

# Open Pedagogy

Yang Wu, Open Resources Librarian, Clemson Libraries  
305E Cooper Library, [ywu9@clemson.edu](mailto:ywu9@clemson.edu)



# Themes of CT<sup>2</sup>

- Guiding and modeling critical thinking
- Foster critical self reflection
- Foster group reflective dialogue
- Develop new learning experiences

# Bloom's Taxonomy

## CREATING

USE INFO TO CREATE SOMETHING NEW



*design, build, plan, construct, produce, devise, invent*

## EVALUATING

CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS



*judge, critique, test defend, criticize*

## ANALYZING

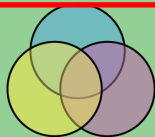
TAKE INFO APART & EXPLORE RELATIONSHIPS



*categorize, examine, organize, compare/contrast*

## APPLYING

USE INFO IN A NEW (BUT SIMILAR) FORM



*use, diagram, make a chart, draw, apply, solve, calculate*

## UNDERSTANDING

UNDERSTANDING & MAKING SENSE OUT OF INFO



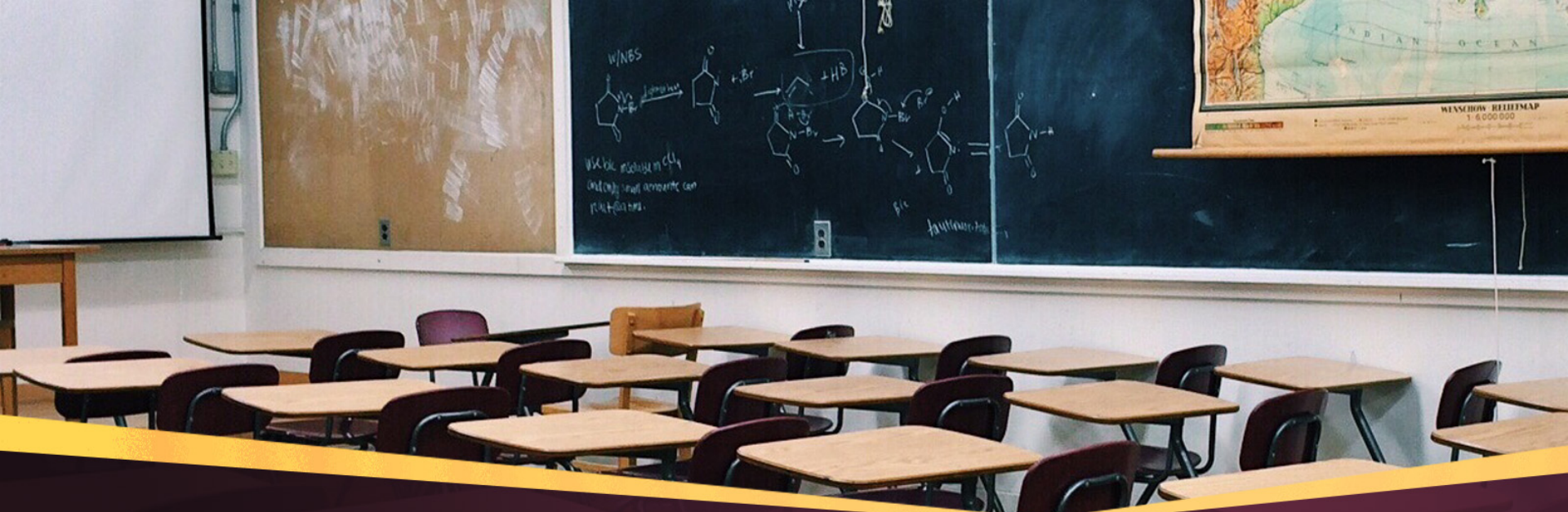
*interpret, summarize, explain, infer, paraphrase, discuss*

## REMEMBERING

FIND OR REMEMBER INFO



*list, find, name, identify, locate, describe, memorize, define*



# A Novel Approach to Teaching



## Encourage Students to:

1. Become creators of information rather than consumers.
2. Learn and demonstrate understanding through information creation.
3. Shape the public knowledge commons of which they are a part.
4. Show agency, communication, choice of expression in learning and ownership over their learning experiences.



