging in open pedagogy that we haven't yet seen in the real world. If you've seen them, let us know.

### *Students create tutorial videos*

- Students can create tutorial videos for a particular topic or assignment. These tutorial videos could cover a wide range of topics such as teaching specific skills, summarizing key concepts, providing worked examples, or creating connections to student lives.

### *Students create summaries*

- Students can create written or video-based presentations that summarize key aspects of the storyline, character, interpretation, symbolism, etc. These summaries could be both used by and improved upon by future generations of learners.

### *Students create worked examples*

- Students can create worked examples that provide other students with step-by-step templates of how to do problems (these are particularly popular in math), like [this one](#), specifically in topics that have proven troublesome to students in past semesters.

### *Students connect principles with popular culture*

- Students can explain how principles studied in class are exemplified in popular media like movies, television, music, or books.

### *Students create games*

- Students can create games to be played by future generations of learners to help them prepare for, or deepen their learning on, specific topics.

### *Students create guided notes*

- Students create guides to direct other students through readings or lecture.



### Slide Thirteen (13)

This list of tools, which are hyperlinked for your convenience, can support open assignments. They either represent tools which can be used in assignments, such as Hypothes.is, or OER repositories. These tools and platforms have been recommended by several of the resources from which I have drawn the assignment ideas themselves. Some of these tools and platforms are probably familiar to you already! Leverage your own experiences and knowledge as well. There may be public datasets or resources relevant to your specific discipline that you could use.

### Slide Fourteen (14)

Let's wrap up. Using open pedagogy is a great place to start in terms of integrating open practices in your courses. There are loads of options out there for integrating open pedagogy into a course. Nothing says you have to use open pedagogy for a whole course – you can use open pedagogy with a single assignment or module (but nothing says you CAN'T use open pedagogy for a whole course, if it's a good fit). Using open methods allows you to use collaborative, renewable/reusable, and authentic assignments to support your students both as students AND as creators of content. There are a lot of great platforms and resources out there to support your efforts – you don't have to reinvent the wheel (“work smarter not harder” is my motto).

### Slide Fifteen (15)

Here are the references for this presentation.

### Slide Sixteen (16)

Here are some additional resources to support you in your open journey!

### Slide Seventeen (17)

Thank you for your attention today! I hope this has been useful and enlightening. If you have questions or concerns, please don't hesitate to reach out to me – that's what I'm here for! The best way to contact me is through email:

[loweme@nsula.edu](mailto:loweme@nsula.edu).