

# Introduction to Open Pedagogy

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This slide deck is a derivative of “Introduction to Open Pedagogy.” by Open Education Network Principal Open Pedagogy Slide Deck. March 2023. Available at <https://z.umn.edu/oenopenpeddeck>. This slide deck is used under a [CC BY 4.0 International License](#). Changes include adding slides and editing slide deck.



open = **free** + permissions

You may already be familiar with “open” used in these areas:

Open Science

Open Access

Open Data

Open Education

Open Educational Resources

Open-Source Software



- Copy
- Mix
- Share
- Keep
- Edit
- Use

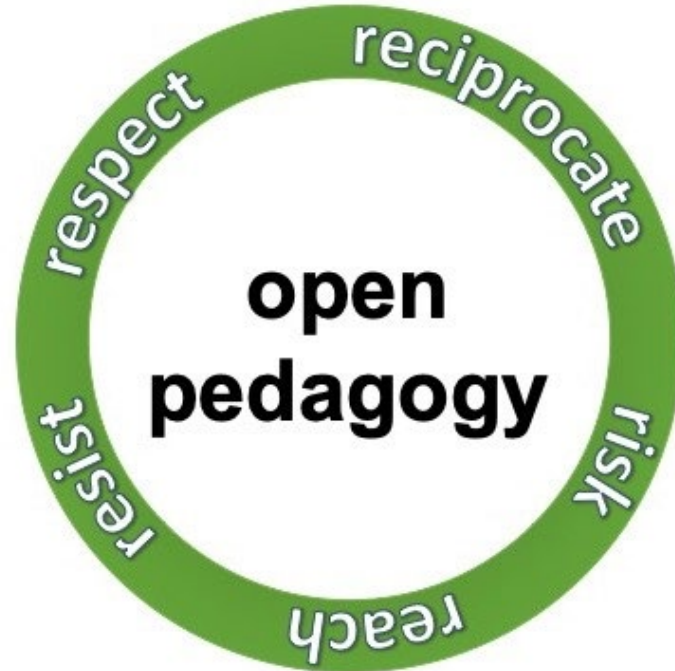


The 5Rs:

1. Retain
2. Reuse
3. Revise
4. Remix
5. Redistribute



# “An access-oriented commitment to learner driven education”





Credits: Adapted from [Attributes of Open Pedagogy](#) from [Bronwyn Hegarty](#), licenced under [CC BY 3.0](#).



# What is Open Pedagogy?

**The use of open educational resources (OER) to support learning.**

When you use open pedagogy in your classroom, **you are inviting your students to be part of the teaching process, participating in the co-creation of knowledge.**



## Another Definition

Open pedagogy is "the practice of **engaging with students as creators of information** rather than simply consumers of it.

It's a form of experiential learning in which **students demonstrate understanding through the act of creation.**"



## Why Open Pedagogy

“The products of open pedagogy are **student created** and **openly licensed** so that they may **live outside of the classroom** in a way that has an impact on the greater community.”





# Student Perceptions/Experience with Open Pedagogy?

- Open pedagogy is a positive learning experience
- Appreciate developing artifacts that can be used by others
- Feel agency as scholars
- Developed better critical thinking skills

# Examples of Open Pedagogy



# Students Edit a Wikipedia Page



Image Credit: "[Wikipedia](#)", [Giulia Forsythe](#), [Public Domain](#)

"By contributing to the visibility of women on Wikipedia, and the internet at large, the assignment demonstrated to students how writing can move beyond the confines of the classroom and become a political act." — Amanda Koziura; Jennifer M. Starkey; and Einav Rabinovitch-Fox from [Teaching Wikipedia: A Model for Critical Engagement with Open Information](#)

[WikiEdu](#) can help you with this type of activity.



# Student Created Virtual & Physical Exhibit

## AND STILL WE RISE


[Browse Items](#) [Browse Collections](#) [Browse Exhibits](#) [About](#)

### GWENDOLYN BROOKS: OCTOBER 18, 1975

**Gwendolyn Brooks** (1917-2000) won the 1950 Pulitzer Prize for Poetry, for her *Annie Allen*, as the first Black woman ever to win the Prize. *Annie Allen* is about the life of black people living in urban areas, with Brooks trying to address political and social problems such as poverty and racism through the power of poetry. Brooks, who often wrote her poetry for young people, discussed many controversial issues in her poetry, such as abortion and suicide. She came to Plattsburgh on October 17, 1985.

