

# Unleashing Student Voices with Open Pedagogy

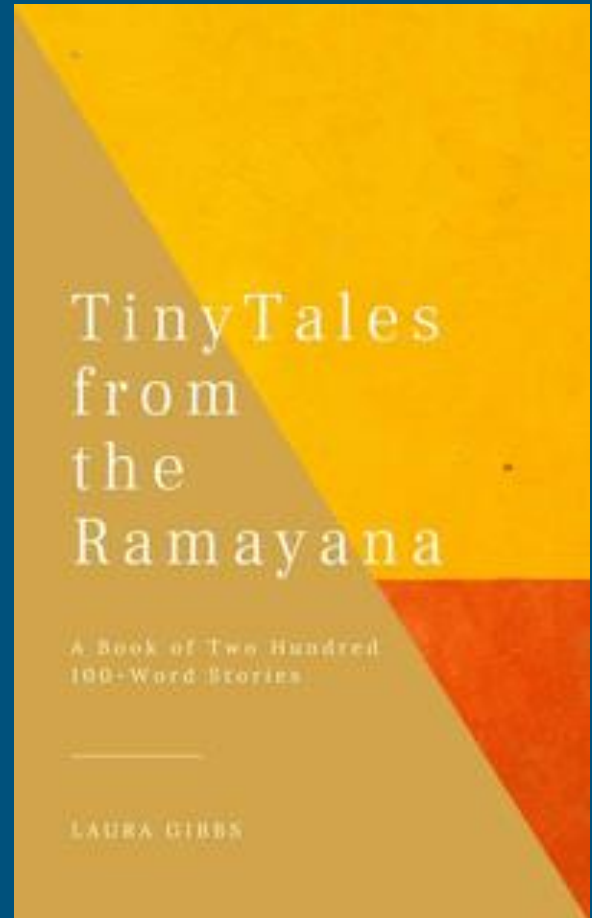
Laura Gibbs / @OnlineCrsLady  
*University of Oklahoma*

Heather Miceli / @HSMiceli  
*Roger Williams University*

# Intro - Laura Gibbs, Ph.D.

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- Online instructor, General Education: Humanities, Univ. of Oklahoma
- teaching fully online since 2002
- author of the OER Tiny Tales series at [100Words.LauraGibbs.net](https://100Words.LauraGibbs.net)
- contributor to the book [Ungrading: Why Rating Students Undermines Learning](#)
- find out more at Laura's website: [LauraGibbs.net](https://LauraGibbs.net)



# Introductions - Heather Miceli, Ph.D

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- Adjunct faculty, General Education, Roger Williams University
- 12 years teaching experience
- Also adjunct faculty for Johnson & Wales University Online
- RWU OER Faculty Fellow 2017-2019
- Open Education Group OER Research Fellow 2019-2020

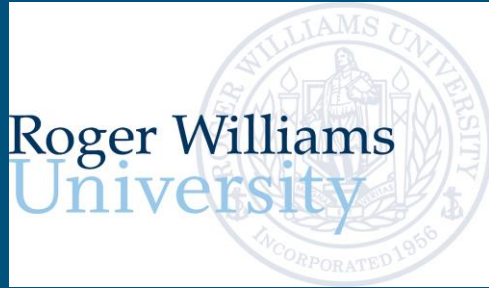


# Approaches: Heather

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# Context: Open Pedagogy in Gen Ed Science

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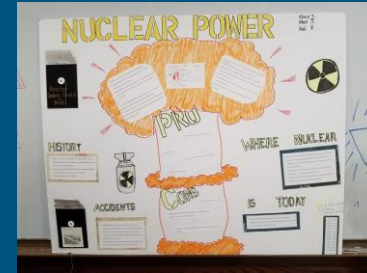
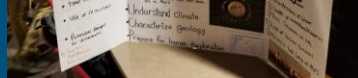
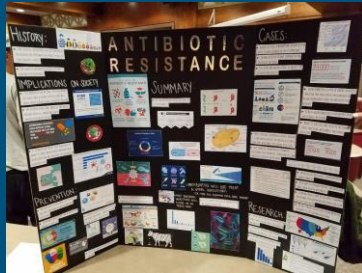
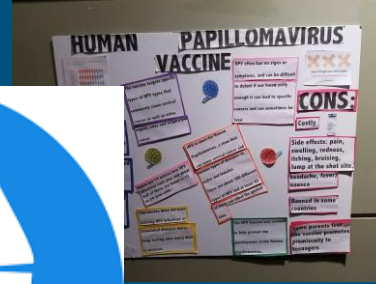


