

# Best Practice in Open Pedagogy

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# I Use OER in all of my classes

- At State University of New York I teach:
  - Intro to Microeconomics
  - Intro to Macroeconomics
  - Health Economics
  - Labor Economics
  - Food and Wine Economics
  - Public Finance and Public Policy
- Master's Program in Leadership in Open Education at the University of Nova Gorica in Slovenia
  - Introduction to Open Education
  - Effective Didactical Practices in Open Education
  - Production of Educational Material

# Why OER matters?

- The United Nations Universal Declaration of Human Rights asserts that “higher education shall be equally accessible to all.”
- Studies show that a great number of students cannot afford to purchase their required course textbooks and other course material.
- OER invite faculty to play a direct role in making higher education more accessible.
- When faculty use OER, we aren’t just saving student money on textbooks: we are directly impacting that student’s ability to enroll in, persist through, and successfully complete a course.

# Open Pedagogy and Social Justice

- OER are licensed with open licenses, which reflects not just a commitment to *access* in terms of the cost of knowledge, but also access in terms of the *creation* of knowledge.
- Embedded in the social justice commitment to making college affordable for all students is a related belief that **knowledge should not be an elite domain**.
- Knowledge consumption and knowledge creation are not separate but parallel processes, as knowledge is co-constructed, contextualized, cumulative, iterative, and recursive.
- Just as the open license allows for the remixing and revision of OER, it also opens the gate into a particular way of thinking about learning.

# We learn by doing things

We learn best when we're "actively engaged in constructing something that has personal meaning to [us] – be it a poem, a robot, a sandcastle, or a computer program."

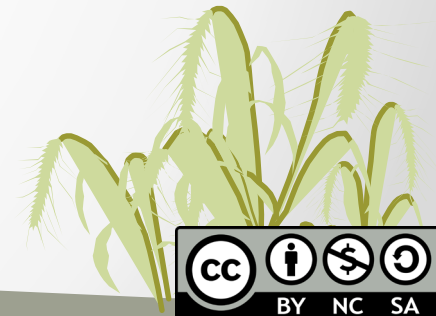
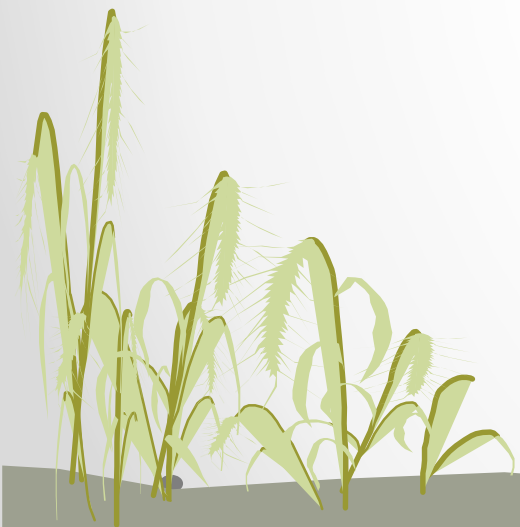
-Seymour Papert

**Seymour Aubrey Papert** was a South African-born American mathematician, computer scientist, and educator, who spent most of his career teaching and researching at MIT. He was one of the pioneers of artificial intelligence, and of the constructionist movement in education.

# We learn by doing things

“ ‘Learning’ happens especially felicitously in a context where the learner is consciously engaged in constructing a public entity.”

