

Open Educational Practices: Ideas and Seeds for Collaboration



Robin DeRosa @actualham

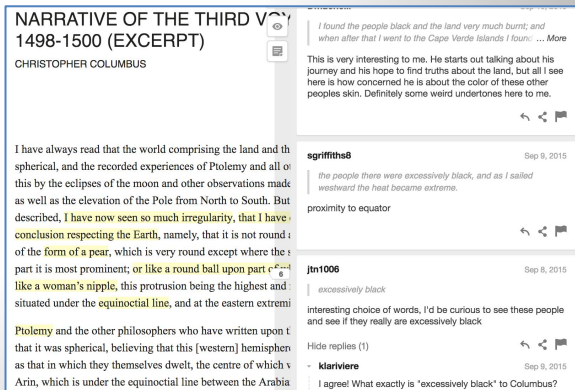
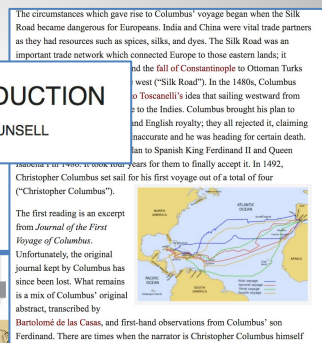
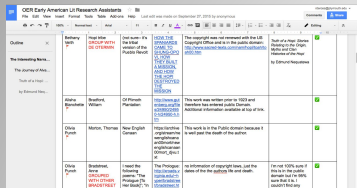
Maha Bali @bali_maha



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<http://bit.ly/AMICALOEP>





Tim Robbins Presents Open Anthology of American Literature at MLA Convention

Posted on January 3, 2018 by [apurva](#) – Open Textbook Projects

The Open Anthology of Earlier American Literature

Edited by Timothy Robbins

In this Birds of a Feather session...

- Open Educational Practices?
- Categorizations of OEP
- Examples from presenters and audiences -
- contribute to Google doc
- Ways to grow OEP at AMICAL
 - Benefit from existing OEP
 - Collaborate on existing OEP

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<https://pixabay.com/photos/sky-freedom-happiness-relieved-2667455/>



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Open Pedagogy - DeRosa and Jhangiani

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.

“[O]pen educational practices (OEP) that undergird...OER...are: individual or collaborative conceptualisation; creation, curation (retention), circulation (distribution) of OER through practices such as open pedagogies; crowdsourcing; and open peer review using open technologies so that they can be easily located to encourage copying (re-use “as-is”), adaptation, re-curation and re-circulation.”

Hodgkinson-Williams and Trotter

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Open educational practices (OEP) is a broad descriptor of practices that include the creation, use, and reuse of open educational resources (OER) as well as open pedagogies and open sharing of teaching practices.

Catherine Cronin

<http://bit.ly/AMICALOEP>

“Open Education is the development of free digitally enabled learning materials and experiences primarily by and for the benefit and empowerment of non-privileged learners who may be under-represented in education systems or marginalised in their global context. Success of social justice aligned programs can be measured not by any particular technical feature or format, but instead by the extent to which they enact redistributive justice, recognitive justice and/or representational justice.”

Sarah Lambert

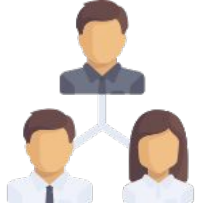
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Categorization of OEP (Maha Bali)

See #YearOfOpen conversation



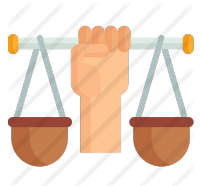
Content centric--Process centric



Teacher centric--Learner centric



Pedagogical-----Social justice



None of us needed to agree on what open pedagogy was exactly, we needed to understand it as a long standing discussion that often includes words like ‘self-determined learning’, ‘student autonomy’ etc...

- [Dave Cormier](#)



Audience: examples of OEP?

Contribute to: <http://bit.ly/AMICALOEP>

Which do you know? Why does it matter? What would you add?

