Open Pedagogies, Practices and Resources
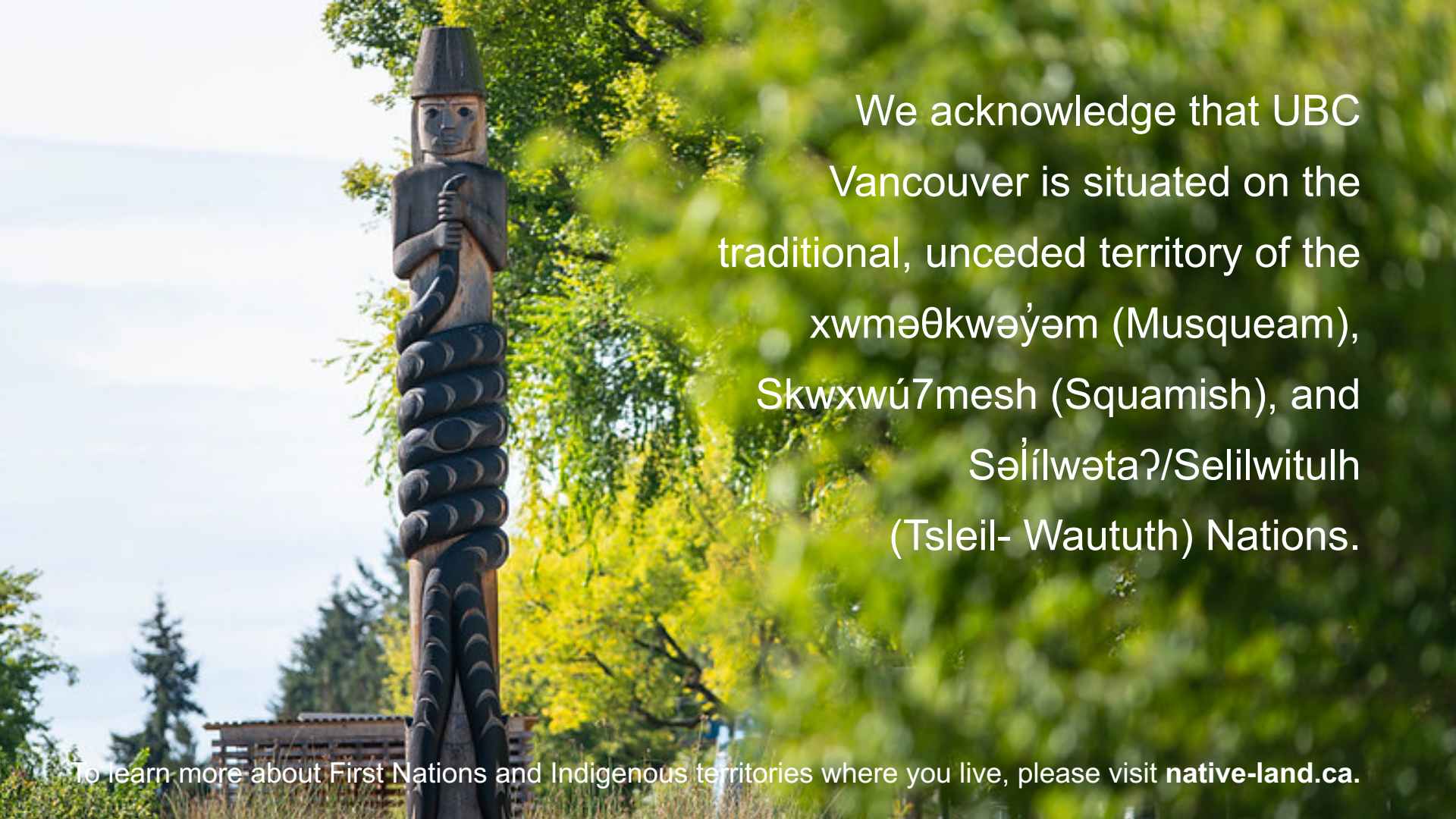
FACILITATED BY

- **IAN LINKLETTER (ETS)**

- **HELEN DEWAARD (ETS)**

- **WILL ENGLE (CTLT)**

Image by Alan Robb on Pixabay

We acknowledge that UBC Vancouver is situated on the traditional, unceded territory of the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səl̓ílwətaʔ/Selilwitulh (Tsleil- Waututh) Nations.

To learn more about First Nations and Indigenous territories where you live, please visit **native-land.ca.**

