

# The Open Pedagogy Project Roadmap: Building Capacity to Create and Sustain Inclusive, Learner-Centered OER

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#OEPRoadmap



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# What is Open Pedagogy?

**Bali (2017)**: An ethos that includes a “belief in the potential of openness and sharing to improve learning” and a “social justice orientation – caring about equity, with openness as one way to achieve this

**DeRosa and Jhangiani (2017)**: “an access-oriented commitment to learner-driven education and a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part”

**DeRosa and Robison (2017)**: “an approach in which students are not just consumers of content but active and visible participants in the construction of knowledge”

**Hegarty (2015)**: Includes the attributes of participatory technology; people, openness, trust; innovation and creativity; sharing ideas and resources; connected community; learner-generated; reflective practice; and peer review

**Wiley and Hilton (2018)**: “the set of teaching and learning practices that are only possible or practical in the context of the 5R permissions which are characteristic of OER”

# Finding Commonalities



Engaging with students as creators of information rather than simply consumers of it



Experiential learning in which students demonstrate understanding through the act of creation




Challenging classroom hierarchies and inviting students to be part of the teaching process by participating in the co-creation of knowledge



Moving away from single-use assignments in favor of situated, collaborative, and renewable ones



Student agency in deciding if and how their work is openly shared

The background features a light gray gradient with faint, dashed blue topographic contour lines. A small plus sign is located in the upper right quadrant. Two white circles are partially visible at the corners: one in the top left and one in the bottom right.

# Our Experiences with Open Pedagogy



# Hispanic Linguistics: A Student-Authored Textbook

## Instructions for the Study Guide

1. Divide yourselves into four groups of 3 or 4. Not more, not less. Any group with than 4 or less than 2 automatically will receive a penalty of 10%.
2. Each group will work on one field of Hispanic Linguistics: phonetics and phonology, morphology, syntax, and pragmatics.
3. No two groups can work on the same field of Hispanic Linguistics.
4. Identify what the main basic concepts are in your chosen field of Hispanic Linguistics.
5. Make a list of the main basic concepts in your chosen field of Hispanic Linguistics.
6. Write a short text that defines each of the basic concepts in your own words.
7. For each concept, provide at least 4 examples and 2 counter examples (when necessary) to illustrate them.
8. Create one problem set for your classmates that makes them analyze a simple linguistic data, speculate, and draw plausible conclusions.
9. Provide a well-formed answer to the problem set/activity created. (This answer should be formulated just like the *tareas* you have done throughout this semester.)
10. Conclude your study guide with a short text about the importance of the study of your chosen field of Hispanic Linguistics in the context of the history of the world and world issues.
11. Finally, list three resources available for further reading.

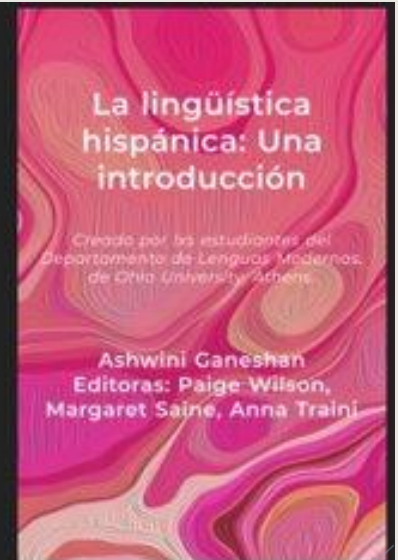
## Hispanic Linguistics: An Introduction

Ashwini Ganeshan

This book, still in development, is aimed at Spanish students at American universities and is intended to provide a short and simple introduction to Hispanic linguistics. It includes basic concepts of linguistics, provides essays that cover topics of social interest connecting linguistics with daily life, and exercises to practice the concepts. There are also links to relevant materials available on the web. The book is created entirely from written texts and materials shared by mostly undergraduate students and also features the work and effort of student-editors in a long-term open pedagogy project.



