

Jun 14th, 11:10 AM - 12:00 PM

OER-Enabled Pedagogy Practicalities

Quill West
Pierce College

Follow this and additional works at: <https://scholarworks.umass.edu/neoer>

West, Quill, "OER-Enabled Pedagogy Practicalities" (2017). *Northeast Regional OER Summit*. 7.
<https://scholarworks.umass.edu/neoer/2017/presentations/7>

This Presentation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Northeast Regional OER Summit by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

OER-Enabled Ped Practicalities

Open Education to Transform

Quill West

OE Project Manager

@quill_west

Education = Sharing



Education = Sharing


Goes both ways.

“[Problem Solving](#)” by [Campus Party Europe in Berlin](#) is licensed under [CC BY 2.0](#)

Andragogy

In 1984, **Knowles** suggested **4 principles**

1. Adults need to be **involved** in the planning and evaluation of their instruction.
2. **Experience** (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate **relevance and impact** to their job or personal life.
4. Adult learning is **problem-centered** rather than content-oriented. (Kearsley, 2010)

- 
- Involved
 - Experiential
 - Relevant
 - Problem-Centered

Growth Mindset

- Effort matters
- Focus on process

Much of our work in education hides the process of becoming, and showcases the “after” of the process.

Psychological Constructivism

- Jean Piaget & John Dewey
- People “construct” their own understanding
- Students connect past knowledge/experiences to new knowledge/experiences

Social Constructivism

- Lev Vygotsky & Jerome Bruner
- Social connections are central in terms of how people make meaning
- A guide (teacher) helps construct knowledge by scaffolding- because systems for learning are needed

Constructionism

- Seymour Papert
- Learn by building
- Students use knowledge they have to build new knowledge.
- Students learn by “making” something tangible.



“[Hand](#)” by [Golan Levin](#) is [CC-BY 2.0](#) Modified by Quill West, CC-BY 4.0

Open Education

- Open Education Resources (OER)
- Open Pedagogy
- Open Practice
- Open Education Practice
- OER-Enabled Pedagogy

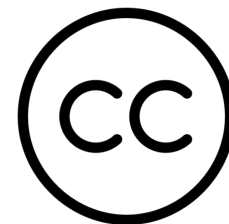
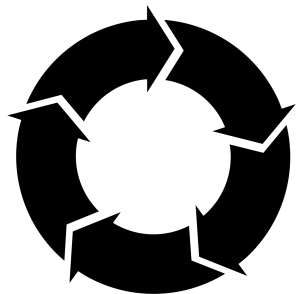
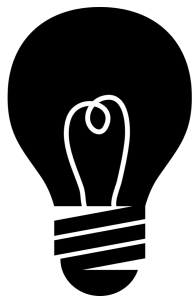
Open Education Practices

