

# Creating Value for Open Educational Practice

TESS 2019

Wendy Freeman, Michelle Schwartz,  
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1 Access and Equity

2 Community and Connection

3 Agency and Ownership

4 Opportunity and Risk

Ryerson  
University

Centre for Excellence  
in Learning & Teaching

# The Open Faculty Patchbook

A Community Quilt of Pedagogy



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<https://facultypatchbook.pressbooks.com/>

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## OPEN PEDAGOGY NOTEBOOK

Sharing Practices, Building Community



WELCOME TO THE OPEN PEDAGOGY  
NOTEBOOK

<http://openpedagogy.org/>

# Open Educational Practices

*Collaborative practices that include the creation, use, and reuse of OER, as well as pedagogical practices employing participatory technologies and social networks for interaction, peer-learning, knowledge creation, and empowerment of learners*

Cronin (2017)

# Values for Open Pedagogy

## Access and Equity

Commitment to reducing barriers that prevent equitable access to education, including economic, technical, social, cultural, and political factors

## Community and Connection

Commitment to facilitating connections across the boundaries of learning experiences, classrooms, campuses, countries, communities, and viewpoints.

## Agency and Ownership

Commitment to protecting agency and ownership of one's own learning experiences, choices of expression, and degrees of participation.

## Opportunity and Risk

Commitment to interrogate tools and practices that mediate learning, knowledge building, and sharing and to resist the treatment of open as neutral.

# Faculty Members

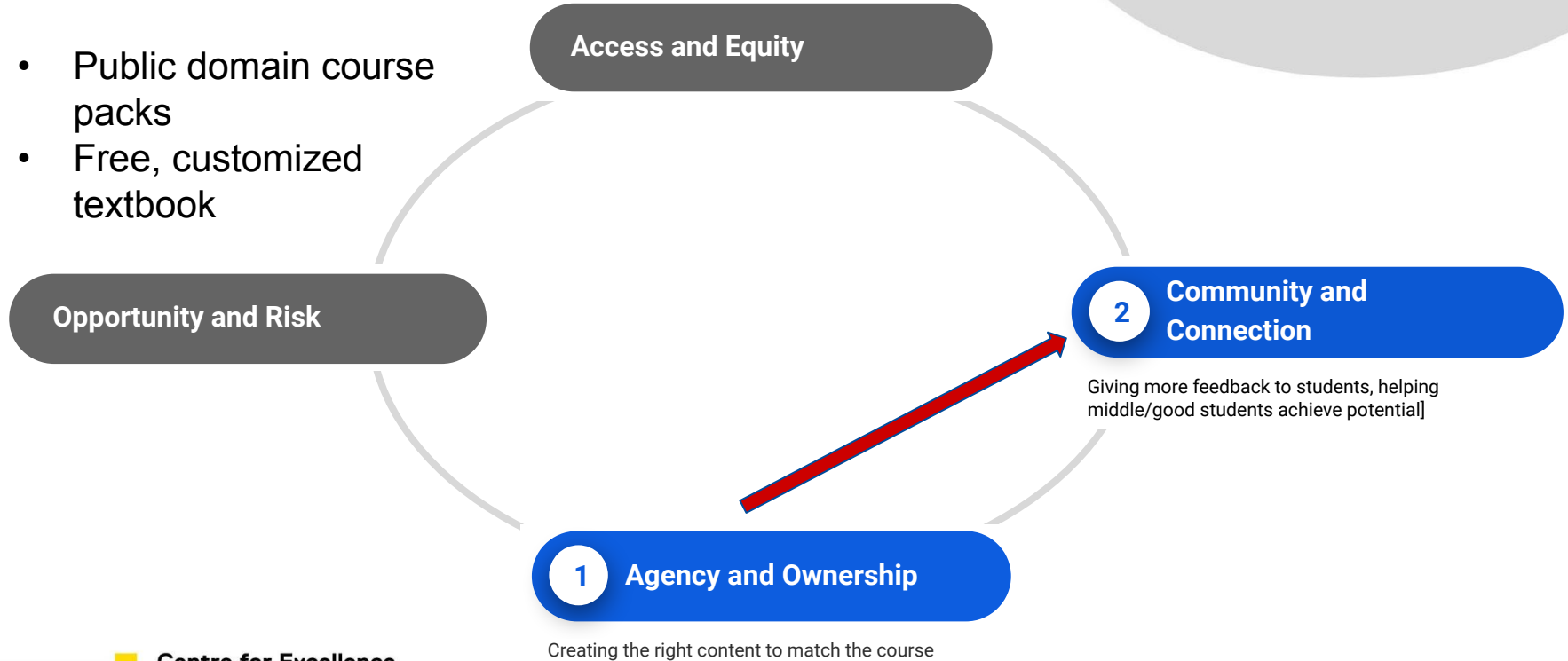
- Interviews conducted with seven members of the Ryerson teaching community who held eCampusOntario grants to develop open materials
- Range of content types - case studies, textbooks, videos, games
- Range of disciplines - business, nursing, creative writing, food security, etc.
- Range of employment status - tenured faculty to sessional instructors