- One of 5 Interdisciplinary Core Courses all students must take.
- Exception are science majors
- Non-STEM majors
- Students are very hesitant to take the course
- Often put it off until their last semesters

CORE 101 is the last formal science education my students will have.

# Disposable - literally - Assignments

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# Inspiration

## 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. Watar, John A. Zagar, Jacob 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. Rumsor

**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.



What would a textbook  
written for non-majors,  
by non-majors look  
like?

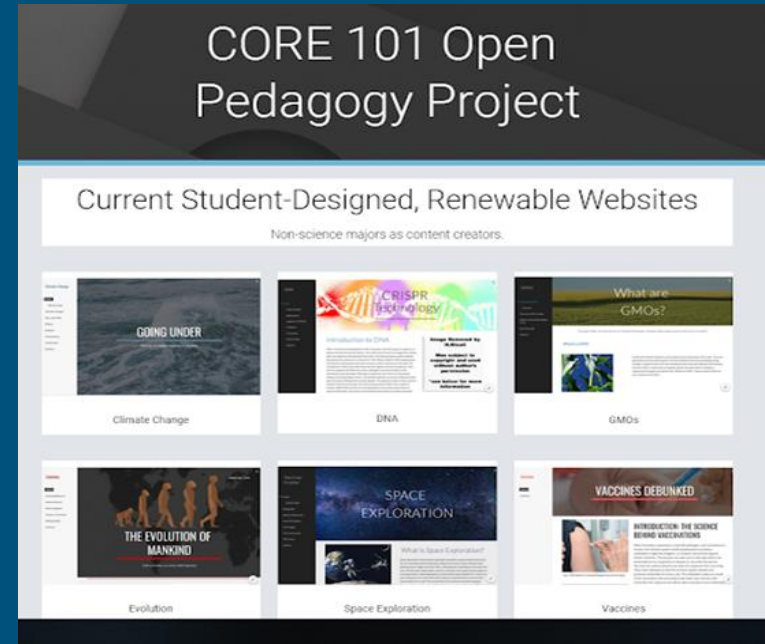
Source: Rajiv Jhangiani, *Serving Social Justice & Pedagogical Innovation through Open Educational Practices*, 2017

# It's not a textbook.



# Student-designed Websites

- Currently there are 9 websites, with a 10th being added this semester
- Some have been edited by 6 groups of students, others 1-5 - all in various stages of development.
- Topics covered:
  - DNA, Climate Change, Space Exploration, Artificial Intelligence, GMOs, Evolution, Nutrition, Vaccines, Human Population, The Ocean



# Semester Timeline

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- Students choose topics they are interested in.
- Assigned to groups, they complete a website review to assess the state of the website
- They design a development plan - this will be the basis of their assessment
  - What they are going to add/edit/reorganize
- They write rough drafts using Google docs
  - peer review after first draft
- We provide a Copyright/Creative Commons workshop to help them with IP rights
- Add content and media to websites

# Questions for Heather?

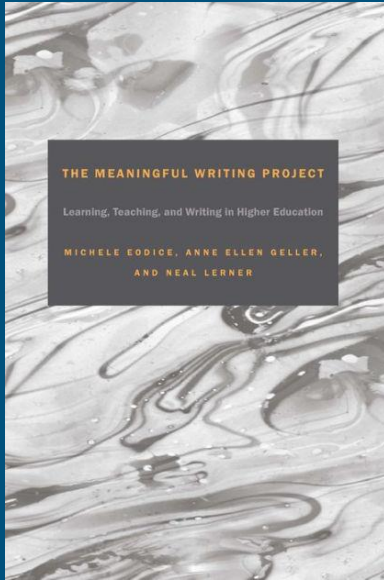
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# Approaches: Laura

