



IMPACTS OF OPEN PEDAGOGY IN TEACHER PROFESSIONAL LEARNING

Oregon Open Learning

OPEN PEDAGOGY



- 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
- the open sharing of teaching practices with a goal of improving education and training at the institutional, professional, and individual level

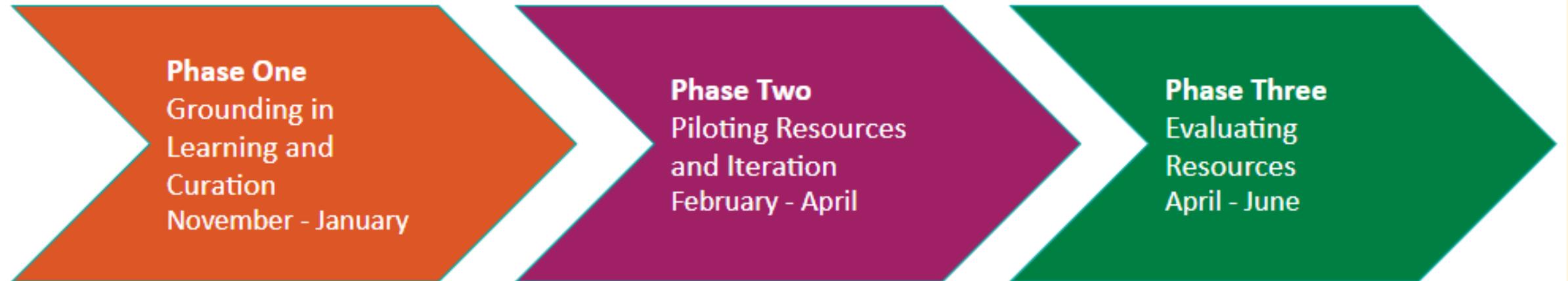
OER DEVELOPMENT GRANT

- 32 educators
 - ELD specialists, Content area teachers, Dual Language teachers, coaches

Professional Learning:

