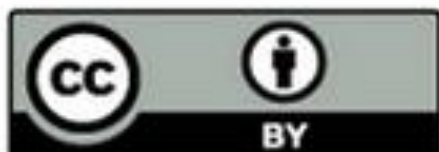


The background of the slide is a photograph of a bookshelf. The books are arranged in rows, and the spines of several books are visible. The text on the spines is mostly illegible due to the shallow depth of field and the angle of the camera. The lighting is soft, highlighting the texture of the book covers and the paper.

OER-Enabled Pedagogy: A Scoping Review of the Literature

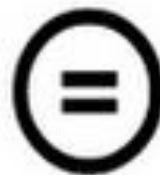
Virginia Clinton-Lisell, PhD
University of North Dakota



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least open

all rights reserved

Retain

- Make and own copies

Reuse

- Use in a wide range of ways

Revise

- Adapt, modify, and improve

Remix

- Combine two or more

Redistribute

- Share with others

Free

Open

Remix

Revise

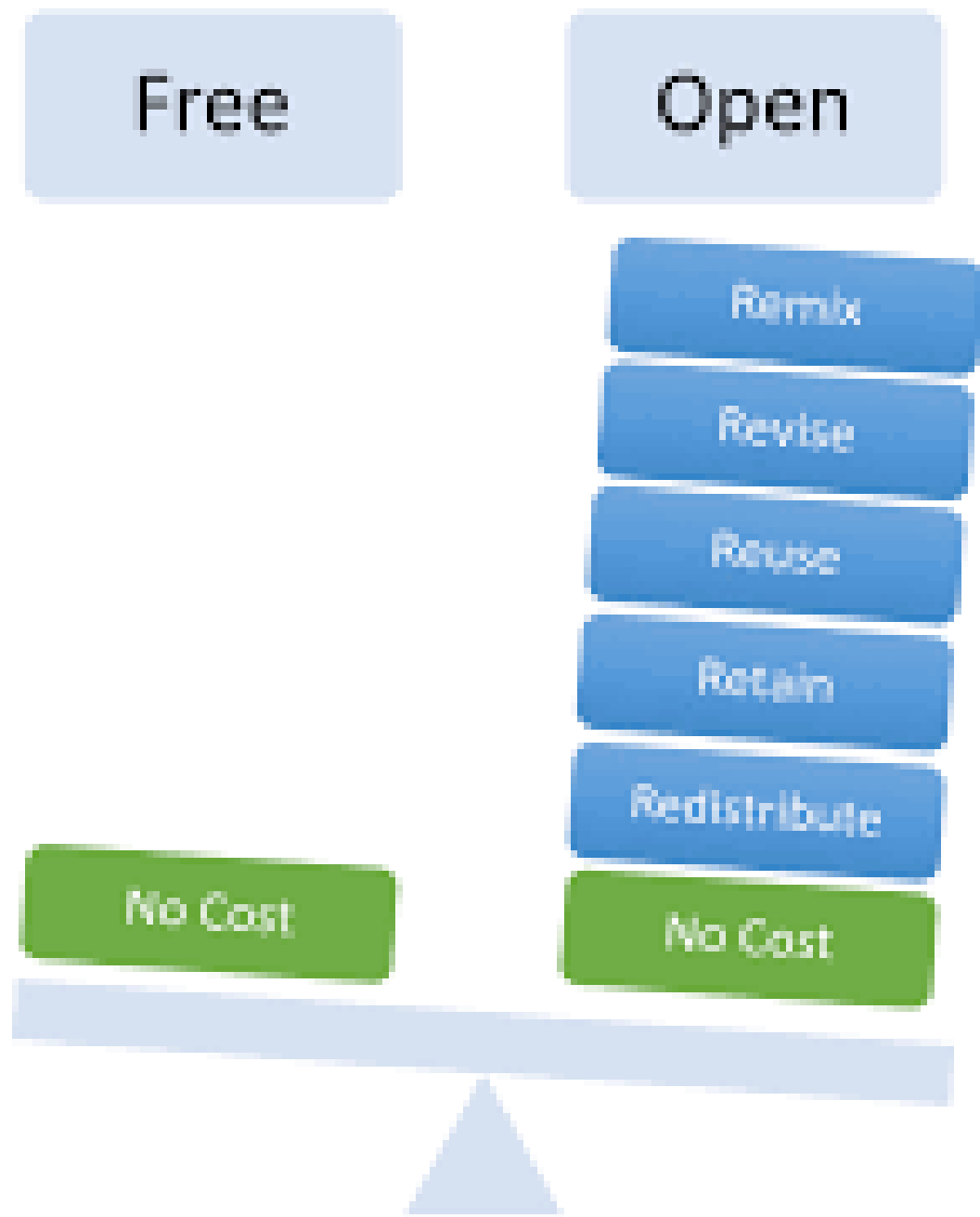
Reuse

Retain

Redistribute

No Cost

No Cost



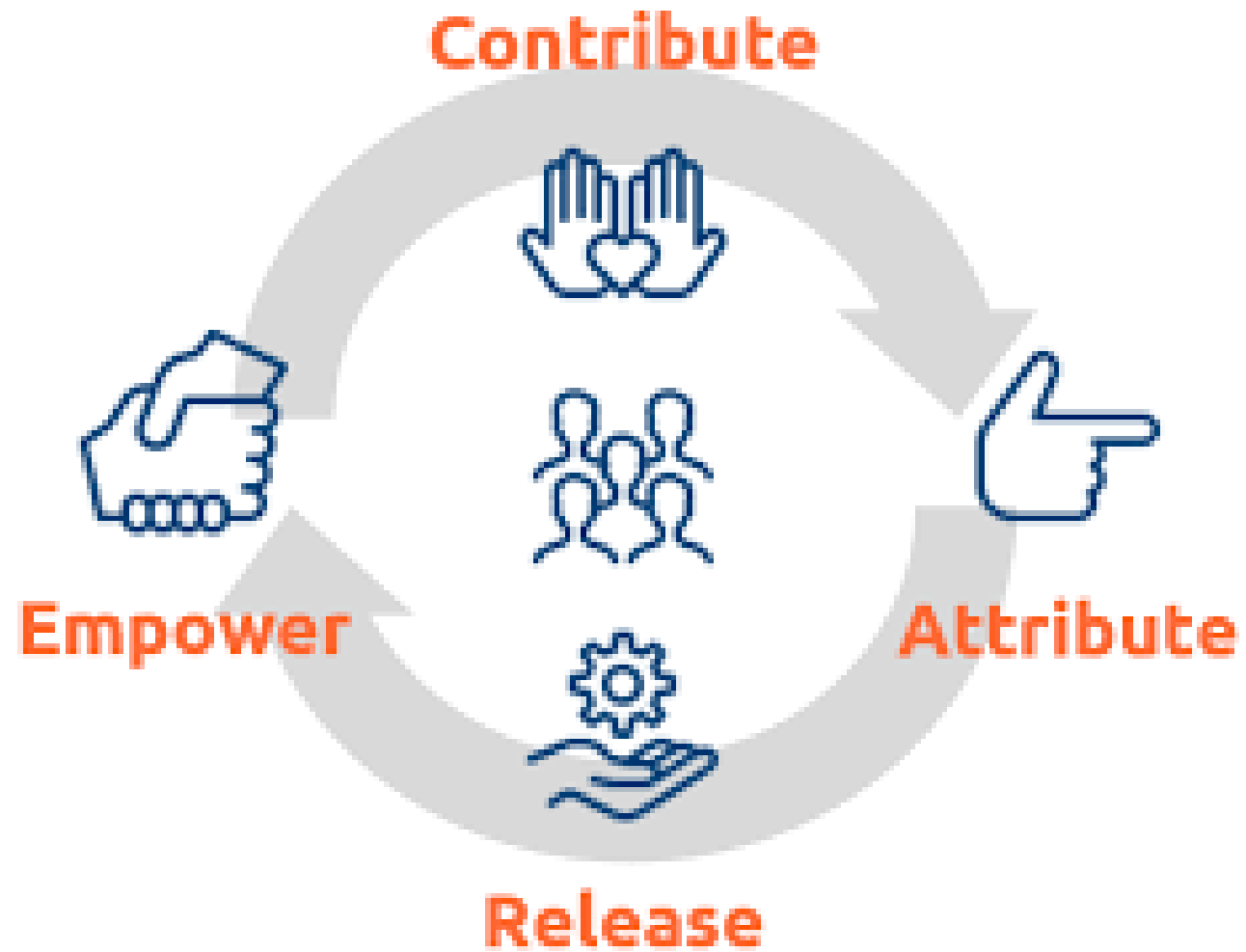
- Teaching and learning practices that are possible due to the affordances of OER licensing (Wiley & Hilton, 2018)
- Also referred to as open pedagogy, open educational practices, OER pedagogy, and (sometimes) non-disposable assignments/renewable assignments
- Key characteristic: innovation, creation, collaboration, and participation by instructors and students (Karunanayaka et al., 2015)

