

Opening Up: A Fellowship for Open Pedagogy

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About the Fellowship

The development of this project and program has been a valuable experience but is also an incredible amount of labor. This point is important because the context in which this work was supported from an organizational standpoint may not be familiar to many readers. At our institution, James Madison University, the JMU Libraries houses not only all of the traditional Libraries services, but also includes a unit which supports academic technologies and instructional design. The creation of the Opening Up Fellowship is an example of this cross-disciplinary work made possible by this organizational structure and is a part of a multifaceted approach on our campus to create a culture of Open that embraces the relationships between Open Access, Open Educational Resources and Open Pedagogy. The Open Education Librarian, Liz Thompson, convenes and leads a working group of Libraries faculty and staff who engage in various aspects of Open work in an effort to have a more robust and holistic approach to Open. On our campus the Libraries is well known as a strong partner in the area of faculty development – alongside partners like our teaching and learning center and other groups within various colleges. This unique organization of services provides us with a privileged perspective and access to resources that may not exist in the same way on other campuses or other educational settings. It is from this space of deep collaboration between Liaison Librarians and Instructional Designers that this program came to be and also the reason we felt it was imperative to share the program structure, materials, and details through an open license.

As readers go through this program it's also valuable to understand the perspective and expertise that informed this work. The collaborative work of designing and developing this program was a space where we created materials and activities

for faculty grounded in the values of Open Pedagogy(OP) and Critical Digital Pedagogy (CDP), while also integrating the ACRL Framework for Information Literacy. Bringing these frameworks together provides faculty with a strong foundation to understand why and how Open Pedagogy can be a powerful approach to creating critical and equitable learning spaces. It's our intention that by sharing this work we can affect change by implementing Open Pedagogy as a pathway to creating a more socially just world.

An aspect of the design process and relationship building that was critical in this process is the way in which our collaborative work, and the program, are based in the values for OP and CPD. Our intention was to create a fellowship model that centered community building and was intentionally designed to be a slow-paced and supportive environment that fosters curiosity, exploration, and growth. This type of learning space allowed faculty to explore information literacy concepts, Open Pedagogy frameworks, and instructional design principles in an intellectually challenging way that included deep reflection and community engagement. Another key goal of this program was to ensure that faculty were able to have the time and resources to create assignments/projects that were ready to implement. The value in this approach is the ability to go beyond exposure or understanding and to support faculty as they experience, learn, and build their confidence as they become contributors to Open. As we finalized the development of the program we wanted to provide an experience with Open Pedagogy for the faculty participants. Thus, we have built into the program opportunities for faculty to contribute directly to the materials that make up this Pressbook. We are currently in the process of developing a plan for faculty to engage with the Pressbook and share their assignments, project examples, and other related materials.

Please note: We will be making some updates in Spring 2024

Fellowship Outcomes

By completing this fellowship, participants will make progress towards:

1. Deepening their experience with Open Pedagogy and OER in order to identify their own path of engagement.
2. Critically analyzing their pedagogical, curricular, and assessment choices through a social justice lens
3. Improving equity in the classroom through their pedagogical, curricular, and assessment choices
4. Creating pedagogical, curricular, and/or assessment materials to share with their community

Materials for this Fellowship

This fellowship has two companion documents: [the Evolve Guide](#) and [the Project Design Template](#). The Evolve Guide is where you will have your personal space to do the reflective activities from the modules. Click this link to go to the Evolve Guide template. There are instructions on the document for

making a copy for yourself. No one (not even the facilitators!) is able to view your personal Evolve Guide. Throughout each phase of the program, we will provide updated sections of the guide with related activities for you to copy and paste into your personal document.

PHASE 1

Overview

This phase provides a foundational exploration of the Open Pedagogy landscape.

During this Phase, participants will read materials to learn what open pedagogy is and the relationship between social justice and Open Pedagogy. Participants also experience open projects, reflect on their worldview of open, and engage in discussions about issues of knowledge production with colleagues as they begin shaping their open pedagogy journey. Participants will use [the Project Design Template](#) to analyze needs for their Open Project by reflecting on who their learners are, the role of open in their course, and their own role as faculty. This Phase includes three sessions: Sessions 1 and 3 are asynchronous, and Session 2 is synchronous on Zoom.

Here is the timeline we used when we facilitated this Phase:

- Session 1 asynchronous work: Feb 6-21
- Session 2 synchronous session: Feb 22
- Session 3 asynchronous work: Feb 27-March 20th
- Individual consultations with facilitators over Zoom: week of March 20-24

Learning Objectives for Phase 1

By completing Phase 1, participants will make progress towards

1. Exploring the landscape of open educational practices

and the values of open in order to reflect where they are in their open journey.

2. Engaging with global and local conversations around the role of social justice and open.
3. Critically questioning traditional measures of authority in the scholarly landscape.

Session 1

Session Logistics

- **Format:** Asynchronous
- **Time required:** 5 hours
- **Materials needed:**
 - [Template for Session 1 participant materials](#)
 - [Evolve guide](#)
 - [Jamboard](#)



Introduction to the program

Welcome to the Fellowship!

We are looking forward to working together throughout the course of this fellowship. As a reminder, the program consists of 3 phases. In each phase, there are multiple sessions – both asynchronous and synchronous.

Phase 1 objectives

We are currently making progress through Phase 1. By completing Phase 1, you'll make progress towards

1. Exploring the landscape of open educational practices and the values of open in order to reflect where you are in your open journey.

2. Engaging with global and local conversations around the role of social justice and open
3. Critically questioning traditional measures of authority in the scholarly landscape

**Facilitator note: See Template for Session 1 Participant Materials for additional content to consider adding here.*

Exploring foundational readings

The following readings provide a foundation for our conversations and work in the space of Open Pedagogy. As you read the following articles consider how your definition of Open Pedagogy evolves as you are reading about the open landscape. What's new to your understanding of open pedagogy? What's still unclear? How do the values of Open Pedagogy resonate with your current teaching practices?



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[Open Pedagogy: A Systematic Review of Empirical Findings](#) (Clinton-Lisell, 2021)

Take note of the discussion on page 256 around the role of open licensing as a defining characteristic of open pedagogy assignments/projects – as this is an evolving topic in the field.

[5Rs for Open Pedagogy](#) (Jhangiani, 2019)

As you explore the 5Rs consider Rajiv's call in the opening paragraph – how might you revise, adapt, and remix these values to support your journey



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into open pedagogy? How might you use these values to ground your decisions for open pedagogy projects?

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Evolve Guide, Activity 1

Now that you've completed the readings in this section, reflect on the following questions in your Evolve Guide:

1. What's new to your understanding of open pedagogy? What's still unclear?
2. How do the values of Open Pedagogy resonate with your current teaching practices?

Experiencing open projects

Now that you've developed some foundational knowledge, let's look at some examples of what an open pedagogy assignment/project can be. The examples below are just a few ideas for how faculty and students have engaged in open pedagogy, but this is certainly not an exhaustive list. As you experience these projects, consider the context of each assignment/project. What were the learning outcomes? How was the project scaffolded or integrated into the course?

Examples

- [Non-science major project \(open pedagogy notebook\)](#)
- Examples from Open Pedagogy Approaches (Chapter 3 includes multiple examples, these are two we suggest exploring first.)
 - [Teaching Wikipedia: A Model for Critical Engagement with Open Information chapter](#)
 - [“And Still We Rise”: Open Pedagogy and Black History at a Rural Comprehensive State College chapter](#)
- Emotional Histories: Oral History Assignment for Social Change (Kristen McCleary, History faculty at JMU)
 - [In this presentation from OpenEd21](#), you can learn more about an open pedagogy project from JMU; This is an oral history assignment.
 - You can also explore the teaching materials here; they are openly licensed and can be adapted with attribution [OER Hist150 | Oral Histories | Kristen](#).
- Open Ed session options:
 - [The Wikipedia Assignment as Open Education Praxis](#)

- [An Open Textbook Journey: Building the 'Consumer Behavior Trilogy'](#)
- [Open Pedagogy as a Tool to Increase Confidence and Lower Anxiety in Science Courses](#)

Evolve Guide, Activity 2

As you experience these projects, consider the context of each assignment/project. What were the learning outcomes? How was the project scaffolded or integrated into the course?



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*The following prompt could be added for a discussion in **Jamboard**:*

Then, [on the Jamboard](#), respond to the following prompts:

Slide 2: Share one thing that stood out to you about the project or assignment you reviewed.

Slide 3: Do you or do you not see the 5Rs as grounding the project/assignment? Provide an example.

Slide 4: Do you or do you not see this being a social justice-type project/assignment? Share an example.

Never used Jamboard? Just click the link and find your “post-it” in the space. You can click and add text to your note. Then

use the slide navigation in the top toolbar to move between slides.

