<u>Notes to go along with TESS 2017 keynote</u>

Students and open education:
from the what to the how and why (and why not)
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eCampus Ontario Technology-Enabled Seminar and Showcase
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Slides can be found on an [Open Science Framework project page, here](#).

And also on [Speaker Deck](#).

The following are just some quotes, mostly, to help me remember what to say as I go through each slide. I did not say ALL of the things below; they are just there for reference!

Student panel at OpenEd17 slide

- how much was cost a factor in choice of courses: https://www.youtube.com/watch?v=sZ6mTgQxG7A
-
  - one semester, couldn't afford textbooks; three of us (wife and daughter) surviving on one income
    - realized I couldn't afford a book; would have to take a course the next semester; this would prolong my graduate date a full academic year'; part of me thought I should just drop out and go back to work
    - but then as I was looking through the courses I found an OER course that satisfied requirements for me to stay on track with my ed plan; graduated from CC, transferred to Uni right on schedule
    -
  - when I came to college, I was broken; going back to school was only choice; w/o going to school I'd be in dead end jobs and away from my kids most of the day
    - sometimes students have to choose majors based on financial situation they're in b/c of book costs, or because a vocational degree is faster and they don't have time to spend on tuition/books for longer
    -
  - my dad lost his job just before I went to CC; wanted to go to Uni but couldn't financially
    - if I'm paying $300 for a textbook that I'm only going to use for a few weeks, this seems like it's not worth it
    -
- material benefits of OER: https://www.youtube.com/watch?v=74hnCbhho98
-
  - being able to interact with materials in any place:
    - couldn't procrastinate b/c couldn't say to self; oh, I left textbook at home
    - beings single mom of 3, every minute of my day is consumed with something; I needed to have access anywhere; could read any any small moments during the day
  - hard to carry backpack with all those textbooks; no lockers at community colleges; also had to carry kids stuff, diaper bags, etc.
  - instead of paying for textbooks, paid for food, gas, clothes, put down payment on a car this year
  - could put my kids into extracurricular activities instead of spending on books
-

Inclusive access slide

- Jan 2017 IHE article: https://www.insidehighered.com/news/2017/01/31/textbook-publishers-contemplate-inclusive-access-business-model-future
  - "Instead of shopping for their own textbooks, students pay a course fee that provides access to course materials -- delivered digitally unless students pay extra for a print-on-demand copy -- on the first day of class."
  - "IU [Indiana University] also had to drag the publishers' prices down.
  - **"Beyond revenue, the model also gives publishers access to something else of value: data.**
    - Reading activity was once a "black box," Cohen said, but when virtually every student in a course is using the same platform to study, publishers can gather usage data that could influence changes made to future editions of the course materials. Faculty members, meanwhile, can consult a dashboard to see the topics students struggle with and alter their lectures accordingly, he said."
  - **"In the case of RedShelf, for example, publishers set how many pages students can read offline and how many pages they can print, and restrict reading to one device at a time."**
-
- Rajiv Jhangiani blog post: http://thatpsychprof.com/just-how-inclusive-are-inclusive-access-programs/
  - "In some (but not all) cases, students are given the option to **opt-out of this system,** usually under restrictive terms that are not always obvious to them, such as by locating, completing, and submitting a form within 10 days."
    http://ucdavisstores.com/SiteText.aspx?id=37700#hide6
  - This is why at institutions like Post University (http://post.edu/student-services/academic-affairs/academic-policies-and-procedures/ecm-and-textbook-ordering) the opt-out terms are more than restrictive; they are punitive, as **students who manage to opt-out in time are are informed that "they will not be eligible for an extension on course assignments while they await arrival of their course materials**" (which they must purchase elsewhere).
  -
- Nicole Allen Twitter thread: https://twitter.com/txtbks/status/928008532234031105
  - publishers control when, where, and for how long students can access material; cut them off after end date
  - publishers control prices; they are offering content cheaper now, but no safeguards for future
  - call this for what it is: auto-charging students for their textbooks
  -
- Wiley blog post https://opencontent.org/blog/archives/5219
  - when you think the problem to be solved is the high cost of textbooks, the way you solve that problem is by lowering the cost of textbooks.
  - Can you see it? When we focus on cost, we put inclusive access and OER on equal footing.
  - perhaps we should begin working on a clear, concise, and compelling **statement of the myriad problems caused by the traditional approach to copyright** …
    - Errors in materials cannot be corrected in a timely manner
    - More effective local examples cannot be integrated directly into materials
    - Materials inevitably speak from a single perspective, and multiple viewpoints cannot be integrated directly into materials
    - Students often lose access to their materials at the end of the semester Students also often lose access to their own work as well, in the form of highlights, notes, and other annotations
    - Students are significantly inconvenienced / learning is harmed when publishers disable printing, copying, pasting, and other standard technical capabilities that can support student learning (these digital restrictions are enforced through copyright)