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# The Meaningful Writing Project:

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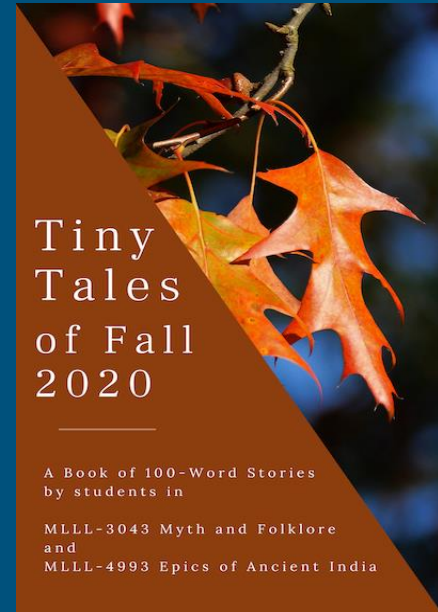
- University of Oklahoma participated in the Meaningful Writing research project
- Graduating seniors were asked about their most meaningful college writing experience
- Find out what the students said in the book-length study, available at [Amazon](#) and elsewhere

Find out more: [MeaningfulWritingProject.net](http://MeaningfulWritingProject.net)

# Student Publishing: Blogs, Sites, Books

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- **BLOGS** for notes and weekly writing assignments
- **WEBSITES** for semester-long writing projects
- **BOOK** (ebook and print) for our class group anthology



Find out more: [LauraGibbs.net](http://LauraGibbs.net)

# About the student blogs:

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- Students choose their website platform: Blogger or WordPress and start blogging on Day One.
- Students usually write 3 or 4 posts per week, sometimes more.
- Students interact by commenting on each other's blogs weekly.

Find out more: [Summer2020.LauraGibbs.net](https://Summer2020.LauraGibbs.net)

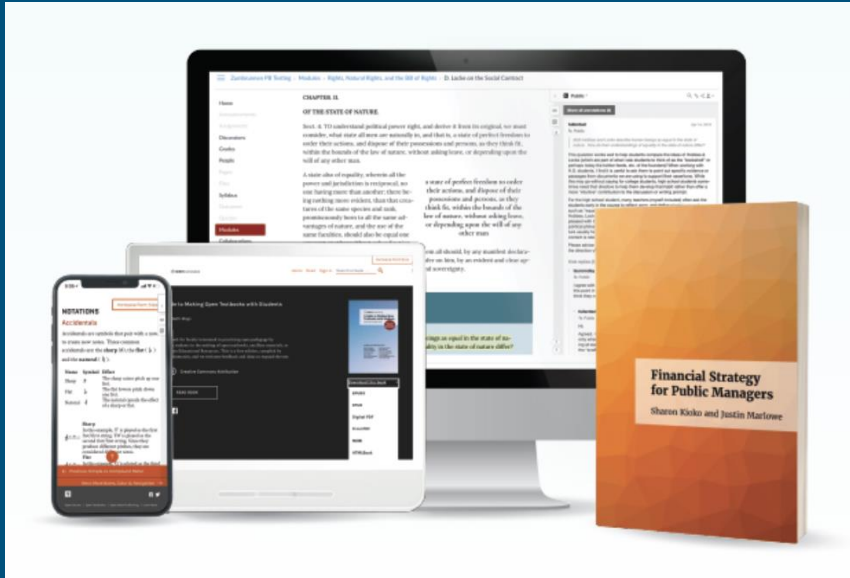
# About the student websites:

- Students choose their website platform: Google Sites, Wix, Weebly, WordPress, Tumblr, etc.
- Web publishing begins around Week 5.
- Students comment on each other's sites via comment walls at their blogs.