# Faculty Members

- What were they creating?
- Where did they start?
- Where did they end?

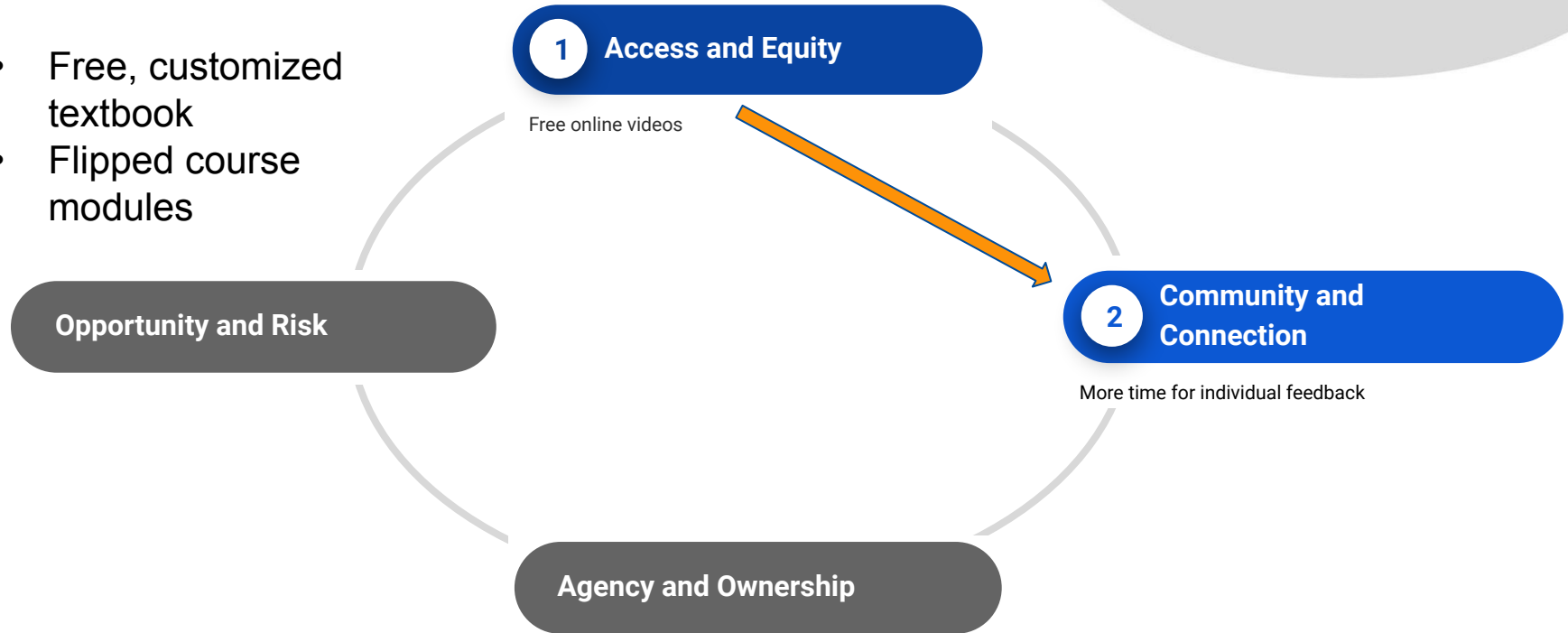
# Project 1: Participant A

- Public domain course packs
- Free, customized textbook



# Project 1: Participant B

- Free, customized textbook
- Flipped course modules





# Project 2: Participant A

- Interactive learning games

## 1 Access and Equity

Open resources are philosophically aligned with courses that are about access, can engage students with issues of access

