



**Teaching
Toward
an
Open
Future**

Use a single line in the chat to tell us:

The general role you most identify with in higher ed:

EXAMPLES: student, administrator, staff, faculty, legislator, public, etc

One word to describe how you felt this week at work/school:

EXAMPLES: [i wouldn't purport to point you in a particular direction!]



United Nations

Universal Declaration of Human Rights



"higher education shall be
accessible to all"





We now think of a college education as an individual good, rather than a collective good that benefits society.

Tressie McMillan Cottom
Lower Ed

LUMINA ISSUE PAPERS

**IT'S NOT JUST
THE MONEY**
THE BENEFITS OF
**COLLEGE EDUCATION
TO INDIVIDUALS AND
TO SOCIETY**

by Philip Trostel
Margaret Chase Smith Policy
Center & School of Economics
University of Maine



The College
Earnings Premium

114%

real but reductive



If you go to college, you personally

Many of those benefits
will be passed to your
children whether or not
THEY go to college!

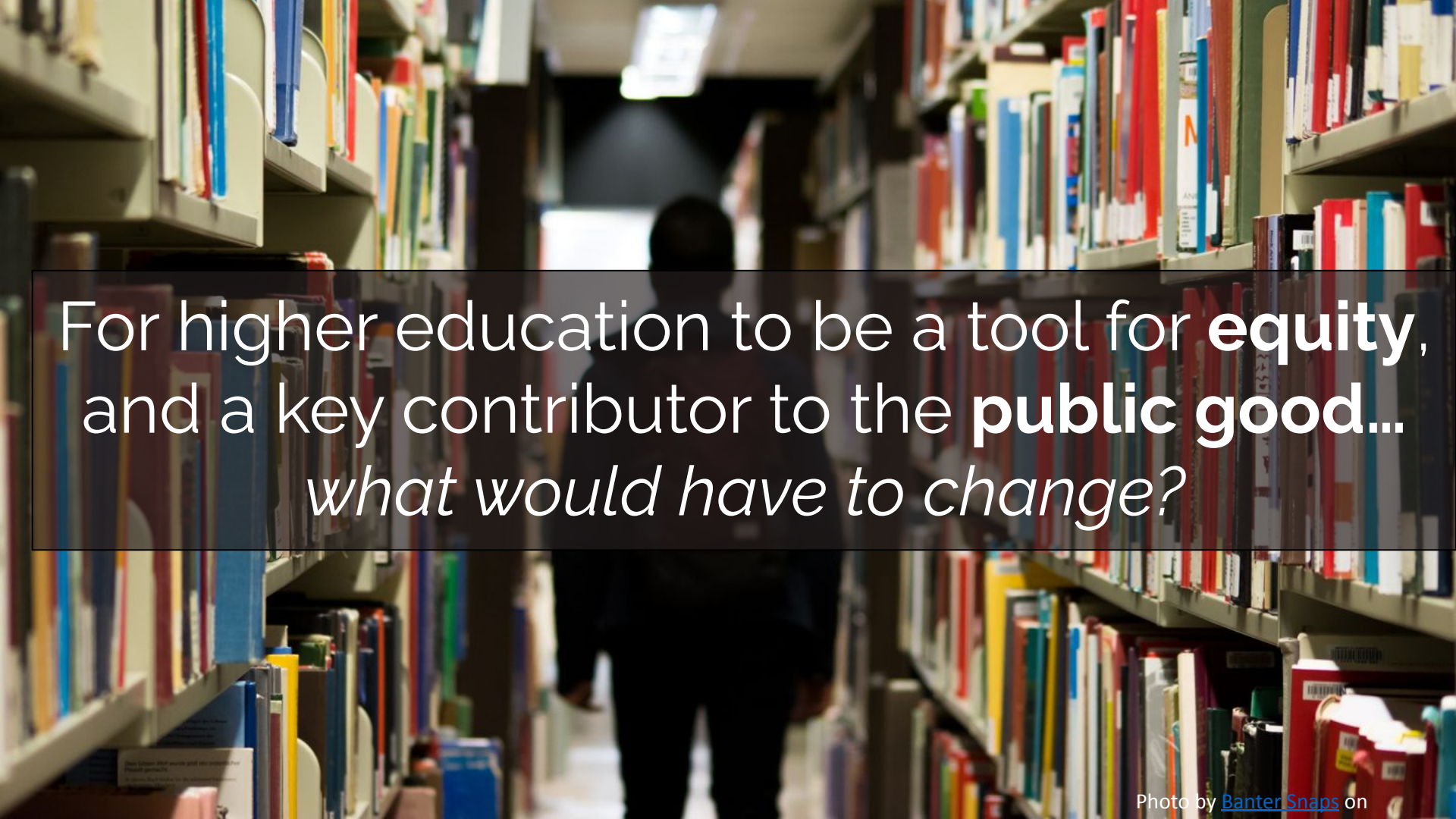
- Will be less likely to be unemployed;
- Will be healthier;
- Will be less likely to become disabled;
- Will be less likely to go to prison;
- Will be more satisfied with your life;
- Will have a better marriage;
- Will have a 25% lower mortality rate;
- Will live seven years longer!