She explained in a 1969 interview with George Stavros why poetry is important for her: "The poet deals in words with which everyone is familiar. We all handle words. And I think the poet, if he wants to speak to anyone, is constrained to do something with those words so that they will (I hate to use the word) mean something, will be something that a reader may touch." I think she wants to say the poetry can be inspiring to anybody, more so than speech. An example is her famous poem, "We Real Cool":

The pool player.  
Seven at the golden shovel.  
We real cool. We  
Left school. We  
Lurk late. We



#### And Still We Rise: Celebrating Plattsburgh's (Re)Discovery of Iconic Black Visitors

Nina Simone: December 13, 1967

Kwame Ture: November 1974

Gwendolyn Brooks: October 18, 1975

Shirley Chisholm: October 17, 1983

Chris Rock: December 7, 1989

Maya Angelou

LL Cool J: November 6, 1991

Harvey Gantt: February 5, 1992

Yusef Komunyakaa: October 20, 1995

Cornel West: February 25, 1998

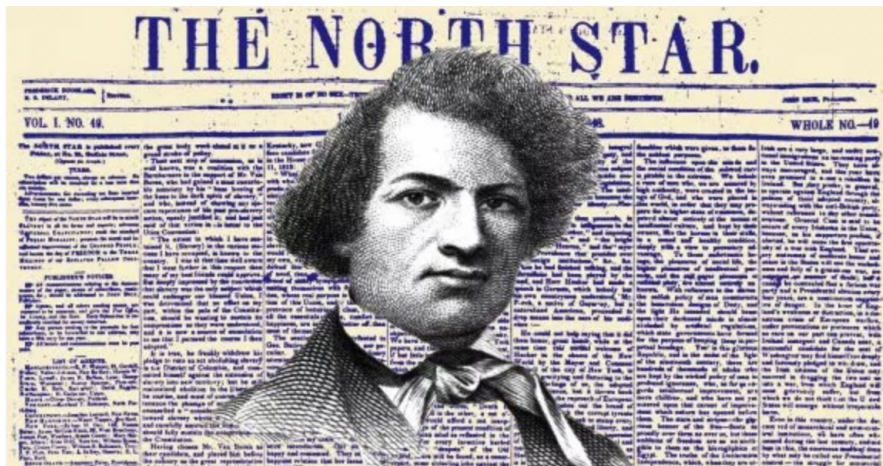
David Hilliard: February 27, 1996

At SUNY Plattsburgh, students in a Political Science course researched and created an exhibit called "And Still We Rise: Celebrating Plattsburgh's (Re)Discovery of Iconic Black Visitors"

<https://milnepublishing.geneseo.edu/openpedagogyapproaches/chapter/and-still-we-rise/>



# Students Create an Annotated Work



Students from different courses work together to annotate an issue of the newspaper “The North Star” using [Hypothes.is](https://hypothes.is). At the end of the project, the institutional repository will be able to upload a fully annotated version of this historical newspaper.

Image Credit: “The North Star.” [Accessible Archives](https://www.accessiblearchives.org/). Used under Fair Use guidelines.



# Students Co-design a Syllabus



**"My Life Through A Lens"**

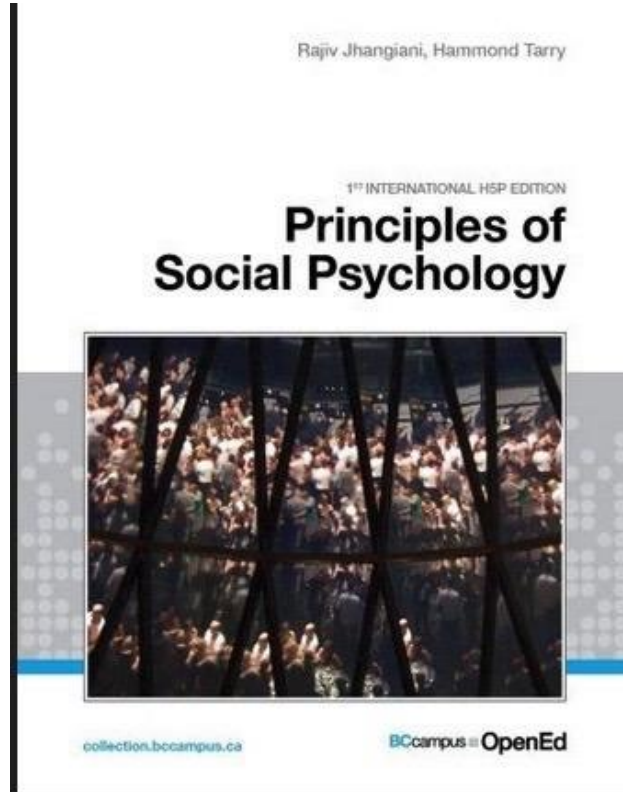
*"Democratically co-creating learning outcomes **with** students, based on **their** goals for the class, situates them at the center of your pedagogy." – Christina Katapodis*

