

Introduction to Open Pedagogy

Kosar Dakhilalian

Educational Developer for Open Educational Resources

Center for Pedagogical Innovation, Brock University

kdakhilalian@brocku.ca

Dr. Rajiv Jhangiani

Vice Provost, Teaching and Learning

Professor, Educational Studies and Psychology

rjhangiani@brocku.ca



This work is licensed under [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)



Access Check

We encourage you to check, identify, and question your learning environment for any of the following. We welcome comments for any elements that we can support to reduce barriers.

- Technology
- Space
- Resources
- Pace





Scan the QR or
use link to join



<https://forms.office.com/r/TIHtRCF-PdS>

 Copy link

0 response submitted

How would you describe your familiarity with Open Pedagogy?

First time I've..

Heard the term..

Can explain what..

I have..

I have embraced..

Treemap

Bar



1 of 1





Adaptation of [@visualthinkery](#) by [Bryan M. Mathers](#) is licenced under [Attribution-ShareAlike 4.0 International](#).

Open Educational Resources (OER)

"Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others."

– UNESCO

Free vs Open

Free

- No monetary costs to access materials
- Does **not** mean users may reuse, modify, or share widely
- Examples
 - Articles from library subscriptions
 - Copyrighted web materials such as news articles, websites, images

Open

- No monetary costs to access materials
- Able to modify, reuse, or share widely
- Must abide by creator's open license terms





[Making Open Educational Resources: A Guide for Students by Students](#) by Ashlyne O'Neil; Jykee Pavo; Mikayla Bornais; Tariq Al-Rfouh; Chris Nardone; Elijah Annoh-Waithe; Lawrence Villacorte; Lorenzo Pernasilici; Marianne Kantati; Mitchel Macmillan; Mohamed Eldabagh; Norman Ha; Devin Wacheski; Anas Al-Chalabi; Dave Cormier; Brandon Mailloux; Ghanem Ghanem; Kamaal Kusow; Kristen Swiatoschik; Patrick Carnevale; Rana Kilani; Steven Shlimoon; and Zain Raza is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.

OER Repositories

- [Open Textbook Library](#) - Multidisciplinary
- [OASIS \(Openly Available Sources Integrated Search\)](#) - Federated Searching
- [Mason OER Metafinder](#) - Multidisciplinary
- [Pressbooks Directory](#) - Multidisciplinary
- [Teaching Commons](#) - Multidisciplinary
- [OER Commons](#) - Multidisciplinary
- [OpenStax](#) - Multidisciplinary

Finding OER

In locating OER in the repositories, consider:

- Narrowing your focus
- Expand your options beyond text readings
- Keep track of search terms, synonyms, and places searched
- Consult with a librarian in your institution

What is Open Pedagogy?

Use/reuse/creation of OER and collaborative, pedagogical practices employing social and participatory technologies for interaction, peer-learning, knowledge creation and sharing, and empowerment of learners.

Cronin, C. (2017). Openness and Praxis: Exploring the Use of Open Educational Practices in Higher Education. *The International Review of Research in Open and Distributed Learning*, 18(5). <https://doi.org/10.19173/irrodl.v18i5.3096>.

What is Open Pedagogy?

