OER-Enabled Pedagogy: A Scoping Review of the Literature

Virginia Clinton-Lisell, PhD
University of North Dakota
<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retain</td>
<td>Make and own copies</td>
</tr>
<tr>
<td>Reuse</td>
<td>Use in a wide range of ways</td>
</tr>
<tr>
<td>Revise</td>
<td>Adapt, modify, and improve</td>
</tr>
<tr>
<td>Remix</td>
<td>Combine two or more</td>
</tr>
<tr>
<td>Redistribute</td>
<td>Share with others</td>
</tr>
</tbody>
</table>
Free

Open

Remix
Revise
Reuse
Retain
Redistribute
No Cost
No Cost
• Teaching and learning practices that are possible due to the affordances of OER licensing (Wiley & Hilton, 2018)

• Also referred to as open pedagogy, open educational practices, OER pedagogy, and (sometimes) non-disposable assignments/renewable assignments

• Key characteristic: innovation, creation, collaboration, and participation by instructors and students (Karunanayaka et al., 2015)
<table>
<thead>
<tr>
<th>Criteria Distinguishing Different Kinds of Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student creates an artifact</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Disposable assignments</td>
</tr>
<tr>
<td>Authentic assignments</td>
</tr>
<tr>
<td>Constructionist assignments</td>
</tr>
<tr>
<td>Renewable assignments</td>
</tr>
</tbody>
</table>

Source: (Wiley & Hilton, 2018, p. 137)
Sustainable OER Ecosystem

Contribute
Empower
Attribute
Release
1) What are examples of OER-enabled pedagogy?
2) What are the research findings for OER-enabled pedagogy in terms of student experiences?
Development of ancillary resources

• Writing multiple choice questions
  • 82% of students perceived same or better learning outcomes (Hilton et al., 2020)
  • Students’ preferred over writing papers (Liu, 2020)

• Creating videos (review by Snelson, 2018), needs CC to be OER
  • Overall benefits, although clear guidelines need to be provided
Making OER videos (Andone et al., 2020)

• STEM students created videos to enhance text
• Students received training in Creative Commons licensing
• Students reported it helped build new skills
Collaborative annotation

• Students post comments on OER that may be public
• Considered OER-enabled pedagogy if public
• Benefits for comprehension and students find engaging (Chen et al., 2018; Weng et al., 2018; Zarzour & Sellami, 2018)
• Contribute directly to the OER ecosystem by having students improve existing OER and redistribute

• Example: Student written projects about “health at every size” which were then combined to create a resource for a nutrition textbook (OER+OP section; Tillinghouse et al., 2019)

• Similar grades and use compared to OER only section

• Students in OER+OP were more critical of the OER

• Student perceptions of the OP:
  “it was really more the topics that [the professor] brought up that were engaging for me ...and everything was just intellectually challenging because it is a different mindset.”

  “will really keep students engaged as opposed to what you would normally think of as an assignment for a nutrition class.”
Editing Wikipedia articles

• Openly licensed collaborative writing
• Improves information literacy knowledge (Dawe & Robinson, 2017; Shane-Simpson, 2016)
• Helpful for teaching writing clarity (Vetter et al., 2019)
• Involves learning Wikipedia specific tools, source of student frustration (Cummings & DiLauro, 2017)
Key to long term sustainability of OER!

• Research brief on instructional design (Al Abri & Dabbagh, 2019)

• Learning tools on rhetorical components (Bloom, 2019)

• Graduate students co-authoring textbook (Hodgkinson-Williams & Paskevicius, 2012; Hollister, 2020)

• MOOC (Frederiks et al., 2018)

• Doctoral students creating a research guide (Hare et al., 2020)
Students’ experiences with OER creation

Benefits

• Developing scholarly identities and records (Al Abri & Dabbagh, 2019; Hare et al., 2020)
• Student satisfaction with renewable assignments (Al Abri & Dabbagh, 2019)
• Pride in contributing to knowledge base (Hollister, 2019)
• Licensing knowledge improved (Hare et al., 2020)

Disadvantages

• Few students publicly shared on their own (Alabri & Dabbagh, 2019)
• Lack of technological guidance (Grederiks et al., 2018)
• Student frustration with novel approach, “fortunately insurgency was rare” (Bloom, 2019)
open pedagogy

https://thatpsychprof.com/5rs-for-open-pedagogy/
• David Wiley’s blog: https://opencontent.org/blog/
• Rajiv Jhangiani’s blog: https://thatpsychprof.com/
• http://openpedagogy.org/open-pedagogy/

Open pedagogy and social justice

  https://jime.open.ac.uk/articles/10.5334/jime.565/

  https://www.researchgate.net/publication/348734153_Open_Educational_Resources_as_tools_to_foster_equity
What questions do you have?

Virginia.Clinton@und.edu