- OER and Open Licensing
- Pedagogical supports for multilingual learners

Supporting Students who are Emergent Bilingual



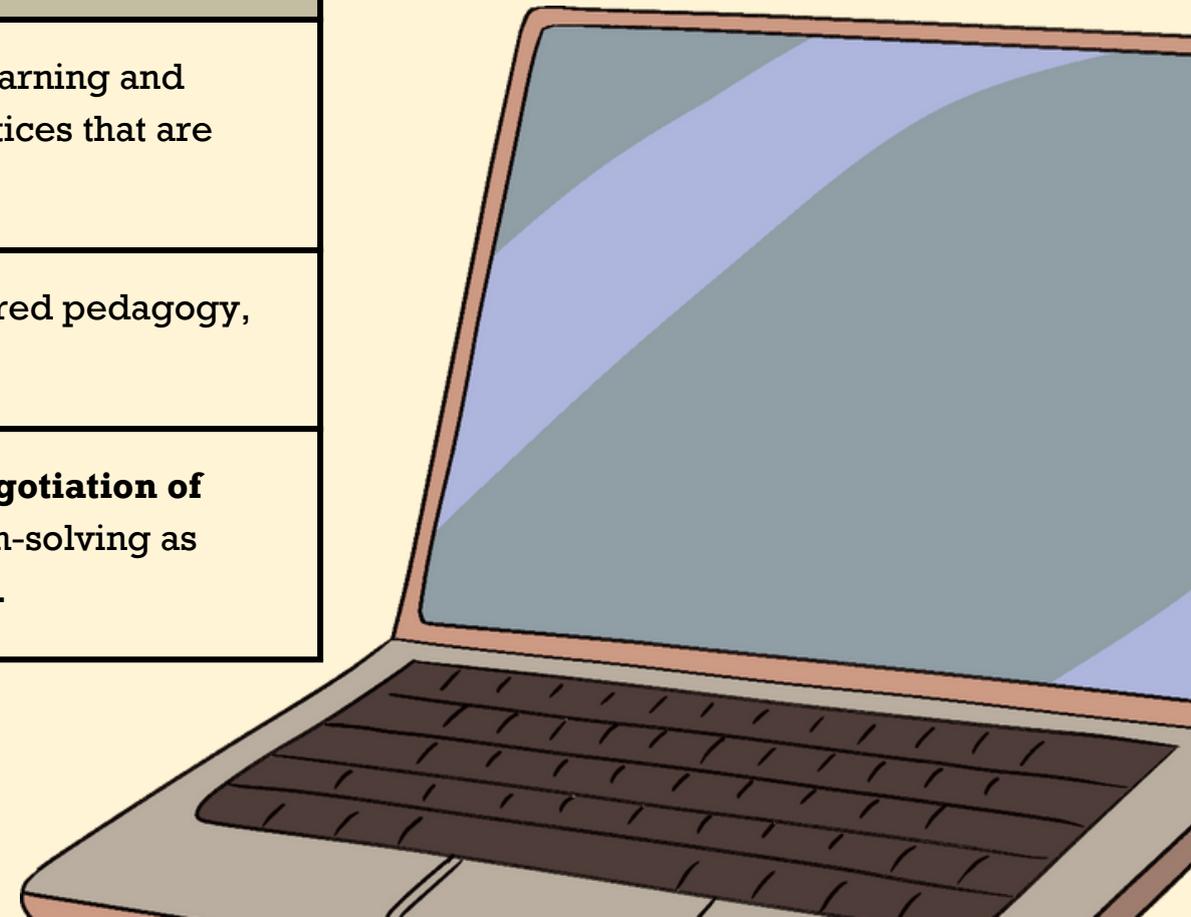
REQUIRED LESSON ELEMENTS

Critical Pedagogical Practices for Learners who are Emergent Bilingual

The resource is designed to celebrate students' home language(s) as a tool for learning and socio-emotional development, including opportunities for *translanguaging* practices that are intentionally embedded in the lesson design.

The resource supports students' development of *criticality* through equity-centered pedagogy, allowing students to take a critical stance on the content presented.

The resource promotes collaboration among learners, verbal interaction, and **negotiation of meaning** through the encouragement of critical thinking, reflection, and problem-solving as learners explore topics that are relevant to their lives from multiple perspectives.



PARTICIPANT REFLECTIONS



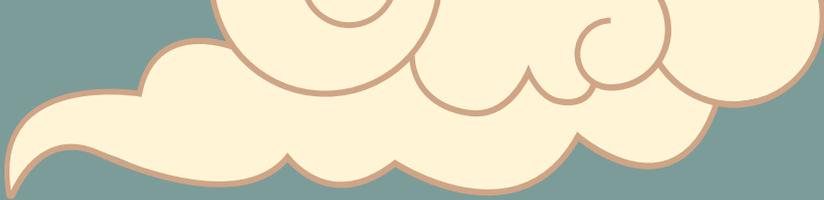


**Regina Jordan
ELL Coordinator
Three Rivers SD**

VIDEO LINKS

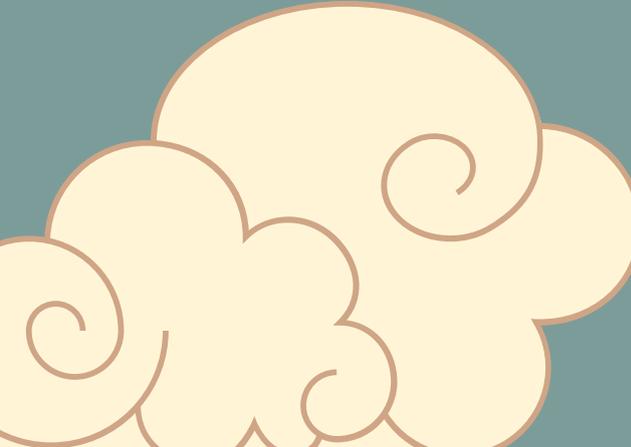


**Charis Martin
ESOL Specialist
Astoria SD**



I valued the autonomy we had with using or developing OER lesson plans and materials that we adapted based on our students' needs. This learning experience increased my understanding of how to differentiate instruction for students that are emergent bilinguals. Furthermore, this learning experience taught me about the types of resources available on OER Commons and how I can contribute and share my lesson plans with others through OER. Knowing that other educators would be reading and following the lesson plan I posted in OER, I conducted frequent reviews of my plan to make sure that the language of instruction was also comprehensible and easily implemented. I learned about the importance of attaining colleague and student feedback to revise my lesson plan so that it was clear to other educators and engaging for students.