Open education - an Indigenous perspective

OPEN UBC

Set your teaching and learning free
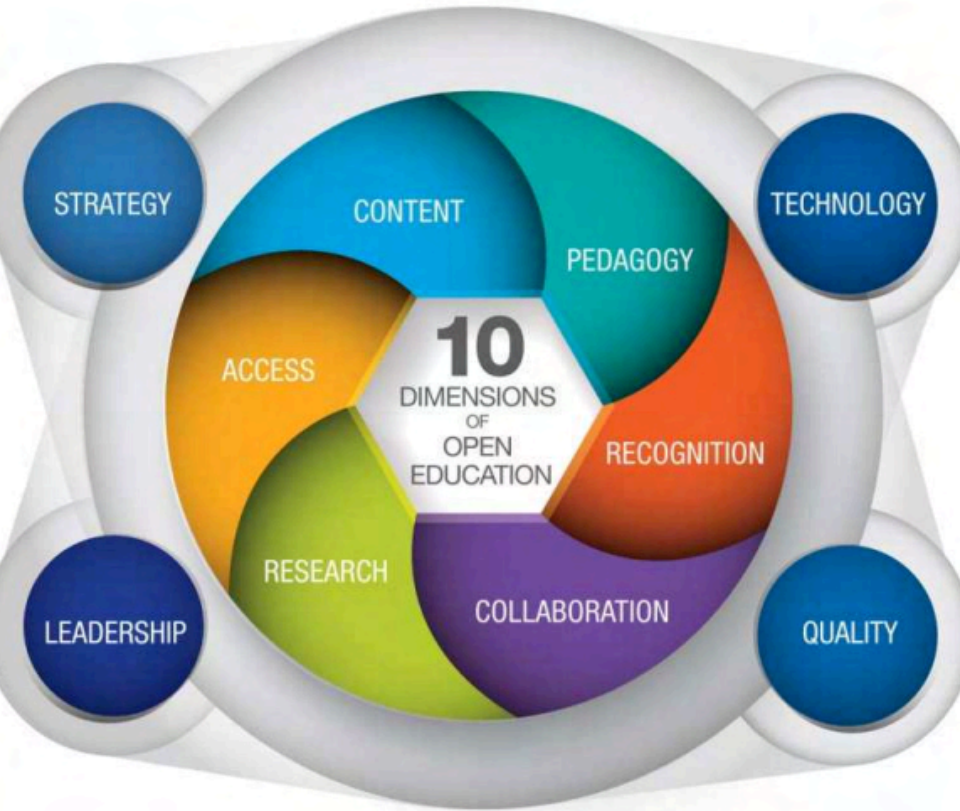
Open education is premised on the idea that knowledge is a public good and that technology and the internet provide "an extraordinary opportunity for everyone to share, use, and reuse knowledge".
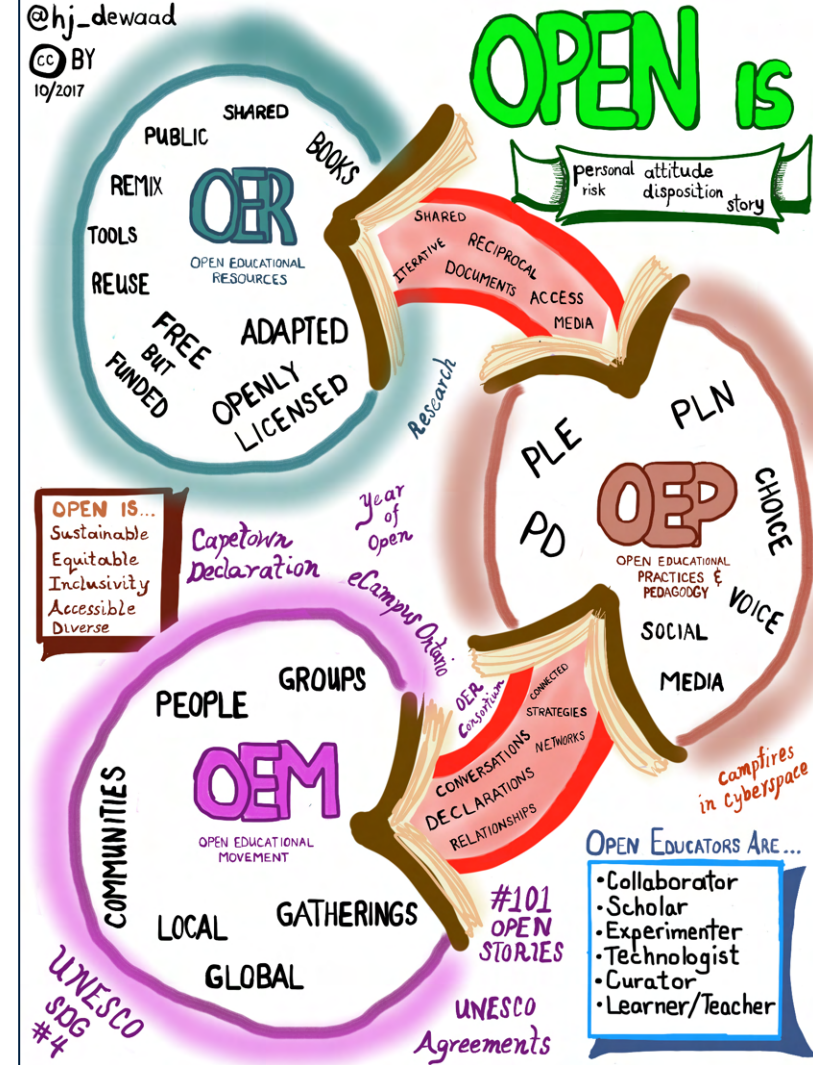
(Geser, 2012, p. 16)

10 dimensions of Open Education

- From Inamorato dos Santos, A., Punie, Y., & Castaño Muñoz, J. (2016). *Opening up education: A support framework for higher education institutions* (EUR 27938; p. 79). https://doi.org/10.2791/293408 (online)

Open is

➢ about resources (OER)
➢ that connect to people
➢ to shift practices (OEP)
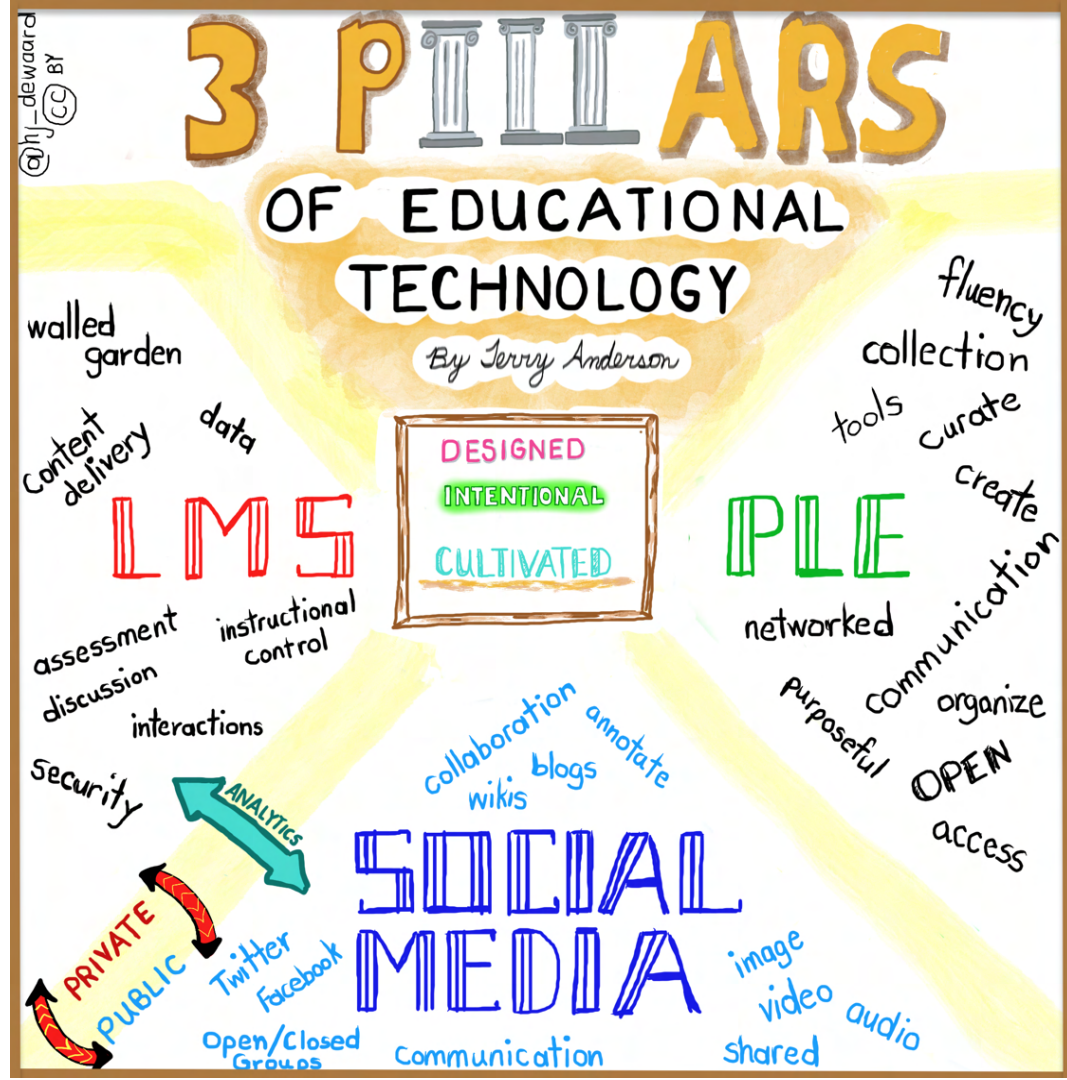➢ within a global movement (OEM)