# Critical Pedagogy

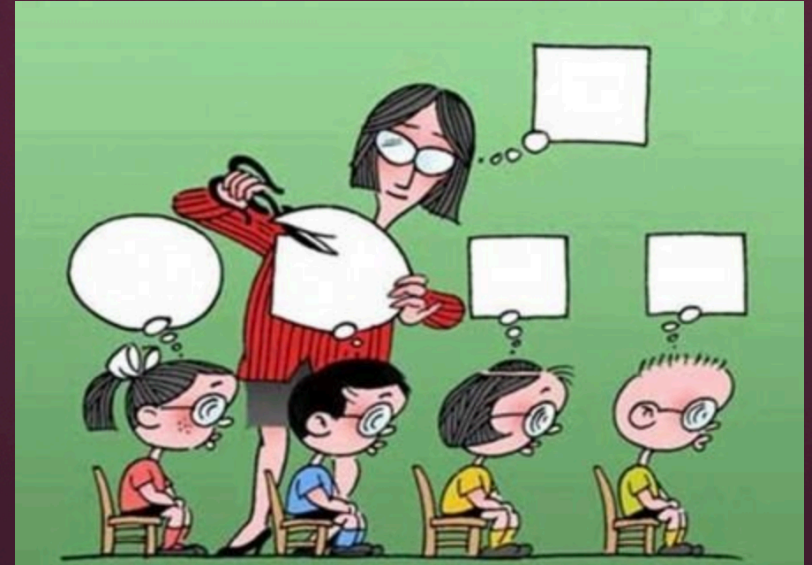
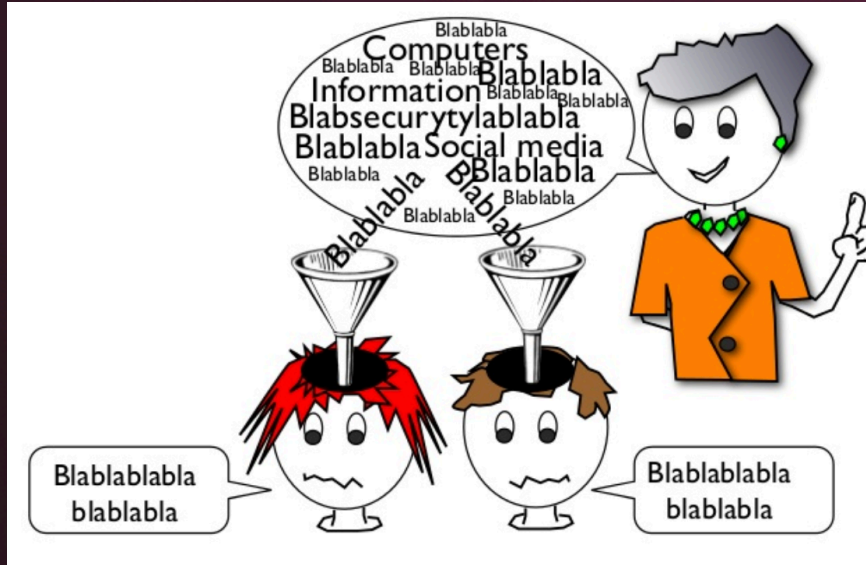
“Habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional cliches, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse.” (Shor, 1992: 129)



# Constructivism

- People construct meaning from their experiences and reflection
- Inquiry based, real life learning
- Learner self direction
- Collaborative learning
- Personal growth

# Rejection of the banking model of education







# Example 1.

## Traditional Education:

- Instructor gives students exams and asks them to answer questions.

## Open Pedagogy:

- Having students create and peer review exam questions and answers to them as a way to help them gain a deeper understanding of concepts learned in class.