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Exploring the role of social justice for Open Pedagogy



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As we explore the role of social justice for open pedagogy it's critical that we work from a similar definition and framework of social justice. In the scholarship on open education more broadly, this article is considered foundational in providing that framework. Read

[Changing our \(Dis\)Course: A Distinctive Social Justice Aligned definition of open education](#) (Lambert, 2018).

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Evolve Guide, Activity 3

Reflect on the following questions in your Evolve Guide.

1. How do the literature, evolution of open

practices and social justice, and the proposed definition of social justice support the perspectives you currently hold (academic and personal) in terms of the role of social justice work in the classroom?

2. Consider the course you are working on in this program and the three principles of social justice as they are applied to open. How are the principles shaping your initial ideas of what an open pedagogy project or assignment might look like?
3. In your current teaching practice, how do you balance the role of process and product for student work?

Engaging in self-reflection with the group

Pulling our focus back “up” to the broad “worldview of open” (Bali et. al. 2020) read [this short encyclopedia entry on Open Pedagogy](#) and notice how you are able to engage with content – has your understanding deepened? Have your questions changed?

Evolve Guide, Activity 4

In your Evolve Guide, respond to the following prompts:

1. How would you articulate your own worldview of open?
2. How are you articulating open pedagogy's key characteristics and values for your work and discipline moving forward?



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The following prompt could be added for a discussion in [Jamboard](#):

After reflecting individually, add your worldview of open to the [Jamboard](#). Please provide feedback to your peers.

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Evolving your open practices



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Read the following article, [Framing Open Educational Practices from a Social Justice Perspective](#) (Bali, Cronin, & Jhangiani, 2020).

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Evolve Guide, Activity 5

Reflect on the following questions in your Evolve Guide.

As a reminder, when we refer to the “broad dimensions” of social justice-oriented projects we are referring to content-centric to process-centric, teacher-centric to learner-centric, and primarily pedagogical to primarily social justice-focused.

1. As you reflect on the three broad dimensions presented in the article, how do they connect to your current courses, assignments, and pedagogical choices? What questions come up for you?
2. What challenges do you perceive to implementing open practices within the JMU context? Which practices have more or fewer barriers? Have you experienced any challenges in implementing open practices?



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In our synchronous session, we will explore using the tool hypothes.is to engage with the global open community through social annotation. If you aren't familiar with this web annotation tool check out the website and explore the “about” video:

<https://web.hypothes.is/>
<https://web.hypothes.is/about/>

You don't need to create an account yet or do anything other than get a sense of what hypothes.is does!

**We also provided the date, time, and Zoom link for the upcoming synchronous session here. Additionally, there were specific weeks throughout the Fellowship where we met with each participant via zoom. We provided the doodle poll link here for participants to sign up for an individual consultation time.*

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Session 2

Session Logistics

- **Format:** Synchronous via Zoom
- **Time required:** 2 hours
- **Materials needed:**
 - [Slide deck](#)
 - [Facilitator guide](#)
 - [Evolve guide](#)

Slide deck for the synchronous session



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.lib.jmu.edu/openpedagogy/?p=124>

Facilitator Guide for the synchronous session



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Session 3

Session Logistics

- **Format:** Asynchronous
- **Time required:** 4 hours
- **Materials needed:**
 - [Template for Session 3 participant materials](#)
 - [Evolve Guide](#)
 - [Project Design Template](#)
 - [Program Evaluation](#)



Experiencing social annotation

While we briefly reviewed social annotation and hypothes.is during [synchronous Session 2](#), we wanted to offer an opportunity in this session for you to deepen that experience. Watch this 5-minute video to experience social annotation as an open pedagogical practice.



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Engaging with inclusive practices for open pedagogy



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Now that you've had a brief reminder of the possibilities of using hypothesis, read this article that discusses how [social annotation](#) can be an inclusive practice for open pedagogy. As a reminder, social annotation is just one practice that allows for the disruption of traditional knowledge practices.

Book by Adrien Coquet from [Noun Project](#) (CC BY 3.0)

In our [previous session](#), we introduced the connection between open pedagogical practices and information literacy, particularly thinking about source materials and authority in a more open and generative way. Remembering the frame Authority is Constructed and Contextual—expertise is not a set idea, it is dependent on our constructed disciplines and information contexts. As scholars, we already engage in informed critiques of existing knowledge regularly through our research and publishing practices. By engaging in open principles we can take this further by breaking down barriers between creators and consumers, having more real-time iterative conversations, and re-constructing and re-contextualizing our ideas of expertise and authority.

As you move forward with developing your project, consider this quote from page 2 of the article:

“Instead of these knowledge gathering and generating practices occurring in isolation in the form of disparate and individual assessments, social annotation provides an opportunity to synthesize, layer, and build upon these different processes while communicating within

a course text. These practices, in turn, disrupt traditional knowledge practices in higher education that are structured around hierarchy, one-way knowledge transfer, and historical definitions of what knowledge means.”

Evolve Guide, Activity 7

Reflect on the following questions in your Evolve Guide. The article dives deeply into the critical lens needed when developing an open pedagogy project, in this case for social annotation.

1. What are the challenges you see to disrupting traditional, hierarchical, one-directional knowledge practices in your discipline?
2. How are you considering issues of power, inclusion, and equity in your ideas for your own open pedagogy work?

Exploring knowledge equity



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Listen to [this podcast episode](#) or [review the transcript](#) (about 40min) where two early career scholars discuss their own experiences in the academy, the passion for the intersection of open research and social justice, as well as the inequities in knowledge production. While this episode doesn't center open

pedagogy, we can reflect on the experiences of these researchers as we consider how we introduce concepts of open in our courses and how open pedagogy may be another path into shifting the knowledge landscape in academia and beyond.

Headphones by Arthur Shlain from [Noun Project](#) (CC BY 3.0)

Evolve Guide, Activity 8

Reflect on the following prompts in your Evolve Guide.

1. When creating assignments, how might you talk with your students about what knowledge inequities mean and what the current landscape is like in your discipline?
2. Who are your students? What strategies can you use to create an ethic of care in the creation

process with your students? Are there things you currently do that can be continued as you engage in open work? Are there new strategies you need to consider?

3. Reflecting on your own experience and what the authors shared in this podcast, are there any steps you might take to move toward social justice in the knowledge creation process for your field and with your students?

Experiencing a mindful moment

Before moving into the next section which involves project design, let's take a minute to center ourselves.

Watch this 90-second video. Please note, an ad will play prior to the video.



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Experiencing analysis for open pedagogy

Now that you have explored the open landscape and learned more about the characteristics and examples of open pedagogy projects it's time to start working on your project!

Project Design Template

The Project Design Template is where you'll have personal space to design your Open Project. This template provides space to complete the learner and pedagogical analysis, develop the objectives and scaffolded deliverables, and design assessments. This is also a place where the facilitators can provide synchronous and asynchronous feedback to each of you throughout the design process. [Click this link to go to the Project Design Template.](#) There are instructions on the document for making a copy for yourself.

Directions: In this session, the expectation is for you to go through the *analysis section* of your design template and complete what you can identify questions that you have, and brainstorm ideas. The content from this analysis section will be the foundation of our conversations during your upcoming individual consults.

Engaging with local and global communities

One of the objectives for this phase includes engagement with local and global communities around open pedagogy and social justice (obj. 2). Much like designing an academic course, the creation of faculty learning spaces is contextual and doesn't occur in a vacuum. During our design and development of this Fellowship, we are observing conversations around the way in which open pedagogy can serve the goal of creating a more socially just world shift, ebb, and even move into quiet spaces. Knowing that context, and recalling the values of risk and resistance we have developed the following activity to offer you choice in what engagement could look like. The intention of the activity is for you to investigate new spaces to connect to other people who care about open pedagogy. Consider how you might engage with a new group or how you might deepen your connection to an existing group on the topic of open pedagogy and social justice.

Options to explore:

1. OpenEd conference is a yearly global gathering that takes place virtually – consider signing up for emails and/or exploring the archived sessions:
<https://openededucationconference.org/2023>
2. OEGlobal is an open education community.
<https://connect.oeglobal.org/>. Explore the various threads. Does anything spark your interest? Is there a space you may want to consider being part of and contributing to?
<https://www.oeglobal.org/activities/regional/>
3. Publicly annotating any article
4. Take some time to find who the leaders in your field are doing open and social justice/equity work. How might you contribute? Is open pedagogy part of those

conversations?

5. Are there other spaces where you are already engaging in the local or global conversation about open pedagogy? What are they and what are the conversations happening around open and social justice/equity? Consider posing a question or making a direct connection with someone in this space.

Evolve Guide, Activity 9

In your Evolve Guide, reflect on the following prompts.

1. In what ways does the current climate impact the way social justice work does or does not show up in your communities?
2. What strategies do you consider to support the continuation of this work when the institutional or broader is not supportive?