Open education can mean using and sharing
- ❑ open content
- ❑ resources
- ❑ pedagogies
- ❑ practices

that can be built on, modified, or re-used by others.

Where does OPEN in educational technology happen?

Open Educational Resources (OER) are teaching and learning resources, including:

full courses, course materials, textbooks, streaming videos, tests, software, and any other tools, materials, technologies or techniques that are

free of cost and access barriers, and

which also carry legal permission that allows anyone to freely use, adapt and share the resource—anytime, anywhere. (SPARC, n.d; Hewlett Foundation, n.d).

Within the field of open education, open educational practice (OEP) is often framed and connected to the application of open educational resources to learning.

(Cronin, 2017b; Pitt et al., 2020).

Thinking about your Learners?

https://mindwires.com/free-resources/
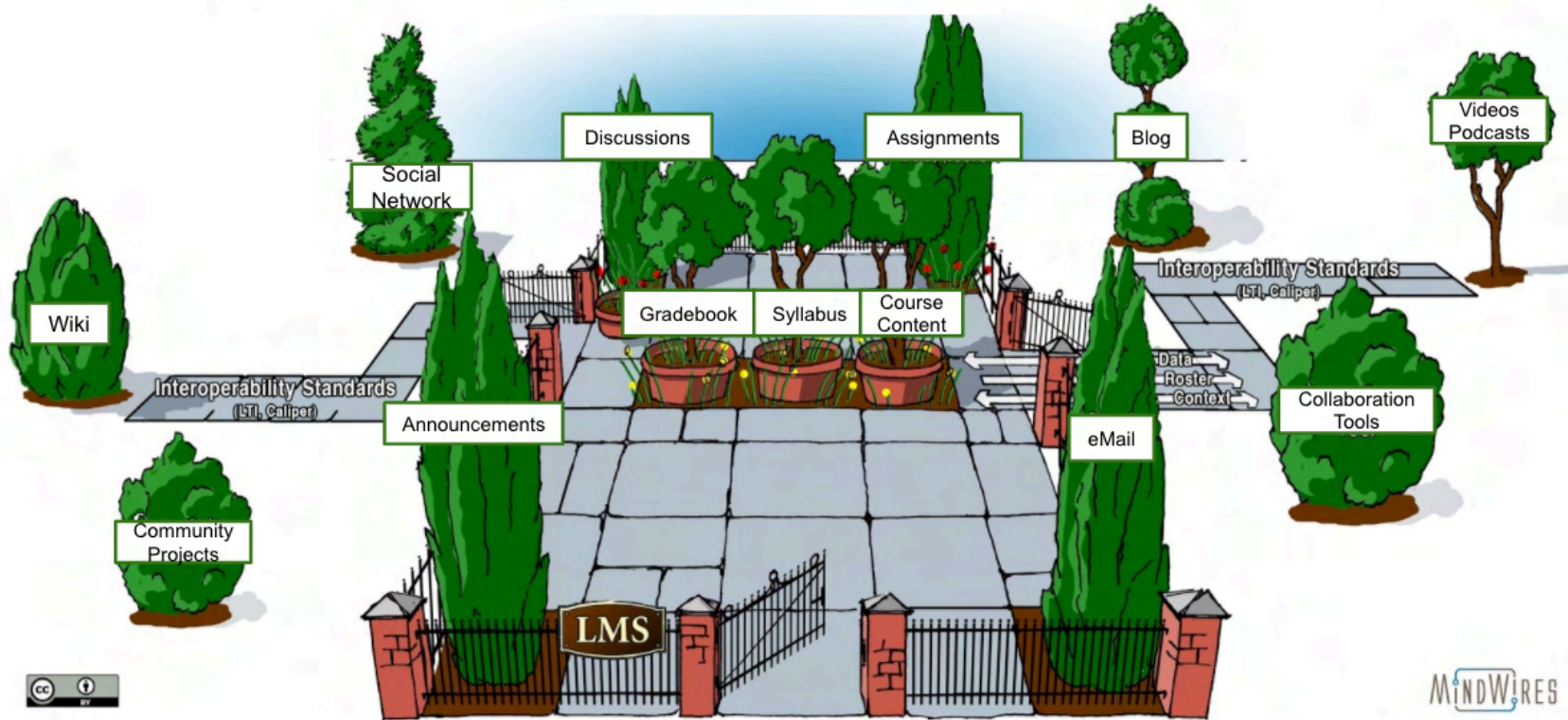
Question:

Have you ever created an open resource? How do you know that it is open?