If more people in a region go to college

**ROI in college students
for taxpayers: 10.3%**
**ROI to state and local
gov'ts: 3.1%**

- All people make more money;
- Greater tax revenues;
- Reduced need for public assistance;
- More people volunteer and give to charity;
- More people vote;
- More people interact and trust people in the neighborhoods;
- Lowered crime rates.

A photograph of a library aisle with tall bookshelves on both sides. A person is walking away from the camera down the center of the aisle. The lighting is soft, and the background is slightly blurred. A semi-transparent black box with white text is overlaid on the center of the image.

For higher education to be a tool for **equity**,
and a key contributor to the **public good**...
what would have to change?

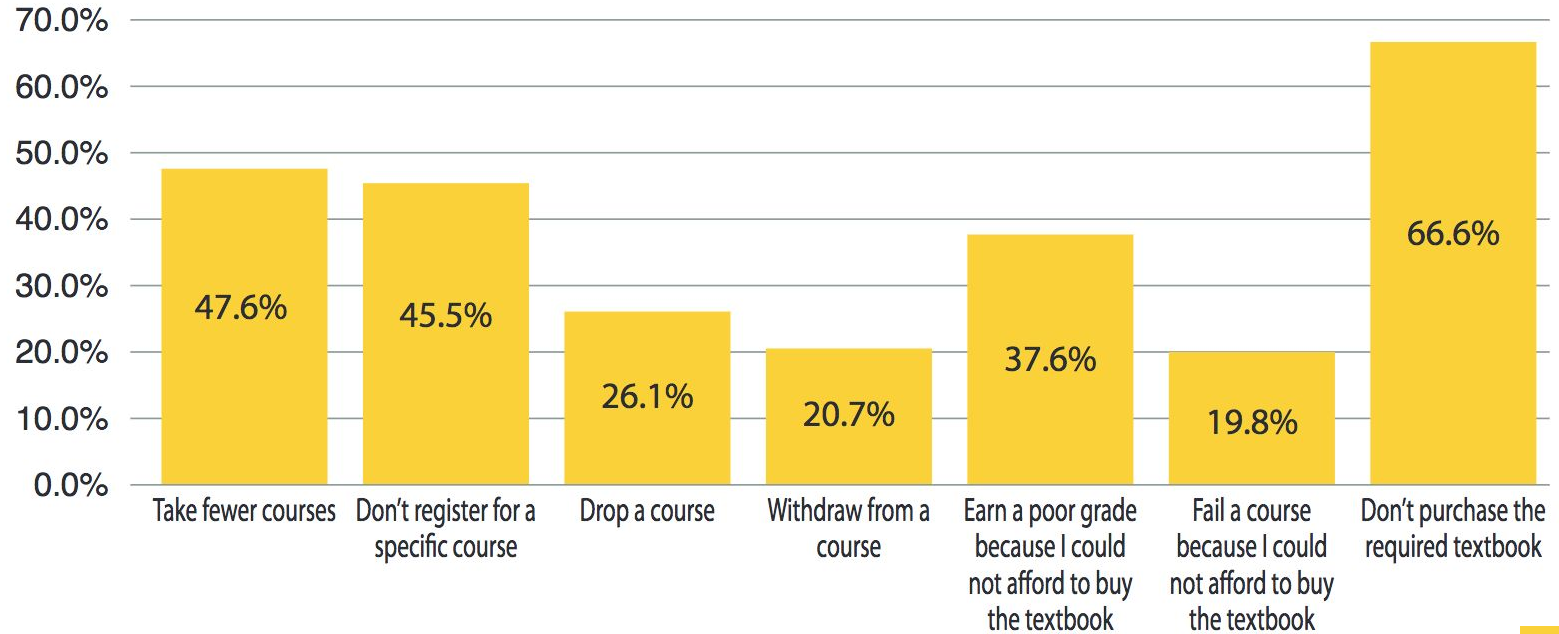
COLLEGE COSTS, FINANCIAL AID, AND
THE BETRAYAL OF THE AMERICAN DREAM

PAYING THE PRICE

SARA GOLDRICK-RAB

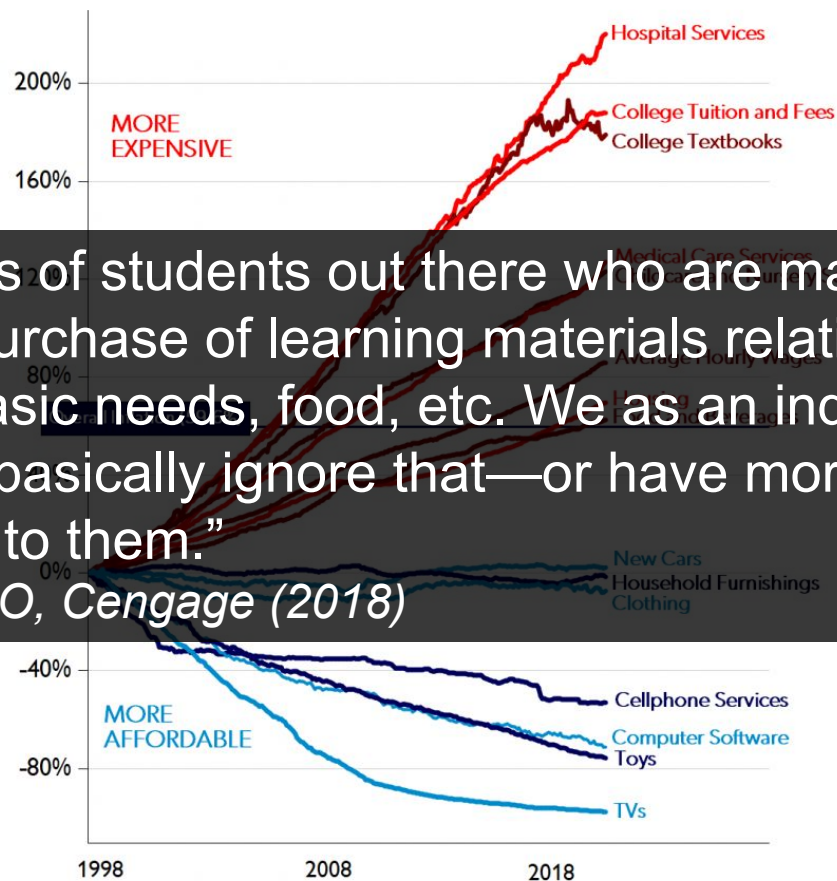
- 23% of low-income sophomores worked a job between the hours of 10pm-8am.
- Survey at 10 community colleges (4312 students responding): 1 in 5 students were hungry, 13% were homeless.
- 50-80% of sticker price comes from non-tuition costs.
- The average net price for a year at community college equals 40% of a low-income family's annual income.
- A year at public university ranges from 16-25% of a middle-class family's annual income.
- 60% of Americans ages 25-64 don't have a college credential, but 22% of them earned credits trying to get one.

Chart 1: Impact of Textbook Costs on Students



Price Changes (January 1998 to December 2019)

Selected US Consumer Goods and Services, Wages



“There are millions of students out there who are making very painful trade offs in the purchase of learning materials relative to paying the rent, paying for basic needs, food, etc. We as an industry have chosen for a long time to basically ignore that—or have more or less been paying lip service to them.”

Michael Hansen, CEO, Cengage (2018)

Source: Bureau of Labor Statistics

Carpe Diem **AEI**

Source: <https://www.aei.org/carpe-diem/chart-of-the-day-or-century-3/>



AUTOMATIC TEXTBOOKS BILLING

an offer students can't refuse?

U.S. PIRG | Education Fund

“Inclusive access is like leasing a fire extinguisher from a serial arsonist.”

Rajiv Jhangiani



Access is good,
right?