Open Courses: [MOOCs](#)

[Renewable assignments](#)

[Open Curriculum](#)

Learner-[created assignments](#)

[Open textbooks](#)

[Networked course](#)

[Wikipedia](#) (and [social justice](#))

[Blogging](#)

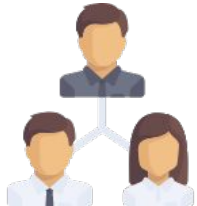
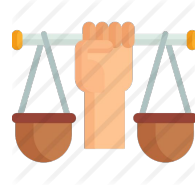
[Virtually Connecting](#)

[Public scholarship](#)

[Open Pedagogy Notebook](#)

[AMICAL opportunities](#)

<http://bit.ly/AMICALOEP>



Open courses MOOCs ---Connectivist MOOCs

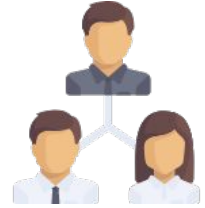




Open textbooks

Teacher use/adaptation

VS



Student-created textbooks



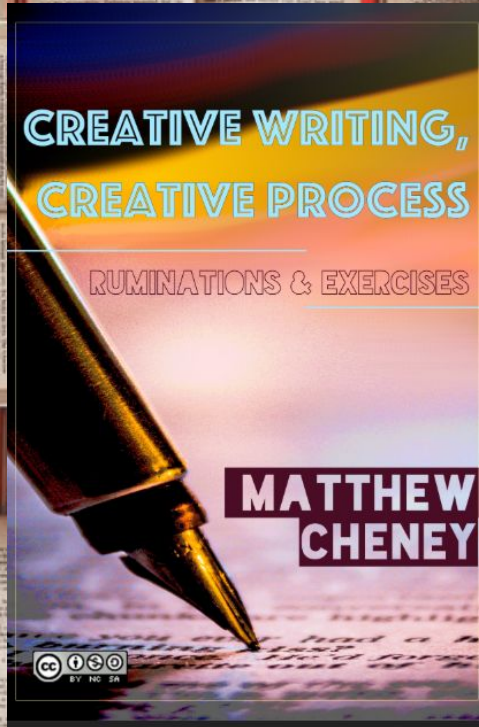
Examples/opportunities within AMICAL?

The Student Theorist: An Open Handbook of Collective College Theory

Abby Goode



  Creative Commons Attribution



Plymouth State
Digital Commons @ Plymouth State

Open Educational Resources

5-30-2017

A Friendly Introduction to Abstract Algebra

Emma Norbrothen Wright
Plymouth State University, emwright@plymouth.edu

CS 4140: Software Engineering Lecture Notes - Student Version

Kyle Burke

"Weeks of programming can save you hours of planning." -unknown

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Abstract

Lecture notes for an upper-level undergraduate software engineering course, with a strong focus on software design. Students taking this course should have already completed a data structures course. These notes are designed to be used with Dale Skrien's text *Object Oriented Design using Java* [3].

PRESSBOOKS

INTRODUCTION TO MEDIA STUDIES

cathieleblanc



Principles of Social Psychology

1st International Edition



B.C. Open Textbook Project
open.bccampus.ca

BCcampus  OpenEd

Why have students
answer questions
when they can *write*
them?

Environmental ScienceBites

Edited by Kyllienne A. Clark, Travis R. Shaul, and Brian H. Lower

Sydney R. Morrison, Jaymes T. StClair, Levi J. Cramer, Alyssa M. Jones, Brittany L. Sulainis, Jeremie E. Beaverstock, Amanda L. Varcho, Kelly E. Peterson, Chayli T. Buenger, Wyatt T. Susich, Chris Ebersole, Brandon S. Wator, John A. Zagar, Jace A. Ball, Lee Seitz, Benjamin W. Schumann, Mason F. Ye, Alyssa M. Zearley, Cain W. Crouse, Allyson E. Loparo, Rika L. Bailey, Emily C. Mills, Andrew T. Wood, Lydia F. Bednarski, Samantha K. Runser

**Bite-sized Investigations into Earth's Challenges, written by
Buckeyes**



This book was written by undergraduate students at The Ohio State University (OSU) who were enrolled in the class Introduction to Environmental Science. The chapters describe some of Earth's major environmental challenges and discuss ways that humans are using cutting-edge science and engineering to provide sustainable solutions to these problems.