Evolving your open practices



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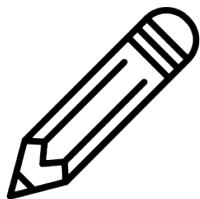
As we are wrapping up Phase 1, we are asking you to contribute to the formative assessment for the program. This activity is a formative assessment reflection for you to consider your own progress in the program as well as to provide feedback for facilitators.

Completing these formative assessment surveys is considered a critical component to fulfilling the requirements of this program (as outlined in the initial MOU). This survey should take between 15-30 minutes to complete. We appreciate you taking the time to reflect on your experience thus far in this formative assessment and for all of your contributions to the program.

**Please note, we've added a copy of the [Program Evaluation here](#). When facilitating the Fellowship, we had the Phase 1 evaluation questions in QuestionPro and provided the link to the evaluation in this section of the participant materials.*

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Next Steps to Prepare for Phase 2



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Final Phase 1 Activity: Prepare for and attend your online individual drop-in session. Please be sure you have completed the Phase 1 work in your Project Template and are prepared to discuss it with facilitators.

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In Phase 2 we will deepen our progress towards valuing students as co-creators. Read the following article which provides a detailed example and vulnerable reflection from students and faculty about the experience of creating an open textbook that includes more diverse and equitable representation.

Read [Your Discomfort is Valid: Big Feelings and Open Pedagogy](#).

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PHASE 2

Overview

Overview

This phase provides participants the opportunity to begin designing their Open Pedagogy projects. Participants will have the space to reflect on their current strategies and identify a specific course component to design (or re-design) with a focus on the role of students as co-creators. Throughout this phase, participants are reminded to reflect on how their project is grounded in the [values for Open Pedagogy](#). Participants will also explore various open publishing platforms as they begin to identify and articulate the needs of their project. Participants will use [the Project Design Template](#) to guide them through designing their Open Project. This Phase includes three sessions: Session 4 is synchronous over Zoom, and Sessions 5 and 6 are asynchronous.

Here is the timeline we used when we facilitated this Phase:

- Session 4: synchronous session March 29
- Session 5: asynchronous work: April 10-May 22
- Individual consultations with facilitators over Zoom: week of May 22-26
- Session 6: asynchronous work: May 26-Sept 5, 2023

Learning Objectives for Phase 2

By completing Phase 2 participants will make progress towards

1. Valuing students as co-creators of information.
2. Evaluating current pedagogical, curricular, and assessment strategies.
3. Identifying key course components to be re-designed or developed as part of goals for the program.
4. Engaging with the open community and resources to support development work
5. Determining appropriate open source types & platforms for your given needs.

There will be some divergence in this phase based on each person's project design template. However, there will be readings and activities that touch all.

Session 4

Session Logistics

- **Format:** Synchronous
- **Time required:** 2 hours
- **Materials needed:**
 - [Slide deck](#)
 - [Facilitator guide](#)
 - [Evolve Guide](#)
 - [Project Design Template](#)

Slide deck for the synchronous session



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Facilitator guide for the synchronous session



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Session 5

Session Logistics

- **Format:** asynchronous
- **Time required:** 7 hours
- **Materials needed:**
 - [Template for Session 5 participant materials](#)
 - [Evolve Guide](#)
 - [Project Design Template](#)
 - [Jamboard](#)



Welcome to Session 5

Welcome to Session 5. As a reminder, you'll make progress toward the following objectives in Phase 2:

1. Valuing students as co-creators of information.
2. Evaluating current pedagogical, curricular, and assessment strategies.
3. Identifying key course components to be re-designed or developed as part of goals for the program.
4. Engaging with the open community and resources to support development work
5. Determining appropriate open source types & platforms for your given needs.

Experiencing a mindful moment

Let's take a moment to center ourselves and ground into the work that is ahead for Session 5.



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[Follow along with this 6-minute “Be in the moment” meditation.](#)

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Exploring Critical Digital Pedagogy and its connection to Open Pedagogy

Critical Digital Pedagogy (CDP) is a growing approach to education that de-centers the increasing role of technology in teaching and instead centers social justice and the humanizing, transformative effects of education. Here you will read a definition of CDP and how it has built off of both Critical Pedagogy and Digital Pedagogy. In the second chapter, the author explores how CDP and Open Pedagogy are connected and were implemented in a course.



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Read [Critical Digital Pedagogy: A Definition in An Urgency of Teachers from Moriss & Stommel, 2018.](#)

Read [But You Can't Do That in a STEM course!](#)

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Evolve Guide, Activity 11

After reading these chapters, what connections do you see between the values of Critical Digital Pedagogy and Open Pedagogy? How do the tenets of Critical Digital Pedagogy support you as you develop the next steps for your project?

Exploring open platforms

When considering the use of technology for your open projects, there are several questions to keep in mind.

- What is the role of the technology? How does it support learning objectives?
- How does the platform use personal data?
- Does the platform support the values of Open Pedagogy?



Read [A Guide for Resisting Edtech: the Case against Turnitin](#)

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Exploring repositories for open educational materials:

As you are exploring the world of open educational resources there are many spaces where you can find, adapt, adopt, and contribute resources you create (eg. syllabi, assignments, etc as well as what you and your students create):

- [Open Pedagogy Portal](#)
- [CORA](#)
- [OER commons](#)
- [VIVA open](#)
- [MERLOT](#)
- [Canvas Commons](#)

Exploring sharing/publishing platforms:

You can also share your and your students' work more broadly or publish materials through the following platforms:

- {insert link to your University's Pressbooks or open publishing platforms},
- WordPress or CampusPress {insert link to your University's CampusPress}
- google docs
- [OER commons](#)
- Soundcloud
- youTube

One thing to keep in mind as you are considering the “final landing space” for open work, remember that the design work may happen in other spaces than in the platform! Also, this is

just a short list to get you thinking, what else might you and your students need for your project?

Evolve Guide, Activity 12

After exploring the various platforms, consider what platforms and technologies you and your students will be using.

- What critical questions do you need to ask as you make these decisions?
- What do you and your students need to understand about the platforms?
- How do the platforms, policies, practices, and purpose align with social justice and equity?

Engaging with community



Created by Mello
from the Noun Project

Watch [this video from OpenEd 2023](#) to hear more about faculty experiences as they implement equity-minded open pedagogy projects.

TV by Mello from [Noun Project](#) (CC BY 3.0)

Here are some other videos you may be interested in viewing.

You can also explore others you find interesting for your project design.



Created by Mello
from the Noun Project

[High enrollment course session](#)
[Privacy & OER](#)

TV by Mello from [Noun Project](#) (CC BY 3.0)

Evolve Guide, Activity 13

Think about how you might share your work and your learning from this program with colleagues (informally). What might you share? With whom would you share and why?



Created by emkamal kamaluddin
from Noun Project

The following prompt could be added for a discussion in [Jamboard](#):

After reflecting individually, add your response to the [Jamboard](#). Please provide feedback to your peers.

talk by emkamal kamaluddin from [Noun Project](#) (CC BY 3.0)

Evolving your open project

Project Design Template

As we move into the next phase of the project design and development, you'll be working through **Phase 2: Designing open projects within your course context** of your [design template](#).

Learning objectives for Open Pedagogy projects

For your open pedagogy project/assignment (like any assignment), we recommend developing learning objectives. They are intended to provide clarity and guidance for you and the students to understand what's expected and how the work of the project will be assessed.



Created by Mello
from the Noun Project

[This video](#) depicts the relationship between program-level outcomes, course outcomes, and learning activities/assessments. Aligning your course in this way allows you and the students to have a clear picture of the information you are covering throughout the semester. Using

measurable verbs helps make this connection.

TV by Mello from [Noun Project](#) (CC BY 3.0)

[This guide from Vanderbilt University](#) provides an excellent background on Bloom's original taxonomy from 1956 in addition to providing detail on how the taxonomy was reworked in 2001 to add the domain "create" to the framework. Objectives are a great way to communicate what students should be learning, and they provide a clear way to discuss how this learning is situated in the network of the class. By creating learning objectives using measurable verbs, you indicate explicitly what the student must do in order to demonstrate their learning.

As you're writing learning objectives, it's important to remember that learning activities and learning objectives are not the same! [This resource](#) provides a comparison of the two, and it also shows how to apply Bloom's to writing your course objectives. One other important note, while learning objectives are a powerful and meaningful way of organizing and designing for learning, it's important to remain flexible. Your objectives are a guide; they can help you make decisions about course content and what is being assessed while providing mileposts to determine where the students are in their journey.



Created by Adrien Coquet
from the Noun Project

Context also matters and we want to keep students and their needs centered as we work toward the required course outcomes. In particular with Open Pedagogy projects, you may be considering more affective learning objectives; indigenous pedagogies and knowledge can offer incredible insight into how we might think about these types of outcomes in a college course. This 2016 article, [Switching from Bloom to the Medicine Wheel: creating learning outcomes that support Indigenous ways of knowing in post-secondary education](#) provides reflection, insight, and a path forward to developing more integrated objectives.