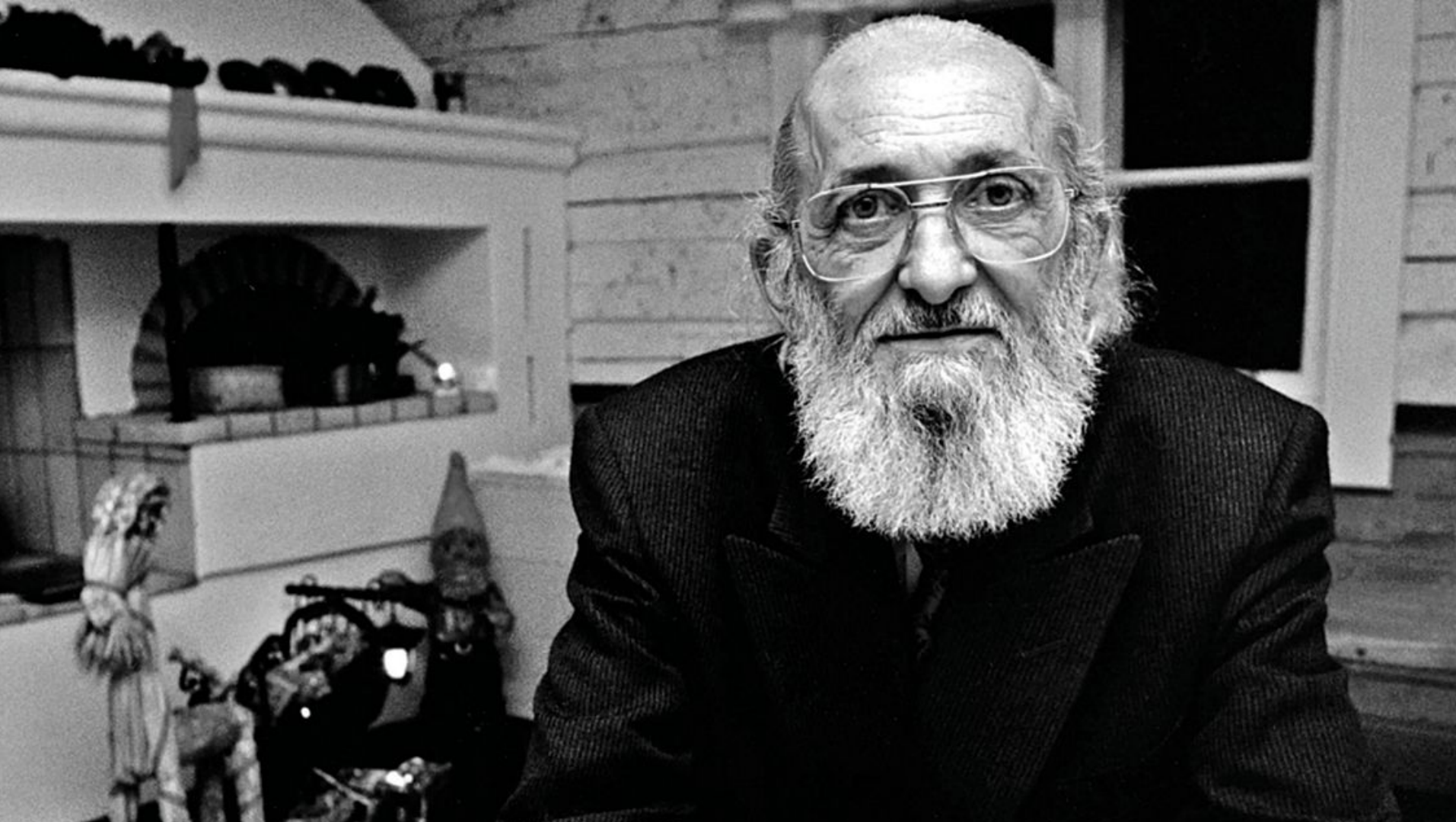
Is access what
we're going for?



Saving money.

Providing access
to content.

Kinda *transactional*.



I think that the implicit goal, or argument, for liberal education is that it actually does change people. The educational goal is a transformational mental model rather than a transactional one.

Wendy Fischman, Harvard University

I can't promise transformation to anyone, any more so than I can promise that a text that was transformative to me is going to be transformative to you, and so I don't want to turn transformational learning into a commodity.