Renewable Assignments



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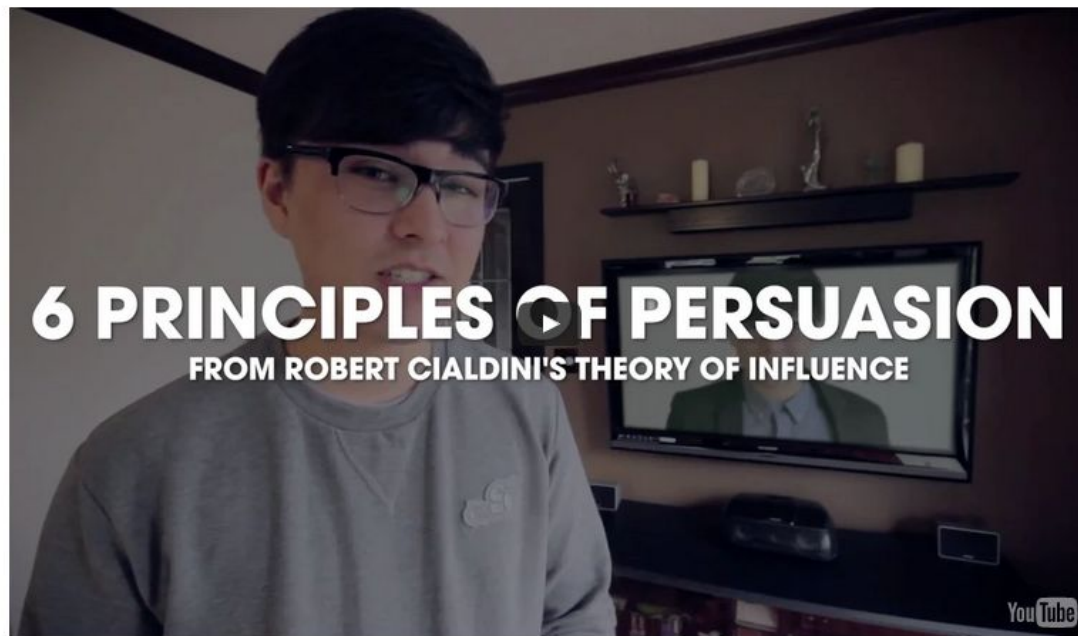
First Place Award - \$6,000

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.





United Nations Sustainable Development Goals Open Pedagogy Fellowship

“Social Justice and Entrepreneurship Assignment”

Academic Service-learning: Reducing Inequality in Our Community

Introduction: Open pedagogy - a component of Open Educational Resources - is a "free access" educational practice that places students at the center of their learning process in a more engaging, collaborative learning environment. The main objective of this assignment is to enhance social justice by reducing inequalities, one of the United Nations Sustainable Development Goals (SDGs), in a community in the United States or abroad. This is a renewable assignment designed to create a hands-on learning experience for students through which they can improve lives in a community of their choice and share the outcomes of their work with others. In this interdisciplinary assignment, students will integrate theories and practices from two academic disciplines, Communication Studies and Business Administration, to achieve the SDG #10. Reduced Inequalities.

Learner created assignments: Ds106 assignment bank



[home](#)

<http://bit.ly/AMICALOEP>

DS106

Assignment Bank

Assignment Bank

Types

Create One

ds106

Search

Visual Assignments



Design Assignments



Audio Assignments



Video Assignments



Web Assignments



Mashup Assignments

<http://bit.ly/AMICALOEP>



Wikipedia Editing



[home](#)

<http://bit.ly/AMICALOEP>



Deeper learning (Farzan & Kraut, 2013)

Evaluate and defend credibility of sources (Marentette, 2014)

Write more concisely and think more critically (Farzan & Kraut, 2013)

Collaborate with students from around the world (Karney, 2012)

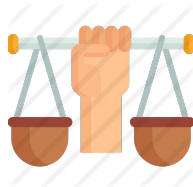
Provide and receive constructive feedback (Ibrahim, 2012)

Enhance digital literacy (Silton, 2012)

Communicate ideas to a general audience (APS, 2013)

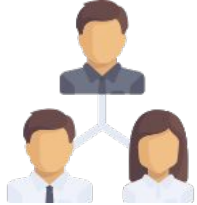


Feminist Hackathon



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<http://bit.ly/AMICALOEP>



Open syllabus Open curriculum (Public? Learners contribute?)



Examples within AMICAL?

NH Science for Citizens



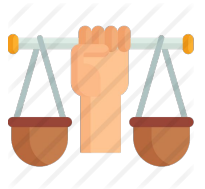
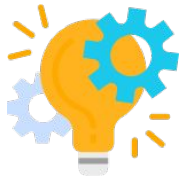
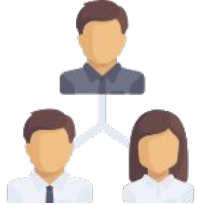
What is NH Science for Citizens?

We are students and faculty at Keene State College working on community-relevant environmental issues in New Hampshire. We focus on both the science and the policy making process.

Our goal is to help the citizens and legislators of New Hampshire make informed policy choices. This website and corresponding social media channels are intended to provide a portal where interested parties can learn and converse.