Book by Adrien Coquet from [Noun Project](#) (CC BY 3.0)



Created by Arthur Shlain
from Noun Project

[Listen to this podcast](#)-or [read the transcript](#)-about Open Pedagogy with Dr. Rajiv Jhangiani to get energized for diving into your project design and development!

Headphones by Arthur Shlain from [Noun Project](#) (CC BY 3.0)

Project Design Template

Now that you've been through this content return to your [Project Design Template](#) and **complete the section: Phase 2: Design open projects within your course context**. This will prepare you for your next consultation.

Session 6

Session Logistics

- **Format:** asynchronous
- **Time required:** 4 hours
- **Materials needed:**
 - [Template for Session 6 participant materials](#)
 - [The document “Engaging in co-developing our language”](#)
 - [Evolve Guide](#)
 - [Project Design Template](#)
 - [Jamboard](#)
 - [Program Evaluation](#)



Welcome to Session 6

Welcome to Session 6. As a reminder, you'll make progress toward the following objectives in Phase 2:

1. Valuing students as co-creators of information.
2. Evaluating current pedagogical, curricular, and assessment strategies.
3. Identifying key course components to be re-designed or developed as part of goals for the program.
4. Engaging with the open community and resources to support development work
5. Determining appropriate open source types & platforms

for your given needs.

Experiencing a mindful moment

Let's take a few minutes to center ourselves before diving into the Session 6 content. Follow along with this 3-minute gratitude meditation:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.lib.jmu.edu/openpedagogy/?p=205#oembed-1>

Engaging in co-developing our language

Evolve Guide, Activity 14

As you reflect on your understanding of Opening Pedagogy and are beginning to solidify your project consider how you will talk about and describe the role of open in your course.

1. Look back at your brainstorm in the Project Template
2. Draft your content in your Evolve Guide. This could take the form of syllabi language, notes or a script you would use during a class session, written language for a Canvas page, etc.
3. Now, copy and paste your ideas in [this shared document](#). Take some time to look at the examples from your colleagues, add comments as needed.

Later in the program, we will return to this work and as a group, we will discuss how we might share this resource with a broader community.

Exploring scaffolding for your open project



Created by Adrien Coquet
from the Noun Project

The focus of this session is on scaffolding your open pedagogy assignment and brainstorming assessment strategies. Read this [chapter](#) that discusses scaffolding and student privacy and consent related to open pedagogy assignments.

Book by Adrien Coquet from [Noun Project](#) (CC BY 3.0)

Evolve Guide, Activity 15

This chapter gave us some tangible things (eg scaffolding, sustainability, intellectual property, open licenses, and student consent) to consider as you continue developing your open project.

- What do you need to build on and or incorporate into your project design?
- At this stage what's feeling challenging about the development process?
- How might you overcome those challenges?

Open Access and repositories to support open projects

As you develop your assignment and start to identify supporting readings for your students, consider utilizing materials that are openly available. This might be OERs found in repositories we have already explored, but this can also be scholarly articles published in Open Access (OA) journals or [preprint repositories](#). This can be a helpful introduction for students to understand how they might access high quality scholarly resources once they are no longer affiliated with JMU.

If you already have applicable readings, you can see if you can find OA versions using the [Open Access button](#) or [Unpaywall](#) browser extensions.

If you need support finding OER and OA materials, you can

access links to resources as well as the appropriate support librarian from the following two guides:

[Find Open and Affordable Content LibGuide](#)

[Open Access LibGuide](#)

Evolving your open project

Continue developing your Open Project

Complete **Phase 2, Session 6 Scaffolding your Open Project** section of your [Project Design Template](#)

Jamboard activity | Evolving your open project

The following prompt could be added for a discussion in [Jamboard](#):



Created by emkamal kamaluddin
from Noun Project

On the [Jamboard](#) find your name and share your responses to the following questions:

What's one thing you've identified to work on as a next step to developing your project? What's feeling challenging at this phase?

talk by emkamal kamaluddin from [Noun Project](#) (CC BY 3.0)

Evolving your open practices



Created by nugra
from Noun Project

As we are wrapping up Phase 2, we are asking you to contribute to the formative assessment for the program. This activity is a formative assessment reflection for you to consider your own progress in the program as well as to provide feedback for facilitators.

Completing these formative assessment surveys is considered a critical component to fulfilling the requirements of this program (as outlined in the initial MOU). This survey should take between 15-30 minutes to complete. We appreciate you taking the time to reflect on your experience thus far in this formative assessment and for all of your contributions to the program.

**Please note, we've added a copy of the [Program Evaluation here](#). When facilitating the Fellowship, we had the Phase 2 evaluation questions in QuestionPro and provided the link to the evaluation in this section of the participant materials.*

evaluation by nugra from [Noun Project](#) (CC BY 3.0)

PHASE 3

Overview

This phase provides participants with an opportunity to dive deeper into the realities of managing creators' rights as part of Open Pedagogy. This includes hearing from other experts about Creative Commons licensing

as well as working through a collaborative process to determine how they would license an open resource. Participants continue developing their projects and course materials, engage in consultation with facilitators and begin to explore various ways to get involved with the Open Pedagogy community at a local and global level. Finally, as part of this last Phase participants are asked to review and provide feedback on the program materials that can eventually be included as part of the editing and peer review process of the openly licensed Pressbook version of the Opening Up Fellowship.

This Phase includes two sessions: Session 7 is synchronous over Zoom, and Session 8 is asynchronous.

Here is the timeline we used when we facilitated this Phase:

- Session 7: synchronous session September 6
- Session 8: asynchronous work: Oct 6-Dec 1
- Individual consultations with facilitators over Zoom: week of November 13-17

Learning Objectives for Phase 3

Faculty will make progress towards...

1. Designing and developing key course components grounded in principles and values of Open.
2. Engaging in feedback processes and dialogue with the Open community.
3. Identifying necessary support and connections for implementation of Open work.
4. Distinguishing between license options and the impacts on creators' intellectual property.
5. Developing language to discuss concepts of intellectual property with their students.

Session 7

Session Logistics

- **Format:** Synchronous via Zoom
- **Time required:** 2 hours
- **Materials needed:**
 - [Slide deck](#)
 - [Facilitator guide](#)
 - [Evolve guide](#)

Slide deck for the synchronous session



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.lib.jmu.edu/openpedagogy/?p=513>

Facilitator Guide for the synchronous session



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.lib.jmu.edu/openpedagogy/?p=513>

Session 8

Session Logistics

- **Format:** asynchronous
- **Time required:** 4 hours
- **Materials needed:**
 - [Template for Session 8 participant materials](#)
 - [The document “Engaging in co-developing our language”](#)
 - [Evolve Guide](#)



Welcome

Welcome to Session 8. As a reminder, you'll make progress toward the following objectives in Phase 3:

1. Designing and developing key course components grounded in principles and values of Open.
2. Engaging in feedback processes and dialogue with the Open community.
3. Identifying necessary support and connections for implementation of Open work.
4. Distinguishing between license options and the impacts on creators' intellectual property.
5. Developing language to discuss concepts of intellectual property with their students.

Experiencing a mindful moment

Let's take a moment to center ourselves and ground into the work that is ahead for Session 8. Follow along with this 90-second mindful moment meditation.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.lib.jmu.edu/openpedagogy/?p=515#oembed-1>

Exploring Creator Rights

Review the following examples to deepen your understanding of what Creative Commons licenses and acknowledgments can look like in practice.

(The following examples were contributed by Liz Thompson)

1. [This is an example](#) of starting the book with an acknowledgment page (see the Introduction page) and then providing more detail in the chapters (see the authors listed at the top of each section, 1.1 as an example). Notice the way they attribute by listing authors at the top of the page – it eliminates the need for footnotes. The order of authors changes if you scan the table of contents, and we then assume that the first author provided more content for that section. So instead of citing each paragraph or sentence, you simply list the authors of CC-licensed materials in order of contribution. You will need to follow more traditional citation formats when using

copyrighted quotes, videos, websites, etc.

2. The following examples demonstrate how to indicate if your work is adapted. Again, look at the bottom of this page from the Spanish textbook [here](#). Also, [see the cover page](#) of this text and look at the listed Authors under the title.
3. Review the [beginning of this introduction page](#) to see an example of how to handle attributions when pulling together “chapters” or pieces of content from multiple sources. Also, note how the creators included a [Chapter resources page](#) at the end of each chapter since they were drawing from multiple sources.
4. Using the Pressbooks directory, you can filter to search for “student-led OER projects”. Scroll down on this page to view [these filtered results](#) and explore how the various projects handle licensing and attributions.

Read the following resources to explore strategies that can support your plans for helping students decide how to choose how to license their work.