## Example 2.

### Traditional Education:

- Instructor gives students core readings for course

### Open Pedagogy:

- Students examine why core readings are core.
- They develop a bibliography that explains that role.
- 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.



## Student Motivation

- “Renewable” as opposed to “disposable” assignments
- Student controlled learning environments

# Simple Examples:

- Multiple Choice Questions
- Collaborative syllabus design
- Student application of knowledge to real world situations

Why have students answer questions when they can write them?

📅 January 12, 2017 👤 Rajiv Jhangiani 💬 13 Comments 🏷️ assignments, multiple-choice questions, open pedagogy, open textbooks, students

Russia After Communism  
History 2114: Issues in European History

Preliminary Syllabus

 KENT STATE  
UNIVERSITY

**Kent State Online**  
*Office of Continuing & Distance Education*

Assignment Type: Op-Ed

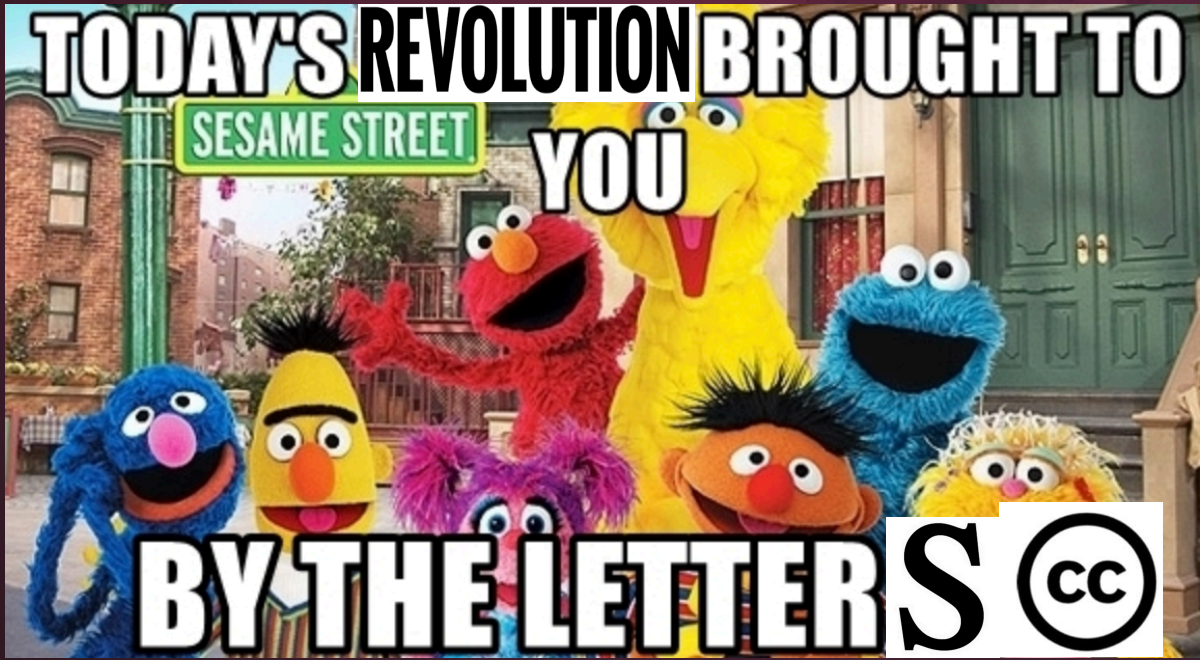


**PB PRESSBOOKS**

**WORDPRESS**

**WIKIPEDIA**  
*The Free Encyclopedia*





# Creative Commons

- **Open License:**
  - Document that lets people use or modify a work for free.
  - Allows copyright owners to set permissions and restrictions on how their works can be used.
  - Response to current academic publishing.



