Curation of Open Pedagogy Comments and Quotes #YearOfOpen - an Open document :)

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1. Useful Links

Shortlink for this Google doc:	http://bit.ly/CurateOpenPed
Blogpost curating recent posts on Open Pedagogy:	http://blog.mahabali.me//whyopen/curation-of-posts-on-open-pedagogy-yearofopen/
YouTube link for Open Pedagogy Hangout April 24, 4pm EDT/8pm UTC/9pm BST/10pm CEST	https://www.youtube.com/watch?v=gmPmZEhy3Lc
Twitter stream	#YearOfOpen
Storify by Robert Schuwer @fagottisimo	https://storify.com/fagottissimo/hangout-open-pedagogy-24-april-2017

2. Notable Comments and Quotes

(please link to original post and author, whether it is an article, blogpost, tweet, or conversation)

"Any production process uses resources, but the resources are not the essence of the process" @econproph #YearOfOpen
https://t.co/qAQOQIphYq

if #OpenPed is about the process - can't defining Open Pedagogy be about that very process as well? #YearOfOpen @friedelitis

“we exclude people and their rich, lived educational practices, we may fail to learn from them as well as them learning from us. Can we afford to exclude valuable knowledge that falls outside the parameters of our particular ground zero?” Frances Bell
http://francesbell.com/bellblog/ground-zero-approaches-to-open-yearofopen/

“What are our “spaces of possibility”? How do we construct those spaces and nurture democratic learning environments where people get exposed to different perspectives, challenge the way they view the world and their position it? How can we help them have the will to learn enthusiastically and passionately, despite all the difficulties that come with deep learning?”
Suzan Koseoglu
https://differentreadings.com/2017/04/21/open-pedagogy-a-response-to-david-wiley/

Sheila McNeil in response to Suzan’s post: **I love that idea of spaces of possibility. I think that’s what excites me about the world of open education. It has, and continues to, open up so many possibilities for me. So the discussions around definitions of open pedagogy that seemed to close them down, did really concern me.**
https://differentreadings.com/2017/04/21/open-pedagogy-a-response-to-david-wiley/

“scoping the concept of openness as legal permissions is an arbitrary boundary that doesn’t reflect reality” http://roer4d.org/2098

"We can perhaps only understand #openpedagogy in retrospect" @professorsv uses Cynefin to theorize open as complex #YearOfOpen https://t.co/ShWwjsdBtT

@karencang writes "Open HAS to be political. Anything that is potentially transformative is political" #YearOfOpen https://t.co/gLMFlEXtqZ

“a concrete definition with fixed requirements for open is bound to fail. We can perhaps only understand #openpedagogy in retrospect and in reflection. Learning is a complex process”
Samantha Veneruso @professorsv
https://upstreamdownstreamblog.wordpress.com/2017/04/22/convergence-open-pedagogy-and-complexity/

Pedagogy: “...derives from the ancient Greek word *paidagogus* meaning the slave who led the children to school” (Knowles, 1990 cited in Beetham + Sharpe, 2013)
Praxis: https://en.wikipedia.org/wiki/Praxis_(process)

3. Comments/Tweets during discussion

JIm Luke"opening the world to our students" Yes. Helping make connections to the "real"world outside classroom, connections that may last is an important piece of open.

Not many teachers think about pedagogy while they’re teaching, they just teach. Open Education allowing the space to reflect on teaching is one of the important aspects of it. - Sheila MacNeil

Gardner Campbell Seems to me there's a powerful link between thoughtful practice & philosophizing, which is scholarship, & thus contributes to research. Education includes art & science.

Terese Bird @tbirdcymru
Yes! Open is the best tool! Enables collaboration, improves quality, lengthens reach!
#YearOfOpen #openedsig

David Wiley - Not sure we all agree on what we mean by pedagogy, so when we add the modifier 'open' to it, that makes things more complicated and unclear about what we are supposed to research, implement, etc. These conversations are important to advance our understanding and approaches.

Permeability of educational walls invites participation. Open is an invitation to participation. Definitions are important because they can drive marketing and funding. Also allows us shorthand to have conversations that don't have to start with a lengthy description of what we're trying to do. - Mike Caufield

Jim Luke @econproph
#YearOfOpen Re: Definitions, a challenge is that "open ..." is being researched while it's also being invented/created. Part of the tension

Samantha Veneruso @professorsv
Replying to @econproph
This is where I think the idea of a complex disposition comes in- in fact defining open probably shifts it as we teach **#yearofopen**

Gardner Campbell Agree with Mike that architecture of the Internet & Web give us good definitions & metaphors for what "open" means in our practice. Permissionless linking, for starters.