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from the Noun Project

1. [Statement on Student Rights in Open Environments](#)
2. [Student Agreement to Publish Course Work under a Creative Commons Licence](#)

Book by Adrien Coquet from [Noun Project](#) (CC BY 3.0)

Engaging students in conversation about creator rights

In Phase 2, we began an activity in which you all are collaboratively crafting a resource that could be shared with

examples of the approaches you all are using to introduce and explain the role of Open in the context of your course, project, and students. Two of the outcomes of this session include:

1. Distinguishing between license options and the impacts on creators' intellectual property.
2. Developing language to discuss concepts of intellectual property with their students.

Evolve Guide, Activity 16

Considering what you have learned about the role of licensing and how that impacts creators' rights. Take some time to develop additional language about creators' rights and licensing as it specifically relates to your project.

Questions to consider:

- What previous knowledge do students have in terms of creators' rights and why licensing is important?
- Where will I find the resources I need to inform this conversation?
- What process will I use with my students as they/we determine how to license the work?

Now, return [to the shared document](#) and copy these talking points into the new column. Feel free to add or edit the content you already had in the document while here.

Engaging in the licensing process

You've learned more about licensing and have had more opportunities to reflect on how you plan to talk with your students about being content creators and openly licensing materials. Now, let's engage in the decision-making process for how we could license this document to share with others.

As we move forward with creating an openly licensed resource for this program, ***if we were to include this document***, what CC license would you be comfortable with? Keep in mind the models you have seen, not every piece of an Open resource needs to use the same license, you could choose a more or less flexible license for this document.

See the [table in the working document](#). Respond to the two questions by adding your initials to indicate your preference (choose only one) for the CC license you would be most comfortable with.

For additional context, no one's name will be linked to specific information. We will replace your names with "Participant 1, 2, 3, etc". However, we would like to list everyone as contributors for this module. If you don't feel comfortable publishing your content openly we will remove it from the document, and you will not be listed as a contributor to this module. Asking these questions and providing choice is one way we can mitigate the risks associated with publishing openly as well as ensure we are creating spaces of respect.

Exploring resource sharing and community building

{note to facilitators: insert conferences + professional

development opportunities in your areas; below is what we provided to our participants]

Below are opportunities for more resource sharing as well as spaces where you can start to build community with other faculty working in the Open.

The VIVA Open and Affordable Community Forum

The forum will be held on Friday, October 13, 2023, at Virginia Commonwealth University. The event will be hybrid, allowing attendees to join virtually or in person. This year's theme, Open for Creation: The Power of Belonging, seeks to explore stories about the diverse ways that adopting, adapting, and creating Open Educational Resources (OER) fosters belonging, equity, and care. We will be presenting on the development and facilitation of this Fellowship at the forum.

For more information about the Open and Affordable Community Forum, including past Forum agendas, visit VIVA's website (<https://vivalib.org/va/open/oacc-forum>).

Registration for VIVA: <https://vivalib.libcal.com/calendar/events/OACC-Forum-2023>

Open Education Conference

OpenEd23 is a global conference that will be hosted online this year from November, 7th through November, 9th. Check out the conference description and sessions here: <https://openededucationconference.org/>. You can also view past conference sessions. This year we submitted a proposal for a poster session about this Fellowship, and we will present the poster session on Nov 8 at 3:30 PM.

Future scholarship opportunities

Next year, we hope to submit a proposal for a panel discussion that includes you all! As part of the MOU and goals of the Fellowship, we want to support you all in sharing the amazing work you are doing and your contributions to the Open movement. For now, keep in mind this opportunity as you move into spring and plan for future scholarship goals.

Evolving your open practices



Created by nugra
from Noun Project

As we are wrapping up Phase 3, we are asking you to contribute to the formative assessment for the program. This activity is a formative assessment reflection for you to consider your own progress in the program as well as to provide feedback for facilitators. Completing these formative assessment surveys is considered a critical component to fulfilling the requirements of this program (as outlined in the initial MOU). This survey should take between 15-30 minutes to complete. We appreciate you taking the time to reflect on your experience thus far in this formative assessment and for all of your contributions to the program.

**Please note, we've added a copy of the [Program Evaluation here](#). When facilitating the Fellowship, we had the Phase 3 evaluation questions in QuestionPro and provided the link to the evaluation in this section of the participant materials.*

evaluation by nugra from [Noun Project](#) (CC BY 3.0)

SUPPLEMENTARY MATERIALS

Resources

Click [here to view a public Zotero](#) that includes reading and materials cited in the program and others used as references in the design process.

Marketing Information

Timeline

Here is a snapshot of the timeline we followed for marketing, the application being opened, and accepting people into the program:

- Oct 11, all faculty were informed of the Fellowship
- Oct 11-Nov 4, the application was open
- Nov 4, the deadline for applying to the Fellowship
- Nov 14, sent invitations to accepted applicants
- Nov 18, the deadline for accepted applicants to confirm participation in the Fellowship



Invitation to Participate

All JMU Faculty were informed of the opportunity to apply to participate in this Open Pedagogy Fellowship through a Libraries' newsletter. Here is the marketing blurb we included in the newsletter:

Deepen your experience with open pedagogy and open educational resources. Join this JMU learning community, which will run from Spring 2023 to Spring 2024. Participants will receive a \$1500 stipend for active participation in the fellowship.

Learn more or apply by November 4.

JMU Libraries' website page

The newsletter linked to a page on the JMU Libraries' website that included the following longer description and the link to the Fellowship application.

Faculty who are interested in “opening up” their teaching are invited to engage in a learning community with JMU colleagues beginning in Spring 2023. Each participant will receive a \$1500 stipend for their work and participation in the fellowship.

Based on a fellowship model that centers community building, this program will include a mix of asynchronous and synchronous work. It is intentionally designed to be a slow-paced and supportive environment that fosters curiosity, exploration, and growth.

During the fellowship, you will be supported as you progress toward the learning outcomes (below) and engage with the “Open” community locally and globally. You will also have the opportunity to participate in collaborative scholarly activities related to this work, such as submitting a proposal for OpenEd24 or another appropriate conference.

The three phases of this fellowship will occur from Spring 2023 through Spring 2024. Three synchronous sessions are scheduled in the afternoons of February 22, March 29, and September 6, 2023. After implementation during the Spring of 2024, faculty will come back together to share their work and progress as a way of evolving their open educational practices.

We anticipate being able to support 6 to 8 faculty members in 2023-24.

Apply:

We invite you to complete the application, which

should take 15-20 minutes, between October 11 and November 4, 2022. Please note that, in recognition of the time commitment involved, fellowship participation will require a signed agreement with your AUH and dean's office.

Objectives:

You will make progress toward these learning outcomes:

- Deepen your experience with Open Pedagogy and [Open Educational Resources](#) to identify your own path.
- Critically analyze your pedagogical, curricular, and assessment choices through a social justice lens.
- Improve equity in the classroom through your pedagogical, curricular, and assessment choices.
- Create pedagogical, curricular, and/or assessment materials to share with your community.

Fellowship Application

Here is the link to make a copy of the application:

https://docs.google.com/document/d/1NSzP7diX2yua3xJ6MBNywtbLOG0BR6D8_ulyD3vvL5A/edit?usp=sharing

We drafted the application questions in Google Docs, and then we created the application using QuestionPro. The application was disseminated through the Libraries' newsletter that was sent to all faculty.



Application


Question #	Question
1	<p>Thank you for your interest in Opening Up: A Fellowship for Open Pedagogy. Please take a few minutes to complete the following information form. We will use your response to learn more about potential participants, your experiences, and your intentions. We anticipate being able to support 6-8 faculty members and want to ensure that this form is not a barrier to considering participating in this program. We will use the information you provide to select applicants should we have a large applicant pool.</p> <p>Fellowship Description: Faculty who are interested in "Opening Up" their teaching are invited to engage in an open learning community with colleagues beginning in Spring 2023. Based on a fellowship model that centers community building, the structure of this program will include a mix of asynchronous and synchronous work. This fellowship is intentionally designed to be a slow-paced and supportive environment that fosters curiosity, exploration, and growth. It's organized into three phases and faculty will make progress towards the following learning outcomes:</p> <ol style="list-style-type: none"> 1. Deepen experience with Open Pedagogy and OER in order to identify their own path. 2. Critically analyze their pedagogical, curricular, and assessment choices through a social justice lens. 3. Improve equity in the classroom through their pedagogical, curricular, and assessment choices. 4. Create pedagogical, curricular, and/or assessment materials to share with their community. <p>During the fellowship, faculty will be supported as they meet the above outcomes and engage with the Open community locally and globally. Faculty will have the opportunity to participate in collaborative scholarly activities related to this work, such as submitting a proposal for OpenEd24 or another appropriate conference. The three phases of this fellowship will occur over Spring 2023-Spring 2024. After implementation during Spring of 2024, faculty will come back together to share their work and progress as a way of evolving their open educational practices. Each participant will receive a \$1500 stipend for their work and participation in the fellowship.</p> <p>If faculty have questions please reach out to {insert point of contact}</p>

2	<p>Time commitment: This program involves a variety of synchronous and asynchronous opportunities throughout Spring and Fall 2023. This is a three-phase program that culminates with implementation in your course in Spring 2024. These are the anticipated dates for synchronous meetings:</p> <p>Wednesday February 22nd, afternoon Wednesday March 29th, afternoon Wednesday September 6th, afternoon Are you able to commit to this program? If you are unsure if you can commit, why?</p>
3	Name:
4	Email:
5	Department:
6	<p>Multiple choice question with possible programs</p> <ul style="list-style-type: none"> • VIVA open grant • JMU Open Textbook workshop • JMU OER Grant Cohort • Other OER/Open development opportunity: _____ <p>When did you participate in these programs?</p>
7	Describe your experience thus far with learning about, experimenting with, or implementing Open pedagogical practices (or open educational resources).
8	Please provide the course title, number, and anticipated number of students for the class are you considering implementing open pedagogical practices?
9	Is there anything else you would like to share with the facilitators that would be useful for us to know as we consider how to best support your learning experience?