OPEN UBC

5 R'S AND 6 CC'S

THE UNIVERSITY OF BRITISH COLUMBIA

The 5 R's of Open Educational Resources

Retain

Redistribute

Reuse

Remix

Revise
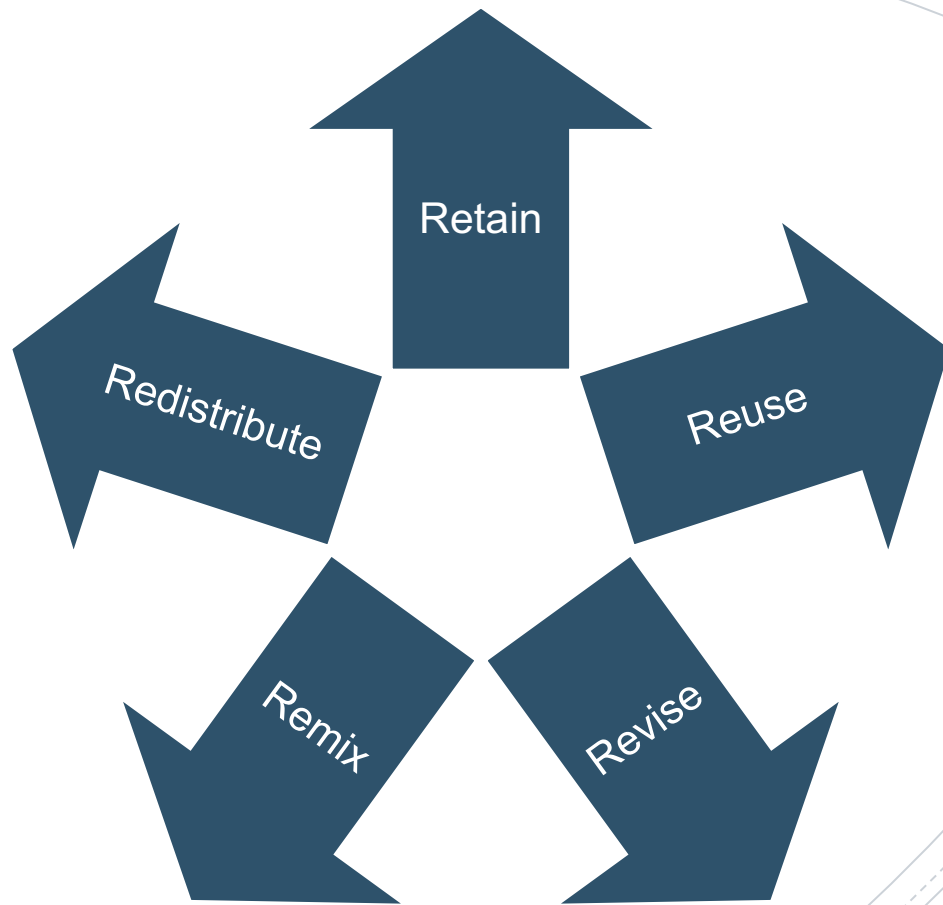
David Wiley, Defining the "Open" in Open Content and Open Educational Resources
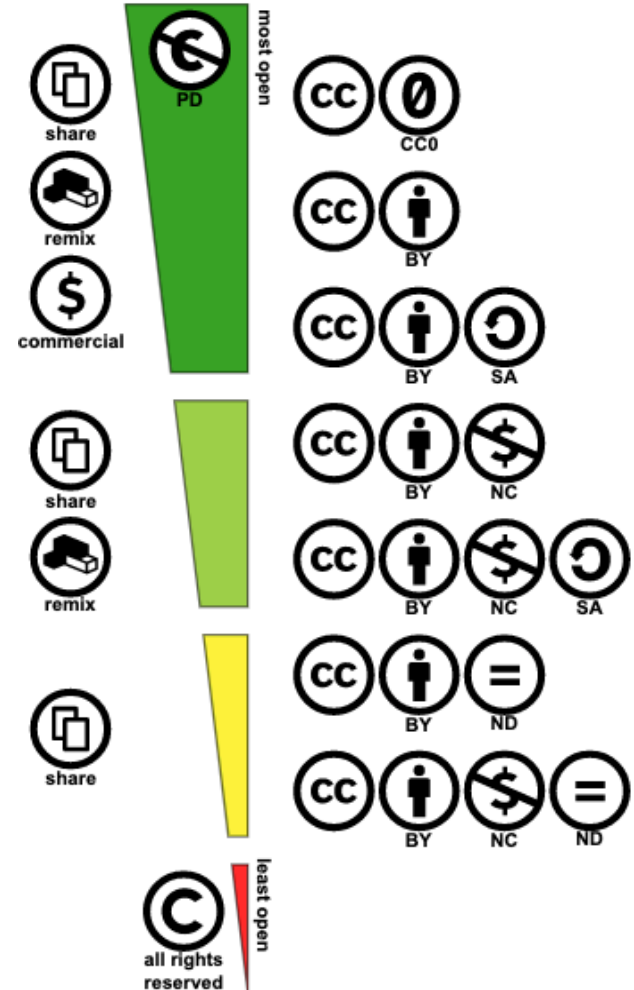
Creative Commons

Creative Commons (CC)

- Licenses
- Movement
- Organization

CC licenses

Creative Commons (CC) licenses provide advance permission to use copyrighted material under certain conditions.

Creative Commons

The Licenses

- [Anatomy of a CC License](#) [video & blog post by HJ.DeWaard]