Disposable assignments slide

Wiley blog post on disposable assigns (2013):
https://opencontent.org/blog/archives/2975

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. Not only do these assignments add no value to the world, they actually suck value out of the world. Talk about an incredible waste of time and brain power (an a potentially huge source of cognitive surplus)!

What if we changed these "disposable assignments" into activities which actually added value to the world? Then students and faculty might feel different about the time and effort they invested in them. I have seen time and again that they *do* feel different about the efforts they make under these circumstances.

SXD lab: https://www.ecampusontario.ca/student-experience-design-lab-full-swing/

- Students have identified six different pain-points in their learning experience and have formed teams to ideate and prototype solutions to these design challenges. With the support of eCampusOntario, industry partners and service designers, students are leading the charge on rethinking the learning experience.
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- from conversation with Chris Fernlund: everything produced from this (e.g., resources, websites, business models, etc.) will be openly licensed
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- "Exponential Learning" project (one of 6 projects)
    - o "How many courses use the same assignments year after year, requiring students to do the exact same work over and over? How many assignments have you done that were looked at once, then never again? How often have you felt like you were working just to get a grade, instead of doing something of value? This project tackles the issue of meaningless work, by inviting students to explore new ways to make sure everything they do has value. Instead of "throwing away" the work of students, Exponential Learning captures it and makes it available to other students. Then, when students do an assignment, they build on all this previous work and do something new that future students will be able to use. This will make assignments more meaningful and useful, which will increase engagement and expand our collective knowledge on every topic."

Themes in open pedagogy slide

New ones not in quotes on an earlier slide

<u>Increasing access: financial and other</u>

DeRosa and Jhangiani chapter in *Guide to making open textbooks with students*: https://press.rebus.community/makingopentextbookswithstudents/chapter/open-pedagogy/

"And what other access issues do students face as they face these economic challenges? Will they be able to read their Chemistry textbook given their **vision impairment**? Will their LMS site list them by their **birth name rather than their chosen name**, and thereby misgender them? Will they have access to the knowledge they need for research if their college restricts their search access or if they don't have Wi-Fi or a computer at home? Are they safe to participate in online, public collaborations if they are **undocumented**? Is their college or the required adaptive learning platform **collecting data on them**, and if so, could those data be used in ways that could put them at risk?"

<u>Open-ended problems; valuing creativity and change</u>

Suzan Koseoglu: "Open Pedagogy: A response to David Wiley" https://differentreadings.com/2017/04/21/open-pedagogy-a-response-to-david-wiley/

- What are our "spaces of possibility"? How do we construct those spaces and nurture democratic learning environments where people get exposed to different perspectives, challenge the way they view the world and their position it?"

Bronwyn Hegarty, "Attributes of Open Pedagogy: A model for using Open Educational Resources." *Educational Technology*, July-August 2015

- open practices "encourage **spontaneous innovation and creativity**"

Rob Reynolds, *Next Thought*, "Eight Qualities of Open Pedagogy" https://nextthought.com/thoughts/2015/02/ten-qualities-of-open-pedagogy

- *open = **open-ended problems*** — Learning design is focused less on specific outcomes or competencies than on process. It is about empowering learners to create real solutions to real problems.