-Seymour Papert

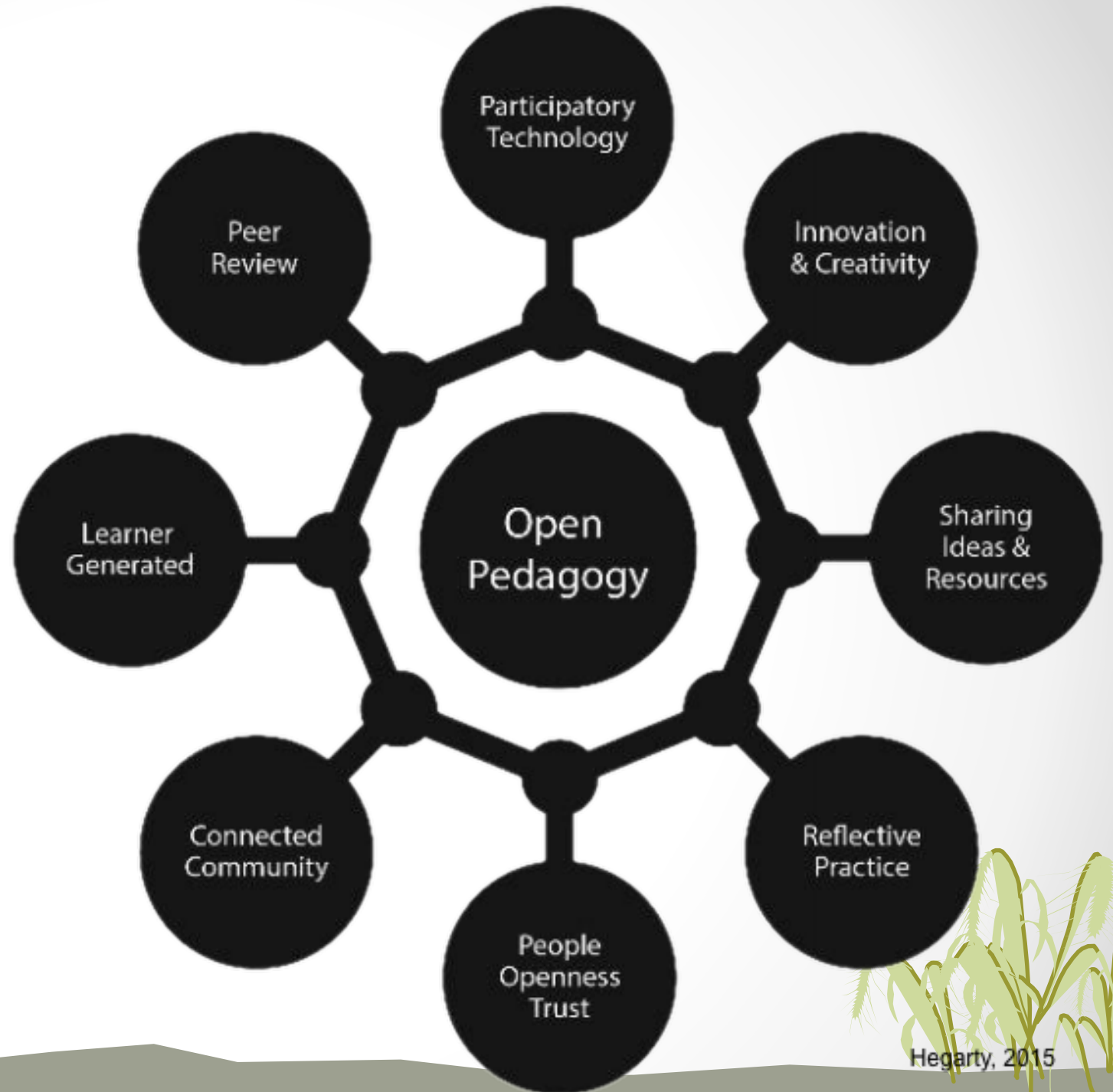




# What is Open Pedagogy?

- Open pedagogy is 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 products of open pedagogy are student created and openly licensed so that they may live outside of the classroom in a way that has an impact on the greater community.
- Open projects frequently result in the creation of open educational resources (OER).

**Open pedagogy** reconceives the notion of who **creates knowledge** and provides a pathway to **empower students as creators.**





# Classifying Assignments

	<b>Student Creates an artifact</b>	<b>The artifact has value beyond supporting its creator's learning</b>	<b>The artifact is made public</b>	<b>The artifact is openly licensed</b>
Disposable assignments	★			
Authentic assignments	★	★		
Constructionist assignments	★	★	★	
Renewable assignments	★	★	★	★

# Type of assignments

- I would like my students' work to matter and to create assignments that add value to the world beyond simply being something the students have to do to get a grade.
- The assignments should empower my students to become knowledge creators, rather than just knowledge consumers.

## Simple Guidelines for Open Pedagogy

- Move from knowledge “consumers” to knowledge “creators”
- From disposable assignments destined for the recycled bin
- Towards renewable assignments where students' work adds value to the world.

**STUDENTS' WORK SHOULD MATTER!**

# The classroom as campfire

- A good way to view the process of learning in class is as a “place” for people to congregate, tinker a bit and build some learning artifacts, share, critique, and improve each others’ artifacts, and generally enter into relationships of sharing and learning.



# Few Examples of Open Pedagogy

- Simple applied learning assignments in Introductory Courses
  - <http://veronika-dolar.sunycreate.cloud/oer-econ/sample-page/>
- More sophisticated projects in Upper Level Courses
  - <http://publicfinancepublicpolicy.weebly.com/>
  - <http://urbaneconomicsspe4409.weebly.com/>
  - <https://sites.google.com/view/food-and-wine-economics/home>
- Let's Write a Textbook! Right? Why Not?
  - <http://oer.veronika-dolar.sunycreate.cloud/coil2021/>
- Students can contribute to the Wikipedia
  - <https://dashboard.wikiedu.org/>

# Use of the material on the WWW

- Addis Ababa Science and Technology University, Ethiopia.
- Food Economics course for food science students. However, this course is new and support teaching materials are not available in my university.
- Probable use in Peru in August – November 2020