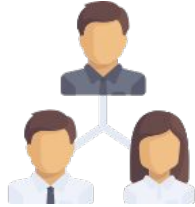
We welcome inquiries from members of the public who might have a concern in their neighborhood or community. We also welcome other professionals to join us.

Example: Equity Unbound



[home](#)

<http://bit.ly/AMICALOEP>



Public blogging
By faculty
By students

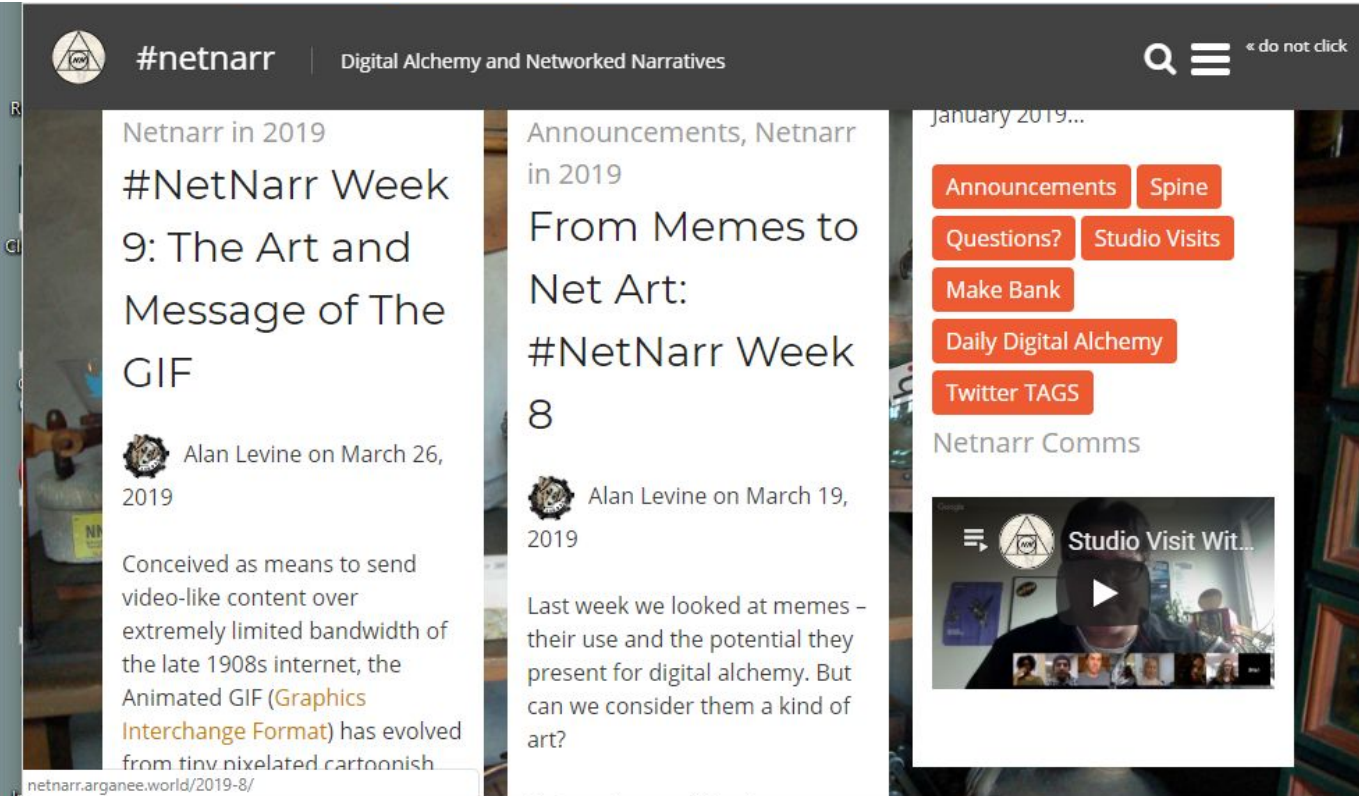


Blogging as working aloud



Opportunities in AMICAL?

Networked Teaching e.g. [NetNarr](http://bit.ly/AMICALOEP)



The screenshot shows the NetNarr website with a dark header. The header includes the NetNarr logo (a triangle with a circle inside), the hashtag #netnarr, the text "Digital Alchemy and Networked Narratives", a search icon, a menu icon, and the text "« do not click".