<u>Transparency, fostering trust</u>

Rajiv Jhangiani, contribution to April Open Perspective on "What is Open Pedagogy," on Year of Open site: https://www.yearofopen.org/april-open-perspective-what-is-open-pedagogy/

- "open pedagogy would also encompass instructional practices such as **open and transparent course design and development"**

Tom Woodward interview in *Campus Technology* (2014): https://campustechnology.com/articles/2014/11/12/open-pedagogy-connection-community-and-transparency.aspx

- Open pedagogy could be considered as a blend of strategies, technologies, and networked communities that make **the process and products of education more transparent, understandable, and available to all the people involved.**
- "#thoughtvectors [an open course Woodward was involved in] also focused on **explaining to the students the pedagogical choices being made** — why we're doing what we do. This also hints at another element of open construction, which is the ongoing shaping and refining of the course in progress. … The students should understand what is happening and why. The more students can understand and participate in the construction of the course, the better. This isn't something done to the students but something done with them."
- *"Open post hoc.* After the course, **reflecting and documenting how the course went is valuable both to the instructor and to those who might be considering similar courses** or pedagogical strategies. People are happy enough to present and document success but it's still not common practice to reflect on elements that don't work well. This kind of openness and vulnerability is much harder to cultivate."
-

Maha Bali and Suzan Koseoglu, "Self as OER," Profhacker, *Chronicle of Higher Education*, August 2016: http://www.chronicle.com/blogs/profhacker/self-as-oer-selfoer/62679

- **Narrated practice:** This might include making our own processes explicit. Laura Gogia and Bonnie Stewart, for example, opened up their academic practice to the public by making the process of their thesis defenses transparent, as described here). There are some educators who regularly share their processes of creation behind-the-scenes on their blogs, narrating it (see Alan Levine and Terry Elliott's blogs).

Wikipedia slide

Link to course on the slide:
https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/UBC/ENG470D-003_Canadian_Studies_(2017)

Assignment for this course (from above link):

As a group, choose a topic relevant to our focus on Canadian literature (e.g., an author, text, or institution) that you argue is currently underrepresented in and symptomatic of systemic bias on Wikipedia. ... Importantly, your Canadian literature topic must meet the Wikipedia community's criteria of notability, "a test used by editors to decide whether a given topic warrants its own article".

Then together, draft and publish an article that begins or strengthens this representation by synthesizing existing scholarly and public knowledge. As well, write a group reflection of what you learned during this project. See Part One and Two below.

Also Wikipedia courses at UBC in:

Human Ecology:
https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_British_Columbia/BIOL_345_Human_Ecology_(Term_2)

-- Human Ecology is a participatory project-based course for upper-level students who are not biology majors. Each student designs and carries out three projects:. a short talk for YouTube, a small community project, and creation or enhancement of a Wikipedia page about a Canadian topic in ecology, climate change or sustainability. The Wikipedia work is done by teams of two students.

Food, Nutrition and Health:
https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_British_Columbia/FNH200_Exploring_our_Foods_(Summer_2017)
-- pick an article that needs some work and add to it

Quotes from FNH course on Wikipedia at above link:

Milestones: A 'good' topic for this FNH 200 project should have minimal coverage on Wikipedia. Foods that have been explored in details may not be a good topic for this 2nd-year food science course.

Students & open textbooks slide

The following is from Rebus' Guide to Making Open Textbooks with Students:
https://press.rebus.community/makingopentextbookswithstudents/chapter/case-study-antologia-abierta-de-literatura-hispanica/#footnote-81-2

Dr. Julie Ward, an assistant professor of twentieth- and twenty-first-century Latin American literature at University of Oklahoma....