Laura DeSisto, Johns Hopkins University

OPEN

FREE + FREEDOM

5Rs {
REUSE
REVISE
REMIX
RETAIN
REDISTRIBUTE

Open Pedagogy

Strives toward
social justice

Encourages
learners to drive

Sees knowledge as
connected &
collaborative



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**Strives toward
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Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education

Sarah Roslyn Lambert

Deakin University

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Keywords: social justice, Open Education, Open Educational Resources, Open Educational Practices, OEP, critical theory, definition

 PDF

 HTML

 EPUB

“Open Education is the development of free digitally enabled learning materials and experiences **primarily by and for the benefit and empowerment of non-privileged learners who may be under-represented in education systems or marginalised in their global context.**

Success of social justice aligned programs can be measured not by any particular technical feature or format, but instead by **the extent to which they enact redistributive justice, recognitive justice and/or representational justice.**”

Lambert (2018)

Social Justice Principle	Explanation	Example
Redistributive justice	Allocation of material or human resources towards those who by circumstance have less	Free educational resources to learners who cannot afford them
Recognitive justice	Recognition and respect for cultural and gender difference	Socio-cultural diversity in the open curriculum
Representational justice	Equitable representation and political voice	Co-construction of OER about learners of colour by learners of colour

Access, broadly writ.
Access to knowledge &
Access to knowledge creation



Open Pedagogy

Strives toward
social justice

Encourages
learners to drive

Sees knowledge as
connected &
collaborative





Student-Centered → Learner-Driven

Learners as Designers of Learning
Learners as Contributors to Knowledge
Learners as Transformers of the World
Learners as Agents of Their Learning

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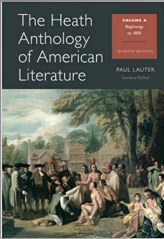


Content



Community





Author	Title	Year	Notes
Walt Whitman	Drum Taps	1865	...
Emily Dickinson
...

The Open Education Anthology of Earlier American Literature

Edited by
Dr. Robin DeRosa

Research & Editorial Assistants:

Alisha Blanchette, Ryan Cameron, Shannon Griffiths, Hannah Hounsell, Kendall Lariviere, Rachel Levi, Leah Loradith, David MacNeill, Samuel Mettievier, Janina Misiewicz, Timothy Mooneyhan, Jonathan Neville, Jackie Parker, Kendall Panaggio, Simon Pierpont, Olivia Punch, Shana Rowe, Geneva Sambor, Justin Siewierski, Bethany Veith, David Walker

This book-in-progress has been (and is being) almost entirely created by undergraduate students and recent alumni. Have an addition or correction or something to add? Email it to Robin at rderosa@plymouth.edu.

INTRODUCTION

HANNAH HOUNSELL

The circumstances which gave rise to Columbus' voyage began when the Silk Road became dangerous for Europeans. India and China were vital trade partners as they had resources such as spices, silks, and dyes. The Silk Road was an important trade network which connected Europe to those eastern lands; and the fall of Constantinople to Ottoman Turks west ("Silk Road"). In the 1480s, Columbus or Toscanelli's idea that sailing westward from Europe to the Indies brought his plan to the attention of the Spanish monarchs, Ferdinand and Isabella, and English royalty; they all rejected it, claiming it was inaccurate and he was heading for certain death. Columbus was finally accepted in 1492. Christopher Columbus set sail for his first voyage out of a total of four years for them to finally accept it. In 1492, Christopher Columbus set sail for his first voyage out of a total of four years for them to finally accept it. In 1492, Christopher Columbus set sail for his first voyage out of a total of four years for them to finally accept it.

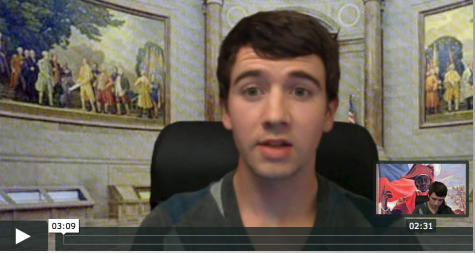


Make your own books on PRESSBOOKS

THE OPEN ANTHOLOGY OF EARLIER AMERICAN LITERATURE

Robin DeRosa

READ



REBUS Community

Tim Robbins Presents Open Anthology of American Literature at MLA Convention

Posted on January 3, 2018 by apurva - Open Textbook Projects

The Open Anthology of Earlier American Literature

Edited by Timothy Robbins

THE OPEN ANTHOLOGY OF EARLIER AMERICAN LITERATURE

Abby Goode



NARRATIVE OF THE THIRD VOYAGE 1498-1500 (EXCERPT)

CHRISTOPHER COLUMBUS

I have always read that the world comprising the land and the sea is spherical, and the recorded experiences of Ptolemy and all other philosophers, and as well as the elevation of the Pole from North to South. But I have now seen so much irregularity, that I have concluded respecting the Earth, namely, that it is not round in the form of a pear, which is very round except where the part it is most prominent; or like a round ball upon part like a woman's nipple, this protuberance being the highest and situated under the equinoctial line, and at the eastern extremity.

