The World is your Oyster: How Librarians can facilitate curriculum innovation and student engagement through OER and Open Pedagogy

Presented by
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SUU
GERALD R. SHERRATT Library
Who are we? And what do oysters have to do with open education?
Presentation Outline:
- Expanding information literacy
- Metaliteracy ("that’s meta")
- OER
- Open Pedagogy
- Role of Librarians
- Pair-and-share
- Implementation strategies
- Open @ SUU
- Questions
- Sources
Metaliteracy
Expanding information literacy

- Concept of metaliteracy is foundation for ACRL Framework
- Expands level of engagement with information
- Shift from students as consumers of information to creators
- Requiring different roles and increased awareness of information ecosystem
Metaliteracy

Metaliteracy expands the scope of traditional information skills (determine, access, locate, understand, produce, and use information) to include the collaborative production and sharing of information in participatory digital environments (collaborate, produce, and share).


http://www.ala.org/acrl/standards/ilframework (Accessed April 18, 2018) - Document ID: b910a6c4-6c8a-0d44-7d4c-a5dcb3509e3f
Metaliteracy continued

This approach requires an ongoing adaptation to emerging technologies and an understanding of the critical thinking and reflection required to engage in these spaces as producers, collaborators, and distributors.


http://www.ala.org/acrl/standards/ilframework (Accessed April 18, 2018) - (Framework, footnote 7)
OER are high quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their **free use** and **re-purposing** by others.

- Hewlett-Packard definition of OER

OER are the means by which information is disseminated in the open access and open pedagogical movements.
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CHALLENGES

Open educational resources (OER) are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning, and assessing as well as for research purposes.

Open educational resources - Wikipedia
https://en.wikipedia.org/wiki/Open_educational_resources
OER-enabled pedagogy

or the artist

formerly known as

Open Pedagogy
What is Open Pedagogy?

**Innovative** teaching and learning practices that are **only** made possible through the application of **open licenses**. Most often manifested in the form of **“renewable” course assignments** in which students, create, revise, or remix open educational resources

-Rajiv Jhangiani
The case against the disposable assignment

Open pedagogy not only use OER as the means of instruction but allow students to be content creators not just consumers.

Disposable assignments are the ones that students complain about doing and faculty complain about grading. (Wiley, 2013, Retrieved from https://opencontent.org/blog/archives/2975)
In 2015, Robin DeRosa and her students created The Open Anthology of Earlier American Literature. The project began as a way for DeRosa to save her students $85 for a text that consisted of material that resided in the public domain. Using Pressbooks, a WordPress-based platform, DeRosa and the students built a textbook that would shift, change, adapt, each time the course was taught.
Talkin’ Bout A Revolution...

My engagement with open pedagogy focuses on revolutionizing the pedagogical relations between learners, learning facilitators, the production of knowledge, and the societal contexts in which we learn, teach, and live.

-Arthur Green, University BC,

http://greengeographer.com/what-is-open-pedagogy/
Advantages of Open Pedagogy

- Metaliteracy application
- Student-centered, authentic assessments
- Connects learners to their communities of practice
- Potentially empowering
- May improve learning outcomes
- Adding value to the world

(from Robin DeRosa and others)
Librarians and Open Pedagogy
What’s in it for librarians?

● Open Pedagogy aligns with foundations of the Framework
  ○ Collaborative production and sharing of information in participatory digital environments

● Librarians as instructional partner
  ○ For faculty: help with finding OERs
  ○ For students:
    ○ Finding and evaluating sources
    ○ Ethical use of information
    ○ Copyright and licensing
  ○ …

● Campus wide involvement with OER / Curriculum initiatives
The role of information in Open Pedagogy - I

○ Students are not just consumers of content but **active and visible contributors in the construction of knowledge**
○ Students are expected to **critique and contribute** to the body of knowledge from which they are learning
○ Faculty create **new relationship between learners and the information** they access in the course
The role of information in Open Pedagogy - II

- Content becomes integral in student-student and faculty-student interactions.
- Discussions and assignments inextricably linked to content.
- Content becomes dynamic.
Pair-n-Share
Pair-n-Share Questions

How could you integrate Open Pedagogy using these materials?

What would you change to fit the needs of your communities?

How could you as a librarian support activities like this on your campus?
Pair-n-Share feedback
Open Education at SUU

- Curriculum Innovation Grants
- Learning Communities
- OER Initiative
- Integrated GE
Hybrid ENGL 1010/BIOL 1020

Spring 2018 saw the launch of two newly integrated OER classes meeting the coursework requirements for ENGL 1010 Introductory Writing and BIOL 1020 Human Biology. Seeing the need for a resource for Human Anatomy for non-majors, John and Lindsey are having their students create their own materials. Students are split into groups and assigned categories. They are then responsible for creating the appropriate material for each category such as test banks, visual aids, text boxes, etc.
Roger Gold required his students to aid in the creation of an online majors specific textbook in conjunction with OpenStax’s Microbiology Open Textbook. Though the initial implementation of the concept was successful (in the summer with fewer students), Dr. Gold encountered several problems with the concept with his larger fall course. Students were unable (or unwilling) to work in cohesive teams, resisted the required workload, complained about pre-lecture homework, failed to utilize the open resource, and failed to recognize the validity of information literacy, digital literacy, teamwork, and communication as important course objectives.
HIST 4730: United States 1845-1898

Dean Richard Saunders used two open-access books to allow his students to build elements that could be adopted into the existing texts as supplemental materials through an interpretive approach to history.

The final project consisted of a compilation of chronologies and primary source material, arranged to match the existing chapter structure of the textbook in order to be added to the textbook for future use.
Andrew Misseldine created an open pedagogy assignment in which students were asked to **create an artifact** such as a paper, webpage, video, computer program, lecture notes, etc. which will be used by future students or others in their studies of abstract algebra as a **supplement** to existing materials. In other words, the artifact should add value to the world beyond the classroom.
Faculty quote

Their creativity blew me away. I am very proud of the wonderful artifacts they made. They created computer programs, instructional/supplementary course materials, maps, games, and original research!

-Dr. Andrew Misseldine (Mathematics)
Select Student Quotes

“I learned for more from having to do research and then discuss it than I would have from just hearing your lecture. I always felt fully engaged in the class and I have gained an appreciation for the microbes all around us.”

“When I heard that I would be required to ‘contribute’ to the mathematical community, my first response was denial. Then anger, depression (an overstatement, but one with comedic value), and finally acceptance as I dug into what I could do. I don’t think I’m a great mathematician I am an undergraduate and so I was stumped as to how I could figure out what I could do.”
Questions or Comments?
Please contact us!
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Anne Diekema (annediekema@suu.edu)
Sources

• April Open Perspective: What is Open Pedagogy?
  https://www.yearofopen.org/april-open-perspective-what-is-open-pedagogy/


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