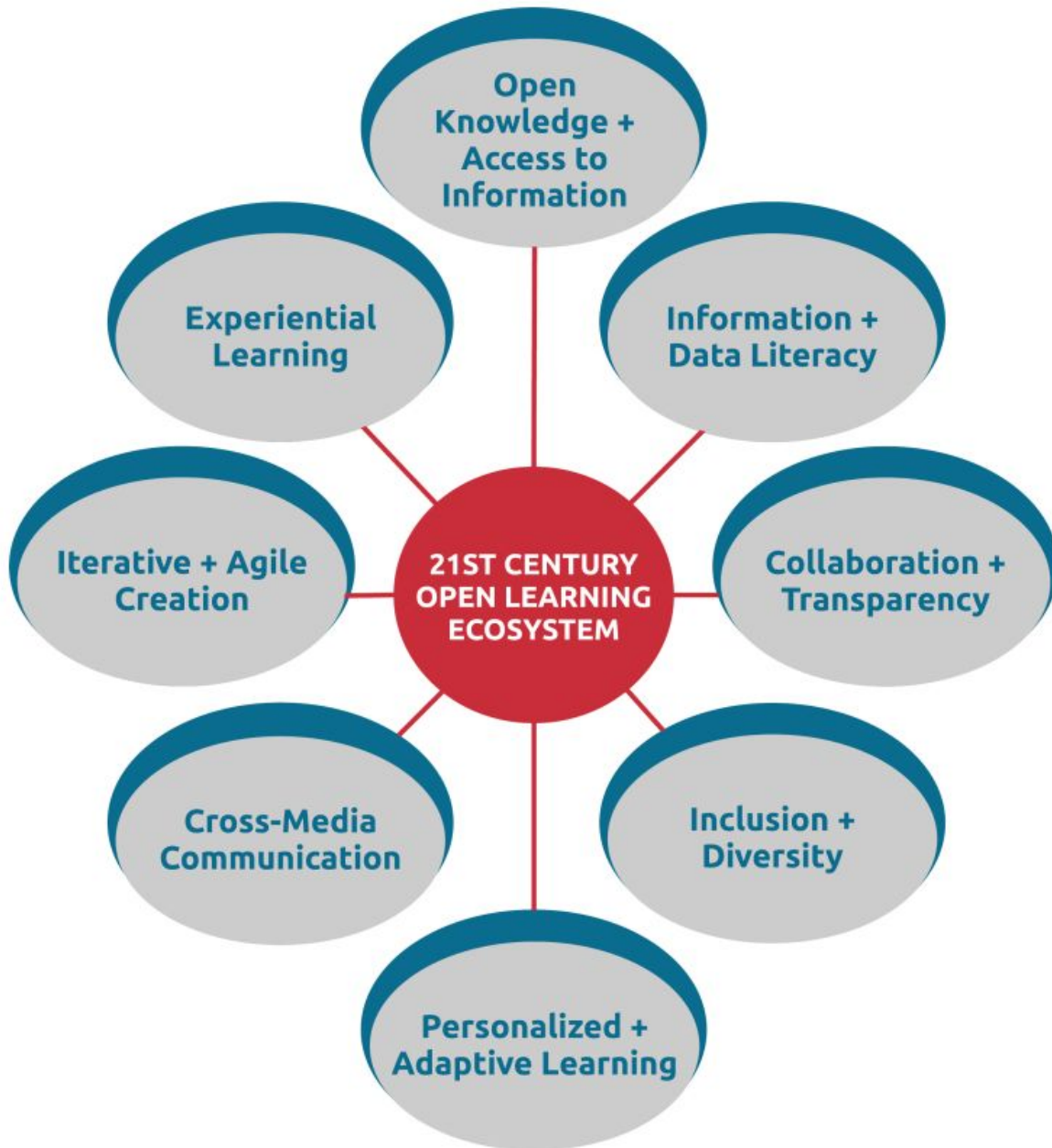
“...a combination of open resources use and open learning architectures to transform learning.”

Camilleri and Ehlers, 2011

Focus on how teaching and learning practice can be more open. Use the 7 Open Practices.

7 Open Practices





How is OP Different?

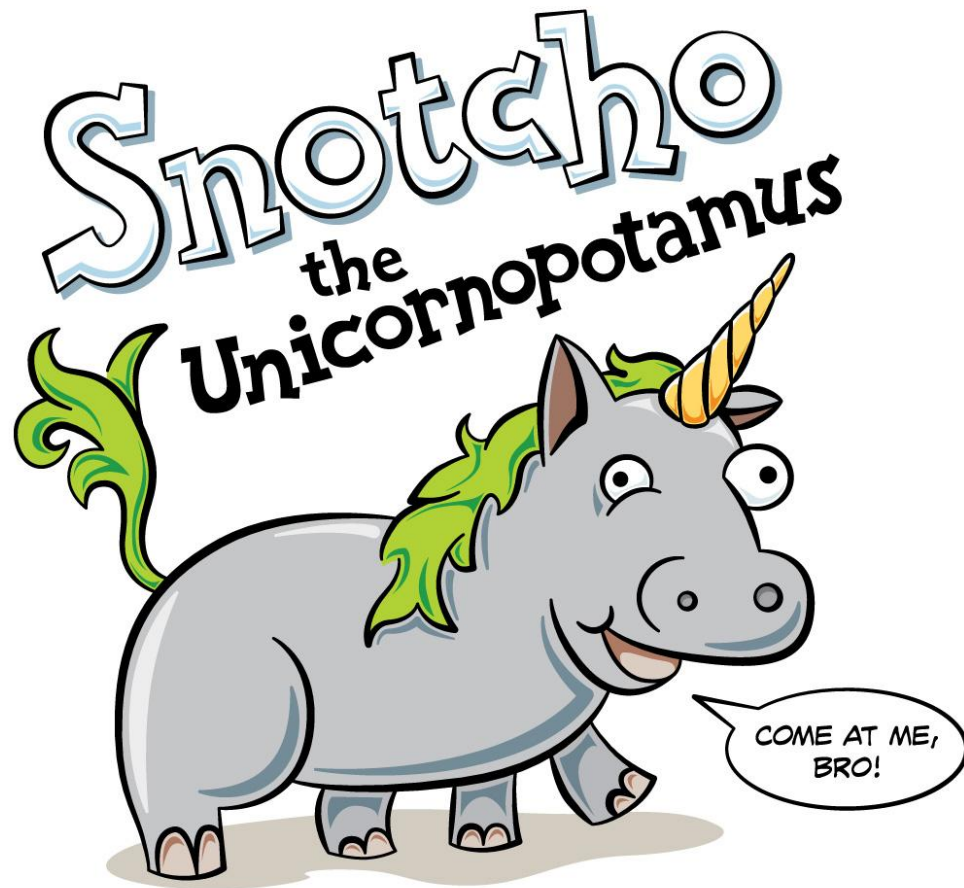
Current: Faculty provides core readings for the course.