Ptolemy and the other philosophers who have written upon that it was spherical, believing that this [western] hemisphere was that in which they themselves dwelt, the centre of which was Arin, which is under the equinoctial line between the Arabia

I found the people black and the land very much burnt, and when after that I went to the Cape Verde Islands I found: ...More

This is very interesting to me. He starts out talking about his journey and his hope to find truths about the land, but all I see here is how concerned he is about the color of these other peoples skin. Definitely some weird undertones here to me.

sgriffiths8 Sep 9, 2015

the people there were excessively black, and as I sailed westward the heat became extreme.

proximity to equator

Jtn1006 Sep 8, 2015

excessively black

interesting choice of words, I'd be curious to see these people and see if they really are excessively black

Hide replies (1)

- klariviere Sep 9, 2015

I agree! What exactly is "excessively black" to Columbus?

Wiki
Edu



Deeper learning (Farzan & Kraut, 2013)

Evaluate and defend credibility of sources (Marentette, 2014)

Write more concisely and think more critically (Farzan & Kraut, 2013)

Collaborate with students from around the world (Karney, 2012)

Provide and receive constructive feedback (Ibrahim, 2012)

Enhance digital literacy (Silton, 2012)

Communicate ideas to a general audience (APS, 2013)

First Place Award - \$6,000

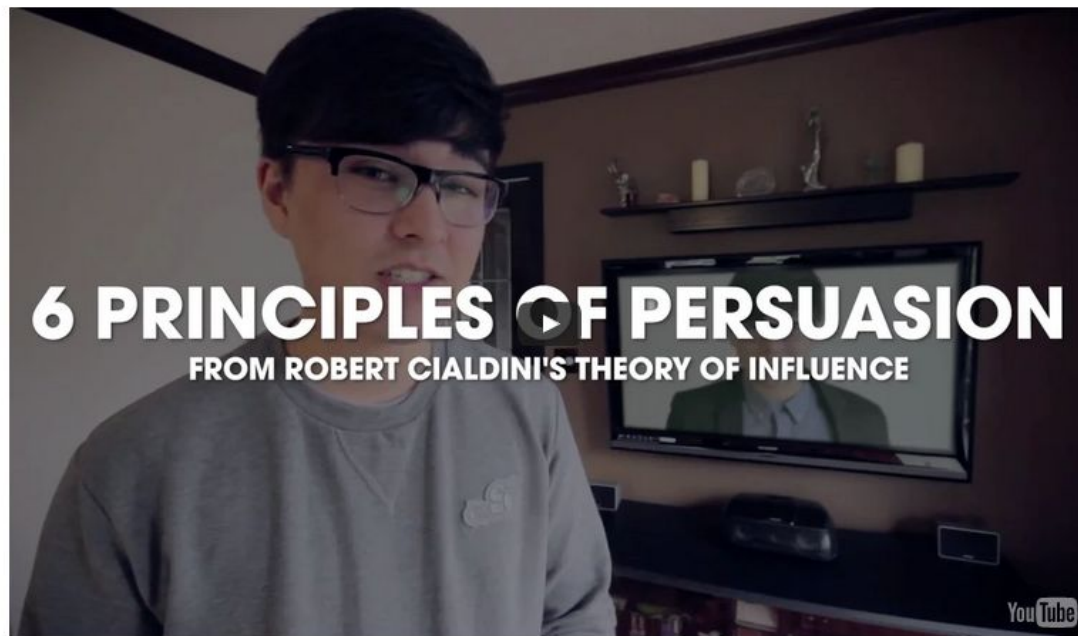
The Principles of Persuasion

Kyle Ball and Brandon Do

Simon Fraser University - Burnaby, British Columbia, Canada



Once we began to create our video on aspects of the 'Persuasion: So Easily Fooled' module, we were motivated by the knowledge that our video had the potential to teach others about the topic. We learned a lot in researching and reading about the topic of persuasion, and we hope our video continues to spread the knowledge and inspire others to want to learn more. Even after the production of the video had concluded we began to notice the principles we discussed in advertisements as we looked around. The creation and continued result is a fascinating thing and we are so glad to have participated.



