**Notes on April 26, 2017 CCOER Advisory Meeting on Open Pedagogy**

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Various OER practitioners and experts in the CCOER community of practice highlighted some critical questions and reflections to consider on the topic of open pedagogy:

* Open education means different things to different people in different contexts (i.e. classroom vs. grant, etc.)
* OER: full 5R definition; open pedagogy depends on this.
* Open pedagogy is about conversation and not static materials. It requires that students and faculty change the way they interact with each other and change their relationship with the learning materials.
* Open pedagogy allows for the content to be easily adapted across disciplines and throughout changing times (build upon past knowledge to solve modern concepts and problems).
* Open pedagogy involves and requires the instructor to let go of some of the control in how the learning materials are created and used. **It DOES NOT mean that the instructor relinquishes ALL control and that the assignments are not guided**.
* Tension points/obstacles can include:
	+ Instructor loss of control
	+ Student complaints of the level of hard work and dedication that will be expected of them in order to participate in the open assignments.
	+ Student demographic (difficulty meeting all students where they are). However, the collaborative nature of open pedagogy could help meet the needs of more students.
* Open pedagogy requires thoughtful course design and course planning in order for it to be successful. It cannot be done haphazardly. (Scaffold closely, integrate cautiously).
* Questions to consider when defining open pedagogy:
	+ Is it the pedagogy of creating open things or the pedagogy of using open things?
	+ Is it blending OER with less free resources?
	+ Are students required to share their resources? (Requires creative element, but not forced. Student awareness of their own copyright. Allow students to choose the licenses for their work)
	+ How will you educate students about open licensing? (simplified explanation)
* Open assignments are designed to build confidence and build knowledge. Open pedagogy is about supporting student experiences.
* Open pedagogy rebels against perfectionism and demonstrates positive risk-taking. Open assignments can and should be less polished works in progress. **However, as with other academic assignments, mediocre course work is not acceptable.**
* Designing to scale:
	+ How will new teachers embrace open pedagogy?
	+ How can we ensure that we are creating improved resources rather than repeating identical open assignments?
	+ Open assignment repositories? (template materials)
	+ Do you want your students to take on a large project (i.e. creating an open textbook) or a smaller project (i.e. creating ancillary course materials)?
* Many struggle with the use of OER let alone with trying to adopt open pedagogy. OER is still a priority, and a necessary one, before attempting a transition to open pedagogy.
* Many younger students appear to be more concerned with ***openly accessible materials*** (free, but restricted copyright) rather than ***openly licensed materials*** (free, but less restrictive copyright).
* **Final Thoughts**
	+ Ultimately, strive for balanced course design using a variety of accessible and helpful course materials (create a response rather than create materials; ethical citation vs. ethical creation). They both have a valuable place in education and the lives of each student.
	+ Whether you choose to practice open pedagogy, or just incorporate a mix of OER and other accessible resources, advocate for responsible use of all materials. Open pedagogy can provide valuable lessons in digital citizenship and intellectual property.
* **Additional Notes/Discussion Topics:**
	+ Self-directed learning: Learners choosing their own path through a concept (neither andragogy nor pedagogy)
	+ Informal web publishing vs. formal publishing (the publishing industry); how do these affect open pedagogy?