<https://openpedagogy.org/course-level/collaborative-syllabus-design-students-at-the-center/>





# Students Write Multiple Choice Questions for a Question Bank



- 35 students
- 10 topics
- 1400 questions

<https://libguides.uta.edu/openped/examples>



# Students Co-Create a Textbook

## An Ecological Approach to Obesity and Eating Disorders

Clemson University Public Health Science HLTH  
4150 Students

Zach Harley, Victoria Kellogg, Tyler Mandel, Ashley Jacoby, Sydney Worrall, Savannah Shope, Samuel Garrson, Randy Fang, Peyton Sutley, Nicole Barber, Maclaine Hanvey, Laurie Barton, Lauren Gohs, Kelly Berk, Katie Yacu, Katie Dzoba, Greg Goines, Federico Martinez, Drew Belsha, Conor Coleman, Chris Matlashewski, Brian Weaver, and Brandon Perdue



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## An Ecological Approach to Obesity and Eating Disorders

Clemson University  
Public Health Science  
HLTH 4150 Students







# Open Pedagogy Assignment Examples

- Social annotation of a shared reading
- Creating anthology excerpts
- Contributing to an open textbook
- Writing quiz questions
- Creating tutorials or other “learning objects” for their fellow students and/or the public
- Creating a topic website
- Editing Wikipedia entries
- Creating lists of “common problems” or advice for writing, after doing peer review of other students’ work and self-reflecting on their own



# Benefits of Open Pedagogy

- Centers student agency
- Deconstructs traditional power structures
- Allows for deeper learning
- Invites students in to be co-creators in knowledge
- Contributes to knowledge beyond this assignment
- Creates a more inclusive learning environment
- Demonstrates transparency on the part of the instructor



# Revisiting student agency

- Students:
  - Understanding their rights as knowledge creators
  - Understanding and choosing a license that they want
  - Ability to choose *if* and how they share the work
    - Alternative for students who don't want to share online
  - Ability to use a pseudonym or be anonymous if shared publicly.



## LICENSES



## TERMS



### Attribution

Others can copy, distribute, display, perform and remix your work if they credit your name as requested by you



### No Derivative Works

Others can only copy, distribute, display or perform verbatim copies of your work



### Share Alike

Others can distribute your work only under a license identical to the one you have chosen for your work



### Non-Commercial

Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.

	✓	✓	✓	✓	✓	✗	✓	✗
	✓	✓	✓	✓	✓	✗	✓	✗
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# Creative Commons

# Open Pedagogy Resources



Watch Getting Started with Open Pedagogy

# Getting Started with Open Pedagogy



<https://youtu.be/wkgV5fprvhY>

New!



# 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 discipline-specific efforts in open pedagogy.

<https://oen-openpedportal.pubpub.org/>



# OEN's Learning Tools for Open Pedagogy

## Adobe Express

### Documentation

- ★ [General Overview](#)
- ★ [Getting started with Adobe Express templates](#)
- ★ [Collaborating and sharing](#)

### Use Cases

- ★ Infographics
- ★ Webpages
- ★ Storytelling

### Difficulty



## Knightlab Tools: TimelineJS

### Documentation

- ★ [Video Introduction](#)
- ★ [FAQs](#)

### Use Cases

- ★ Storytelling
- ★ Data visualization

### Difficulty



[https://docs.google.com/document/d/1AviJCuaBEhTHMvaQ-KmUIz9Helxmkj1-](https://docs.google.com/document/d/1AviJCuaBEhTHMvaQ-KmUIz9Helxmkj1-/edit?usp=sharing&oid=102788520403750290625&rtpof=true&sd=true)

[/edit?usp=sharing&oid=102788520403750290625&rtpof=true&sd=true](https://docs.google.com/document/d/1AviJCuaBEhTHMvaQ-KmUIz9Helxmkj1-/edit?usp=sharing&oid=102788520403750290625&rtpof=true&sd=true) (Will be uploaded to Canvas Course.