In the fall 2016 semester, she embarked on a project in her Spanish-language literature course, ... in which groups of four to five students selected ten texts from the fifteenth century to the twentieth century to include in a critical edition.... Ward and a graduate student "research guide" had pre-established lists of texts students could review and choose from.

For each work, the student groups compiled context in the form of an **introduction, at least ten annotations on the text about style, references and colloquialisms, an image and a biography about the author**–their style, milieux and how the work relates to the rest of their works, and a bibliography. The texts, introductions and all other contextual elements of the book are all in Spanish.

The content of the critical edition was developed in the class, but the work on the text didn't end there**. In the subsequent semester, two students were paid to take the critical edition, verify the facts and public domain licenses, and format it using Pressbooks.**

This one is from same book:
https://press.rebus.community/makingopentextbookswithstudents/chapter/case-study-frank-lloyd-wright-and-his-madison-buildings/

Anna Andrzejewski, an art history professor and director of graduate studies at the University of Wisconsin-Madison, was looking for a hands-on learning project for her Frank Lloyd Wright art history course. **The class was an upper-division, research course designed for art history majors or grad students,** but also open to other disciplines. Andrzejewski had arranged **access to seven historic local Frank Lloyd Wright houses for the course.**

At each home they visited, students all had the same shared experience, but two or three took ownership to document that home for a chapter of the book. ...

First and foremost, the assignment specified that each chapter must include a theme appropriate to the home featured. For instance: preservation, a period of Wright's career, modular design, a style of architecture.
In addition, the assignment specified that each chapter should include three different sections:

- An introduction, a one- to two-paragraph overview of the house and thesis statement of the chapter to follow
- An architectural description of the building, to include three to five paragraphs of description and complementary images
- An interpretive thematic section, which was a minimum-three-paragraph, "abundantly illustrated" narrative that was to demonstrate evidence that they listened to their classmates at the class discussions at the site and that they had done additional research outside of class. (Sources for this research could include anything from oral histories to archival research, book research or interviews.)

Students did all the writing, image collection and uploading, editing, book styling and footnotes as they built the book.

Students contributing to other OER slide

University of Kansas game:

The Digital Storytelling Project on Library Anxiety is a student-designed, **interactive game intended to introduce first-year students to KU Libraries' resources and services. It adopts a fun yet informative tone to lower library anxiety** among incoming freshmen and illustrate the benefits of library use.

Description
The Digital Storytelling Project on Library Anxiety began as a project in a service learning course offered by the Film and Media Studies Department at the University of Kansas (KU). In spring 2015, three undergraduate students enrolled in the course collaborated with KU Libraries to create an interactive, digital game addressing experiences of library anxiety among undergraduate students that could be integrated into first-year-experience courses offered by the university. The original student team created the game's branching pathways within Twine, wrote the game text, and drafted a small number of animated GIFs that established the tone for the game. In spring 2016, after receiving funding to support production of the game's missing elements, KU Libraries contracted one of the student team members to create the remaining illustrations and ensure their integration into the Twine file.

URI
http://hdl.handle.net/1808/21508
Collections
Libraries Scholarly Works [362]
Citation
Reed, Michelle, and Alaine Caudle. 2016. "Digital Storytelling Project on Library Anxiety." University of Kansas Libraries. https://hdl.handle.net/1808/21508

See also:

UBC Geography student-created projects: http://environment.geog.ubc.ca/

University of Edinburgh undergrad med students revising content from MedEd portal to create module on LGBTQ health: http://www.teaching-matters-blog.ed.ac.uk/?p=461

"We identified a set of teaching resources on the MedEdPortal – an open resource tool for teaching and assessment resources – specifically designed to support a two hour session with medical students on this topic.
… we wanted to make two key changes. Firstly, the original teaching package was designed for a US audience so we updated the literature review and presentation slides to reflect a UK context.

Secondly, we wanted students to use this project as an opportunity to undertake patient interviews and record digital stories that could be used as resources for future teaching, for example when a face-to-face panel discussion might not be possible to organise.