The Movement

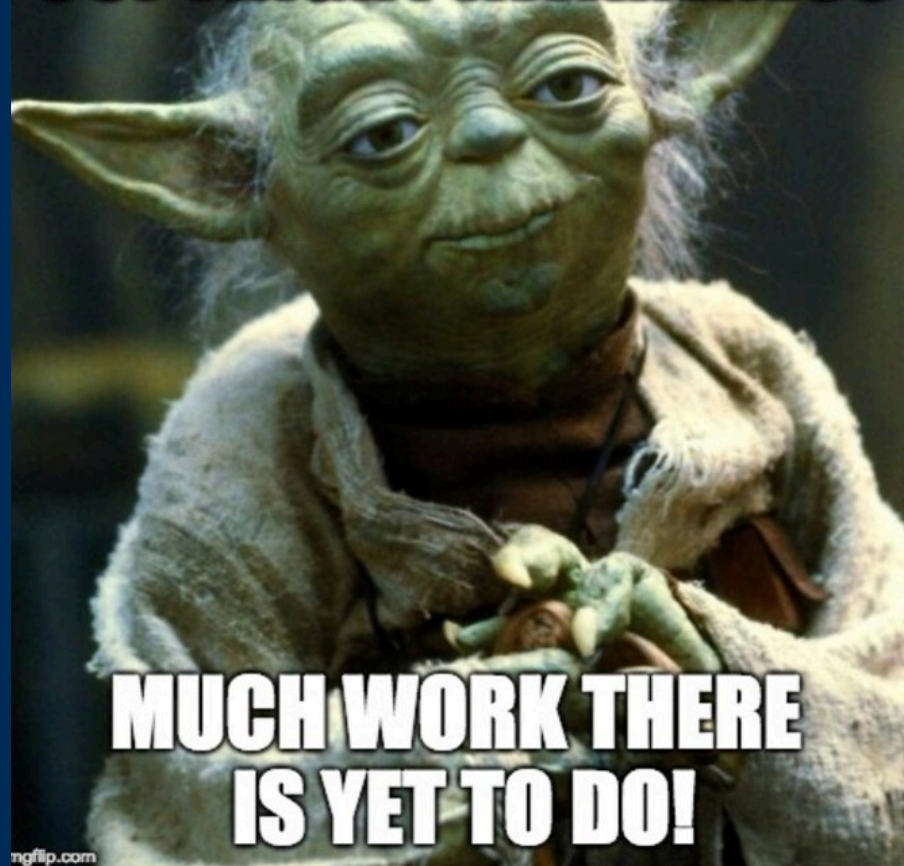- The **CC Global Network** (CCGN), is a place for everyone interested in and working with open movements.

The Organization

- Advocacy, innovation, capacity building

Learn more

- [Creative Commons Certification course and open resource.](#)

Where can you find OER and CC licensed resources?

- Think local but search global.

OPEN RESOURCES AT UBC

Purposes for using OER in teaching

compulsory self-study materials for learners
engage their students more fully in a topic area interest hard-to-engage learners
broaden the range of resources available to learners
enhance their professional development prepare for teaching
Ideas and inspiration assets within a lesson
optional self-study materials for learners provide e-learning materials for learners
learn about a new topic Supplement existing coursework
make their teaching more culturally diverse
broaden the range of their teaching methods basis for comparison/to assess the quality of their materials
connect with instructors or learners who have similar interests
stay up-to-date in their subject

Jhangiani, R. S., Pitt, R., Hendricks, C., Key, J., & Lalonde, C. (2016). *Exploring faculty use of open educational resources at British Columbia post-secondary institutions*. Victoria, BC: BCcampus.

BENEFITS FOR STUDENTS

- Low cost or free
- Easy to find and access -- even before classes start
- More customised and relevant

BENEFITS FOR FACULTY

- Increases student retention by reducing costs
- Assures academic freedom to modify or add content to your specifications
- Extends your academic profile
- Provides more relevant and engaging materials for your students

From CC licensed presentation https://wiki.ubc.ca/images/5/5d/Education_OER_-_October_2020.pdf

71%

Of **UBC Students** reported they went without a textbook or other course resource due to cost

"Vast majority of survey respondents perceived the open textbook to be of the same or better quality than commercial textbooks used in their other courses. Further, many of them appreciated the fact that the textbook was customized to this particular course—which is made possible by using a textbook with an open license."

Hendricks, et al., (2017). *The Adoption of an Open Textbook in a Large Physics Course: An Analysis of Cost, Outcomes, Use, and Perceptions*.

UBC Educational Technology Support

SEARCH: USAGE RIGHTS AND LICENSE OPTIONS
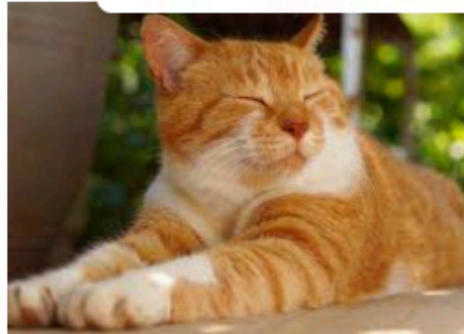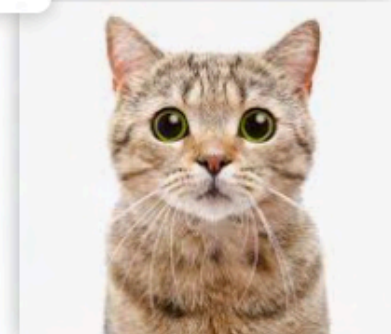
Finding Resources at UBC and beyond

UBC Library guides.library.ubc.ca/open_education

Open UBC open.ubc.ca

BCcampus Open Textbook Initiative open.bccampus.ca

Open education in Canadian higher education

Educational Resource Repositories (OERRs) - start with [MOM](MOM) and OERCommons

BCcampus Open Ed Resources

All Subjects

Academic/Career Success

Adult Basic Education

Art and Design

Biological/Physical Sciences

Business

Communication/Writing

Computer Science

Earth and Ocean Sciences

Education

Digital Education

Diversity, Equity, and Inclusion

Early Childhood Education

Indigenization

Open Pedagogy

Find Open Textbooks

Search...   -- Filter --   SEARCH

Results: **2 Open Textbooks**

Open Pedagogy Resources

Author(s): Assorted authors

Updated: Jul 21, 2020

Description: This entry includes a collection of resources an open pedagogy. Open pedagogy, also known as open educational practices (OEP), are pedagogical strategies that use the affordances of open licences to get students involved in creative activities that often contribute back to the course materials - or have other real-world applications. David Wiley is credited with coining the term "open pedagogy" and contrasts this type of assignment with "disposable assignments" that have no value once a grade i...[more]

Supplementary materials

A Guide to Making Open Textbooks with Students

Author(s): Elizabeth Mays (Editor), Robin DeRosa, Rajiv Jhangiani, Timothy Robbins, David Squires, Julie Ward, Anna Andrzejewski, Samara Burns, Matthew Moore
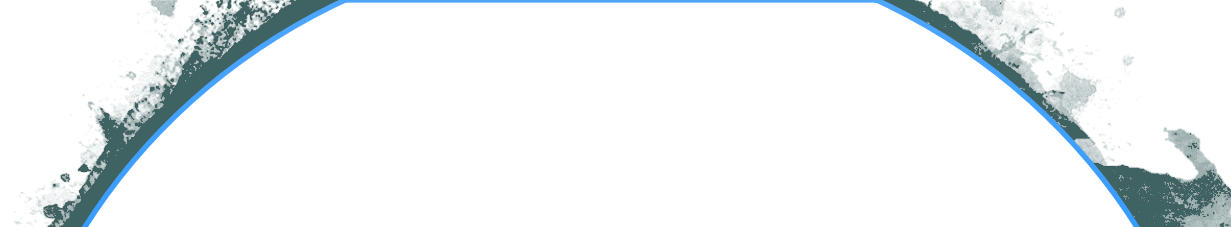
Updated: May 10, 2019

Description: A handbook for faculty interested in practicing open pedagogy by involving students in the making of open textbooks, ancillary materials, or other Open Educational Resources. This guide aims to both inspire and equip more faculty to follow in these open pedagogy pioneers' tracks in making open textbooks with students. This is a first edition, compiled by Rebus Community, and we welcome feedback and ideas to expand the text.