New: Students examine why core readings are core – what role did/do they play in the discipline. They develop a bibliography that explains that role, relating it to current work in the field. Subsequent classes update the bibliography, adding perspective to the original readings, adding readings they believe are now core and describing why for the next group of students

How is OP Different?

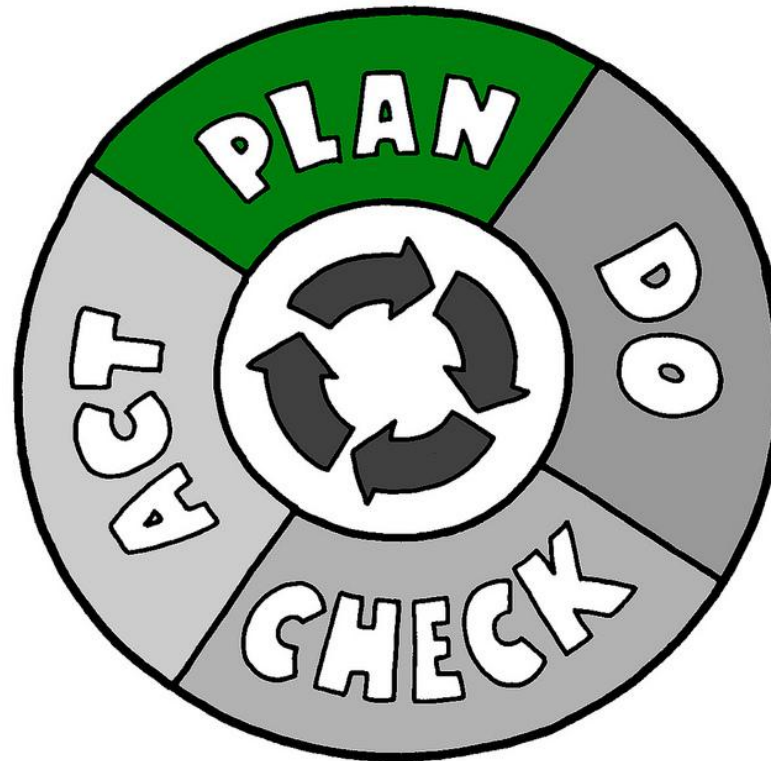
Current: Students research a current issue related to a northwestern Native American tribe

New: Students determine the gaps in the commonly available literature and interview members of a tribe in order to add native voice to the available perspectives. The bibliography is published in an open format. Students discuss what gets published, why, and whose voice is left out of “published” conversations.