Principles of Social Psychology

1st International Edition



B.C. Open Textbook Project
open.bccampus.ca

BCcampus  OpenEd

Why have students
answer questions when
they can *write* them?

Environmental ScienceBites

Edited by Kylienne A. Clark, Travis R. Shaul, and Brian H. Lower

Sydney R. Morrison, Jaymes T. StClair, Levi J. Cramer, Alyssa M. Jones, Brittany L. Sulainis, Jeremie E. Beaverstock, Amanda L. Varcho, Kelly E. Peterson, Chayli T. Buenger, Wyatt T. Susich, Chris Ebersole, Brandon S. Wator, John A. Zagar, Jace A. Ball, Lee Seitz, Benjamin W. Schumann, Mason F. Ye, Alyssa M. Zearley, Cain W. Crouse, Allyson E. Loparo, Rika L. Bailey, Emily C. Mills, Andrew T. Wood, Lydia F. Bednarski, Samantha K. Runser

**Bite-sized Investigations into Earth's Challenges, written by
Buckeyes**



This book was written by undergraduate students at The Ohio State University (OSU) who were enrolled in the class Introduction to Environmental Science. The chapters describe some of Earth's major environmental challenges and discuss ways that humans are using cutting-edge science and engineering to provide sustainable solutions to these problems.





OPEN CLIMATE CAMPAIGN

BRING ATTENTION TO THE ISSUE OF ACCESS TO KNOWLEDGE ON CLIMATE CHANGE



OPEN ACCESS REVIEW OF CLIMATE AND BIODIVERSITY RESEARCH



CLEAR LEGAL AND POLICY BARRIERS



HELP NATIONAL GOVERNMENTS TO ADOPT AND IMPLEMENT STRONG OA POLICIES



HELP FUNDERS TO ADOPT AND IMPLEMENT STRONG OA POLICIES



HELP ENVIRONMENTAL ORGANIZATIONS TO ADOPT AND IMPLEMENT STRONG OA POLICIES



ENGAGE AND CONTRIBUTE TO INTERNATIONAL FRAMEWORKS ON CLIMATE AND BIODIVERSITY



OBTAIN CAMPAIGN ENDORSEMENTS



ENSURE INCLUSIVE OUTCOMES THROUGHOUT THE CAMPAIGN



IDENTIFY AND OPEN IMPORTANT CLIMATE AND BIODIVERSITY RESEARCH



PUBLISHERS MAKE THEIR CLIMATE AND BIODIVERSITY RESEARCH OPEN ACCESS



OUR LIVES

AN ETHNIC STUDIES PRIMER

The content was reviewed by our peers using the Academic Senate for California Community Colleges Open Educational Resources Initiative Evaluation Rubric and Inclusion, Diversity, Equity, and Anti-Racism Audit Framework.

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VERA KENNEDY • ROWENA BERMIO
WEST HILLS COLLEGE LEMOORE

OpenPedagogy.org

WELCOME TO THE OPEN PEDAGOGY NOTEBOOK

This website is designed to serve as a resource for educators interested in learning more about Open Pedagogy.

We invite you to browse through the examples, which include both classroom-tested practices and budding ideas, and to consider contributing examples of your own experiments with open pedagogy.



Open Pedagogy

What is "open pedagogy"? Robin DeRosa and Rajiv Jhangiani have offered a helpful frame for anyone interested in engaging the ongoing conversations around this term.



Examples

Are you an educator looking to engage more deeply with "open pedagogy" in your own practice? Find classroom-tested practices and budding ideas here.



Submit an Idea

We'd love to hear about your ideas for implementing or experimenting with open pedagogy. We will review and post your contributions (with attribution) to the site.



Open Pedagogy Portal

This portal contains case studies, student work product, and resources to support all of your open pedagogy needs.