OPEN PEDAGOGIES AT UBC
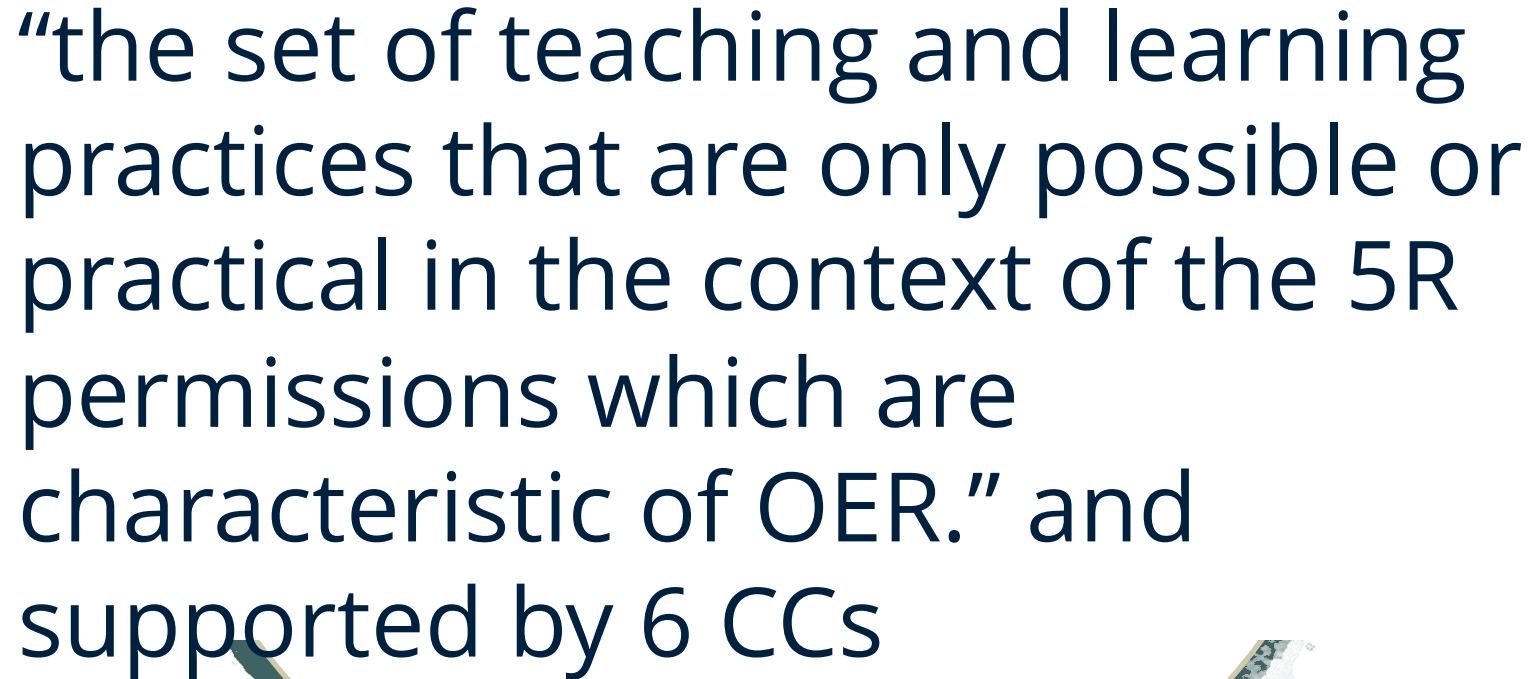
UBC Educational Technology Support

Open pedagogies 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.
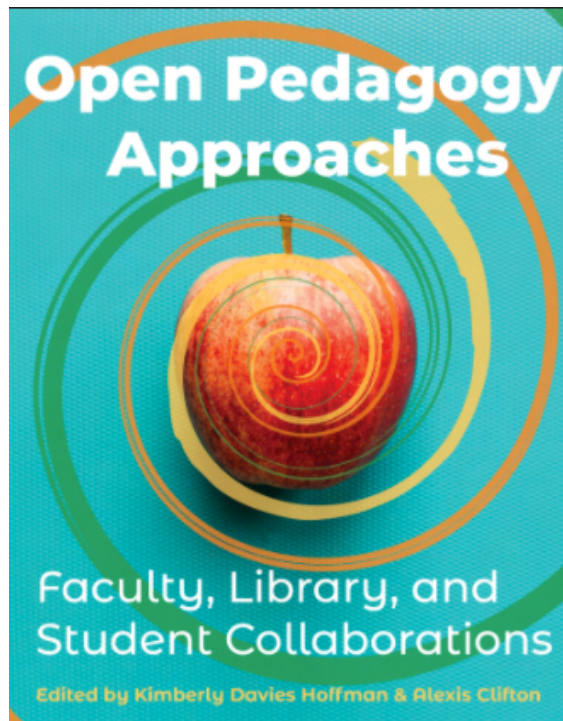
Tom Woodward in an excerpt from an interview in Campus Technology
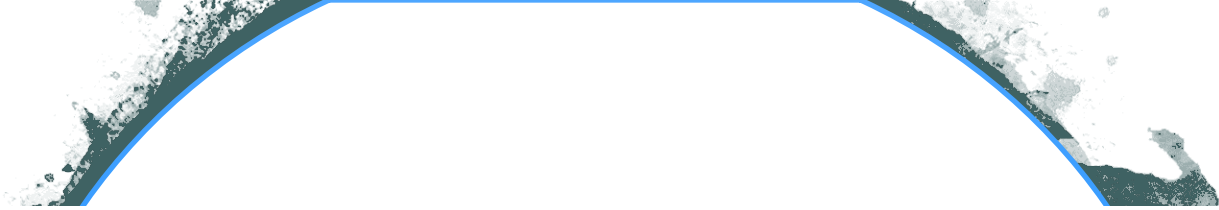
"the set of teaching and learning practices that are only possible or practical in the context of the 5R permissions which are characteristic of OER." and supported by 6 CCs

-- Wiley & Hilton (2018)

[Open Pedagogy Approaches](#): An open resource about open pedagogical approaches

We are often asking students to do work just to show us that they can do it. I wanted them to do something that had genuine value, and not just this makeup exercise they perform just to show [professors] they know how to do things.