Find out more: [Storybooks.MythFolklore.net](http://Storybooks.MythFolklore.net)

# About the Pressbooks book:

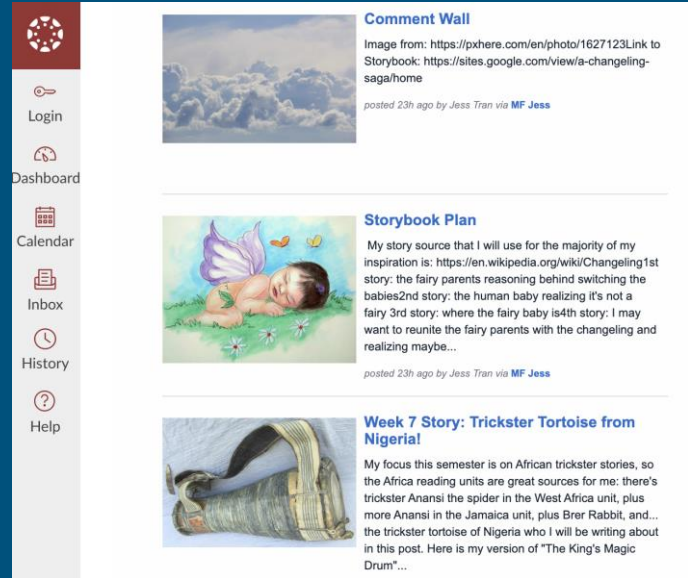


- I turned student contributions into a book using [Pressbooks](#): easy to use!
- The ebook formats (epub, mobi, PDF) are free to download, and there is Amazon Kindle and paperback.
- Fall 2020 was our first book, and Spring 2021 will be coming in May.

Find out more: [Anthology.LauraGibbs.net](https://Anthology.LauraGibbs.net)

# Student web publishing #BeyondLMS

- LMS is where students submit their grades; that's all: none of the class content is in the LMS
- students can see the [class blog stream](#) and the [class project slideshow](#) in the LMS



Find out more: [Myth.MythFolklore.net](http://Myth.MythFolklore.net)

# Questions for Laura?

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# Philosophy: Heather

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# General Education Science and Science Anxiety

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- Students in my class come from a range of previous science experiences
- Science Anxiety is the fear of learning and understanding science - usually fueled by poor grades, bad experiences, indifference
- Mismatch of textbook content and student interest/level of learning
- Results in low confidence in general education courses



# Adding Student Voices

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- Two of my former students presented with me at Open Ed 2020
- Ainsley Iovanna and Morgan Strassburg both took my class in Spring 2020

What were some of the highlights working on this project?

I studied vaccines and I love how the facts I learned could be applied to my everyday life. I can inform family and friends about vaccines with more confidence about the information I am giving them. ~Joselynn



# Questions for Heather?

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# Philosophy: Laura

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# Flexibility and Freedom

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- Students select their blog and website platforms.
- Students can opt to publish under their own name, with a pseudonym, or anonymously.
- Students design and write with their own sense of style.
- Students choose to leave their work online after class is over (most of them do!).

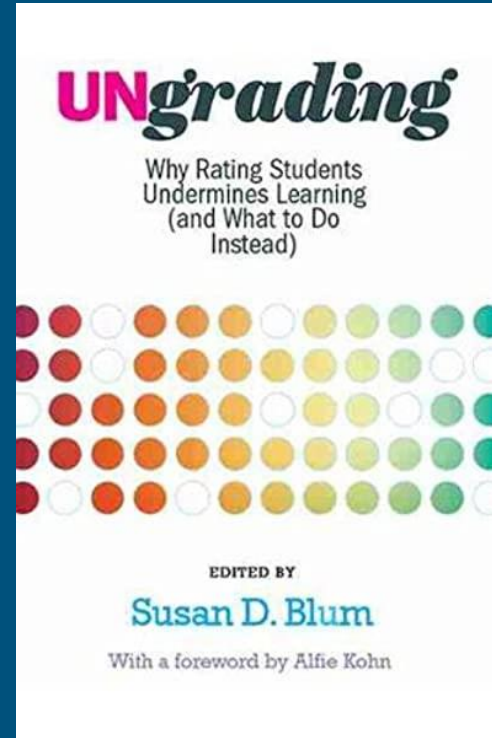


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# Create, Share, Connect

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- Students use creative writing to explore the class content in their own ways.
- Students share their writing with each other via their blogs and websites.
- Students connect with each other by providing feedback on the writing and by learning about each other at their blogs.
- THE WORK IS NOT GRADED; instead, the emphasis is all on feedback and revision.