Open Educational Resources/Open Education

Teresa Mackinnon for me practices makes sense of resources, they go together

Dan McGuire Faculty haven't been shown how to use OER in ways that maximize Open practice

Open Education Practice opens a door in a way that open education resources didn't. Getting excited about open practices doesn't devalue the open resource.

Jill Leafstedt @JLeafstedt
"Lead with academic freedom and student success" @actualham #YearOfOpen

Michelle Reed @LibrariansReed
Open practices and resources are "hand in glove" @opencontent **#yearofopen**

Karen Cangialosi @karencang

#OpenPed is what was interesting, that was definitely my entry gate. #OER was good, but not transformative to my teaching. **#YearofOpen**

Sukaina - In ROER4D research, have found that the purpose of getting involved in open was not to create open content for its own sake, but rather what are we going to do with it.

David Wiley - Another way to think of this is what's left of open education when you take away OER? How can you build an open pedagogy on closed or DRM protected materials?

A. Michael Berman @amichaelberman
from @Bali_Maha - what's important is connections with people & you can't license that **#YearOfOpen**

Robin DeRosa **@actualham**
The open license does not equal OER. One is a process and a potential, and one is an artifact, if a somewhat dynamic one. **#YearofOpen**

Dan McGuire But, David is right, without the license permission no artifact can be shared openly

Gardner Campbell I'll also say that for me, open ed practices aspire to what Jean-Claude Guedon calls "The Internet of the Mind."
http://www.budapestopenaccessinitiative.org/open-access-toward-the-internet-of-the-mind

David Wiley - We want to transform an entire system. If you want to transform a system, you have to pay attention to the rules of that system. If enough people use something under fair use or ignore copyright rules, then someone will notice and people will care.

JR Dingwall Many of the discussions/blogs note the improved outcomes, and impact of OER like opentexts, but always put free way out in front. Flipping the two around may begin to change the convo I think...

Karen Cangialosi @karencang
I know that the shared participatory nature of my 'Open' classes, shifted how and what my students learn. @holden **#YearofOpen**

Catherine Cronin - OER may lead to open practices, but emerging open educational practices can also lead to OER production, sometimes moreso. So it's a both/and not an either/or

Gardner Campbell I understand the argument about copyrights, but I also think, with Mike, there's a strong case to be made for emulating open in the way the Internet and Web are open. Which an LMS cannot do. Students typically do not see learning as participatory. Our structures reinforce this blindness.

A. Michael Berman @amichaelberman
From opposite: how does idea that people can benefit from controlling access to content limit how we think about learning? **#YearOfOpen**

Maha Bali - When information and resources are abundant, we care less about it. There is privilege and political statements about who opens content and what content is made open

Lorna Campbell Also I think there is an ethical aspect about ensuring access for all to publicly funded educational content. What is open and who has access is always a political issue.

Bronwen Jones @brjones142
Maybe open pedagogy reveals that learning is a process not a product. **#yearofopen**
Ryer Banta @RyerBanta
Maybe #OpenPed is part of a larger framework of working in the open where it's now possible to invite others into our processes #YearofOpen Including guiding Ss doing their work openly. Being ready for open workplaces, sharing info beyond borders

Catherine Cronin @catherinecronin
#yearofopen "what grounds openness is what people are doing - daring, creating, connecting, advocating." @holden

Robin DeRosa @actualham
Maybe if open is a tool or a verb, it's not going to suffer by being attached to diverse agendas. Thinking out loud. #YearofOpen

4. Comments/Tweets after discussion

David Wiley: “We need to enliven all our pedagogies with the 5R permissions”

“I have always been highly uncomfortable with the idea that people are content, or ‘people are OER,’ or similar variations on this theme. It objectifies people in a way that causes me deep concern.”
https://opencontent.org/blog/archives/5004

5. Questions about Open Pedagogy

(not sure if we will get a chance to respond to these during the hangout, but it doesn’t have to be over after the hangout)

Susan Huggins: Do you still need somebody else to share?

Suzan Koseoglu: Does open pedagogy require David Wiley’s 5Rs? I think we need to ponder on this more. Please see David Wiley’s post after the discussions: **Wandering Through the “Open Pedagogy” Maze** https://opencontent.org/blog/archives/5004