-Dr. Rosie Redfield, UBC Zoology

Motivation and Engagement with OEP

Students can
- Contribution to public knowledge
- Creator vs. consumer
- Learn from others with expertise
- Learning through creating generates immediate (almost) feedback
- Transform/revision the student-instructor dynamic

OEP at UBC Examples

- MET students work and [generate ideas on technology](#).
- Forestry students create a [multilingual dictionary](#)
- Physics students create course [learning resources](#)
- Latin American Studies students [create and share videos](#)
- MET students Create [Knowledge Repository](#).
- [Forestry students](#) create conservation [case studies](#)
- English students add [Canadian literature to Wikipedia](#)

One Option – and it's FREE and OPEN

SDG Toolkit
for Canadian Colleges and Institutes

A practical guide to the United Nations Sustainable Development Goals in post-secondary institutions

https://sdgcicanguide.pressbooks.com/front-matter/introduction/
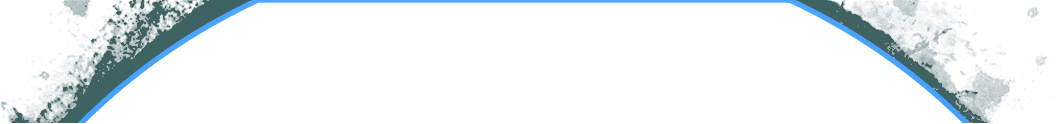
What are the challenges / barriers to using such an approach?

What impact do you think such as shift would have on learning outcomes?

OPEN PRACTICES AT UBC

Open practices bring to the forefront the individual to whom the open resources and pedagogies matter as an educator

- situated within contextualized, complex spaces
- where personal identity, on multiple levels, is continually negotiated, and
- where personal and connected decisions are made, both within and from outside educational contexts.

(Cronin, 2016).

Students and Faculty are:

- Opening their ideas up to public scrutiny - this is a bit scary for most of us but doing so usually means it pushes us to a higher standard of work.

- Learning to see themselves as contributors to knowledge
  - beginning to see themselves as emerging scholars.

- Building digital skills, fluencies, competencies, and literacies

Engaging in global conversations: http://unboundeq.creativitycourse.org/category/2020-unbound-4-0/
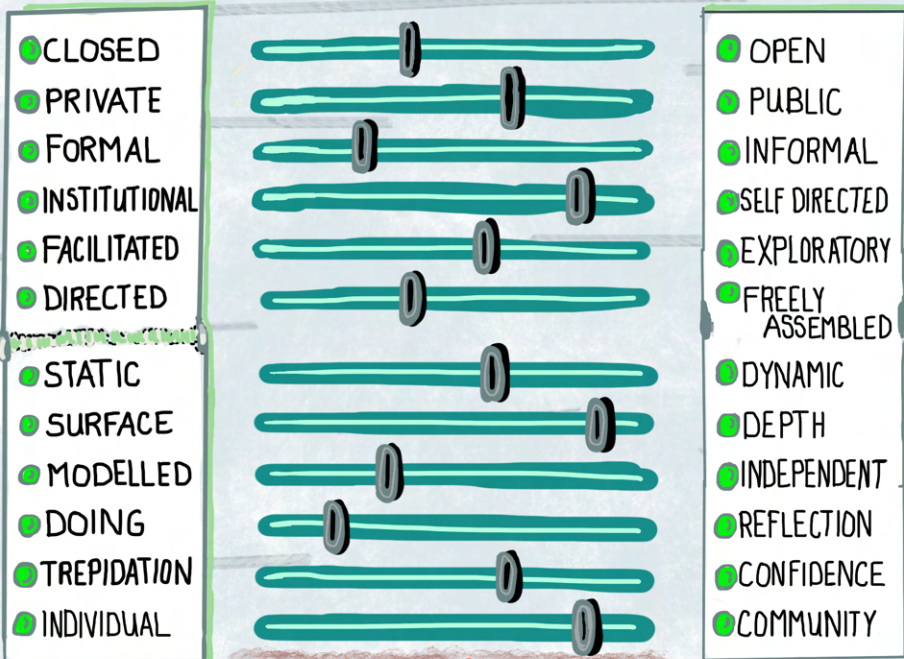
Safety, Security, Privacy, & Permissions
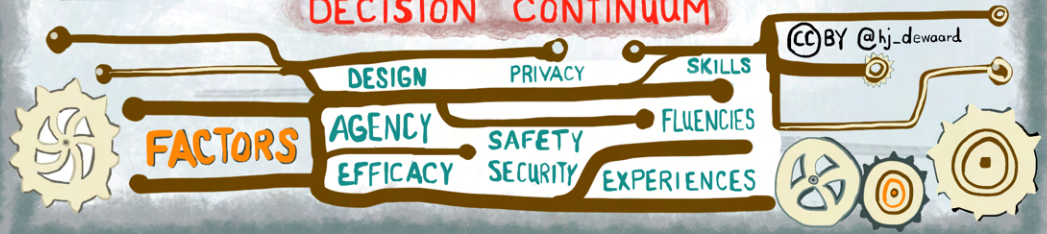
Provide choices to students:
- publishing with a pseudonym
- publishing in a way that only other people in that class can see their work
- submitting only to the instructor or T.A.
- publishing publicly with or without an open license

UBC Digital Tattoo to build awareness and understanding: https://digitaltattoo.ubc.ca/

Open Educational Practices — DIAL IT UP

Closed	Open
CLOSED	OPEN
PRIVATE	PUBLIC
FORMAL	INFORMAL
INSTITUTIONAL	SELF DIRECTED
FACILITATED	EXPLORATORY
DIRECTED	FREELY ASSEMBLED
STATIC	DYNAMIC
SURFACE	DEPTH
MODELLED	INDEPENDENT
DOING	REFLECTION
TREPIDATION	CONFIDENCE
INDIVIDUAL	COMMUNITY