Rubric for Acceptance

Here is the link to make a copy of the rubric we used for acceptance into the Fellowship: https://docs.google.com/document/d/1FOG3dDeVC4TL4h-fqI_5GLXEpEM_dRpQsJADViLMoHk/edit?usp=sharing

Each person reviewing applications gave each applicant a score of 0 or 1 in each of the following categories: commitment to time, clear pedagogical goals, introductory understanding of open, and the course will be taught the semester after completing the Fellowship.




Applicant name	*Commitment to time	*Clear pedagogical goals	*Some introductory understanding of Open	*Selected course will be taught in Sp24	Other notes/ key points	F

Memorandum of Understanding

Here is the link to make a copy of the MOU:

<https://docs.google.com/document/d/1-RtZ72Xyl1ozBtbWHQKqnZDKSOHFMTUkjPbpTs5RvLY/edit?usp=sharing>



Purpose of MOU

The purpose of this Memorandum of Understanding (MOU) is to outline the expectations, responsibilities, deliverables, and commitments involved in a multi-semester JMU Libraries fellowship program, Opening Up: A Fellowship for Open Pedagogy.

Fellowship participants will engage in a blend of synchronous and asynchronous activities guided by program designers while building community among colleagues. This partnership is grounded in the 5Rs for Open pedagogy. This fellowship is intentionally designed to be a slow-paced and supportive environment that fosters curiosity, exploration, and growth. It's organized into three phases and faculty will make progress towards the following learning outcomes and will need to review the key dates.

Outcomes

1. Critically analyze their pedagogical, curricular, and

- assessment choices through a social justice lens.
2. Improve equity in the classroom through their pedagogical, curricular, and assessment choices.
 3. Create pedagogical, curricular, and/or assessment materials to share with their community.

Key Dates

Date	Format
Jan 23-Feb 21	Phase 1: Asynchronous work
Feb 22, 1:30-3:30 pm	Phase 1: Synchronous group meeting
Feb 27-Mar 19	Phase 1: Asynchronous work
Mar 20-24	Phase 1: Individual synchronous consultation
Mar 29, 1:30-3:30 pm	Phase 2: Synchronous group meeting
April 7- May 20	Phase 2: Asynchronous work
May 22-26	Phase 2: Individual synchronous consultation
June -Aug	Phase 2: Asynchronous work
Sept 6, 1:30-3:30 pm	Phase 3: Synchronous group meeting
Fall 2023	Phase 3: Asynchronous work
Nov 13-17	Phase 3: Individual synchronous consultation

Open Program Faculty Fellow: [Name]

Program Facilitators: [Names]

MOU start date: January 23, 2023

MOU end date: December 1, 2023

Fellowship stipend: \$1,500

During the fellowship, facilitators will support faculty as they meet the above outcomes and engage with the Open community locally and globally. Faculty will have the opportunity to participate in collaborative scholarly activities related to this work, such as submitting a proposal for OpenEd24 or another appropriate conference. The three

phases of this fellowship will occur over Spring 2023-Spring 2024. After implementation during Spring of 2024, faculty will come back together to share their work and progress as a way of evolving their open educational practices. Each participant will receive a \$1500 stipend for their work and participation in the fellowship.

Expectations for Fellowship Facilitators + JMU Libraries

- A program that is designed with intentionality and care, centering equity and racial healing.
- Content that is current and relevant for faculty member's continuous development.
- Individual consultation and facilitated group spaces to accomplish program outcomes.
- Connection with resources and expertise to support open projects.
- Support, guidance, and collaboration for teaching and scholarly activities related to this work.

Expectations for Fellowship Participants

- Participate in all components of the three phases of the fellowship program; this includes synchronous and asynchronous portions of the program.
- Clear and open communication with facilitators and colleagues.
- Create pedagogical, curricular, and/or assessment materials to share with their community.
- Explore options for openly licensing course materials, resources, and/or assignments created during the

fellowship and develop a timeline for openly licensing their materials.

- Share experiences around open pedagogy with your community and the broader open community.

JMU Libraries reserves the right to terminate this agreement in the event that the above-mentioned expectations are not met.

This MOU constitutes a one-year agreement between the Faculty Fellow and the JMU Libraries. In the event the university experiences adverse budget conditions or above expectations are not met, JMU reserves the right to suspend the MOU. In this event, the Faculty Fellow compensation will reflect hours worked until the date of suspension.


SIGNATURES

Faculty Fellow _____		Date: _____	
JMU _____	Libraries _____	Fellowship _____	Facilitator _____
		Date: _____	
JMU _____	Libraries _____	Assistant/Associate _____	Dean _____
		Date: _____	
Fellowship _____	Participant _____	Academic _____	Unit _____
		Date: _____	
Fellowship _____	Participant _____	Academic _____	Dean _____
		Date: _____	

Project Design Template

Here is the link to make a copy of the Project Design Template:

<https://docs.google.com/document/d/1PMHsNq-kwYqoqfNtejJSIrP4p6SyRCYAqHneBaTwI58/edit?usp=sharing>



Directions for completing the Project Design Template

For each phase of the program, you will work through the iterative process of developing your open pedagogy project or assignment. Under the sub-headings, we have provided content for you to fill in and prompts to keep you moving forward. You can format those sections in any way that makes sense for you as long as your content responds to the provided prompts.

Phase 1, Session 3: Identifying Needs for Designing Open Projects

Course context:

1. Course title, level, modality, and schedule
2. Course learning outcomes (eg. What will the students be able to know, do, or value at the end of the course?)
3. What's the role of open? (This is meant to be broad; open content to open pedagogical practices)
4. How do you perceive the connection between the content, design, and experience of the course with social justice?

Learner Analysis:

1. Who are the learners? What experiences and characteristics support their engagement and/or challenge their learning during the course?
2. What experience, if any do they have with open resources and open pedagogy? How will you determine this?
3. Do students see themselves as content creators? Why or why not? Has this been discussed and how will you approach this? (consider the resources around information literacy and the ACRL framework here as you are articulating how students may see themselves).

Pedagogical Analysis:

1. How are you defining and sharing your perspective about your role in the classroom/course?
2. How will you articulate the purpose of open in your course? Why now? What's the purpose? How does this purpose of "open" align with and support the course outcomes?
3. When and how do you communicate your teaching philosophy with students (eg. syllabus statements, language in assignment descriptions, conversations, and other design decisions).
4. How are you articulating the connection between the content, design, and experience of the course with social justice?

Curriculum & Assessment Analysis:

1. What kinds of sources are included in your course? What voices are represented and what voices are missing?
2. What are the assessments used in your course to evidence student learning? Are the assessments scaffolded toward the achievement of the student learning outcomes?

3. What changes are you considering in your curriculum and assessments to make space for an open pedagogy project/assignment?

Faculty Analysis:

1. Based on your own identity and experiences what do you need as a teacher to be able to implement an open project in the course?
2. What will success look and feel like for you at the end of this course? What will success look like and feel like for your students at the end of this course?

Program Goal:

After working through your analysis section, what are you identifying as your goal for the rest of this Fellowship and what are the steps to get there?

Phase 2: Designing open projects within your course context

Course Learning Objectives (CLOs):

[numbered list of objectives here]

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Open Project/Assignment(s) Title:

Open Project/Assignment Learning Objectives:

[numbered list of objectives here; refer to [Bloom's taxonomy](#) for measurable verbs]

- 1.

- 2.
- 3.
- 4.
- 5.

Using units to organize and scaffold your project:

Once you have a sense of the project/assignment (or assignments) that you are developing, consider your course context and structure. One way to support the scaffolding process for your project/assignments is to think through the way we organize and chunk our courses. When we work with faculty, one suggestion for organizing content and assignments is to think about larger units and how these can build on each other to realize the course learning outcomes. We do want to note that this isn't the only way to organize a course, and you are fully encouraged to make the table and content below useful for you and your design process. Just be sure to include what you do in this document so we can easily offer feedback.