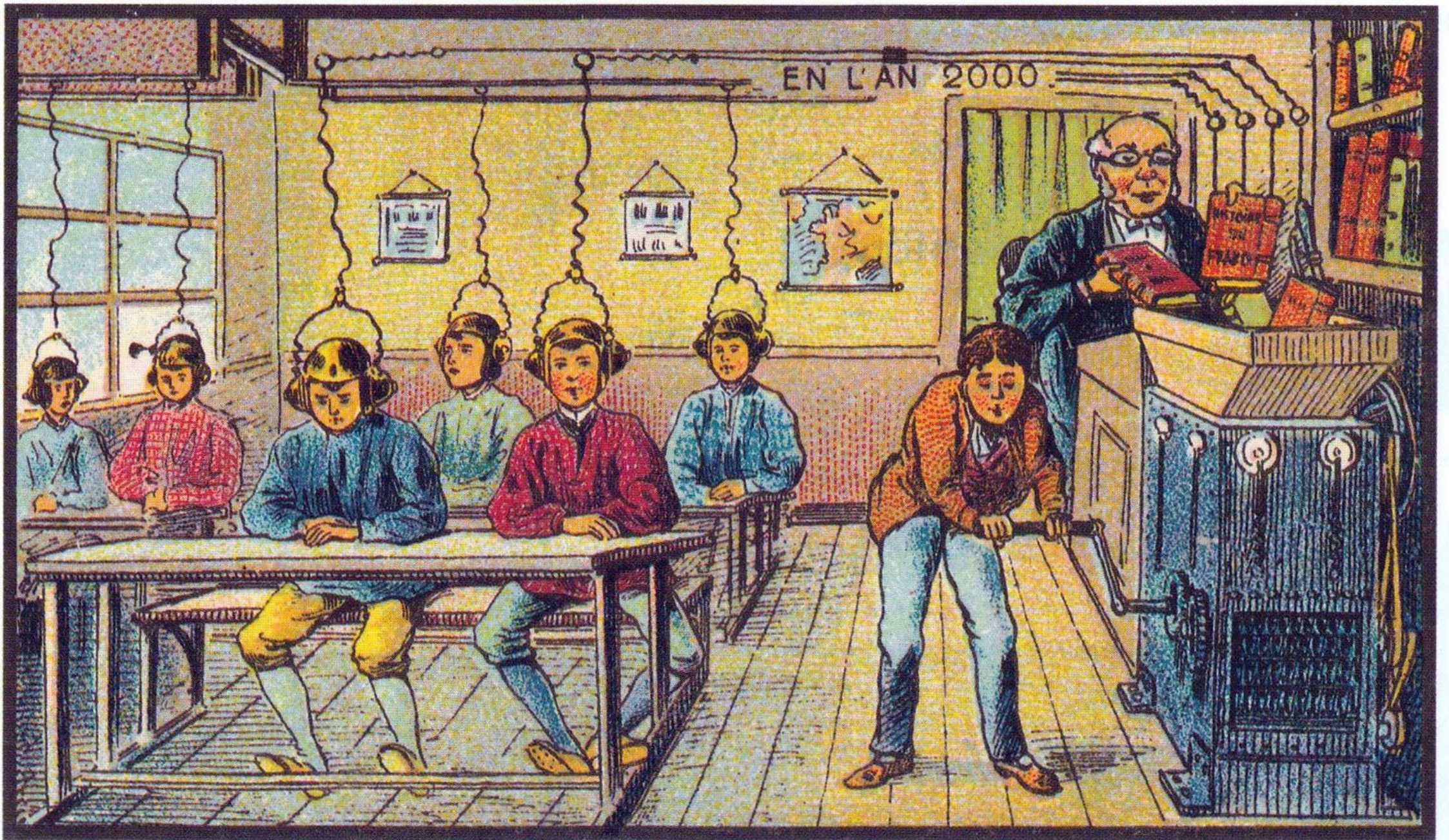
An access-oriented commitment to learner-driven education AND a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part.

What is Open Pedagogy?

Teaching and learning practices and environments that **promote equity, collaboration, and innovation** and **invite students to create and share knowledge** with future publics, often in association with the use of open educational resources

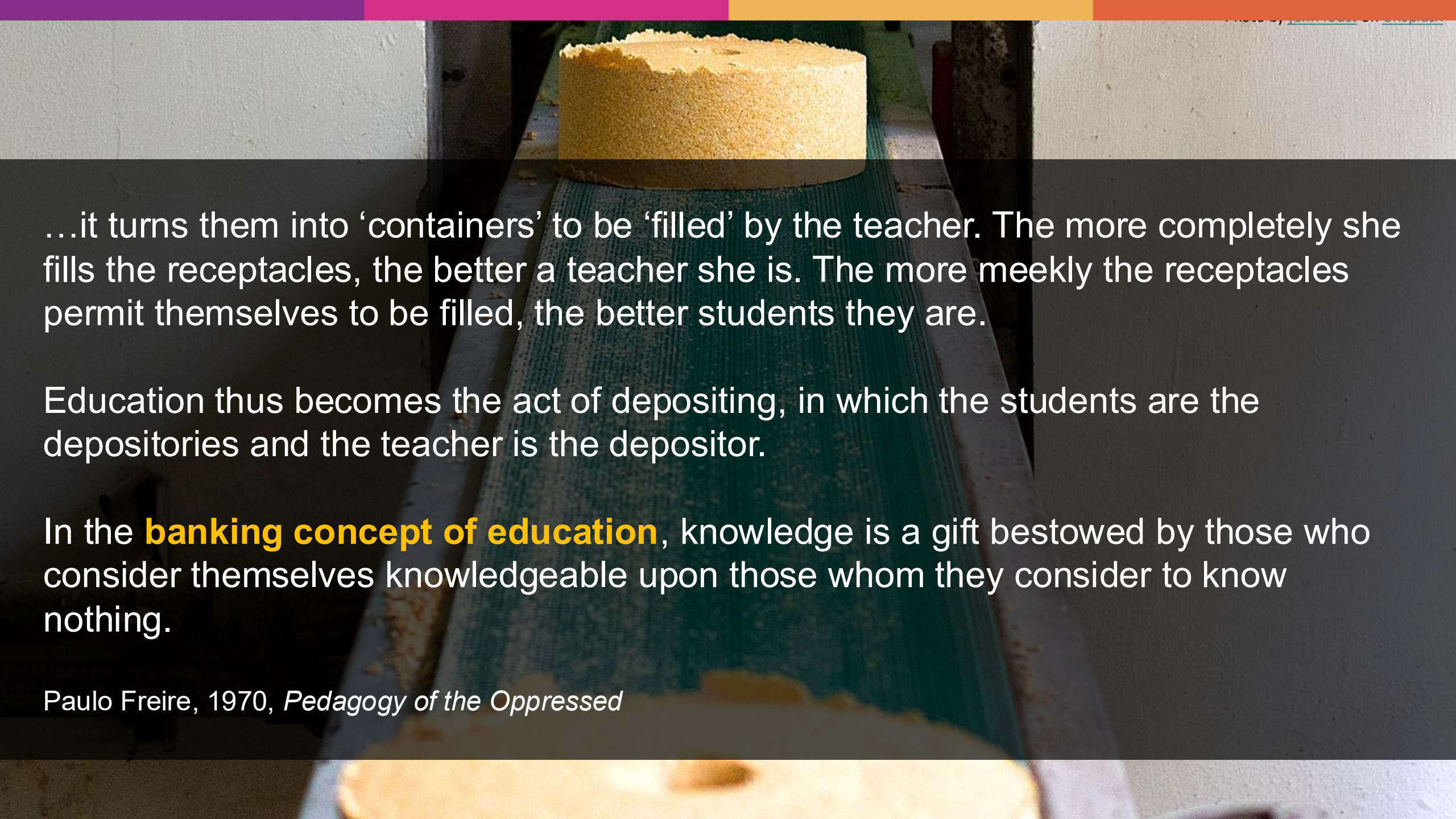
Tijerina, T. (2024). Pedagogy Opened: Innovative Theory and Practice. <https://alg.manifoldapp.org/projects/opened>