DECISION CONTINUUM

FACTORS

DESIGN   PRIVACY   SKILLS
AGENCY   SAFETY   FLUENCIES
EFFICACY   SECURITY   EXPERIENCES
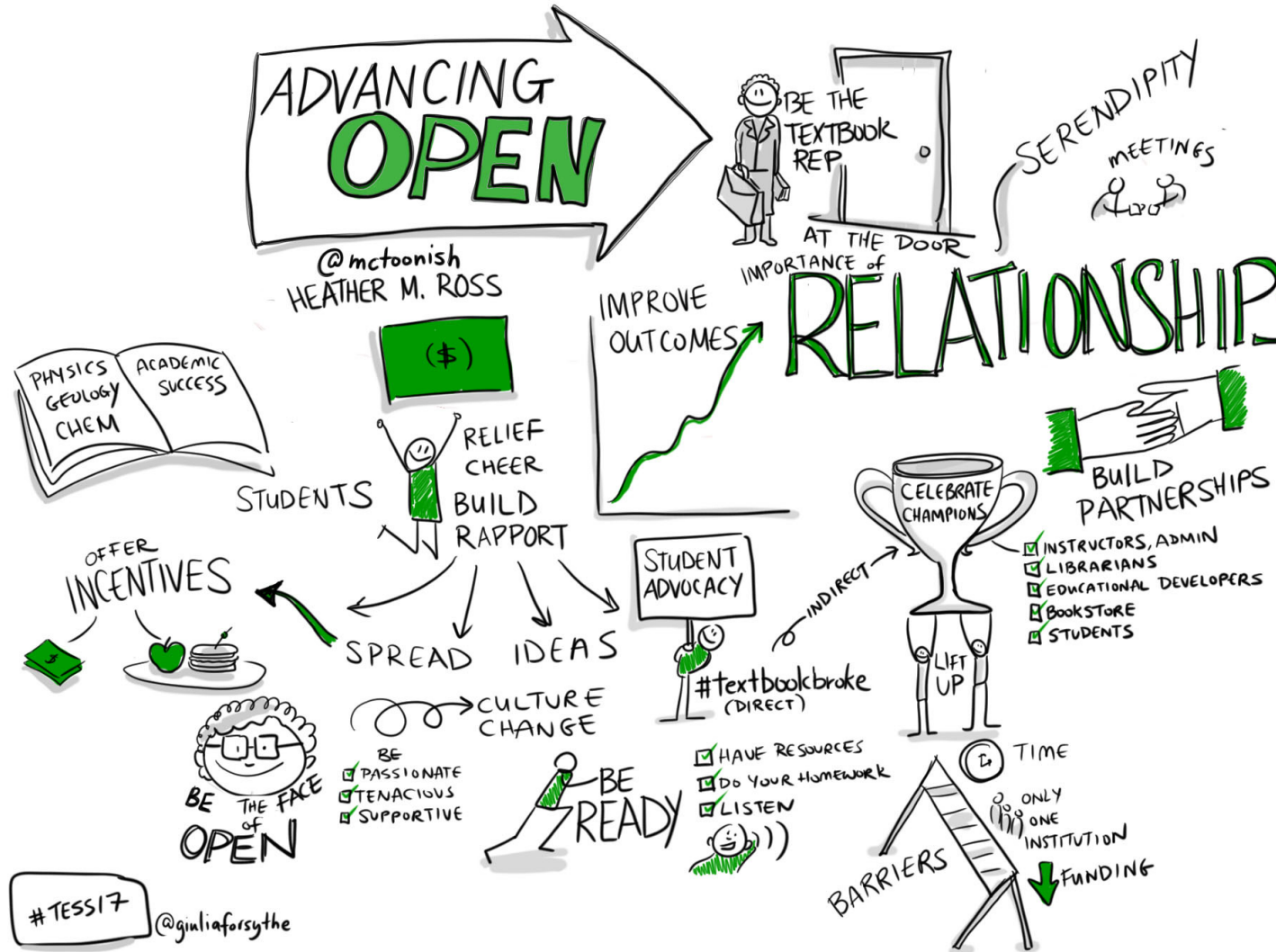
We use "open" as though it is free of ideology, ignoring how much "openness," particularly as it's used by technologists, is closely intertwined with "meritocracy" — this notion, a false one, that "open" wipes away inequalities, institutions, biases, history, that "open" "levels the playing field."

Audrey Watters, From Open to Justice, 2014

Advancing OPEN at UBC

- Relationships
- Connections
- Collaboration

Where can you begin or continue to advance open educational
Practices?
Pedagogies?
Resources?

» Home » OER Fund(ed): diverse voices and 'beyond the classroom' projects

OER Fund(ed): diverse voices and 'beyond the classroom' projects

By Sheridan Powell on October 8, 2020

In February 2020, **Surita Jhangiani** and colleagues from the Department of Educational and Counselling Psychology and Special Education were awarded an OER Implementation Grant for their proposal, *Opening Educational Psychology: Pathways to inclusivity and student centered practices.*

With applications now open for 2021's OER Fund grants, Surita explains the advantages of collaborating to create open educational resources, and why they're moving away from commercial textbooks.

Q: What motivated you to apply for an OER grant?

Zero-textbook costs is important to me, as stories about students struggling financially are becoming far too common place and I think we need to do what we can to help our students thrive.

I was motivated to apply for an OER grant as I wanted to create ancillary resources that would complement the resources that are currently used for a large lecture undergraduate course. The creation of these resources would help ensure the continuation of zero-textbook costs for this course.

Q: How will students benefit from your project?

Suritia Jhangiani

References and Resources

Writing an Open Textbook with
Students: https://press.rebus.community/makingopentextbookswithstudents/chapter/open-pedagogy/

Hendricks, C., Reinsberg, S,. and Rieger, G. (2017). *The Adoption of an Open Textbook in a Large Physics Course: An Analysis of Cost, Outcomes, Use, and Perceptions*. International Review of Research in Open and Distributed Learning. Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/3006/4220:

Clifton, A. et al (Eds.) (2020) Open pedagogy approaches Open Pedagogy Approaches by Alexis Clifton is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

UNESCO (2020). Call for Joint Action: Supporting Learning and Knowledge Sharing through Open Educational Resources (OER). [online] https://en.unesco.org/sites/default/files/covid19_joint_oer_call_en.pdf[

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Questions?
Contact us: ets.educ@ubc.ca