Criteria Distinguishing Different Kinds of Assignments

	Student creates an artifact	The artifact has value beyond supporting its creator's learning	The artifact is made public	The artifact is openly licensed
Disposable assignments	X			
Authentic assignments	X	X		
Constructionist assignments	X	X	X	
Renewable assignments	X	X	X	X

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

Sustainable OER Ecosystem





1) What are examples of OER-enabled pedagogy?

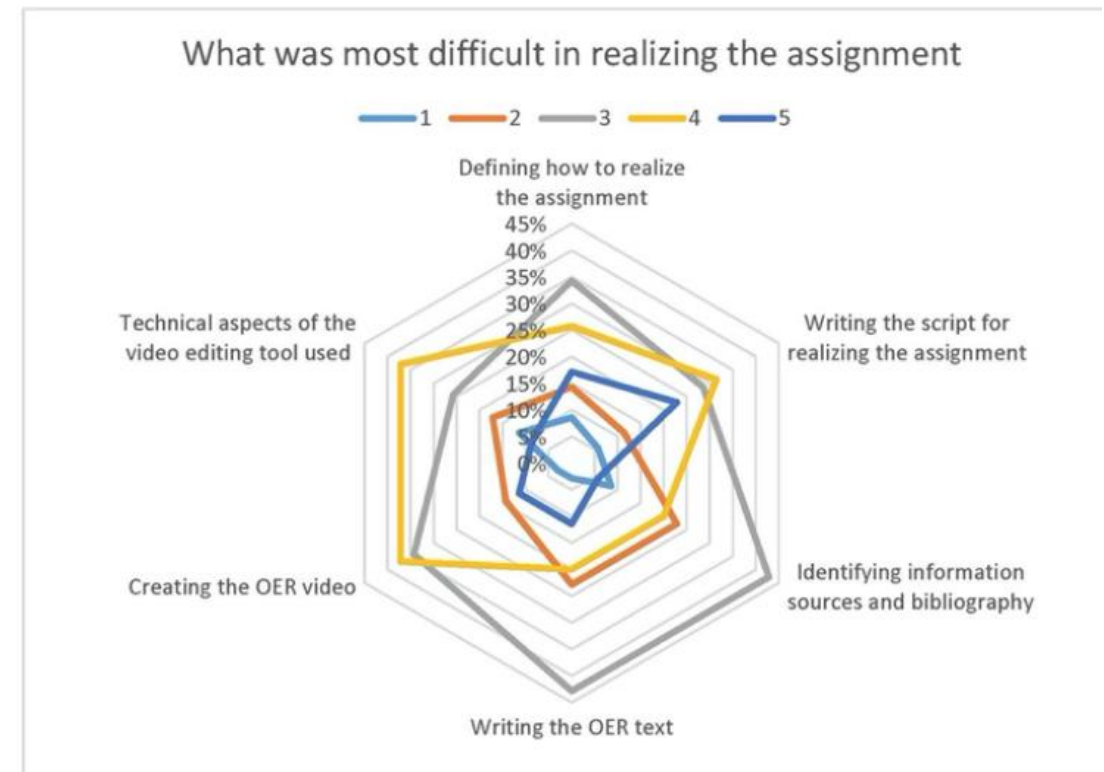
2) What are the research findings for OER-enabled pedagogy in terms of student experiences?

