

The Future is Open

# Visualizing Open Pedagogy



2022 Open Access Week Symposium  
Jonathan Chenoweth

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**OPEN**  **ACCESS**  
WEEK SYMPOSIUM

October 24-27, 2022

# Open pedagogy

- What opportunities for engagement become possible when central course resources carry an open license?
- What investigations might students be ready to *perform* instead of purchase?

# Open pedagogy

- Could students be your partners in the development and critique of question banks, wikis, tests, etc.?
- Can we invite students to be contributors, editors, authors, adapters in the pursuit of learning?

# Open pedagogy

- How could a grounding in *public domain* resources serve to reorient classroom conversations – and prepare students – for civic engagement & citizenship?

*Arena* - How is learning situated?

*Practice* - When is learning engaging?

*Extension* - What makes learning durable?

**Intellectual constructiveness**

**Public domain**

**Design thinking**

How is learning situated?

“Wicked problems”

“Renewable assignments”

“Writers’ club”

When is learning engaging?

**Information literacy**

**Universal Design for Learning (UDL)**

**Scholarship of Teaching and Learning (SoTL)**

What makes learning durable?



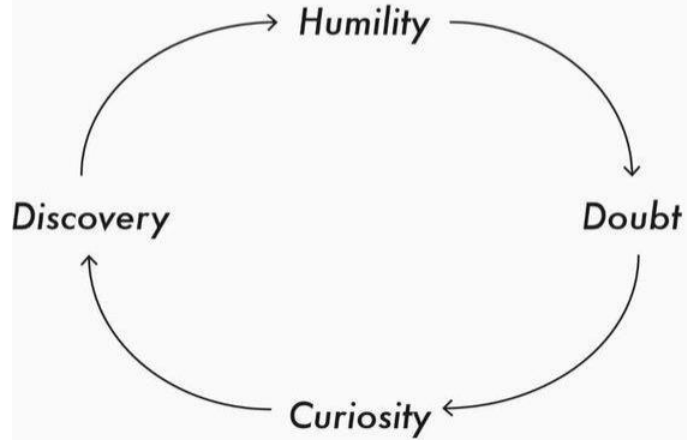
*But what about...*

- meeting expectations for content *coverage*?
- navigating the finer points of *copyright* law?
- upholding *standards* for student work?

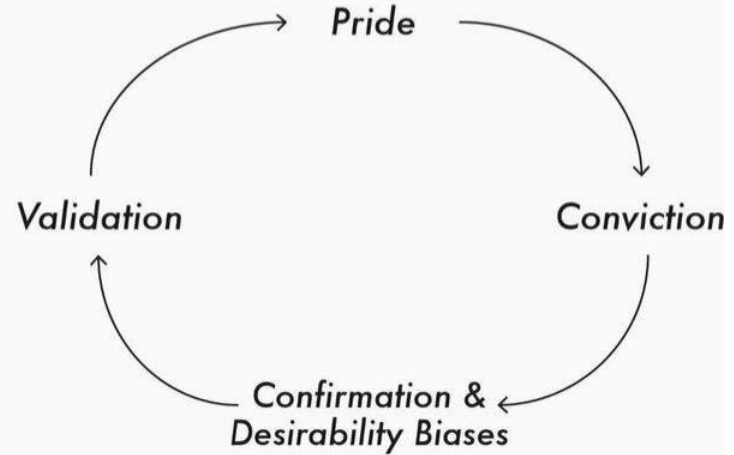
“To know what you know and what you do not know, that is true knowledge.”

- Confucius, Socrates

## THE RETHINKING CYCLE



## THE OVERCONFIDENCE CYCLE



When the assignment is to build a novel version of something that already exists:

**Learners** may have a hard time knowing what they don't know.  
(struggle with *blindspots & overconfidence*)

**Teachers** may have a hard time letting go of what they know.  
(struggle with “*beginner’s mind*”)

When the assignment is to create something original:

**Teachers** may have a hard time knowing what they don't know.  
(practice *intellectual humility*)

**Learners** may have a hard time letting go of what they know.  
(practice *new habits & mindsets*)



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“If a thing is worth doing, it’s worth doing badly.”

- Gustav Holst, Carol Bly

# Selected Resources

Clifton, Alexis and Kimberly Davies Hoffman. ***Open Pedagogy Approaches***. Geneseo, NY: SUNY Geneseo, Milne Library Publishing. <https://milnepublishing.geneseo.edu/openpedagogyapproaches/> Date accessed: 24 Oct. 2022.

Elder, A.K. (2019). ***The OER Starter Kit***. Ames, IA: Iowa State University Digital Press. DOI: <https://doi.org/10.31274/isudp.7> Date accessed: 24 Oct. 2022.

Burnett, Mahrya, Abbey Elder, Anne Marie Gruber (2021). ***OER Primer for Iowa Regents Institutions***. Ames, IA: Iowa State University Digital Press. <https://iastate.pressbooks.pub/regentsoerprimer> Date accessed: 24 Oct. 2022.

Anne Marie Gruber. **“Open Pedagogy: Students as Content Creators.”** Cedar Falls, IA: Rod Library, University of Northern Iowa. <https://guides.lib.uni.edu/oer/openpedagogy> Date accessed: 24 Oct. 2022.

Iowa State University. **“Teach With Open Pedagogy”** <https://www.oer.iastate.edu/teach-open-pedagogy> Date accessed: 24 Oct 2022.

Wiley, David, and John Levi Hilton III. **“Defining OER-Enabled Pedagogy.”** International review of research in open and distance learning 19.4 (2018)  
[https://cvlc-uni.primo.exlibrisgroup.com/permalink/01NRTHIOW\\_NRTHIOW/1btvbkf/cdi\\_doaj\\_primary\\_oai\\_doaj\\_org\\_article\\_8e8f7b9ca2834d94a48a19f6f6c80f78](https://cvlc-uni.primo.exlibrisgroup.com/permalink/01NRTHIOW_NRTHIOW/1btvbkf/cdi_doaj_primary_oai_doaj_org_article_8e8f7b9ca2834d94a48a19f6f6c80f78) Date accessed: 24 Oct. 2022.

Cronin, C. **“Openness and Praxis: Exploring the Use of Open Educational Practices in Higher Education”**. *The*

# Some Examples of Student-Led OER

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**“Open Pedagogy in Practice: Faculty Perspectives.”** *YouTube*, uploaded by New England Board of Higher Education, April 12, 2021. CC Attribution 4.0 International License. <https://www.youtube.com/watch?v=2NRU74z26Vw> Date accessed: 24 Oct. 2022.

Stine, Courtney. **“Crowdsourced pedagogy: Editing Wikipedia and the Framework for Information Literacy for Higher Education.”** *College & Research Libraries News*, [S.l.], v. 83, n. 4, p. 166, Apr. 2022. Available at: <https://crln.acrl.org/index.php/crlnews/article/view/25406>. Date accessed: 24 Oct. 2022. DOI: <https://doi.org/10.5860/crln.83.4.166> .

Pressbooks Directory / Collection / **Student-Led OER.** <https://pressbooks.directory/?collec=Student-Led+OER> Date accessed: 24 Oct. 2022.