The main content area is divided into two columns. The left column features a post titled "Netnarr in 2019 #NetNarr Week 9: The Art and Message of The GIF" by Alan Levine on March 26, 2019. The text of the post reads: "Conceived as means to send video-like content over extremely limited bandwidth of the late 1908s internet, the Animated GIF (Graphics Interchange Format) has evolved from tiny pixelated cartoonish". The right column features a post titled "Announcements, Netnarr in 2019 From Memes to Net Art: #NetNarr Week 8" by Alan Levine on March 19, 2019. The text of the post reads: "Last week we looked at memes – their use and the potential they present for digital alchemy. But can we consider them a kind of art?".

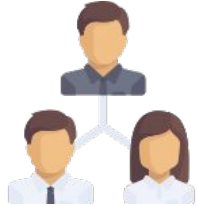
Below the posts, there is a navigation bar with several buttons: "Announcements", "Spine", "Questions?", "Studio Visits", "Make Bank", "Daily Digital Alchemy", and "Twitter TAGS". Below these buttons is a section titled "Netnarr Comms" which includes a video player titled "Studio Visit Wit..." showing a video of a person in a dark room with a play button in the center.

At the bottom left of the screenshot, the URL "netnarr.arganee.world/2019-8/" is visible.

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<http://bit.ly/AMICALOEP>

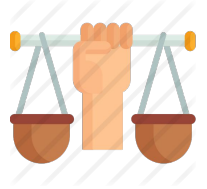




Networked scholarship E.g. on Twitter



Opportunities within AMICAL





Kevin Gannon @TheTattooedProf · Feb 6

Replying to @actualham

Every professional opportunity I've had in the last few years is because of being on Twitter. That's no exaggeration--from appearing in a documentary, to speaking engagements, to conferences, to writing projects--it all stems from being in these communities and conversations.



8



5



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Jakob Gowell @gowellja · Feb 5

Replying to @actualham

Twitter hasn't so much changed my work as it has created it. The network I've been listening to put issues and practices on my radar that simply weren't there before. The work in response to that growing awareness is categorically different from what came before. (Including you.)



1



1



5



Cate Denial @cjdenial · Feb 5

Replying to @actualham

Twitter has become the swiftest way for me to know what's new work in my field. It's put me in touch with other educators so that I'm always discovering new pedagogical ideas. It keeps me up to date with contemporary situations that need a historian's lens.



1



8



Cate Denial @cjdenial · Feb 5

It has put me in touch with a whole world of people I would probably never have crossed paths with otherwise, and allowed me to create opportunities for others.



1



7



Dr. Johanna Mellis @JohannaMellis · Feb 5

Replying to @actualham

I came from a small PhD program, with little conference funding. Twitter has expanded my academic community immensely. I've found colleagues and many pedagogy insights (assignment ideas & course policies). I've also found people to conduct oral histories with for my research.



12



Donna Miller @raithleann · Feb 6

Replying to @actualham

I have learned more about mushrooms, birds, spiders, rocks, and water resources by hanging around Twitter than I could ever have anticipated. The generous spirit of academics to answer questions has been wonderful revelation.



3





Virtually Connecting

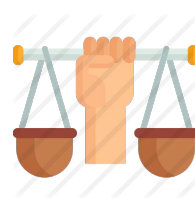


Image by Josie Fraser, CC-BY,
shared on Twitter at OER17
conference



Image by Alan Levine, CC-BY, shared on Twitter at
DML conference, 2016

[home](#)



Parisa Mehran پریسا مهران 🙌💪✌️🌸
@ParisaMehran

Following



[#VirtuallyConnecting](#) is my hope ❤️ It tears down the walls, makes bridges, and connects people regardless of their nationality.

[#NoBanNoWall](#)



Rajiv Jhangiani
@thatpsychprof



Replying to [@Bali_Maha](#) and [@VConnecting](#)

For me [@VConnecting](#) demonstrates how generosity, flexibility, and inclusivity provide immensely fertile ground for rich conversations. In stretching boundaries, amplifying voices, and building community, it models the very best of the academy.

11:40 PM · 08 Jul 18



Shyam Sharma

@sharmashyam



Replying to [@sharmashyam](#) [@Bali_Maha](#) and [@VConnecting](#)

For me, vconnecting is about building community so we and our work in our own terms and contexts in the margins are more visible, validated, and valued. It's about finding we're not alone, and, in fact, we're majority.

5:48 PM · 10 Jul 18



"" flickr photo by Jen_Mo <https://flickr.com/photos/jenmo/3924937404> shared under a Creative Commons (BY-NC-ND) license

Dave Cormier: Workshop on Open Pedagogy

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.

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Brainstorm AMICAL future



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