## 5 Rs

- **Retain**- make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
- **Reuse**- use the content in a wide range of ways (e.g., in a class, on a website, in a video)
- **Revise**- adapt, adjust, modify, or alter the content itself (e.g., translate into another language)
- **Remix**- combine the original or revised content with other material to create something new (e.g., a mashup)
- **Redistribute**- the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy to a friend)



# Open Educational Resources

## Books/Textbooks



## Online Courses/Courseware

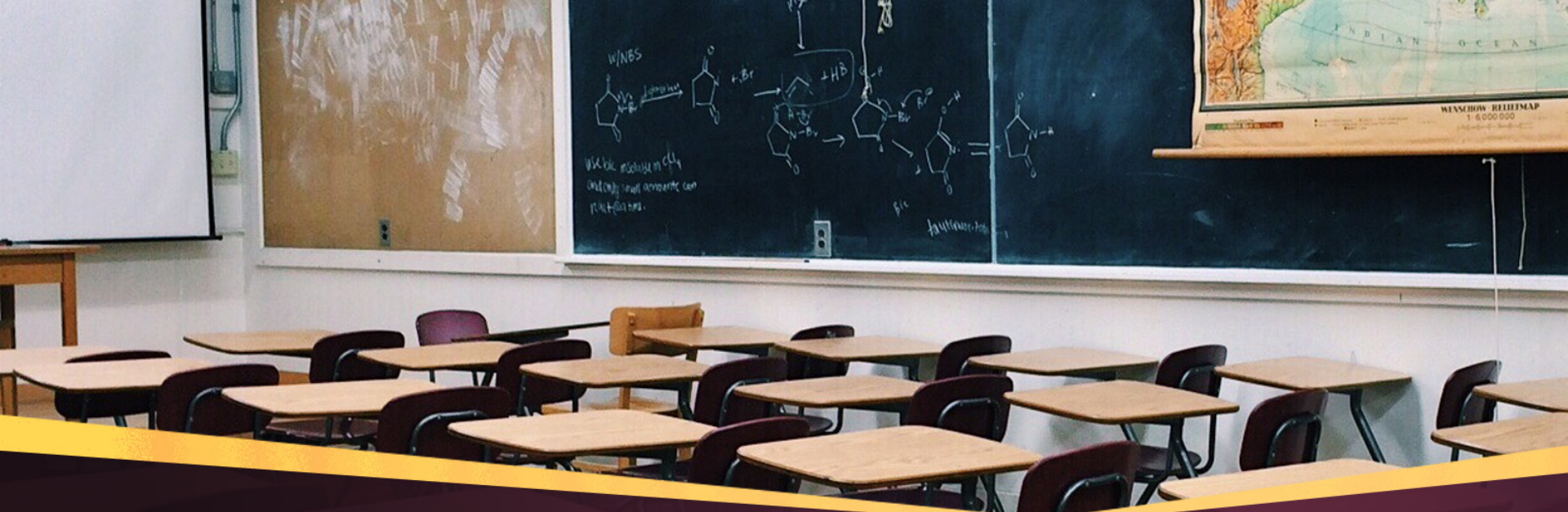


## Videos and Images



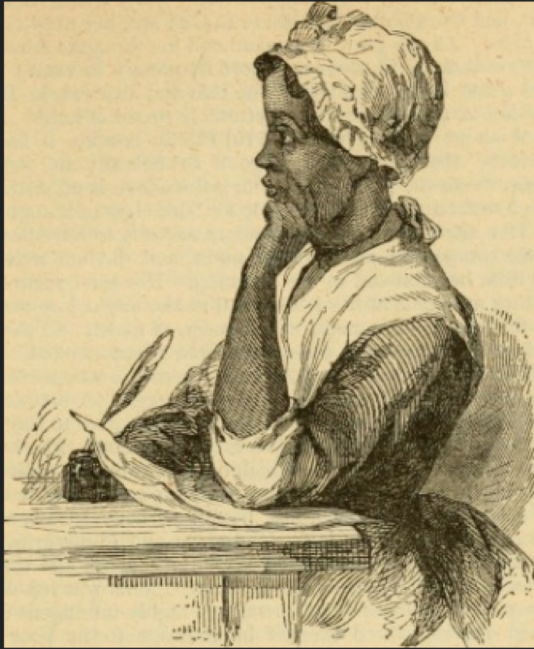
## Supplementary Materials





# Examples of Digital Open Pedagogy

# Web Publishing as a Tool of Teaching



- Student learning and motivation through textbook creation
- Modifying and adding perspectives to existing OER
- Example: *The Open Anthology of Earlier American Literature*, edited by Robin Derosa