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

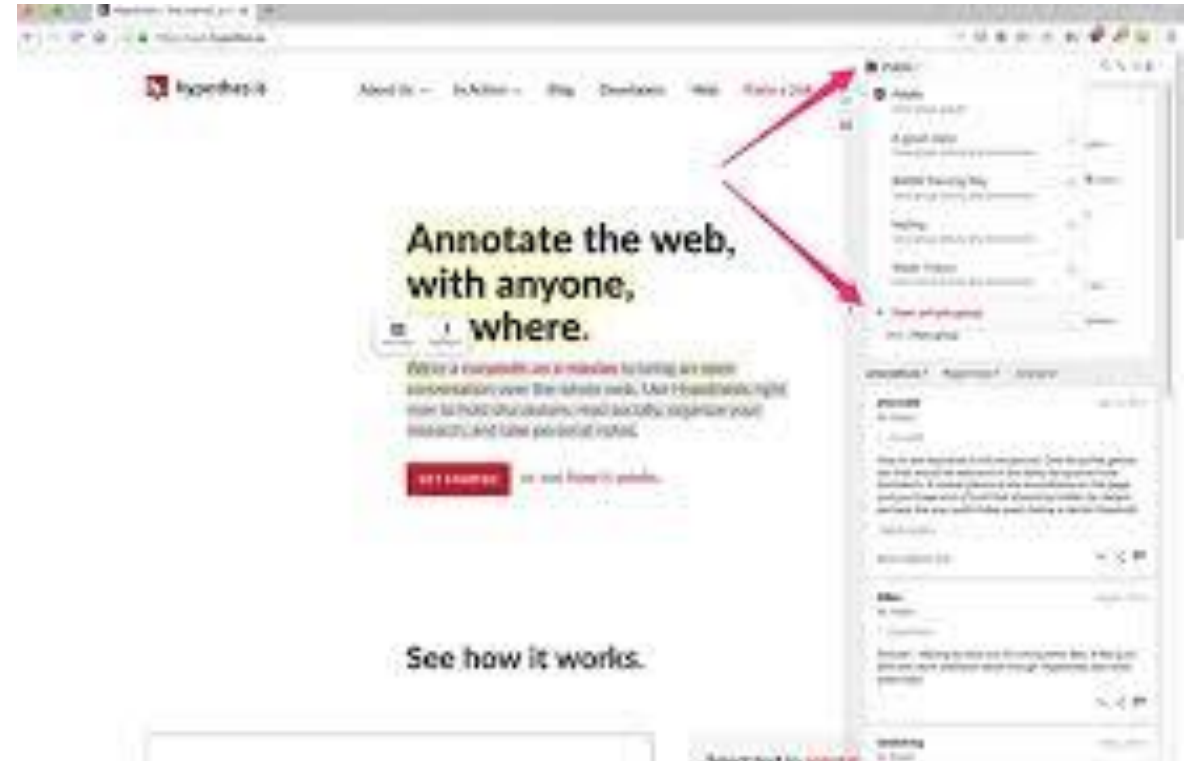
Making OER videos (Andone et al., 2020)

- 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)



<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

- Bali, M., Cronin, C., & Jhangiani, R. S. (2020). Framing Open Educational Practices from a Social Justice Perspective. *Journal of Interactive Media in Education*, 2020(1).
<https://jime.open.ac.uk/articles/10.5334/jime.565/>
- Clinton-Lisell, V., Legerski, E., Rhodes, B., & Gilpin, S. (accepted). Open Educational Resources as tools to foster equity. In C. Ozaki & L. Parson (Eds.) *Teaching & learning for social justice and equity in higher education, Volume 2*. Palgrave MacMillan.
https://www.researchgate.net/publication/348734153_Open_Educational_Resources_as_tools_to_foster_equity

What questions do
you have?

Virginia.Clinton@und.edu



