

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 CreatMM the ! e, -" rs o

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

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.

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 thin

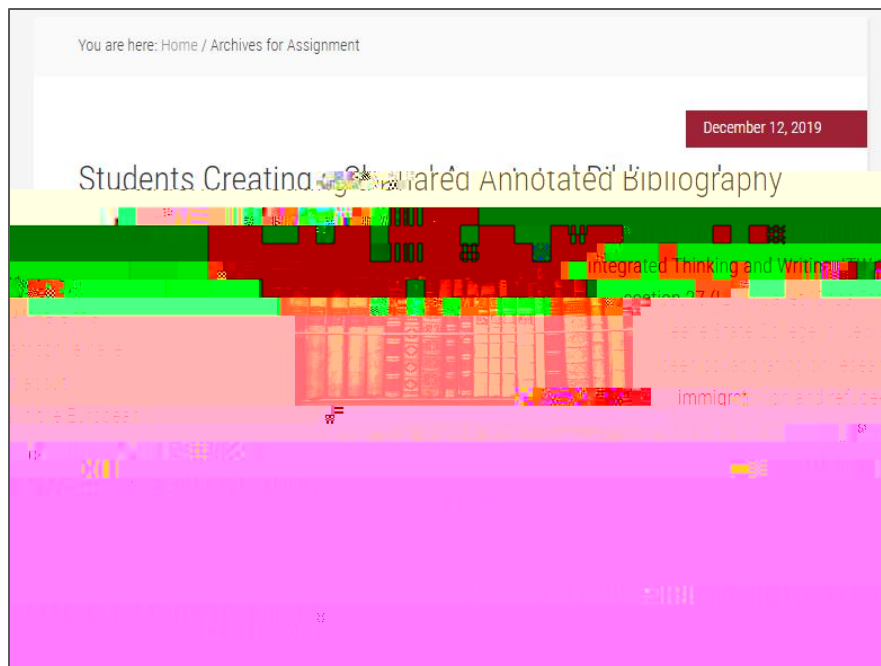
That all sounds great, right? Supporting student work, supporting pedagogy, creating OER – sounds like a great path forward. But what does that path look like? What does open pedagogy look like?

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 _____ and _____ – 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.

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.

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



August 4, 2019

Zines

via edit-a-thons, blog

...movements. There are many [...]

1 Comment

By Elizabeth A. Resnick, [Assignment Tapped With Seattle](#) / 1 Comment

April 3, 2018

Student-Created Group Genetics Worksheet



document, [...]

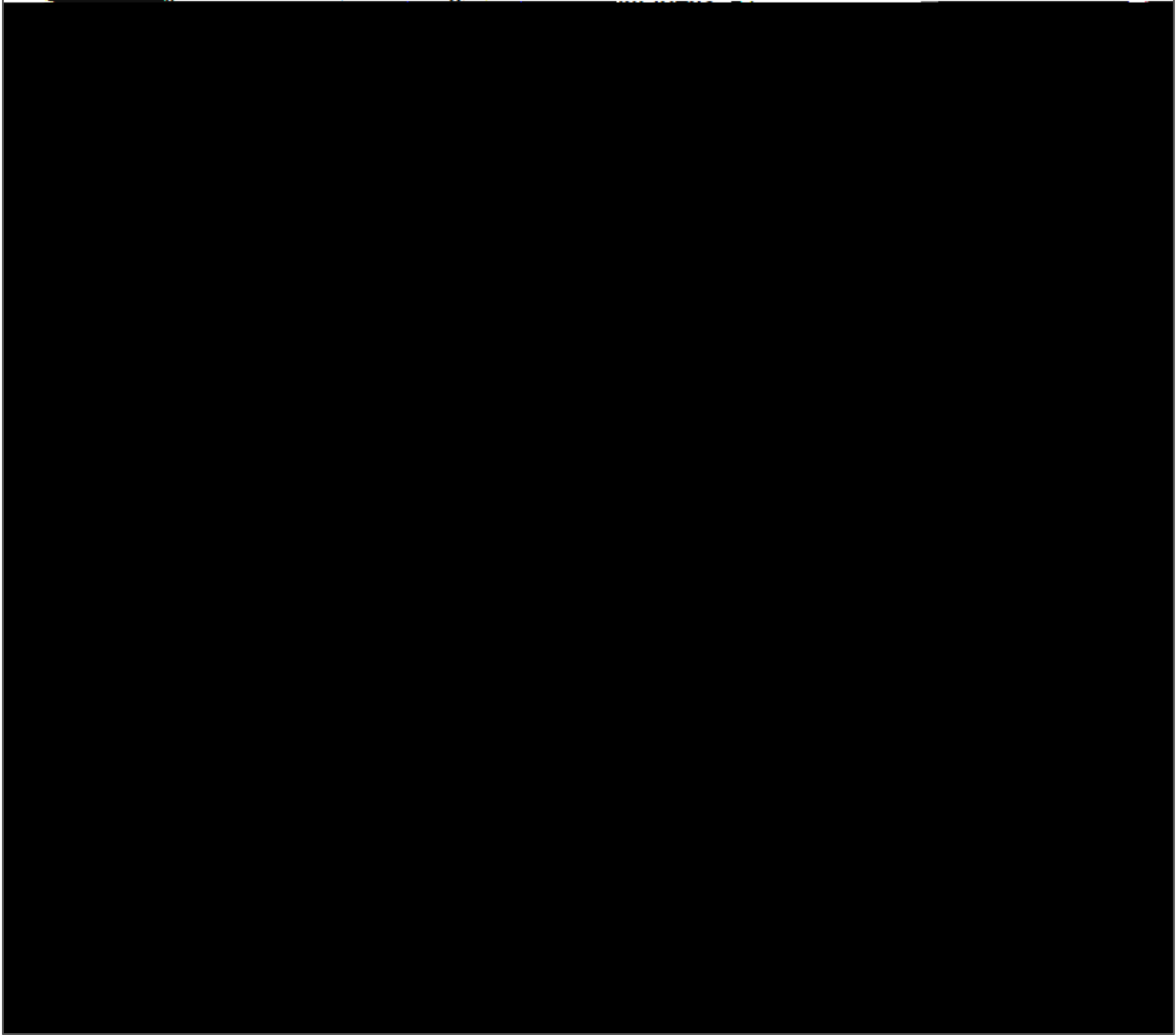
By Arthur Webb, [Filed Under: Assignment Tapped With Seattle](#) / 1 Comment



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.

<p>Students create their own content</p>	<p>Students create their own content</p>
<p>Mundo Moderno created open licensed textbooks in different languages (Spanish, English, Chinese, French, Vietnamese) for use in classrooms</p>	<p>Ad in American affairs</p>
<p>Students create or revise/remix entire textbooks</p>	<p>Students create or revise/remix entire textbooks</p>
<p>Students create or revise/remix entire textbooks</p>	<p>Students create or revise/remix entire textbooks</p>
<p>IX Academy encourage students to create openly licensed study guides, review games, materials which they review and integrate into their courses.</p>	<p>Teachers at Mountain High create tutorial videos, and other materials</p>
<p>Students create their own assignments</p>	<p>Students create their own assignments</p>
<p>Students create their own assignments</p>	<p>Students create their own assignments</p>

Additional Ideas



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.

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).

Here are the references for this presentation.

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

Thank you for your attention today! I hope this has been useful and enlightening. If