At School

"France in 2000 year (XXI century). Future school." by [Jean Marc Cote](#) is in the [Public Domain](#)

A close-up photograph of a lathe in operation. A cylindrical piece of light-colored wood is being turned on a green lathe bed. The wood is being shaped into a smooth, rounded form. The background is a plain, light-colored wall.

...it turns them into 'containers' to be 'filled' by the teacher. The more completely she fills the receptacles, the better a teacher she is. The more meekly the receptacles permit themselves to be filled, the better students they are.

Education thus becomes the act of depositing, in which the students are the depositories and the teacher is the depositor.

In the **banking concept of education**, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing.

Paulo Freire, 1970, *Pedagogy of the Oppressed*



21
18 00 FORUM: FRANCK LEIBOVICI
19 30 BEAUBOURG-LA-REINE: COMPAGNIE DU ZERÉ
20 00 BRUITS DE BOUCHE: DAVID MOSS
21 00 Foyer: CHRISTIAN RIZZO
21 00 FORUM: DAVID MOSS

OUVERTURE

22
14 00 UNE PEINTURE PARLÉE
15 00 BEAUBOURG-LA-REINE: LES KELLERS
19 00 BEAUBOURG-LA-REINE: JULIE NICOLE ET SIR ALICE
20 00 TEATRINO PALERMO: INAUGURATI...
20 30 GRANDE SALLE: ELMGREEN & DR...