## 2 Opportunity and Risk

New and exciting things like games can be used to facilitate learning

Community and Connection

Agency and Ownership

# Project 3: Participant A

- Multimedia online textbooks

## 1 Access and Equity

Replacing a big, heavy textbook

## 2 Opportunity and Risk

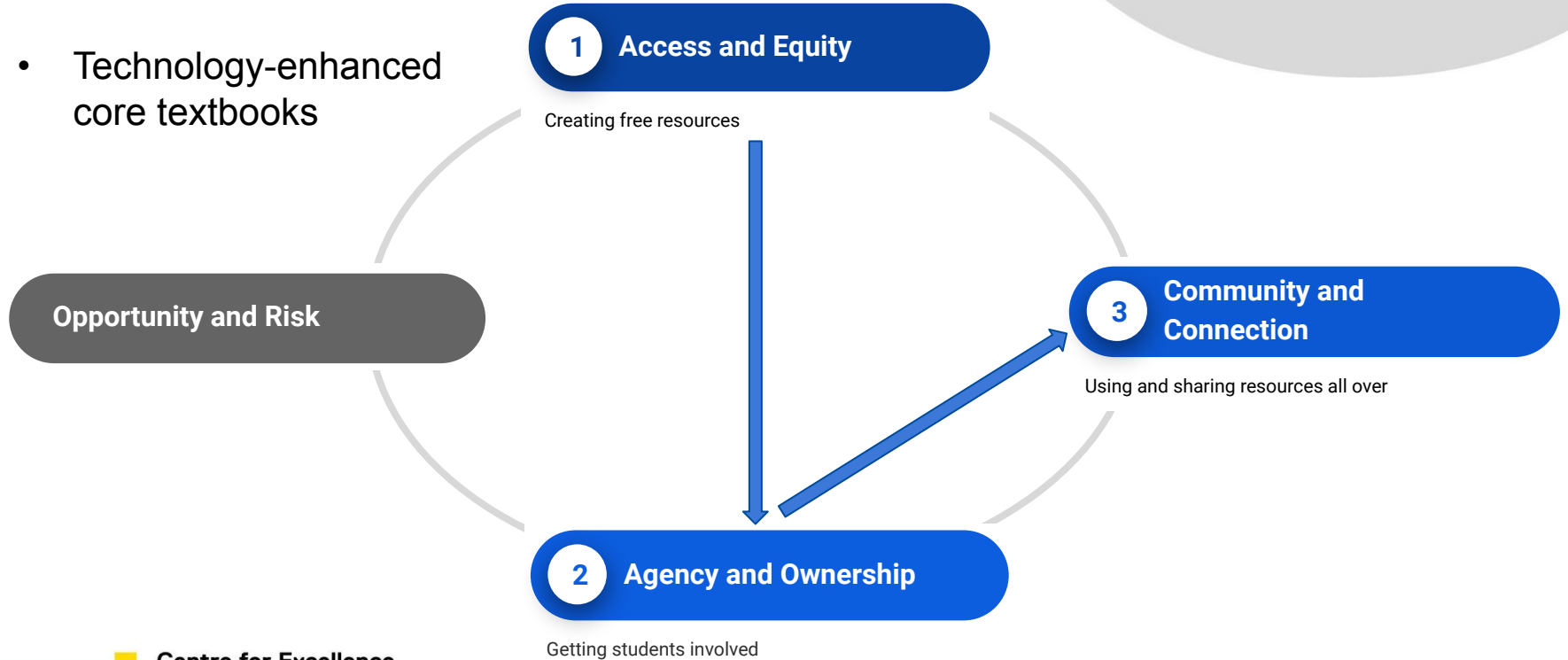
Exploring new ways of publishing and using technology.