In my project, I focused on combining a couple of different lesson plans and modifying them to make them comprehensible to my students. By making the language accessible to them, they were able to contribute their ideas more easily and were able to discuss how the project was relevant and meaningful to society at large. The OER grant program helped me develop my skills in developing lesson plans that were comprehensive so that educators could replicate them effectively and students could access information at their level, through their learning style.



**Paulette Rubio
NWRESD Speech Language
Pathologist**





This grant allowed me and my colleagues across the state the knowledge, skills, and TIME to create high quality, best-practice resources that are culturally responsive to the local realities of our students.

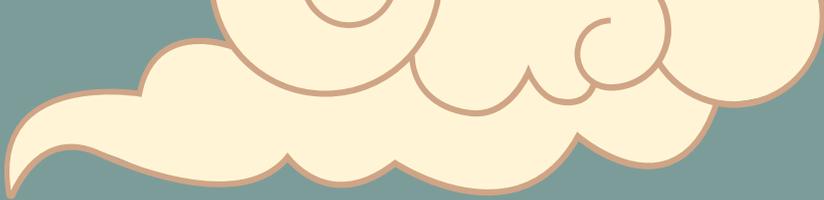
Students loved having the opportunity to provide feedback to improve lessons that they knew would be shared with other students across the state.

Having the opportunity to develop high quality best-practice resources to share with colleagues across the state was an affirming and rewarding experience.

OER provide an amazing opportunity for educational professionals to share and exchange high quality resources adapted for local contexts.



**Monique Aguilar
Dual Language Program Associate
Salem-Keizer School District**



The work and the learning I was able to do as a result of this grant helped me gain valuable knowledge about how to best support emergent bilingual students. I was originally interested in the grant because I did not feel I had the expertise to adequately support my emergent bilingual students and that they were "falling through the cracks". Through the grant I gained confidence and a lot of new knowledge and skills. Even now, I find myself referring back to my notes and the resources I was provided, and as an instructional specialist in my building I am now able to better support teachers as they plan lessons and activities for their classes.

Deanna Delgado
PPS Instructional Specialist



STUDENT WORK



TRANSLANGUAGING

- Translanguaging values and recognizes students' home language as part of their linguistic repertoire and as a tool for learning and socio-emotional development.
- Students are encouraged to utilize all resources at their disposal, and their linguistic assets in order to complete academic tasks.
- And lastly, teachers in translanguaging classrooms group students strategically, explore cognates, encourage language awareness, and encourage students to use their own language practices.



TRANSLANGUAGING

Gestures in World Cultures



no mostrar la parte del talon ya que es un insulto

Gestos en las culturas del mundo

What should you not do with your feet when visiting an Arab country?

nunca debes mustar los talones

no

Does smiling mean the same thing around the world?

no

Why do you need to be aware of hand gestures when interacting with different cultures?

por que en diferentes paices significa diferente cosa



el estrecho de mano

Which hand should you try not to use in some cultures?

el estrecho de manos

no deben estrechar la mano izquierda

deven comensar con el pulgar y no con otros dedos sino pensaran que quieres dos

How do people around the world count differently with their fingers?

GOOGLE JAMBOARD

As part of this unit on Cultural Differences and Conflicts, students have the option of posting their answers to the questions in English or in their home language.