VE
23
14 00 UNE PEINTURE PARLÉE
16 00 BEAUBOURG-LA-REINE: GILLES GASTON-DREYFUS
19 00 CONFÉRENCE-PERFORMANCE

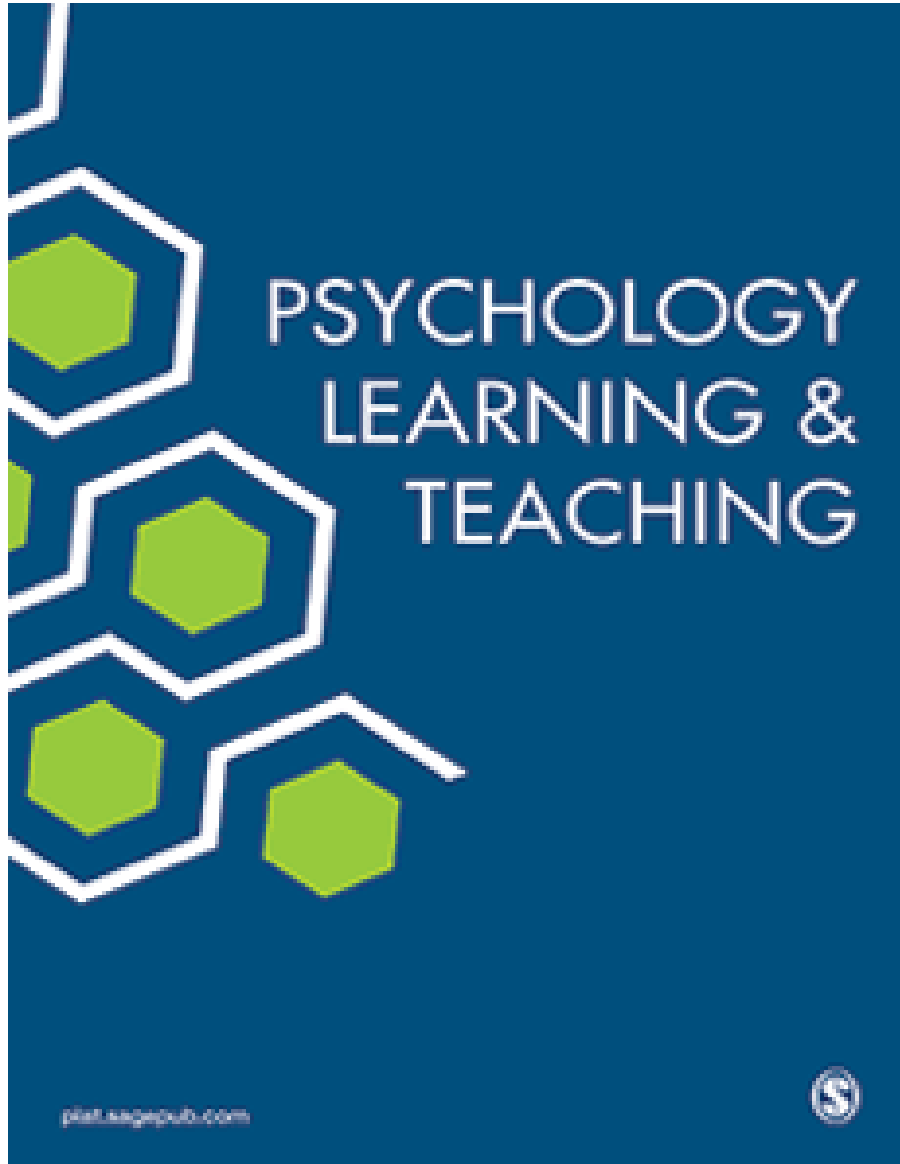
29
14 00 UNE PEINTURE PARLÉE
16 00 BEAUBOURG-LA-REINE: LAURENT FRIQUET
ET MARIE-PIERRE BRÉBANT

30
14 00 UNE PEINTURE PARLÉE
16 00 BEAUBOURG-LA-REINE: GILLES GASTON-DREYFUS
19 00 CONFÉRENCE-PERFORMANCE
SOPHIE LENOIR ET STÉPHANE ROGER
GUILLAUME DESANGES

5
14 00 UNE PEINTURE PARLÉE
14 00 TEATRINO PALERMO, CINÉMA 2: BORIS CHARMAZ
16 00 BEAUBOURG-LA-REINE: GILLES GASTON-DREYFUS,
SOPHIE LENOIR ET STÉPHANE ROGER
18 00 PARFUMS POURPRES DU SOLEIL DES PÔLES
20 30 GRANDE SALLE: STEVEN COHEN

6
14 00 UNE PEINTURE PARLÉE
16 00 BEAUBOURG-LA-REINE: GILLES GASTON-DREYFUS







Psychology Learning & Teaching
Volume 18, Issue 1, March 2019, Pages 84-97
© The Author(s) 2018, Article Reuse Guidelines
<https://doi.org/10.1177/1475725718811711>



Open Educational Practices: Perceptions and Outcomes

A Conceptual Framework for Non-Disposable Assignments: Inspiring Implementation, Innovation, and Research

Sally B. Seraphin , J. Alex Grizzell, Anastasia Kerr-German, Marjorie A. Perkins, Patrick R. Grzanka, and Erin E. Hardin 

Abstract

The concept of “non-disposable assignments” (NDAs), including those referred to as “renewable assignments,” has grown in popularity in recent years in select education circles, particularly alongside an enthusiastic push toward open pedagogy. Unfortunately, little organized literature exists to effectively define, implement, and empirically evaluate what is ultimately an age-old though infrequently applied practice of assigning students a learning activity that provides impact or value outside the traditional student–teacher dyad. In contrast to the often-detested “disposable assignment,” NDAs can be defined by their openness and, accordingly, their ability to reach others, even beyond classroom boundaries. It is this very characteristic that likely underlies anecdotal reports of NDAs’ success at promoting student excitement, engagement, productivity, and achievement. In this report, we briefly review supporting rationale and guides for the implementation and innovative applications of these utilities of open pedagogical practice. Further, we provide a framework for conceptualizing NDAs wherein the openness of assignments can be viewed to influence others across three key dimensions: time, space, and impact/value, or “gravity.” This model is further exemplified through a succinct review of representative NDAs applied at our own institution. Based on this framework, we endeavor to promote a launching ground for empirical research focused on effective practices and learning outcomes for NDAs and, accordingly, support for open pedagogy. Together, the current model and research strategy presents a path for future integration of NDAs in the individual instructor’s open-education toolkit to benefit innovation in the classroom for students and humankind.