Community and Connection

Agency and Ownership

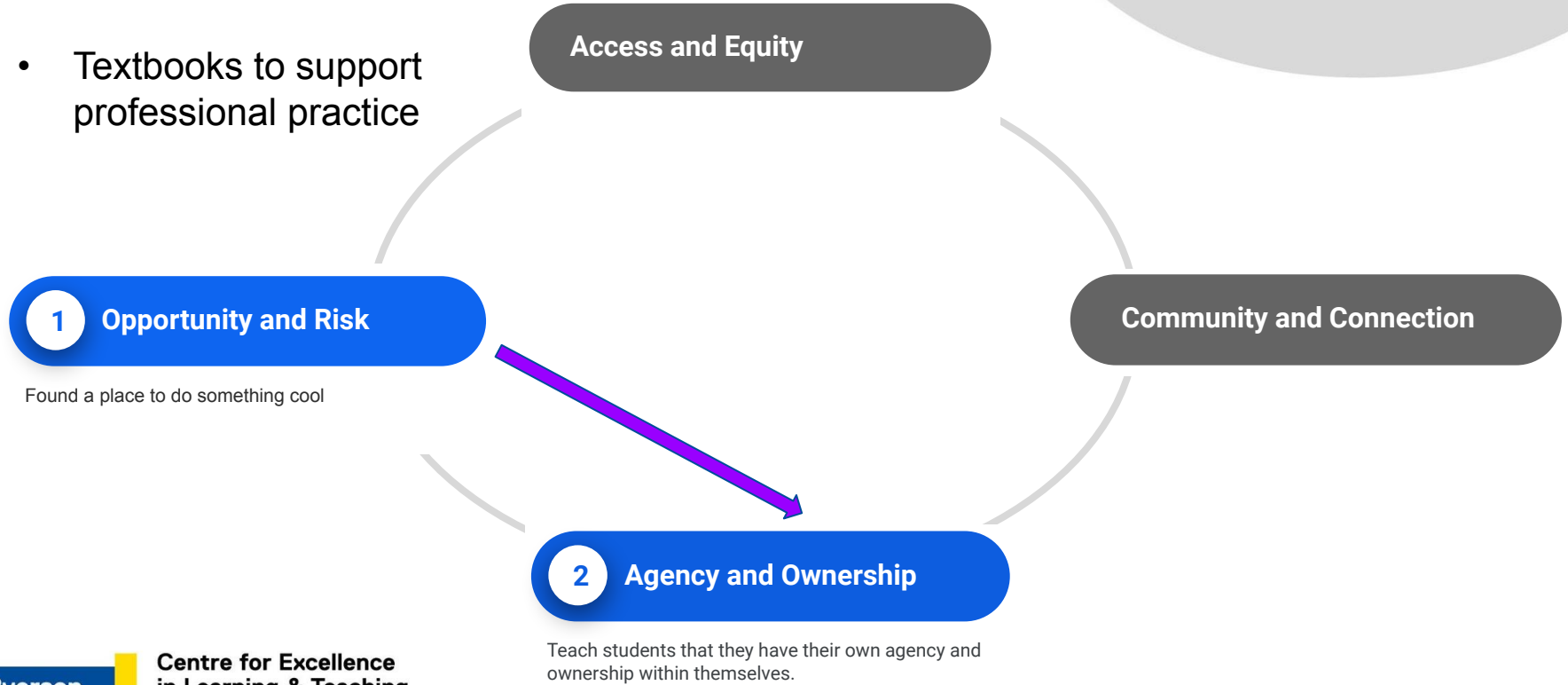
# Project 4: Participant A

- Technology-enhanced core textbooks



# Project 4: Participant B

- Textbooks to support professional practice



