**Mt Royal workshop on open pedagogy, March 9, 2018**

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* Beyond cost savings: The value of OER and open pedagogy for student learning
* One of the important benefits of adopting Open Educational Resources (OER) is the significant amount of money students can save on their course materials. OER can facilitate deeper changes in teaching and learning practices as well, sometimes described as Open Educational Practices (OEP) or open pedagogy: e.g., students revising or creating resources for their fellow students, creating publicly-available OER, or contributing to the curriculum in other ways. In this workshop Christina Hendricks will explain how OEP and open pedagogy have been conceptualized and give some specific examples of such practices. There will also be hands-on activities designed to allow participants to determine whether, and if so, how, to incorporate some of these ideas in their own teaching and learning contexts.

**plans for the session (1.5 hours; 12-1:30)**

**Introductions: what do you hope to gain from this workshop?**

**Open what and how (10 mins)**

* what
  + content/resources
  + courses
  + practices--what do you think this means? will go into more depth later
* how
  + license, cost, participation, etc.
  + UDL
    - from Sue Doner pres at KPU: http://libguides.kpu.ca/opentextbooks/accessinclusion
      * Goal of Universal Design for Learning = elimination of barriers from the learning environment.
        + 1.Proactive; designing to support different learning styles and learner needs before course begins.
        + 2.Supports many learners; (re)design to be usable by as many as possible, not just those registered with DRC.
        + 3.Available to all students in the course (and future offerings).
        + 4.Includes standards to ensure compatibility with assistive technologies.
      * Accommodation
        + 1.Students have to formally identify & register themselves

Let’s think about this & consider the experience of a student who has to disclose information about a personal condition to College employees so that she/he can access support.

The “medical model” of accommodations that students receive through their institution’s disability services provides individualized adaptations of a learning environment, but the process requires students to seek this support for every course they take and to disclose personal information about themselves over and over again. Similarly, not all students who have challenges accessing course components qualify for Disability Services’ accommodations – e.g. ESL, aging eyes and ears, etc.

All this to say – this is a process we should put students through thoughtfully and mindfully – not by default.

* + - * + 2.Often a reactive process; adaptation made when course is underway and/or course is already developed
        + 3.Individualized adaptation of learning environment for a student with a disability.

Create an alternative option for one.

* + - * \*This is a critical service and will continue to be essential in supporting students; some barriers cannot be addressed through instructional planning.
    - from Kumar & Wideman article,"Accessible by design: Applying UDL principles in a first-year undergraduate course" Canadian J of Higher Ed 2014: https://files.eric.ed.gov/fulltext/EJ1028772.pdf
      * medical model of disability: student has a problem, student needs accommodation to access the "normal" course materials, strcture, etc.
      * social model: disability exists b/c of socially constructed barriers, not anything wrong with the individual. If the world were constructed differently, the way some people are wouldn't be a "disability."
        + if some students can't access the course, it's the course that needs to change.
        + "The barrier to education comes not from the student with the disability but from a learning environment that is exclusive in its design and delivery."
    - examples
      * digital resource accessibility
      * posting slides before class so students can stay longer on them or take notes on them or go back to them
      * transcripts on videos, audio recordings

**What are OEP/open pedagogy? (37 mins)**

* brainstorm in groups (5 mins, then 5 mins report back) (10 mins)
* OEP as wider than open pedagogy (2 mins)
  + examples of OEP
* open pedagogy (25 mins)
  + quotes
  + OER-enabled pedagogy
  + themes
  + can put this all together under a single kind of umbrella of open?
    - themes; see also nice graphic here: http://libguides.colorado.edu/c.php?g=624667&p=4354234
      * creators not just consumers
        + contributing to public knowledge
        + non-disposable assignments
      * collaborators in educational enterprise
        + reducing hierarchy
        + co-creating curriculum
        + student choice, autonomy
      * transparency
        + explaining what doing & why
        + revealing process, reasoning; reflecting on process and ups and downs
      * increasing access
        + cost
        + accessibility, UDL
      * connecting to wider networks
        + social media
        + blog posts
        + other participants in courses
    - what might tie all of these together under "open"?
      * what's open about all of these? making dividing lines more porous, reducing or crossing barriers & boundaries
        + wider visibility
        + wider participation: people outside courses, also peple inside courses being able to participate, having access
        + wider impact of work
        + increasing collaboration, reducing hierarchies--student work valued as making important contributions
  + examples of Open Ped
    - include also students collaborating on a journal article: https://www.hastac.org/blogs/danicasavonick/2017/09/29/teaching-through-publishing-scholarly-journal-article-collaborative
    - include hypothesis annotation
    - what else can you think of?

**Value of OEP/open pedagogy? Challenges? (15 mins)**

* open discussion (5 mins)
* then some things others have said (10 mins)
  + social justice/equity
  + results from Janette's students; quotes from students from TESS slides
  + Wiley's recent article: http://www.irrodl.org/index.php/irrodl/article/view/3022 (also have PDF open in Preview from Zotero)
  + this student's reflection: https://thechcexplored.wordpress.com/2017/04/26/what-an-open-pedagogy-class-taught-me-about-myself/

**Connect to your own work: (25 mins)**

* + questions: answer on own first (10 mins)
    - what OEP would make sense in your context?
    - What benefits and challenges might there be in doing so? What downsides can you see/worries do you have?
    - What would you need in order to make such a change happen?
    - What questions do you have?
    - What next steps can you take?
  + 1-2-4-all
    - 2 and 4: (10 mins total)
      * any part of the worksheet you'd like to discuss
    - all: (5 mins)
      * what did you learn from discussing with others?
      * what challenges do you foresee and how might they be addressed?