First Place Award - \$6,000

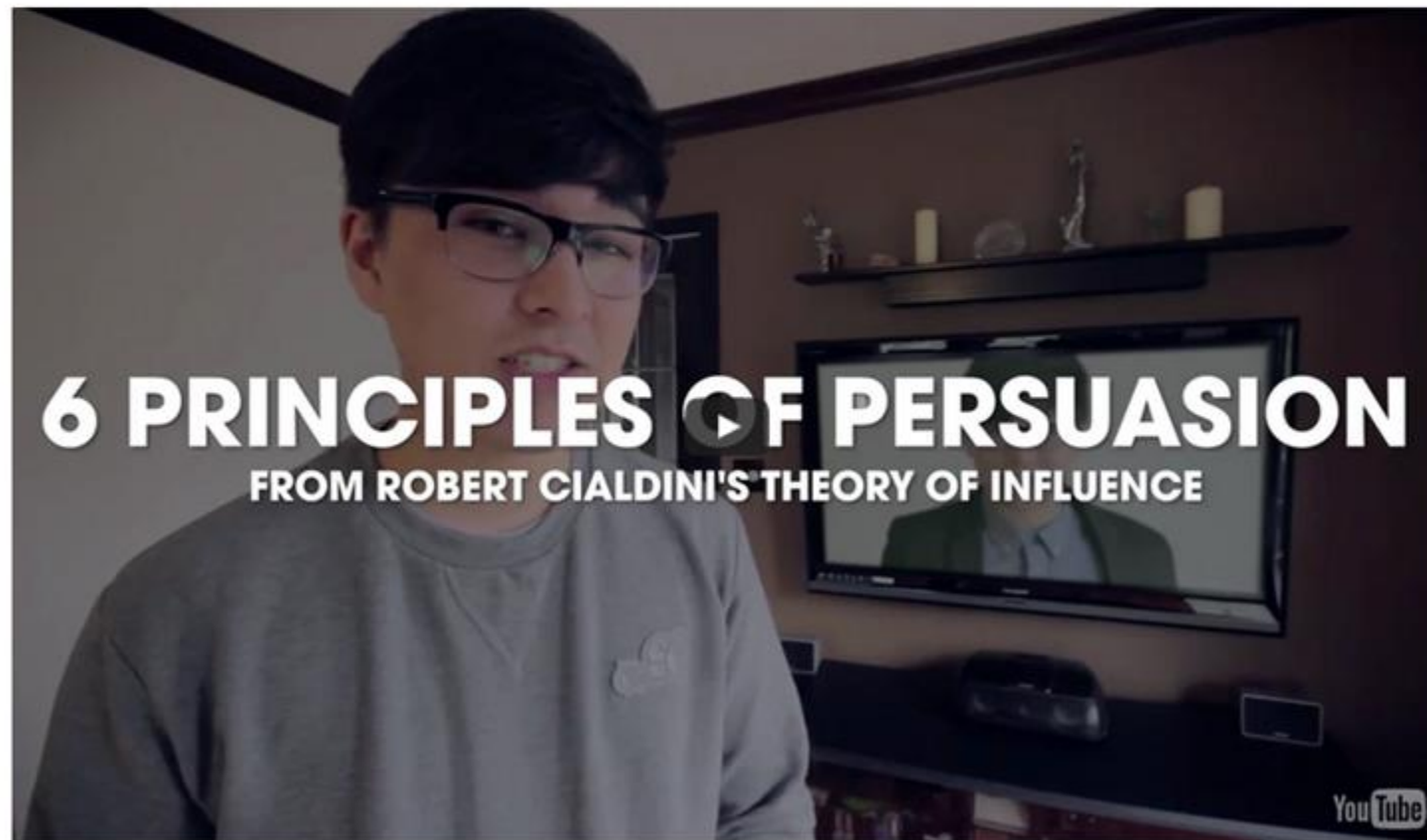
The Principles of Persuasion

Kyle Ball and Brandon Do

Simon Fraser University - Burnaby, British Columbia, Canada



Once we began to create our video on aspects of the 'Persuasion: So Easily Fooled' module, we were motivated by the knowledge that our video had the potential to teach others about the topic. We learned a lot in researching and reading about the topic of persuasion, and we hope our video continues to spread the knowledge and inspire others to want to learn more. Even after the production of the video had concluded we began to notice the principles we discussed in advertisements as we looked around. The creation and continued result is a fascinating thing and we are so glad to have participated.