# Project 5: Participant A

- Online course modules to support instructors

Access and Equity

Community and Connection

2 Opportunity and Risk

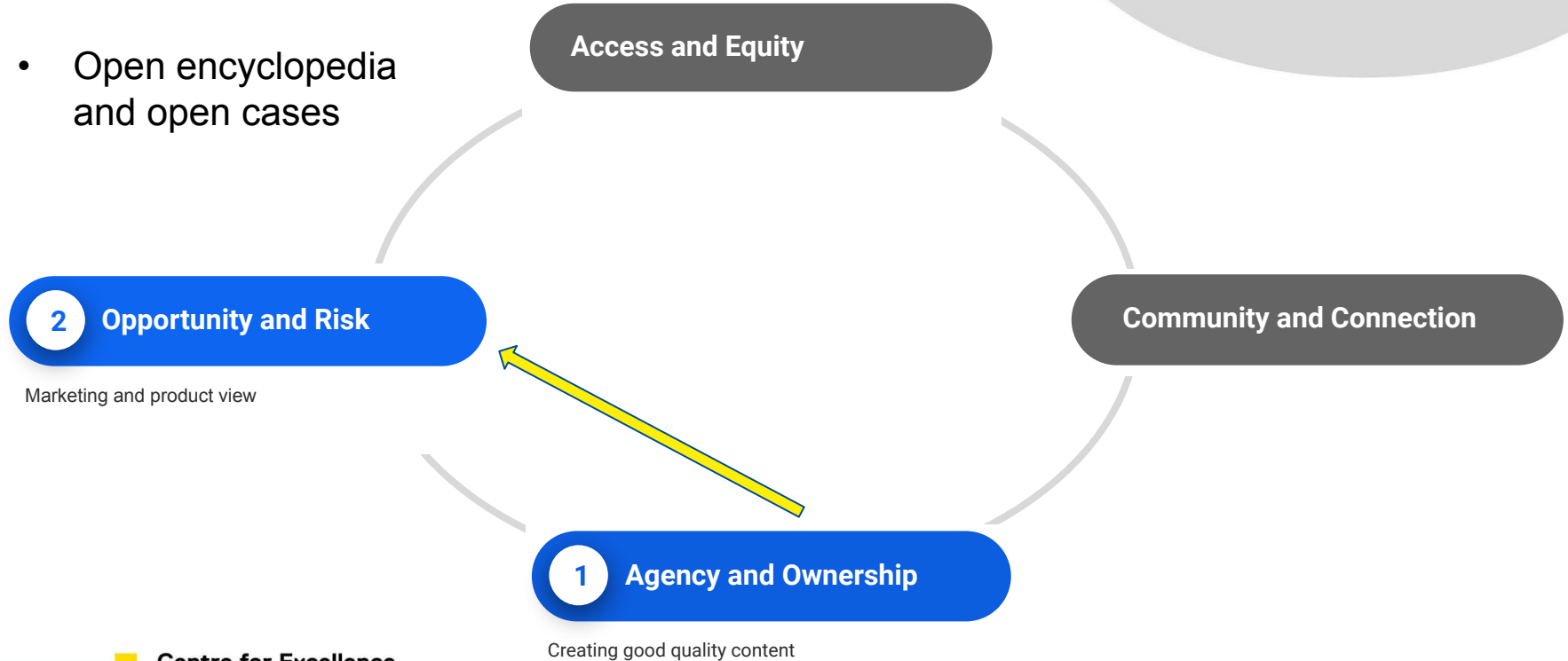
Creating the right resources despite difficulties with open libraries and licensing