The units would be the "larger chunks" of content that are evidenced through various assessments throughout the course (there's no right or wrong number of units, that is determined by course needs analysis content). Unit objectives can be created by you to begin breaking down how learning and achievement of course objectives is scaffolded through the course. These objectives are assessed by key assessment activities in the course (often your more summative assessments or the formative assessments that lead up to the summative assessment).

Unit 1 Maps to CLOs:	Unit 2 Maps to CLOs:	Unit 3 Maps to CLOs:	Unit 4 Maps to CLOs:
Unit Objectives -should map to Course Learning Objectives (CLO) 1. [insert text] 2. [insert text] 3. [insert text]	Unit Objectives -should map to Course Learning Objectives (CLO) 1. [insert text] 2. [insert text] 3. [insert text]	Unit Objectives -should map to Course Learning Objectives (CLO) 1. [insert text] 2. [insert text] 3. [insert text]	Unit Objectives -should map to Course Learning Objectives (CLO) 1. [insert text] 2. [insert text] 3. [insert text]
Key Questions:	Key Questions:	Key Questions:	Key Questions:
Evidence:	Evidence:	Evidence:	Evidence:

Crafting your pitch for the Open project/assignment

Now that you have begun to solidify the learning objectives, purpose, and context for the project/assignment, start brainstorming or drafting how you will introduce this work to your students. This could be a syllabus statement, or letter to your students, or a script for lecture content. For now, it's just a brainstorm!

Phase 2, Session 6 | Scaffolding the Open Project

Through the rest of Phase 2, you will be creating a first draft of your scaffolded project/assignment. In the table below we have provided an *italicized example* for one deliverable of process within a semester-long open pedagogy assignment. In our

example, the students are creating an open textbook, and each group is responsible for one chapter.

As you **plan for the process of the deliverable** (column 4), consider the following questions:

- Is this individual work or group work?
- Will there be peer feedback or faculty feedback?
- How is feedback built into the timeline?
- Will there be class time set aside for working on the project?)

Deliverable (Objective mapping)	Time frame/ date	Evidence or what students might submit or complete	What's the process for this deliverable?	What support will you and/or the students need?
Submit research topic for student-created OER (obj 1, info lit obj)	Week 3 (date)	Three annotated resources and a paragraph identifying their topic and how it fits in with the semester-long OER	<ul style="list-style-type: none"> Students will work in groups, but each student will id 3 resources to review. The group has a broad topic, students are identifying specific areas to write about to create OER. We will debrief in class after topics have been reviewed by the faculty 	<ul style="list-style-type: none"> Contact Liaison Librarian to join the class prior to the due date to discuss resources Include some type of reading or discussion about group work/ maybe a group contract

Identifying next steps

- 1. Now that you are seeing the whole project, go back to your units or other course outlines and identify the curricular materials, and assessments of pedagogical strategies that may need to change, evolve, or be added to the course to make room for this project.
- 2. What tools or platforms are you considering? How can these tools support the social justice and open pedagogy values of the project?

Evolve Guide

Purpose of the document: This is where participants have their personal space to do the reflective activities from the Fellowship Modules.

Here is the link to make a copy of the Evolve Guide:
<https://docs.google.com/document/d/14LI6R4aj73FZmX8CIS5Hbstt-kWal-Qf140ooTqEMEW/edit?usp=sharing>



Session 1

Exploring foundational readings

Activity 1

Reflect on the following questions:

1. What's new to your understanding of open pedagogy?
2. What's still unclear?
3. How do the values of Open Pedagogy resonate with your current teaching practices?

Experiencing open projects

Activity 2

As you experience these projects, consider the context of each assignment/project.

1. What were the learning outcomes?
2. How was the project scaffolded or integrated into the course?

Exploring the role of social justice for Open Pedagogy

Activity 3

Reflect on the following questions.

1. How do the literature, evolution of open practices and

social justice, and the proposed definition of social justice support the perspectives you currently hold (academic and personal) in terms of the role of social justice work in the classroom?

2. Consider the course you are working on in this program and the three principles of social justice as they are applied to open. How are the principles shaping your initial ideas of what an open pedagogy project or assignment might look like?
3. In your current teaching practice, how do you balance the role of process and product for student work?

Engaging in self-reflection with the group

Activity 4

Respond to the following prompts:

1. How would you articulate your own worldview of open?
2. How are you articulating open pedagogy's key characteristics and values for your work and discipline moving forward?

After reflecting individually, add your worldview of open to the **Jamboard {insert link to the Jamboard}** . Please provide feedback to your peers.

Evolving your Open Practices

Activity 5

Reflect on the following questions.

As a reminder, when we refer to the “broad dimensions” of social justice-oriented projects we are referring to content-centric to process-centric, teacher-centric to learner-centric, and primarily pedagogical to primarily social justice-focused.

1. As you reflect on the three broad dimensions presented in the article, how do they connect to your current courses, assignments, and pedagogical choices? What questions

- come up for you?
2. What challenges do you perceive to implementing open practices within the JMU context? Which practices have more or fewer barriers? Have you experienced any challenges in implementing open practices?

Session 2

Evolve

Activity 6

Now that you have read and discussed with colleagues about the current Open landscape, how would you articulate where you are in your own journey with open pedagogy?

How could you see yourself applying the concepts and ideas we've discussed so far to a specific course or project?

Session 3

Exploring Knowledge Equity

Activity 8

Reflect on the following prompts.

1. When creating assignments, how might you talk with your students about what knowledge inequities mean and what the current landscape is like in your discipline?
2. Who are your students? What strategies can you use to create an ethic of care in the creation process with your students? Are there things you currently do that can be continued as you engage in open work? Are there new strategies you need to consider?
3. Reflecting on your own experience and what the authors shared in this podcast, are there any steps you might take to move toward social justice in the knowledge creation process for your field and with your students?

Engaging with local and global communities

Activity 9

Reflect on the following prompts.

1. In what ways does the current climate impact the way social justice work does or does not show up in your communities?
2. What strategies do you consider to support the continuation of this work when the institutional or broader is not supportive?

Session 4

Exploring equity and social justice in course design

Activity 10

Review the work you did in the analysis section of your project design template. Reflect on the changes that will be required in the three teaching areas (pedagogy, curriculum, and assessment) to implement your open project. How are you applying a social justice lens to your choices? How are you considering the [values of open pedagogy](#) (resist, reach, risk, reciprocate, respect) in your design decisions?

Once you have listed your actions, try to prioritize them for yourself.

Teaching Practice

Actions needed

Curriculum

This refers to the voices and content in your course. This includes topics and resources – the experiences, voices, and stories – you choose to bring in and make space for in the course.

How does an equity and social justice lens impact your curricular choices? What changes need to be made?

Pedagogy

These are the strategies used when facilitating and designing the course. This includes syllabus design, class policies, assignments, activity design, course flow, class culture, and deadlines. Developing and refining your own pedagogical foundation is incredibly personal and a balance of “art and science”.

How does an equity and social justice lens impact your pedagogical choices? What changes need to be made?

Assessment

This refers to the way in which students demonstrate their learning:

“Assessment, if not done with equity in mind, privileges and validates certain types of learning and evidence of learning over others, can hinder the validation of multiple means of demonstration, and can reinforce within students the false notion that they do not belong in higher education.”

(<https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper29.pdf> p. 5)

How does an equity and social justice lens impact your assessment choices? What changes need to be made?

Session 5

Exploring Critical Digital Pedagogy and its Connection to Open Pedagogy

Activity 11

After reading these chapters, what connections do you see between the values of Critical Digital Pedagogy and Open

Pedagogy? How do the tenets of Critical Digital Pedagogy support you as you develop the next steps for your project?

Exploring Open Platforms

Activity 12

After exploring the various platforms, consider what platforms and technologies you and your students will be using.

- What critical questions do you need to ask as you make these decisions?
- What do you and your students need to understand about the platforms?
- How do the platforms, policies, practices, and purpose align with social justice and equity?

Engaging with community

Activity 13

Think about how you might share your work and your learning from this program with colleagues (informally). What might you share? With whom would you share and why?

Complete **Activity 13 on the Jamboard** {insert link to the Jamboard}.

Session 6

Engaging in co-developing our language

Activity 14

As you reflect on your understanding of Opening Pedagogy and are beginning to solidify your project consider how you will talk about and describe the role of open in your course.

1. Look back at your brainstorm in the Project template (end of Session 5 materials).
2. Draft your content in your Evolve Guide. This could take the form of syllabi language, notes or a script you would

use during a class session, written language for a Canvas page, etc.. .

3. Now, copy and paste your ideas in this shared document. Take some time to look at the examples from your colleagues, add comments as needed.

Exploring scaffolding for your open project

Activity 15

This chapter gave us some tangible things (eg scaffolding, sustainability, intellectual property, open licenses, and student consent) to consider as you continue developing your open project. What do you need to build on and or incorporate into your project design? At this stage what's feeling challenging about the development process? How might you overcome those challenges?