Find out more: [Grading.MythFolklore.net](http://Grading.MythFolklore.net)

# Questions for Laura?

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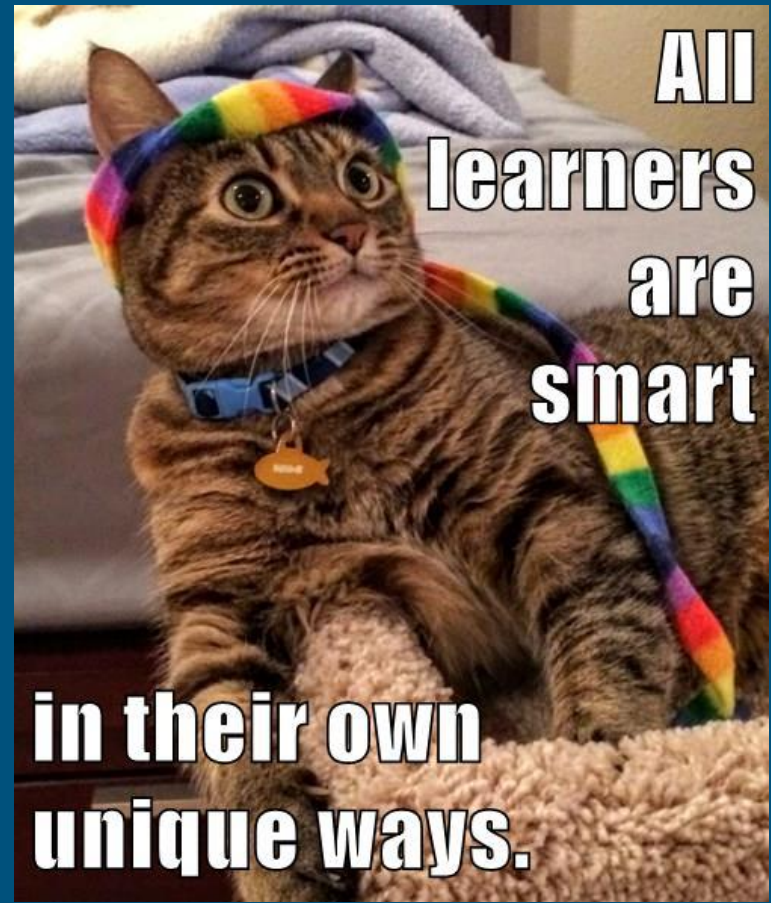
# Tools for Success

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# Embrace the Diversity

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- Students come to your classes with different interests and experiences: find ways to tap into their knowledge and build on their big-picture motivation.
- Students learn in different ways at different rates: some faster, some slower. Be flexible with scheduling and accommodate those differences,



[Growth Mindset Cats](#)

# Feedback, not Grades

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- Web publishing helps you to build a process based on revision so that students can use the feedback they receive to edit their digital publications.
- Content knowledge, technical knowledge, writing skills: your students are going to range from novices to experts... and an emphasis on feedback (not grades) means that everyone has room to grow and learn things they did not know.



[Growth Mindset Cats](#)

# Grow Your Network

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- Just like your students, you can find inspiration in the work of other teachers! Connect with [Heather](#), [Laura](#), and others at Twitter to keep on learning, or follow Twitter hashtags like #OER or #Ungrading.
- Experiment, ask questions, and seek feedback: that way you will be a co-learner together with your students.



[Growth Mindset Cats](#)

# Final Questions?

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