People with **referent power** have an ability to influence others because they are able to identify with them. In this case, the person who provides the influence is in a prominent reference group—someone we personally admire and attempt to emulate: (a) a dynamic, and persuasive leader; or (c) a person who is particularly attractive or charismatic (McCarthy, & Mothersbaugh, 1994; Henrich & Gil-White, 2001; Kamins, 1989; 1993).

A young child who mimics the opinions or behaviors of an older sibling or a favorite person or a religious person who follows the advice of a respected religious leader, is in a position of referent power. Referent power generally produces private acceptance rather than public compliance (Kelman, 1961). The influence brought on by referent power may occur in a sense because the person being emulated does not necessarily attempt to influence the person who is being influenced may not even realize that the influence is occurring. However, the person with referent power (such as the leader of a cult) may make her status as the target of identification or respect to produce change. In either case, a person is a particularly strong source of influence because it is likely to result in the adoption of the opinions of the important other.

Normative social influence is the influence that helps us to be accepted or that keeps us from being isolated or rejected by others. When we conform to normative social influence we conform to **social norms**—socially prescribed beliefs about what we do or should do in particular social contexts (Cialdini, 1993; Sumner, 1906).

In contrast to informational social influence, in which the attitudes or opinions change to match that of the influencers, the outcome of normative social influence is public compliance rather than private acceptance. **Public compliance** is a superficial change in behavior (including the public expression of opinions) that is not accompanied by one's private opinion. Conformity may appear in our public behavior even though we believe something completely different in private. We may obey the speed limit or wear a seat belt (behavior) to conform to social norms and requirements, even though we may not believe that it is appropriate to do so (opinion). We may use drugs with our friends because we want to, and without believing it is really right, because our friends are all using them. Behaviors that are originally performed out of a desire to be accepted (normative social influence) may frequently produce changes in beliefs that match them, and the result is

lanazmb

Aug 4, 2017

Public

A young child who mimics the opinions or behaviors of an older sibling or a famous sportsperson, or a religious person wh: ... More

When I was at a my favorite signers concert i was confronted with the realization of referent power. As soon as the singer told his audience to take out their phones i was really quick to respond to his request. My actions were controlled by the respect, attraction and liking i had for the singer. I was utterly shocked at the rapid choice of my actions that it occurred to me what great influence the singer had.



AlexaAbbott

Aug 2, 2017

PSYC 2330

normative social influence when we express opinions or behave in ways that help us to be accepted or that keep us from being isolated or rejected by others.



This is a clip from "The Office" where Michael displays normative social influence by copying Ryan's goatee in hopes to be accepted by him.





WIKIPEDIA

The Free Encyclopedia

As part of university course work, Dr. Amin Azzam's medical students edit and improve **CC-licensed Wikipedia** articles that are viewed more than 22 million times over the year.



wikiedu.org/teach-with-wikipedia/

Dr Amin Azzam by Kathleen Krushas is licensed CC BY 4.0

WIKIPEDIA | zero

TRANSLATORS
WITHOUT BORDERS

Translate
articles to 90

Medicine articles by quality and importance

Cross-departmental Student Co-creation

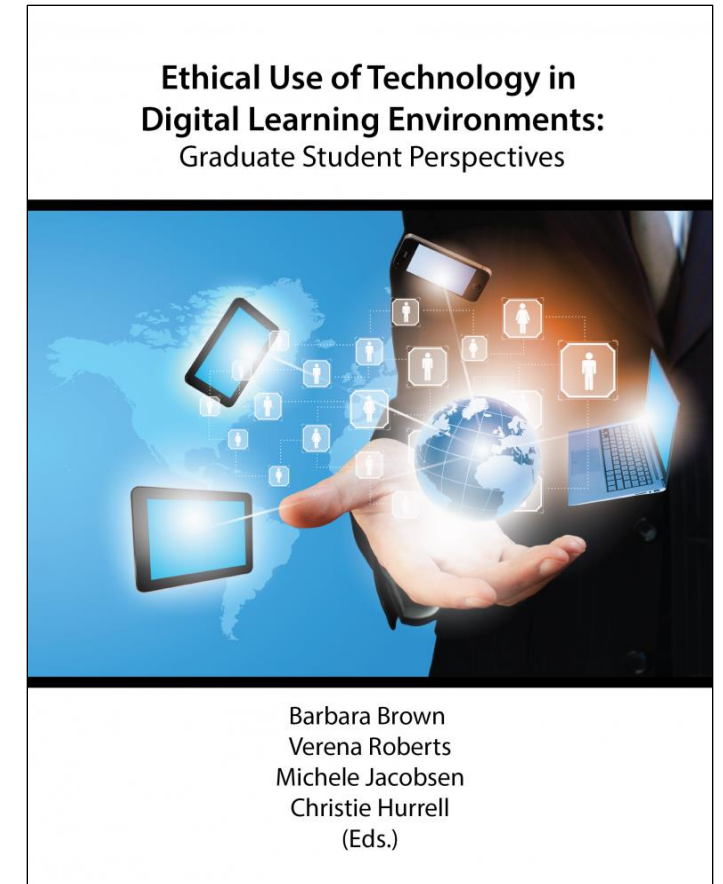
- Collection of cross-departmental science communication initiative at University of Oregon
- Initiative:
 - Matches students in STEM with students in the Comics & Cartoon Studies