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# Lessons Learned



Non-linear process: Fill gaps with new assignments in future semesters



Grading: Credit/No Credit tied to learning outcomes; opportunities for revision



Student agency: Opt in/out without grade impact; informed license choice.



Consider social justice goals and build them into assignments



Hire students with specialized skills for assistance beyond the course

# Premodern Worlds: A Student-Glossed Anthology

## Final Editorial Project:

This assignment asks you to remix, annotate, gloss, and contextualize our course readings for future open-access textbook on Transatlantic Premodern Literature.

Your audience therefore includes fellow students in this class, students who will enroll in future classes, and members of the general public who may find the textbook via Google. Most likely, this assignment is different than the work that you normally do in college courses. At the end of the semester, you will choose whether your work will be included in the textbook in the future and made available to the general public. This decision will not impact your grade. We will be discussing this matter further as well as the *Student Collaborators' Bill of Rights*.

During the process of the assignment, you will complete a **Peer Review** of your work in progress with your classmates and deliver a **Presentation** about your work.

At the end of the project, you will turn in a **Final Submission** (200 points) as a **WORD DOCUMENT**. This submission will include the text you are working on and a citation noting its source, four explanatory footnotes (250 words each), one introductory header with citations (500 words), one or more images with citations, and a reflection essay about your research and writing process that includes a bibliography of all works consulted (2 pages).

## EXPLANATORY FOOTNOTES

### ANNOTATION 1

"Since Chloris went, both wife and maid/  
In love and beauty hath decayed" (Pulter, 81-82).

"Chloris" is the pastoral name for Henrietta Maria, the Queen of England during the English Civil Wars who later fled after the execution of her husband, King Charles I. Charles' pastoral name is Amyntas (Wall, Knight). There is an existing story between Chloris the goddess of spring, and Amyntas, a common shepherd. Based on the story, Chloris is Amyntas' beloved, but when she leaves him, he no longer tends to his sheep and the land around him starts to die because he is so distraught by her departure (Smith). These names were ironically given to Charles and Henrietta Maria on stage as pastoral actors before they left each other after the Royalist defeat. How the land dies around Amyntas after Chloris departs is the exact imagery that Pulter uses to describe England after Henrietta Maria flees to France in the lines "in love and beauty hath decayed" (Pulter 82).

The relationship between Chloris, a goddess, and Amyntas, a common man, and how it mirrors that of Charles I and Henrietta Maria appears to be an interesting subject for Pulter in this particular poem. The roles are reversed in real life: Charles I is the godlier representation as king of the English monarchy, while Henrietta Maria is serving his cause, much like a maid, as his queen (Daly 229). Henrietta Maria was a dutiful wife in that she toured all over the British Isles to raise funds for the Royalist cause during the English Civil Wars, attempted to enlist

#### Relevant Images:



Botticelli, Sandro. *Primavera* (Close-up of Chloris). 1477-1482, Uffizi Museum, accessed on 04-13-21. [www.uffizi.it/en/artworks/botticelli-spring](http://www.uffizi.it/en/artworks/botticelli-spring)

# Lessons Learned



New format required additional scaffolding and signposting



Students were both excited and had some anxiety



Sources took on new importance



Personal connections to the text and project



Authentic audience resonated and created higher stakes



# OPEN PEDAGOGY PROJECT ROADMAP



SCOPE



SUPPORT



STUDENTS



SHARE & SUSTAIN

The Open Pedagogy Project Roadmap is a module-based project management resource that assists instructors in planning, finding support for, sharing, and sustaining open pedagogy projects, regardless of size, scope, or discipline.

The Roadmap takes instructors through four modules which explore the 5 Ss of open pedagogy projects: **Scope**, **Support**, **Students**, **Sharing**, and **Sustaining**.

## Considerations

- + Designed to be practical reflection and documentation for the affordances of open pedagogy projects.
- + Instructor-facing and inclusive of anyone that supports, collaborates on, or leads an open pedagogy project.
- + Discipline-agnostic
- + Although we'll go through the Roadmap "in order," complete it in the order that works for you. Notice where the gaps and questions are as you go.
- + The Roadmap is adaptable – adjust as you need.