Session 8

Engage in conversation with students about creator rights

Activity 16

Considering what you have learned about the role of licensing and how that impacts creators' rights. Take some time to develop additional language about creators' rights and licensing as it specifically relates to your project.

Questions to consider:

- What previous knowledge do students have in terms of creator rights and why licensing is important?
- Where will I find the resources I need to inform this conversation?
- What process will I use with my students as they/we determine how to license the work?

Now, return to the shared document [\[insert link to the document "Engaging in co-developing our language"\]](#) and

copy these talking points into the new column. Feel free to add or edit the content you already had in the document while here.

Program Evaluation

The Program Evaluation consists of the following instruments:

- Pre-test survey
- Phase 1 formative assessment
- Phase 2 formative assessment
- Phase 3 formative assessment
- Post-test survey

We drafted the questions in Google Docs, created the survey in QuestionPro, and disseminated the survey through the fellowship materials. This was through email (for the pre and post-tests) and through the fellowship materials at the end of each Phase (sessions 3, 6, and 8). All questions required a response unless we indicated otherwise. Participants did not get access to the next set of materials until they completed the formative assessments at the end of each Phase.

Here is the link to make a copy of the Program Evaluation plan: https://docs.google.com/document/d/1zsj-89hb6HPhWn0J9RGscYhu1cxLT0tVyK_pLQXiBtk/edit?usp=sharing

Research questions

We obtained IRB approval from our institution in order to research the following questions:

1. How do faculty perceive their progress towards identified program learning outcomes
2. What's the language faculty are using to describe their approach to open pedagogy

3. How does the experience of open pedagogical practices shape the dynamics of a classroom for faculty
4. Does the use of open pedagogical practices impact faculty success toward identified teaching objectives?

If you have further questions, please reach out to the authors.



Pre-test survey

Q #	Question	Response
1	Please complete this pre-program questionnaire for the Opening Up Fellowship. As part of our faculty development programs we regularly gather data to improve the design and implementation of the program. This survey should take between 10-20 min to complete and must be completed prior to accessing the program content. We appreciate hearing from you and look forward to working together!	No response
2	<p>Prior to engaging with content from the fellowship please review the outcomes below and rate your confidence for each statement:</p> <ol style="list-style-type: none"> 1. I feel confident in my own experience with Open Pedagogy and OER in order to identify my own path of engagement. 2. I feel confident in my ability to critically analyze my pedagogical, curricular, and assessment choices through a social justice lens. <ol style="list-style-type: none"> 1. I feel confident in my ability to improve equity in the classroom through my pedagogical, curricular, and assessment choices. 2. I feel confident in my ability to create pedagogical, curricular, and/or assessment materials to share with my community. 	<p>For each statement</p> <p>0=not confident, 1=slightly, 2=unsure 3=somewhat confident, 4=confident</p>
3	How would you describe your current understanding of Open Pedagogy?	<p>Q3-5 get at attitude toward open pedagogy</p> <p>Open response Keep in a question block</p>
4	What does it mean, to you, for educational materials to be Open?	Open
5	How would you describe what having a “world view of open” means to you personally, as an educator, and/or as a scholar?	open

6	<p>Please rate your confidence for the following statements regarding classroom dynamics</p> <p>I am confident in my ability to...</p> <ol style="list-style-type: none"> 1. Explain the purpose of an open pedagogy assignment/project to students. 2. Integrate open pedagogy into my current teaching practices. 3. Explain to students their role as knowledge creators through an open pedagogy assignment/project 4. Guide students through the process of an open pedagogy assignment/project. 	<p>How open impacts classroom dynamics</p> <p>0=not confident, 1=slightly, 2=unsure 3=somewhat confident, 4=confident</p>
7	<p>I'm clear on how to integrate my open pedagogical work into my annual faculty goals.</p>	<p>7-10 in one question block</p> <p>0=strongly disagree 1=disagree 2=unsure 3=agree 4=strongly agree</p>
8	<p>I believe my departmental colleagues value the work of Open Pedagogy to improve equity.</p>	<p>0=strongly disagree 1=disagree 2=unsure 3=agree 4=strongly agree</p>
9	<p>I believe my departmental structures (eg. leadership, policies, culture) reward the work of Open Pedagogy to improve equity.</p>	<p>0=strongly disagree 1=disagree 2=unsure 3=agree 4=strongly agree</p>
10	<p>Please share any examples you have of how the work of Open Pedagogy to improve equity has/ has not been rewarded in your department.</p>	<p>*not required question</p>

11	Please provide any other thoughts, questions, or concerns you have regarding open pedagogy.	Last question block *not required Open-ended
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Phases 1-3 formative assessment

Q #	Question	Response
1	Please complete this reflection survey for the Opening Up Fellowship. This activity is a formative assessment reflection for you to consider your own progress in the program as well as to provide feedback for facilitators. Completing these formative assessment surveys is considered a critical component to fulfilling the requirements of this program (as outlined in the initial MOU). This survey should take between 15-30 minutes to complete. We appreciate you taking the time to reflect on your experience thus far in this formative assessment and for all of your contributions to the program.	No response
2	Name	
3	<p>These are the learning objectives for Phase 1 of the Fellowship (which you have completed). Please rate your confidence for each statement:</p> <ol style="list-style-type: none"> 1. I feel confident in my ability to explore the landscape of open educational practices and the values of open in order to reflect on where I am in my open journey. 2. I feel confident in my ability to Engage with global and local conversations around the role of social justice and open. 3. I feel confident in my ability to critically question traditional measures of authority in the scholarly landscape. 	<p>For each statement</p> <p>0=not confident, 1=slightly, 2=unsure 3=somewhat confident, 4=confident</p>
4	Take some time to go back through your Evolve guide reflections and respond to the following questions.	Text
5	How would describe your current understanding of Open Pedagogy?	Open-ended
6	How did the materials and activities from Phase 1 of this fellowship (sessions 1, 2, and 3) contribute to your understanding of open pedagogy and social justice?	Open-ended
7	Please share any other comments or questions that you would like the facilitators to know regarding your learning experience in this program thus far.	Open-ended

Post-test Survey Questions

Q #	Question	Response
1	Please complete this pre-program questionnaire for the Opening Up Fellowship. As part of our faculty development programs, we regularly gather data to improve the design and implementation of the program. This survey should take between 10-20 min to complete and must be completed prior to accessing the program content. We appreciate hearing from you and look forward to working together!	No response
2	<p>Prior to engaging with content from the fellowship please review the outcomes below and rate your confidence for each statement:</p> <ol style="list-style-type: none"> 1. I feel confident in my own experience with Open Pedagogy and OER in order to identify my own path of engagement. 2. I feel confident in my ability to critically analyze my pedagogical, curricular, and assessment choices through a social justice lens. <ol style="list-style-type: none"> 1. I feel confident in my ability to improve equity in the classroom through my pedagogical, curricular, and assessment choices. 2. I feel confident in my ability to create pedagogical, curricular, and/or assessment materials to share with my community. 	<p>For each statement</p> <p>0=not confident, 1=slightly, 2=unsure 3=somewhat confident, 4=confident</p>
3	How would you describe your current understanding of Open Pedagogy?	<p>Q3-5 get at attitude toward open pedagogy</p> <p>Open response Keep in a question block</p>
4	What does it mean, to you, for educational materials to be Open?	Open
5	How would you describe what having a “world view of open” means to you personally, as an educator, and/or as a scholar?	open

6	<p>Please rate your confidence for the following statements regarding classroom dynamics</p> <p>I am confident in my ability to...</p> <ol style="list-style-type: none"> 1. Explain the purpose of an open pedagogy assignment/project to students. 2. Integrate open pedagogy into my current teaching practices. 3. Explain to students their role as knowledge creators through an open pedagogy assignment/project 4. Guide students through the process of an open pedagogy assignment/project. 	<p>How open impacts classroom dynamics</p> <p>0=not confident, 1=slightly, 2=unsure 3=somewhat confident, 4=confident</p>
7	<p>I'm clear on how to integrate my open pedagogical work into my annual faculty goals.</p>	<p>7-10 in one question block</p> <p>0=strongly disagree 1=disagree 2=unsure 3=agree 4=strongly agree</p>
8	<p>I believe my departmental colleagues value the work of Open Pedagogy to improve equity.</p>	<p>0=strongly disagree 1=disagree 2=unsure 3=agree 4=strongly agree</p>
9	<p>I believe my departmental structures (eg. leadership, policies, culture) reward the work of Open Pedagogy to improve equity.</p>	<p>0=strongly disagree 1=disagree 2=unsure 3=agree 4=strongly agree</p>
10	<p>Please share any examples you have of how the work of Open Pedagogy to improve equity has/ has not been rewarded in your department.</p>	<p>*not required question</p>

11	Please provide any other thoughts, questions, or concerns you have regarding open pedagogy.	Last question block *not required Open-ended
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** Additional post-test questions coming soon.*