The Impact of Open Educational Resources on Various Student Success Metrics

Nicholas B. Colvard
University of Georgia

C. Edward Watson
*Association of American
Colleges and Universities*

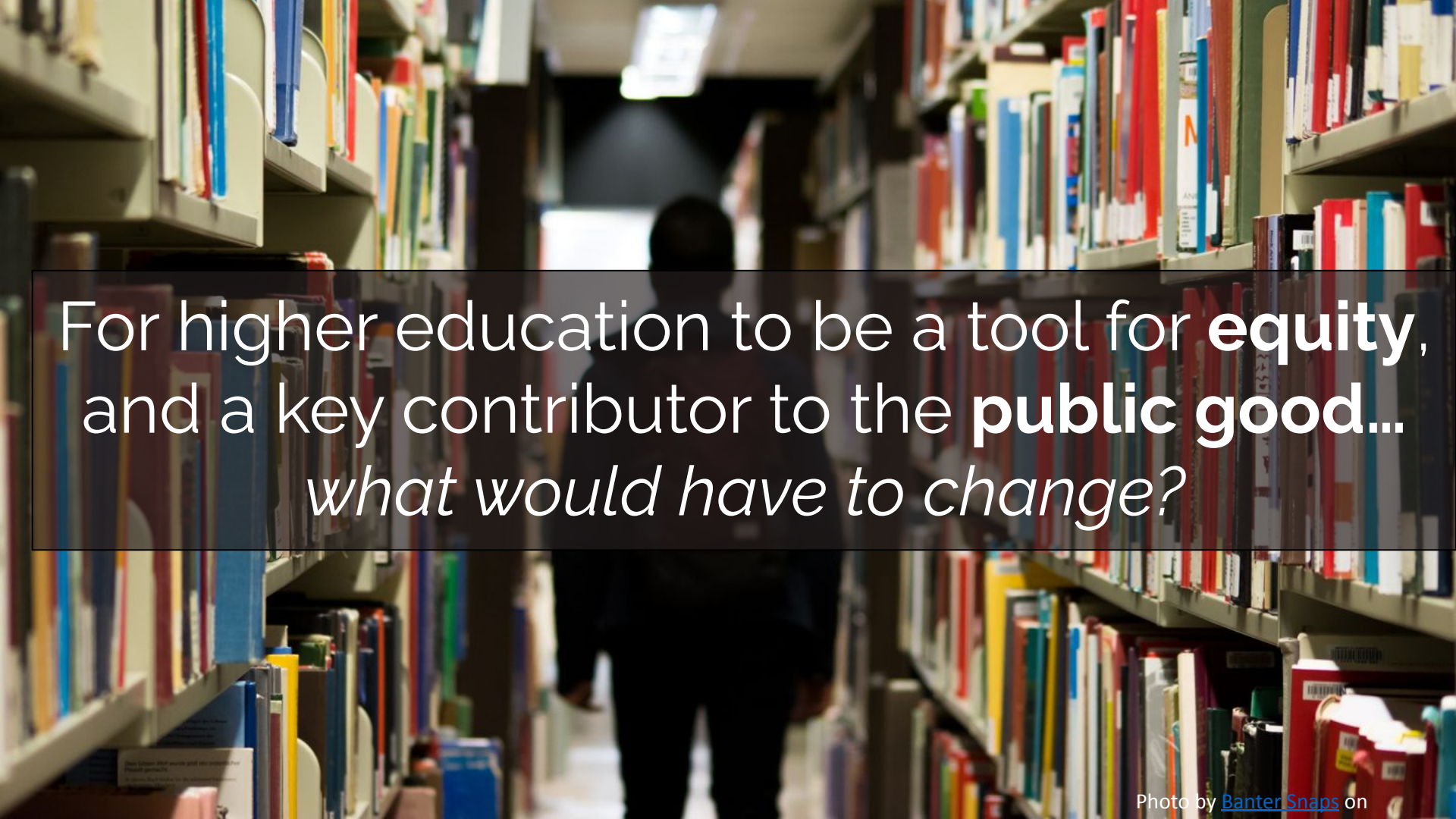
Hyojin Park
Ewha Womans University

There are multiple indicators which suggest that completion, quality, and affordability are the three greatest challenges for higher education today in terms of students, student learning, and student success. Many colleges, universities, and state systems are seeking to adopt a portfolio of solutions that address these challenges. This article reports the results of a large-scale study (21,822 students) regarding the impact of course-level faculty adoption of Open Educational Resources (OER).

Results indicate that OER adoption does much more than simply save students money and address student debt concerns. OER improve end-of-course grades and decrease DFW (D, F, and W) rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education. OER address affordability, completion, attainment gap

“OER improve end-of-course grades and decrease DFW rates for all students”

“They also improve course grades at greater rates and decrease DFW rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education.”

A photograph of a library aisle with tall bookshelves on both sides. A person is walking away from the camera down the center of the aisle. The lighting is soft, and the shelves are filled with books of various colors. A semi-transparent black box with white text is overlaid on the center of the image.

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and a key contributor to the **public good**...
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Q&A