1 Agency and Ownership

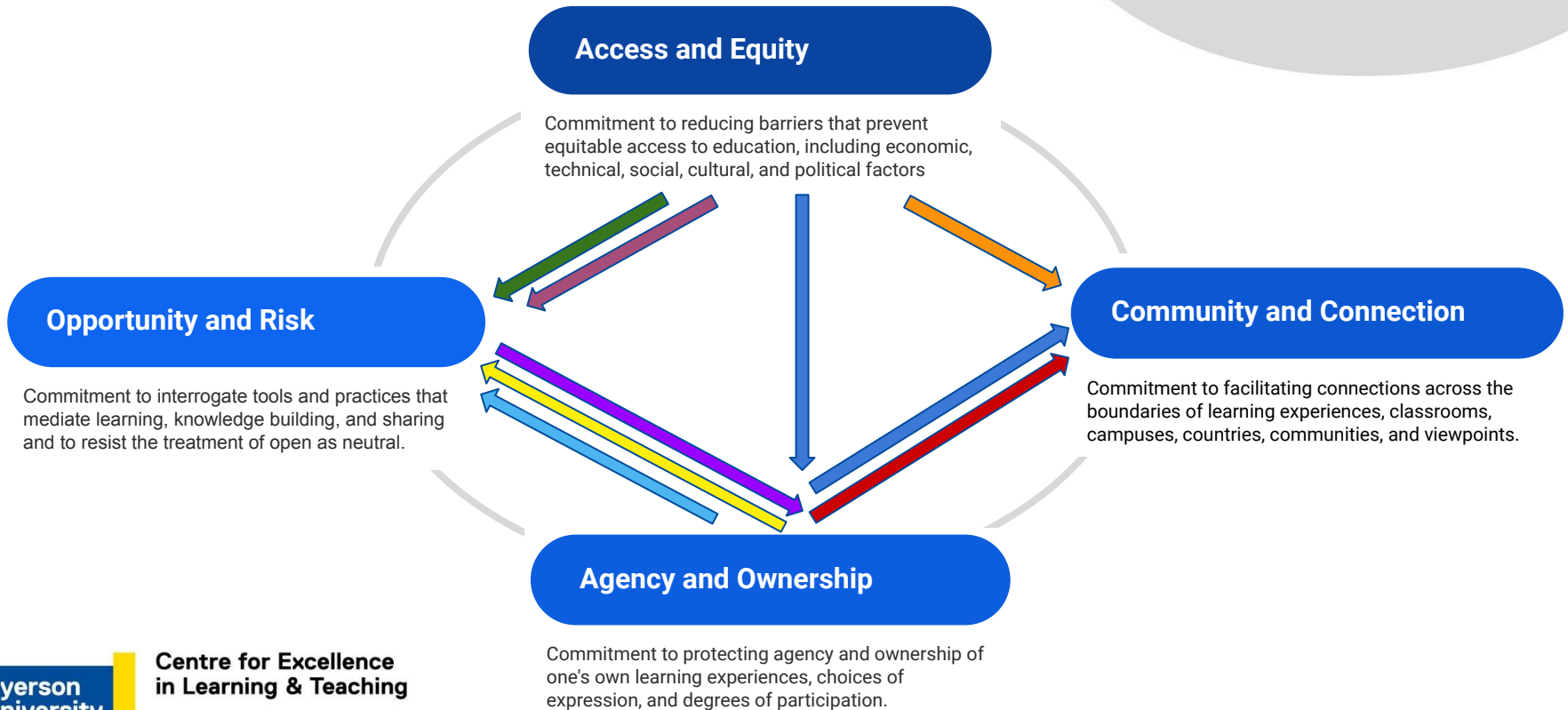
Need to create a cohesive curriculum

# Project 6: Participant A

- Open encyclopedia and open cases



# Values for Open Pedagogy



# Thank you!

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# Random quotes etc.