[Science and Comics Initiative](#)

Students as Co-creators

- Chapter development and co-design with students as course work



[Ethical Use of Technology in Digital Learning Environments: Graduate Student Perspectives](#)

Consent in the Classroom

Open Pedagogy can't happen authentically in the classroom without giving students the agency to opt-out or enthusiastically consent to share their work.

Centering Care in Open Pedagogy

- We're asking students to create content as subject matter experts at the same time they learning and mastering the content.
- This can leave them open to big feelings - fear, discomfort, frustration, anxiety.
- By centering care, we can help them bravely go.

Considerations for Students' Safety in Open Assignments

- Offering anonymous publication or writing under pseudonym
- Allowing for assignment submission outside of the OER
- Obtaining informed consent
- Signing an Agreement of Contribution form

Open Pedagogy & Student Discomfort

Requires an ontological shift where the student positions themselves as a source of expertise

Requires students to treat the curriculum as incomplete and asks students to help other students

Requires students to cultivate agency by using open practices

Requires students to go beyond traditional assignments and use open practices

challenge level	Students write their own assignment prompt and grading rubric	Students submit all assignments to class blog or ePortfolio and provide classmates with regular feedback	Students create or update a course reader for future students	Students co-author and submit an article to an open access journal
	Students identify a learning gap and work with the instructor to create a tool to help them fill those gaps	Students customize an open textbook for local context by adding relevant images and examples	After finishing a unit of study, students create video introductions to the material for future students	Students create open designs for 3d printing of useful objects
	Students pick the format or genre of their project (infographic, standup routine, vlog, etc.)	Students use census data to do market research	Students create lecture slides for future terms	Students write and submit a letter to an editor
	Students choose the appropriate CC license for their work	Students create definitions for a class glossary by identifying terms that come up in lectures and discussions	Students contribute a data point to an open access spreadsheet	Students write and distribute an open zine

classroom audience

outside audience

Challenge Level

prep time, risk, emotional cost/
labor/investment, copyright
knowledge, accessibility,
platform and technology

Assignments that use class content, viewed only by the instructor

Assignments shared within the class, or that use open content within the class

Assignments shared with future students, or assignments shared with outside audiences that allow the student to maintain anonymity

Assignments shared under the student's name with an outside audiences, using professional conventions with more rules

Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education

Sarah Roslyn Lambert

Deakin University

<http://orcid.org/0000-0003-2722-9684>

Keywords: social justice, Open Education, Open Educational Resources, Open Educational Practices, OEP, critical theory, definition

 PDF

 HTML

 EPUB



Journal of Learning for Development – JL4D

[HOME](#) [ABOUT](#) [LOGIN](#) [REGISTER](#) [SEARCH](#) [CURRENT](#) [ARCHIVES](#) [ANNOUNCEMENTS](#)

[Home](#) > [Vol 5, No 3 \(2018\)](#) > [Hodgkinson-Williams](#)

A Social Justice Framework for Understanding Open Educational Resources and Practices in the Global South

Cheryl Ann Hodgkinson-Williams and Henry Trotter

VOL. 5, No. 3

Social Justice Principle	Explanation	Example
Redistributive justice	Allocation of material or human resources towards those who by circumstance have less	Free educational resources to learners who cannot afford them
Recognitive justice	Recognition and respect for cultural and gender difference	Socio-cultural diversity in the open curriculum
Representational justice	Equitable representation and political voice	Co-construction of OER about learners of colour by learners of colour

Making Psychology's *Hidden Figures* Visible Using Open Educational Resources: A Replication and Extension Study



Alison E. Kelly¹ , Jenna N. Laurin¹, and Virginia Clinton-Lisell²

Abstract

Background: Historically marginalized psychologists are underrepresented in history of psychology textbooks, which contributes to their poor recognition by psychology students. Open Educational Resources (OERs) offer a viable solution to inadequate pioneer representation.