We had six dynamic students who took on this project (see picture). They worked with the LGBT Health and Wellbeing centre in Edinburgh, University of Edinburgh student societies and a range of other networks to identify LGBT volunteers willing to share recorded experiences of healthcare. So far, the students have undertaken a number of interviews with these volunteers and digital stories have been recorded and transcribed.

In March 2016, the team organised and ran an 'LGBT Healthcare 101' event for nearly forty of their peers using the updated teaching resources and with a panel of LGBT individuals, community representatives and medical practitioners."

Students contributing to curriculum slide

UDG agora: http://udg.theagoraonline.net/about/

"The [UdG Agora](#) is the site for University of Guadalajara (UdG) **Student Centred and Mobile Learning Diploma. The goal of this faculty development program is for UdG professors to confidently integrate student centred and mobile learning strategies and activities in their courses.**

Through the use of practical examples, challenges and experiential learning, the program will provide learners with the tools they need to meaningfully plan, design, implement and share student centred and mobile learning in their courses. Learners will collaborate, share, and contribute openly to a community of practice that fosters the enrichment of student centred learning experiences with the use of mobile learning technologies (iPads)."

Create challenges for each other and then do and submit them; there is also a "daily try"

Rajiv Jhangiani's students creating exam questions to go along with open textbook:
https://thatpsychprof.com/why-have-students-answer-questions-when-they-can-write-them/

Here's how it went:

The students were asked to write 4 questions each week, 2 factual (e.g., a definition or evidence-based prediction) and 2 applied (e.g., scenario-type).

- For the first two weeks they wrote just one plausible distractor (I provided the question stem, the correct answer, and 2 plausible distractors). They also peer reviewed questions written by 3 of their (randomly assigned) peers. This entire procedure was double blind and performed using Google forms for the submission and Google sheets for the peer review.
- For the next two weeks they wrote two plausible distractors (the rest of the procedure was the same).
- For the next two weeks they wrote all 3 plausible distractors (the rest of the procedure was the same).
- For the remainder of the semester they wrote the stem, the correct answer, and all the distractors.

…
although I wouldn't consider this a polished question bank ready for use by other instructors, I still consider this assignment to have been a success because the questions steadily improved over the semester (the experience of serving as peer reviewers was especially useful to the students when constructing their own questions). The students

were also buoyed and motivated by my practice of including a few of their best questions on each of the three course exams.

Robin DeRosa's first year seminar: http://robinderosa.net/higher-ed/extreme-makeover-pedagogy-edition/

" I presented the latest version of learning outcomes that I had collected from the leadership of our campus-wide FYS program, and brought them to the table. We talked about them, and whether or not we should use them all (thank you, tenure– more about that later). Students wanted to use most of them, though we tweaked a few words here and there.

Then I asked students to **contribute their own learning outcomes**, on the basic principle that learning outcomes for the course should not be cemented without participation from the learners. After making some brainstormed lists together, students blogged a bit about what kinds of outcomes were important to them.

We put all the **outcomes we came up with into a GoogleDoc and students tweaked and revised and ultimately voted** on them. I opened the online syllabus live at the front of the class when we finished and we updated the learning outcomes based on what they had created and chosen to upvote. …

Some of these I love. Some of them I would probably never have included myself. **There are others I would have liked to have seen in here, but my suggestions were outvoted**….

We set about **designing assignments** to correspond to learning outcomes. … We built all of this week by week, with a syllabus that started almost completely blank and got filled in as we went along.