# Wiki Teaching

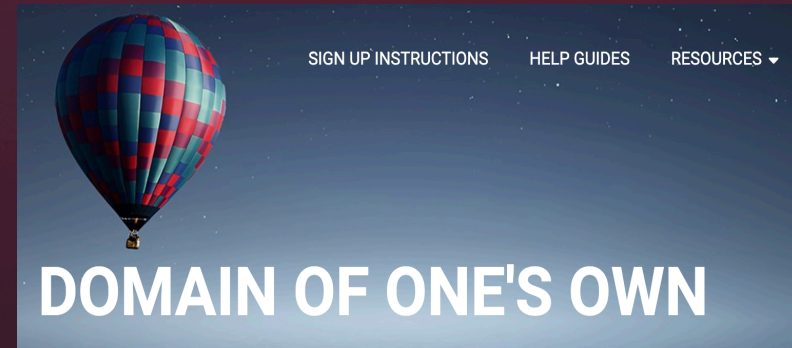
Doctor is in ... class

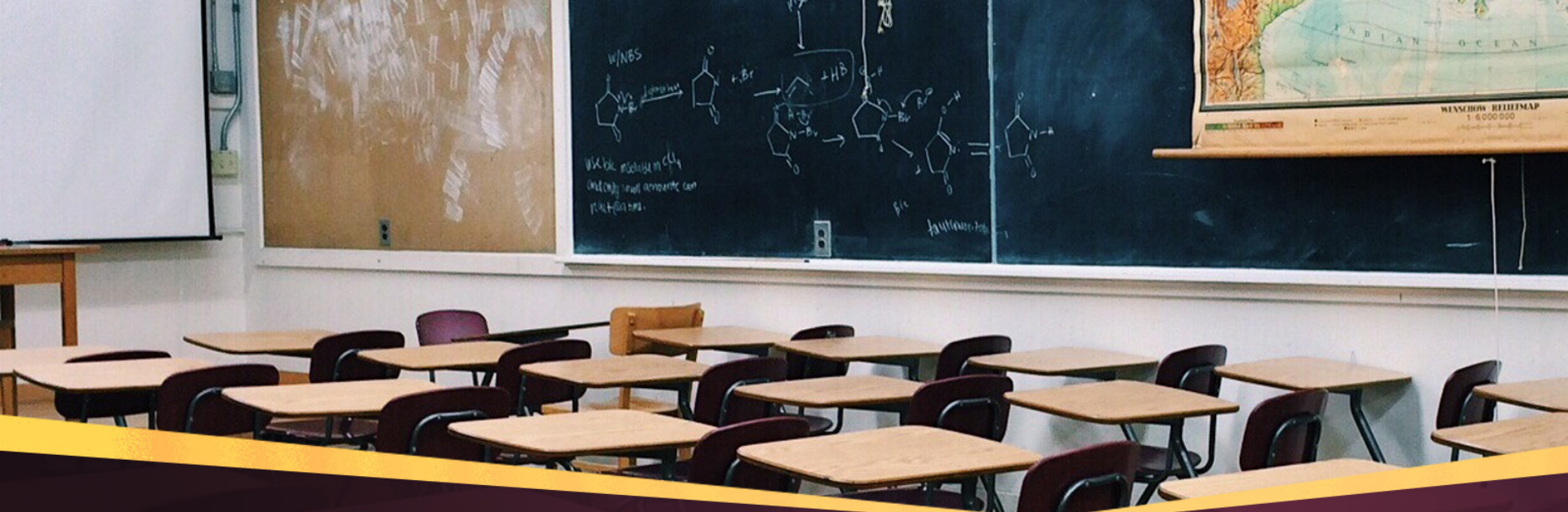
- Teach your students how to edit Wikipedia articles.
- Students make direct contributions to public knowledge.
- Students engage with and understand the politics of editing, including how “truth” is negotiated by those who have access to the tools that shape it.