NEGOTIATION OF MEANING



- A process that speakers go through to reach a clear understanding of each other.
- Grounded in Sociocultural theories of language learning
 - Language acquisition is a social phenomenon that is shaped by our interactions and experiences
 - Emphasis on how people use language in social contexts

bomba

"Bomba es lo que nuestros ancestros negros de las islas... crearon para expresarse."

"[Bomba] es una herramienta sumamente poderosa de cambio y de libertad."

experimentar libertad

sentimiento una conexión

¿Por qué es importante la bomba para los afropuertorriqueños?

La bomba era una actividad fuerte y es una oportunidad para que todos experimentaran la libertad de una expresión de su cultura.

cuás
barril
maracas
resistir
felices con voluntades

¿Cuál es el impacto de la bomba hoy?

La bomba se utiliza hoy como una forma de resistencia contra el racismo y para despertar emociones fuertes.

BOMBA

¿Cómo te sentirías si fueras un esclavo en el siglo XV, teniendo que usar la Bomba para comunicar con otros?

¿Qué opinas del uso de la Bomba en una rebelión?

"Los afropuertorriqueños están usando el baile y música tradicional, Bomba, para rendir homenaje a sus antepasados que fueron esclavizados en la isla."

"Una forma de condenar el racismo"

Vocabulario:

- Bica: el acto de resistir.
- Cuembé: Resistencia espírita.
- Bata cerrada: ritmo rápido de loza.
- Yubá: Libertad emocional negativa.
- Holandá: Imitar los esclavizadores.
- Bata vieja: Una pañeta de recuerdo.

"No solo fue un instrumento sin una conexión"

¿Cómo usan la bomba?

- manera de comunicarse
- conectar con la comunidad
- expresar su mundo
- siendo mucho durante la celebración

esperanza
cultura
resistencia

BOMBA

¿Que significa los instrumentos en la bomba?

Maracas - el tiempo
Cuás - hacer el ritmo del barril
Bata - espacio del baile

¿Qué es el significado de la bomba hoy?

La bomba es una forma de resistencia y una manera de conectar con la comunidad.

Bomba

"Esta canción es una forma de resistencia y recordar a todos los que se han pasado desde la violencia, el racismo y la injusticia política"

Cuerpo (resistencia al sistema)

Bata (espacio de bailar)

Holandá (límite a los límites de los esclavos)

Sica "La bomba es un acto en contra de la cultura de la isla"

"[Bomba] es una herramienta sumamente poderosa de cambio y de libertad"

¿Cómo afecta Puerto Rico con la bomba no fuera creada?

¿Cómo afecta la bomba al gobierno y a los políticos?

La bomba tiene herencia africana, surge en el contexto de la esclavitud. Las personas usaron esto como un acto de resistencia.

Los que usan Bombas no solo quieren que la bomba es un baile si no que es parte de quien son y su cultura.

NEGOTIATION OF MEANING: VISUAL ESSAY

Students investigated musical genres in Spanish Speaking countries in order to better understand the history and influences that created the music, and the cultural connections/impact of the music today. In this Spanish dual-immersion class, students explored the Puerto Rican Bomba.

CRITICALITY



- Criticality is the capacity to read, write, and think in ways of understanding power, privilege, social justice, and oppression, particularly for populations who have been historically marginalized in the world.
- When youth have criticality, they are able to see, name, and interrogate the world not only to make sense of injustice but also to work toward social transformation.

Gholdy Muhammad
Cultivating Genius

LESSONS & UNITS THAT INCORPORATE CRITICALITY

Evaluating Eyewitness Reports
w/ELL students

Cultural Differences and Conflicts -
Storyboards and Fotonovelas

Mexican-American history in the
United States and the social
activism of Chicanx artists as seen
through screenprints

My Identity Cause & Effect
(Why Am I Who I Am?)

My Identity Past, Present & Future
(Becoming Who I Want to Be)

CONCLUSION



- Engaging learners in the creation and revision of OER has the potential to transform professional development and other learning experiences.
- This practice shifts the traditional paradigm from a model that centers "learning from experts" to one that honors and affirms the expertise of the practitioner and that provides them with the opportunity to contribute to the field.