In OpenSem, I decided to **let students design the grading process**. It took a couple of weeks (while we simultaneously did other things as well) to hammer it out. Basically, they designed a competency-based model where they would have unlimited time within the confines of the course to improve each assignment if it initially they did not "achieve the competency." Achieving the competency would require them to meet all of the parameters of **the rubrics, which were often designed by the students as they crafted the assignments.**

Pedagogy of Closure slide

<u>David Gaertner blog post</u>

"As a non-Indigenous scholar who works with Indigenous communities, listening to my collaborators and recognizing boundaries is a necessary part of what I do. **There are places that I am not welcome and conversations that I should not be a part of."**

"These moments of closure are disquieting, of course, but they should also be taken as instructive—because, in Paulette Regan's sense of the word, they are unsettling. In this sense, closure is a "profound disturbing of a colonial status quo"[iv] that provisions against what Garneau identifies as **the colonial desire to "penetrate, to traverse, to know, to translate, to own and exploit.**"[v]"

<u>Tara Robertson keynote talk posted on her blog: http://tararobertson.ca/2016/lita-keynote/</u>

"In March of this year I learned that **Reveal Digital has digitized On Our Backs, a lesbian porn magazine that ran from 1984-2004**. … I quickly thought about friends who appeared in this magazine before the internet existed. I was worried that this kind of exposure could be personally or professionally harmful for them.

While Reveal Digital claims to have gone through the proper steps to get permission from the copyright holder, there are ethical issues with digitizing collections like this. **Consenting to a porn shoot that would be in a queer print magazine is a different thing to consenting to have your porn shoot be available online."**

- "When I heard all the issues of the magazine are being digitized, my heart sank. I meant this work to be for my community and now I am being objectified in a way that I have no control over. People can cut up my body and make it a collage. My professional and public life can be high jacked. These are uses I never intended and I still don't want." (one of ppl in mag)

"Even the copyright issue is complicated: the photographer would've held copyright, not the models. The photographer would've then either handed over copyright to the magazine, signed over copyright for a specified time period, or agreed to have them published and retained copyright."

"On August 24, 2016 Reveal Digital announced that they were temporarily removing access to the OOB content. The main reason they gave was took this collection down citing minors access to pornography, the privacy concerns I raised and the need to consult with community."

"The Supreme Court of Canada decision in the <u>Delgamuukw case</u> (PDF) in 1997 is widely seen as a landmark case for treaty negotiations. During the trial Delgamuukw elders testified and shared information that would not normally be shared outside their community. They chose to break cultural protocols for the greater good of their community's land rights. As this was in the courts their testimonies were part of the court record.

Even though these materials are widely available in print at law libraries across Canada, some people believe that UBC should not have digitized this collection."

Open Edu 60s 70s slide
(this slide is not in this version of the talk but I'm keeping notes here in case I want to speak to it briefly)

Some of these still resonate today in discussions of open pedagogy

See blog posts:
http://blogs.ubc.ca/chendricks/2017/10/21/open-education-in-the-60s-and-70s/

http://blogs.ubc.ca/chendricks/2017/10/25/open-pedagogy-shared-aspects/

From first link above:

Claude Paquette, 1979: focus on:
* Individual differences, individual growth directing the learning
* Instructors having an indirect influence: not to make students assimilate info but help them progress individually
* Flexible space and time
* Student choice in activities and students proposing activities themslves
* Learning activities should be such that there could be multilple answers, multiple pathways to reaching goals; also bringing different disciplines together
* Class rules established by teacher and students

Don Tunnell (1975)

provides what he takes to be a list of characteristics many conceptions of open education share (p. 12 of Kindle edition; emphasis mine):

(1) Students are to pursue educational activities of **their own choosing**;
(2) Teachers are to create an environment rich in educational possibilities;
(3) Teachers are to give a student **individualized instruction** based on what he/ she is interested in, but they are also to guide the student along educationally worthwhile lines;
(4) Teachers are to respect students. The following count as exhibiting respect for the student
:
(a) the student is granted considerable **freedom**; he/ she is, for the most part, **autonomous**,
(b) the student's interests and ideas are considered to be important and he/ she receives individual instruction and guidance based on his/ her interests,
(c) there is considerable interaction between teacher and student; they are considered to be **equal** in some sense,
(d) students are rarely commanded; **uses of authority are minimized**,
(e) students' feelings are to be taken seriously.