## Accessing the Open Pedagogy Project Roadmap

1. Go to [oepr roadmap.psu.edu](http://oepr roadmap.psu.edu)
2. Find the Worksheets on the Section pages or make a copy of the entire workbook to your own Google Drive from the “About” page



### A1: Values and goals

- What brings you here?
- What aspects of open pedagogy energize you?
- What are you trying to achieve for yourself? Will this work be rewarding for you as an instructor?
- What values are you trying to embody in your teaching and inspire in your students? How can your project center diversity, equity, and inclusion?

### A2: Scoping your capacity

- How much **time** can you dedicate to developing this open pedagogy project?
- Can you **reuse, revise, or remix** another's work and not reinvent the wheel?
- Would your project benefit from **collaborators**?

### A3: Scoping your project

- **What** will the students be doing?
- **When** will it be completed?
- What **content** do you want/need to cover?
- What will the **process** look like in the classroom?
- **Where** will the work happen (e.g., LMS, Pressbooks, shared document, on the web, WikiEdu, hypothes.is)?

# Values of Open Pedagogy

5Rs for Open Pedagogy (Jhangiani, 2019)

1. **Respect** for the agency of students and creators
2. **Reciprocate** by contributing back to the commons and building community
3. **Risk** is always present with open pedagogy, and we should be mindful of how risks are higher for some (e.g., women, students and scholars of color, precarious faculty)
4. **Reach** means having an impact beyond the classroom
5. **Resist** destructive forces in order to be antiracist, democratizing, liberatory, and decolonized





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# SUPPORT

## B1: Structural and Systemic Support

- Institutional Strategic Plan
- Administrative Support, Promotion and Tenure
- Funding
- Disciplinary Support
- Open Education Consortia Support

## B2: Logistical Support

- Librarians
- Instructional Designers and Production Specialists
- Accessibility Coordinator or Disability Resources Office

## B3: Technological Support

- What technologies support your project? How are they funded? Do students need training? Are they accessible? Is there a back-up site?





### C1: Student Outcomes & Assessment

- What are some ways that you can decenter content and make knowledge practices and dispositions the underlying focus of your learning outcomes?
- How will students be contributing to knowledge creation, influencing pedagogy, or participating in scholarly or learning communities and activities?
- How do you intend to assess student performance? No matter how much agency you have over your grading methodology, there are three things you can incorporate into your process in order to foster an open environment (Peer review, Revision, Reflection).

### C2: Student Agency and Ethical Concerns

- Defining your public and communicating it to students: Who are you sharing the output(s) of this work with? How much agency do students have in that decision? How are you ensuring that students can make an informed decision?
- Student consent: Students may have a variety of legitimate reasons for not wanting to share their work openly. In what way(s) will you allow them to exercise their agency?
  - Students should have options.
  - How will you obtain and document student consent?
  - What role will students have in choosing the license for work they are contributing to? How will you educate them about licensing?



### D1: Sharing your work

- Identify ways that you can communicate your work to your relevant communities (e.g., your department, institution, disciplinary community)
- Identify potential venues where can you share your finished product (e.g., personal or departmental website, institutional repository, disciplinary repository, OER repository)

### D2: Sustainability and Action Plan

- What are potential road bumps for your project's sustainability and how can you plan for them?
- Prioritize your next steps for your action plan:
  - Look back at the gaps in your Roadmap to determine your projects needs: Identify what information you need to find, connections you want to make, or resources you want to gather in order to fill in those gaps and meet those needs.
  - What are some actionable next steps you can take (after this workshop, next week, next month, next semester)?

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The Open Pedagogy Project Roadmap is CC BY-NC 4.0 and is available at [oepradmap.psu.edu](https://oepradmap.psu.edu)

We'd love to hear from you!

Tweet us @riehphy and @BMcgeary with the hashtag #OEPRoadmap

Email us a [cer20@psu.edu](mailto:cer20@psu.edu) and [mcgeary@psu.edu](mailto:mcgeary@psu.edu)