Use OP When Appropriate

Planning

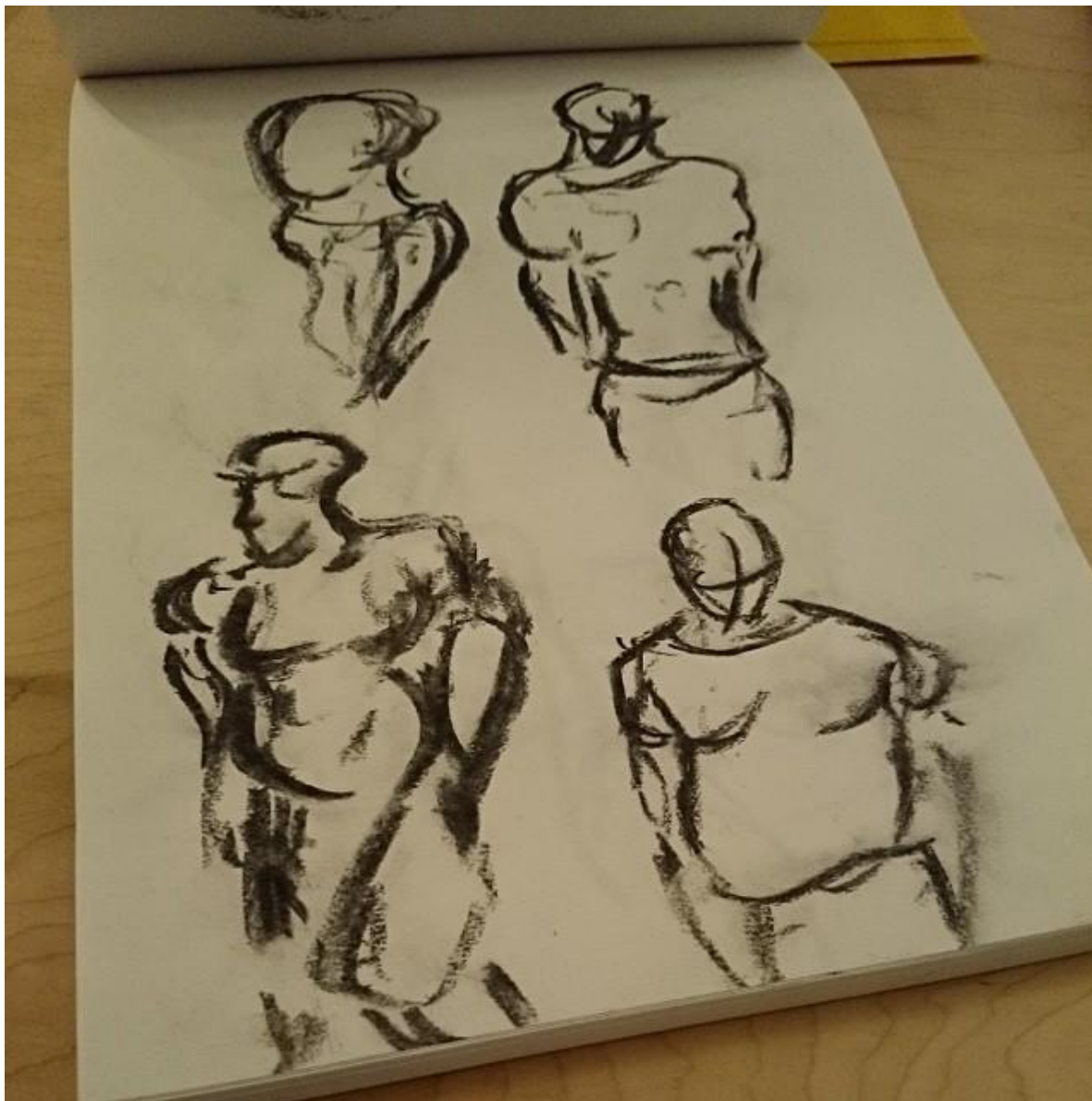


5 Steps to Open Pedagogy

1. What do you want your students to remember ten years from now?
2. What activity will help them to remember it?
3. List skills students will need to complete the assignment.
4. Look for 5R content to support the activity.
5. Teach students how to contribute to course content.

This activity was developed in partnership with [Alyson Indrunas](#) of Lumen Learning and is largely based on her [Course Curation in 5 Steps](#).

Assessment Sketch



[“Did some quick gestures in Union Sq today. Bless chunky people for being more fun to draw.” by buyalex is licensed under CC BY 2.0](#)

Scaffolding

- Focus on the development process
- Greatness doesn't happen in one sitting
- Incentivize iterative work

How to Get Started...

1. Discuss what “open” means for your students – show them more than traditionally published literature and how to include open resources in their papers and projects.
2. Discuss the social justice elements of Open and have students develop the implications for their topic.
3. Collaborate with a faculty member to incorporate elements of OERs into student papers/projects. Students must use both types of materials and discuss how they are different, and what unique role each played in their paper/project.

Logistics

- Students own their copyright
- Give them options to opt out of open licensing
- Show students where their finished product will be shared by you

Thank you.

Quill West

Cwest@Pierce.ctc.edu

@quill_west

tinyurl.com/OpenEdPractices