# Personal Cyberinfrastructures

- Turning students into bloggers
- Create their own personalized learning architecture and manage their own data, collaboration etc.
- Decide how public or private these are
- Learn how to license their information
- Learn information sharing





# How can I do this?

Why would I want to do this?

# Open Pedagogy is not hard!

## OPEN PEDAGOGY NOTEBOOK

Sharing Practices, Building Community

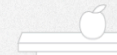


The State University  
of New York



The Global Network for Open Education

Open Pedagogy  
Webinar Series



# Wiki Edu

## United Nations Sustainable Development Goals Open Pedagogy Fellowship

SUSTAINABLE DEVELOPMENT GOALS

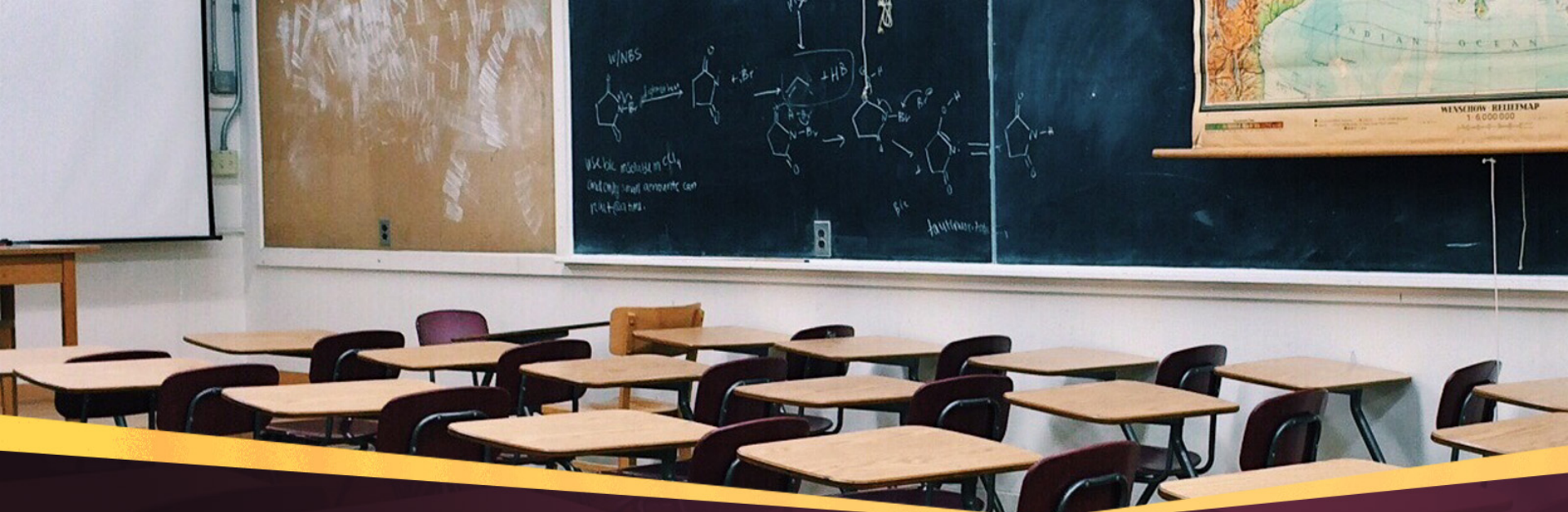


## Ithaca S+R US Faculty Survey 2018

10,919 faculty members

48% want to take advantage of Open

Pedagogy



**Thank You!**  
Questions/Comments