Teaching of Psychology
2022, Vol. 0(0) 1–9
© The Author(s) 2022



Article reuse guidelines:

sagepub.com/journals-permissions

DOI: 10.1177/00986283221108129

journals.sagepub.com/home/top



ARTICLE

Who Gets to Wield Academic Mjolnir?: On Worthiness, Knowledge Curation, and Using the Power of the People to Diversify OER

Amy T. Nusbaum

¹In many academic fields Western/white/male/cishetero²/abled perspectives are often centered, while other perspectives are presented as “other.” Implicitly, this sends messages to students that success looks like one type of person, knowledge is generated in one kind of way, and their background is not worth being centered. While open educational resources (OER) are often marketed as a tool for social justice, due to their ability to neutralize class-based differences (e.g., Okamoto 2013), there is no evidence that OER are any better than commercial texts at addressing issues of diversity, equity, and inclusion (see Mishra 2017 for a discussion of context). However, OER do present a good opportunity for diversification, due to the relative ease of updating the content. This content takes a step toward diversification by




Special Collection: **Open Education and Social Justice**

Articles

Framing Open Educational Practices from a Social Justice Perspective

Authors: [Maha Bali](#) ✉, [Catherine Cronin](#), [Rajiv S. Jhangiani](#)

Contexts for which it may be neutral or negative	Contexts for which it may be ameliorative	Contexts for which it may be transformative
Negative if without student agency, if reproduces hegemonic knowledge, if students not appropriately informed on how to engage in open practice and its risks	Ameliorative by addressing economic injustice and making scholarship generally accessible to populations who would not be able to afford them	Transformative when marginalized groups design the content and processes, if epistemology and/or structural academic gatekeeping is challenged



↔

Preet's Textbook Experience

Here is where you experience a semester as Preet, making decisions about your textbooks and grades at the start, mid-point, and end of a semester

Start the Semester →

↻ Reuse 🤝 Rights of use <> Embed

H&P

<https://kpu.pressbooks.pub/textbookgame/>

Preet's Tracker App

- A. Tracking at Start of Semester
- B. Goals for Preet
- C. At the Bookstore: Tracking Textbook Options
- D. Textbook Checkout: Textbook Decisions
- E. After Bookstore Budget
- F. One More Chance to Save Money
- G. Mid Semester Event
- H. Midterm Exams
- I. Late Semester Event
- J. Final Exams

A. Tracking at Start of Semester [A Reminder of Preet's Profile](#)

Welcome to the Textbook Game Tracking app. As a student, you have much to keep track of. It will call for diligence to move back and forth from the game above to your records here. All sections here are identified with section codes (capital letters) and numbers. Just like tax forms, the tracker app will provide prompts to do things like "Enter in H2 the value from C3 the previous balance in A4."

Before your semester begins, enter here in section A the balances for your savings, expected income, anticipated living expenses, and starting levels for study and health points.

(A1) Savings. Enter the current balance of your savings. This information is provided in your profile and also from within the game itself.

*

<https://kpu.pressbooks.pub/textbookgame/>

Start small and grow...



openpedagogy.org

WELCOME TO THE OPEN PEDAGOGY NOTEBOOK

This website is designed to serve as a resource for educators interested in learning more about Open Pedagogy.

We invite you to browse through the examples, which include both classroom-tested practices and budding ideas, and to consider contributing examples of your own experiments with open pedagogy.



Open Pedagogy

What is "open pedagogy"? Robin DeRosa and Rajiv Jhangiani have offered a helpful frame for anyone interested in engaging the ongoing conversations around this term.



Examples

Are you an educator looking to engage more deeply with "open pedagogy" in your own practice? Find classroom-tested practices and budding ideas here.



Submit an Idea

We'd love to hear about your ideas for implementing or experimenting with open pedagogy. We will review and post your contributions (with attribution) to the site.

[oer-openpedportal.pubpub.org](https://oeropenpedportal.pubpub.org)



Open Pedagogy Portal

This portal contains case studies, student work product, and resources to support all of your open pedagogy needs.

[HOME](#) [ABOUT](#) [DISCIPLINES](#) ▼ [TEACHING AND LEARNING RESOURCES](#) [SUBMIT](#) ↗



At the Open Education Network, we value the power of open pedagogy to transform learning to be more equitable, inclusive, and sustainable. We have created this portal to support your efforts in open pedagogy. You can browse case studies/renewable assignments and student work product by discipline, search by keywords, or find teaching and learning resources to further your open pedagogy journey. We're hoping to create a robust directory of open pedagogy resources, so please consider submitting your own case studies/renewable assignment, student work product, or teaching and learning resource. Thank you for your support of these efforts and for your continued partnership in making education more equitable, inclusive, and sustainable.

Resources

- [Critical considerations for Open Pedagogy \(OEN\)](#)
- [Open Pedagogy Portal](#)
- [Open Pedagogy Notebook](#)
- [A Guide to Making Open Textbooks with Students](#)
- [Making Open Educational Resources: A Guide for Students by Students](#)