## OPEN PEDAGOGY NOTEBOOK

Sharing Practices, Building Community

What is Open Pedagogy?

Examples

### Students Creating a Shared Annotated Bibliography

Fall semester 2018, first-year students in Integrated Thinking and Writing, ITW-101, section 27 (I called it "Can't Stay Here!") at Keene State College in New Hampshire have been collaborating on ...

Continue Reading →

<https://openpedagogy.org/>

# Open Pedagogy Approaches

Faculty, Library, and Student Collaborations

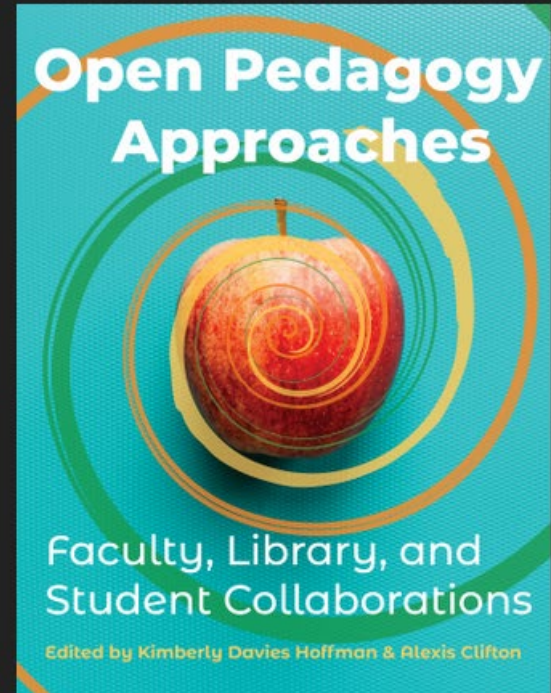
Edited by Alexis Clifton and Kimberly Davies Hoffman

[Buy a print copy](#)



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READ BOOK



<https://milnepublishing.geneseo.edu/openpedagogyapproaches/>

Additional Open Pedagogy Training



# OPEN PEDAGOGY

Open Pedagogy Incubator: a system-wide faculty cohort interested in open pedagogy and incorporating it into an assignment or class.

- Mid-Spring 2025 with calls for interest in December 2024
- The 2025 Spring incubator will look at the connections between AI and open pedagogy
- Open to any faculty member at any UNC System Campus

<https://www.lib.ncsu.edu/open-pedagogy-incubator>



# Certificate in Open Pedagogy

(Formerly Certificate in Open Educational Practices)

Nov 1st  
deadline!

## A Team-Based Approach

The Certificate in Open Pedagogy is a supportive professional development experience. It inspires you to create accessible, inclusive, student-centered pedagogy. You'll work in teams collaborating to make education more equitable and sustainable through innovative pedagogical approaches.

In the year-long program, our instructors will introduce open pedagogy and work with you to create a personalized action plan. The action plan will become your customized map for implementing an impactful open pedagogy project with your students the following term.



The emphasis on transforming assignments into open resources is so impactful that I am excited to apply to the program again this year with a different partner!

Annelia Chatterjee  
Open Access & Scholarly



"The Certificate in Open Educational Practices provides a framework for using OER to promote social justice and equity in the classroom in ways that resonate with many of our faculty."

Michael Shochet  
Associate Professor of Public and Social Administration



"As a result of the things I learned in this course and later applied in teaching, I was awarded APSA's Teaching Innovation Award. This certificate program has been life changing!"

Nusta Carranza Ko  
Associate Professor of Public and Social Administration

<https://open.umn.edu/oen/certificate-in-open-pedagogy>





Photo by [Jon Tyson](#) on [Unsplash](#)