# It all started in the empanada line



# Access and Equity

- Andrea's gamification of food security: "They enjoy the game because it's a game [and] then they end up talking about more serious things. I can reach everybody with the game."
- Aaron/Paul access to not only material but also to time and feedback

# Community and Connection

- “So they really learn something that is totally separated from their life right. And they connect with an experience that is totally separate from their daily life” (Andrea)
- “I'm happy if organizations use [the game]... you know one of the goals of university is also to contribute to society to give back to society”
- Andrea getting involved in the community and helping create empathy with students
- Kathryn creating empathy in students to understand inclusion and disability

# Agency and Ownership

- Richard working on publishing and design
- Chris maintaining and increasing reputability within resources; his whole idea is to create a resource that could be useful and then promote. He promotes it at conferences like a product
- ownership of one's own learning experiences: Vital signs students learning the material and then returning for studying for qualifying
- Degrees of participation in creation: Andrea's project highlights all the different people who were needed to create the project, and suggests we could have more small grants because that small help was very vital
- Paul and Aaron started here because they knew the textbook was not open.

# Opportunity and Risk

- Kathryn's new venture into modules for instructors/facilitators
- Chris's product view of OER
- "I'm really happy that Ryerson is creating a structure to help instructors because what I [learned] as an instructor is that I'm not a game developer... and I need people to go ahead." -Andrea
- The big idea in all of these projects is to find a need and then find a creative solution
- Less about creating the textbook but more about creating the solution using open.

**...the whole idea of an Open Access resource is it just made sense to me. Sense for the students, it made sense for how they were going to learn, it made sense to the faculty, and it was exciting to be a part of something that made sense.**

**Templates:  
Don't touch slides  
below**



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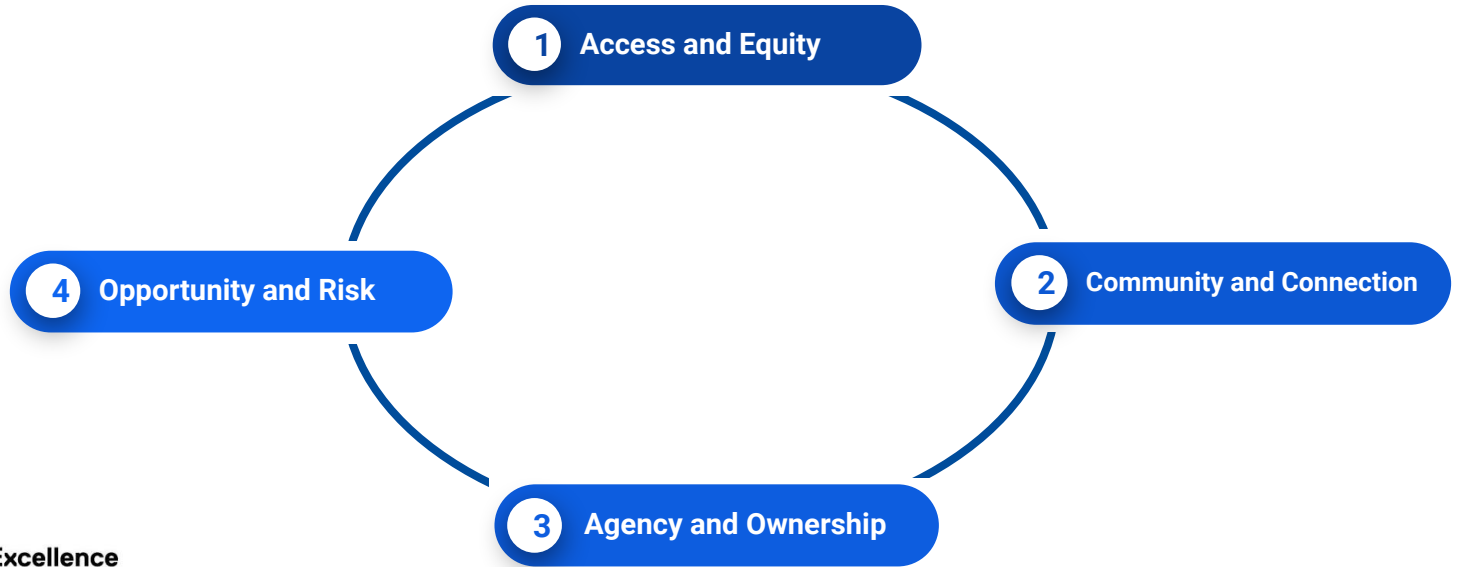
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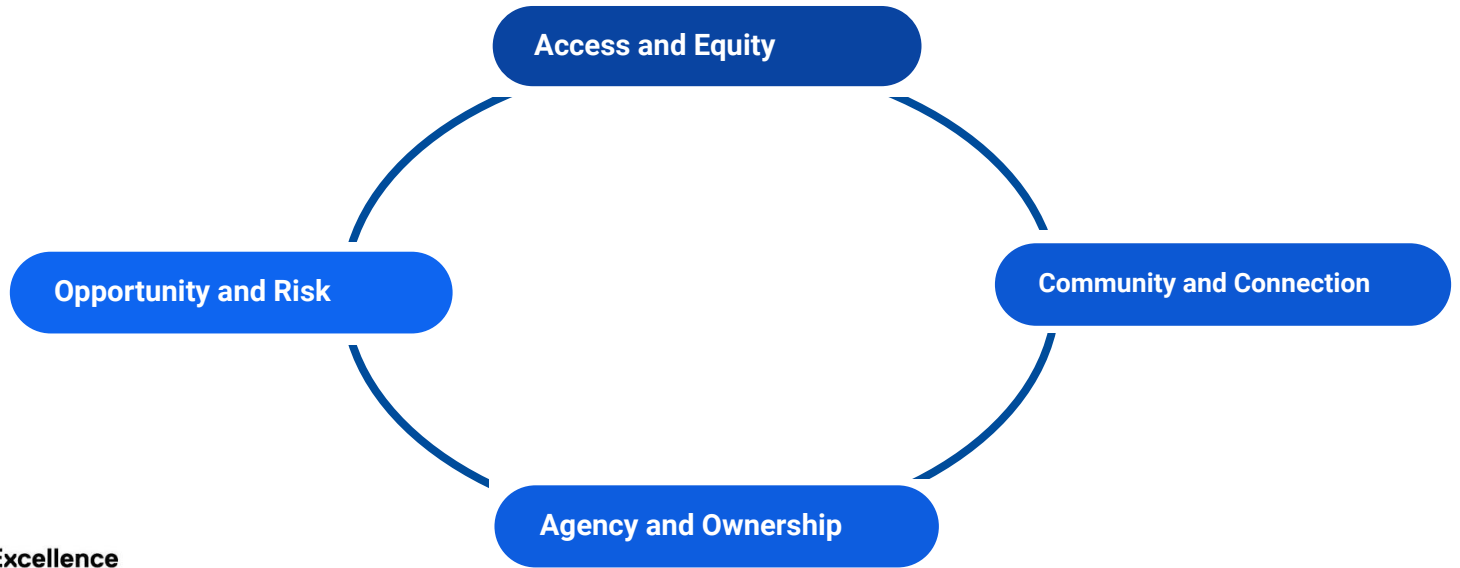
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# Aaron

- Project Goal:
- Start: Creating the right content to match the course
- Finish: Giving more feedback to students

