

DHUM 74500: Digital Pedagogy 2: 2 OER, 2 Curious

Working Syllabus

Spring 2026

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Course Site: <https://digped2oer.commons.gc.cuny.edu/>

Course Group: <https://cuny.is/group-dp2-s26-edition>

Synchronous Meetings: Thursdays, 4:15-6:15pm

Student Hours: Thursdays, 3-4pm & by appointment

Introduction

In the first digital pedagogy course, students were introduced to the history and contexts within which technology has been integrated into teaching, learning, and research at the college level. In the second core course, students will continue with that investigation as they begin to carve out space for their own work. In Spring 2026, the course will focus on opening our digital pedagogy – exploring open educational resources and open pedagogy, along with related opens: open access and open GLAM (Galleries, Libraries, Archives, and Museums). We'll dig into how open educational practices can be (but are not necessarily) adapted to be accessible, inclusive, and culturally responsive, and explore the range of ways open practitioners are responding to AI.

The focus of the course topics will be on the why's, how's, and where's of open educational practices, with a special focus on critical digital pedagogy. The work of the semester will culminate in a project selected by each student to further their exploration specific to their own educational context: projects might be OER they create, courses they design, research studies, or substantial grant proposal drafts. The course incorporates hands-on exploration use an open pedagogy approach to teaching and learning, including a co-created syllabus wherein students will have significant say in the selection of course materials and assignments.

This class is happening during the Spring 2026 semester, and there's a lot going on in the world which may be affecting the physical, mental, and emotional well-being of yourself, your family, and your communities. This course's approach using modified self-grading, working both synchronously and asynchronously, and using flexible deadlines is meant to build in space for that reality. If at any point that is not enough space for your reality, please let me know and we'll figure it out. (I won't need to know your reason or details, just how I can help adjust the class best for your learning).

A little about me

I am a Professor of Political Science and the Coordinator of Open Education at Kingsborough Community College in the City University of New York. I am also on the faculty of the Digital Humanities Program at the CUNY Graduate Center and a proud GC alum. I am a Jeopardy

Champion, a filmmaker, and in Fall 2021, I was a Fulbright Scholar at Doshisha University in Kyoto, Japan. If you're curious, you can find a lot more about me on [my website](#).

Course Schedule

This is the schedule of topics we will cover this semester; please add [your ideas for the TBD topics to this list](#), and we'll vote on them before Class 6. Reading/viewing/exploring should be done prior to our weekly meeting (this effectively means trying to treat our synchronous meeting as the end of our week, not the beginning). All required materials will be linked on our [course site](#). The schedule of topics is:

Class #	Date	Topic
Class 1	January 29	Introductions to The Course & Each Other, and Syllabus Review & Revision
Class 2	February 5	OER: What R They?
	February 12	GC Closed
Class 3	February 19	License to Thrill: OER, Copyright, and Copywrongs
Class 4	February 26	Open Pedagogy
Class 5	March 5	Accessibility & Open Platform Workshop
Class 6	March 12	Diversity, Equity, and Inclusion?
Class 7	March 19	LabOER: Sustainability, The Scholarly Publishing Racket & Open Knowledge
Class 8	March 26	Other Opens: GLAM, Data, Science
	April 2	No Class- Spring Break! Get some rest, work on your book review, and begin to brainstorm ideas for final project.
	April 9	
Class 9	April 16	Book Review Roundtable & Topic TBD
Class 10	April 21	(Today is Thursday at the GC, so we have class). Final Project Workshop: Brainstorming, Discussion, & Planning
Class 11	April 23	The AIllephant in the Room
Class 12	April 30	Topic TBD by class votes
Class 13	May 7	Topic TBD by class votes
Class 14	May 14	Show & Share of Culminating Works
	May 21	Last Day to Submit Culminating Work

Learning Experiences

The work for this course will happen both asynchronously and synchronously. Asynchronously you'll read, think, and write, independently and in our [CUNY Academic Commons Forum](#). Synchronously, we'll meet Thursday from 4:15-6:15pm, for discussing and working together on Zoom. Learning experiences for this class come in 6 flavors:

[Class Participation](#): 20 points

[Class Facilitation](#): 15 points

[Class Notetaker](#): 5 points

[Reading Responses](#): 15 points

[Book Review](#): 15 points

[Culminating Work/Final Project](#): 30 points

Class Participation (20 Points)

Because this is an online class, we'll be using a variety of means to participate in this class. Asynchronously, we'll all read/review the assigned course materials, write reading responses, and comment/reply on each others' work in our [CUNY Academic Commons Group](#). Synchronously, we'll meet each week on Thursdays from 4:15-6:15pm on Zoom to discuss the course materials together. Your advance preparation and active participation are crucial to creating a high quality learning experience for yourself and the class. Each class will end with an exit ticket that asks you to reflect on your learning and work during the class, and asks you to grade your participation (2 points for excellent participation, 1 for partial participation, 0 for no participation). We will develop [collaborative guidelines](#) for our class during the first meeting to help shape the class into the best version it can be for our collective and individual learning.

Zoom Participation

Zoom class participation requires active, engaged participation. Participation requires focus and the minimization of distractions. This means that you should plan to be in a space where you can concentrate on the class from 4:15-6:15pm on all class nights- not in the middle of commuting. We are all adults, and I realize that things (both good and bad) may interfere with this ideal occasionally; on those occasions, of course, I will support you in choosing what is best for your life and your learning. For example, if you are ill, while you could technically "attend" class without endangering anyone else, if your time would be better spent resting so you recover sooner, please do that! Please do not ever call into the class while you are driving- it is unsafe, ineffective for your learning, and I don't want to be an accessory to distracted driving!

Active participation may look different for each of us, so please do your best. Let us work together to explore what participatory learning can look like. For example, I'll encourage us all to keep our cameras on for the majority of each class session, but I recognize that this is not the correct choice for all of us all of the time. Those who choose not to have their camera on at any given point should make sure their presence and engagement is evident (through the use of the chat, speaking orally, using Zoom reactions, and/or other means).

Reading Responses(15 Points- 5 points per response)

You will choose three weeks to write reading responses for. Your reading response should help you make sense of the assigned materials- you do not need to summarize, but you should reflect, raise questions, and/or draw connections to other topics in the course, your colleagues' posts, and/or your own work/experience. If you are choosing to write a reading response for a given week, please make your forum post as early as possible, and no later than Monday night at the very latest, so we all have time to read and respond before class on Thursday. Reading responses form part of the corpus of the materials for the class, so everyone is required to read all reading responses before class each week. Commenting is not required, but it is encouraged!

Class Facilitator (15 Points)

Each week, we'll have one class member act as **facilitator**. The facilitator is responsible for:

1. Selecting a piece (could be open education projects, videos, blog posts, podcasts, research articles, what else?) to add to the required reading/viewing for that week. Please circulate it as soon as you can (by the Friday before your class at the very latest) so everyone has time to engage with it.
2. In the interest of managing workload, the facilitator has the discretion to demote one required item from the existing schedule as "optional" for their week
3. The facilitator will take the lead on facilitating asynchronous discussion throughout the week leading up to their class, **commenting and replying on all of the reading responses** for that week.
4. The facilitator will take the lead for discussion of the topic in our zoom class session, including **planning and executing an interactive element**. The facilitator is not responsible for filling the entire class period- between 20 and 40 minutes is the target.
5. Please sign up to be a facilitator [here](#).

Class Notetaker (5 Points)

Each student will serve one week as the lead note-taker on our collaborative note-taking document, which will serve as our record of the synchronous meeting. The notes do not have to be verbatim, but should convey the main ideas that we cover in the session, so it can be useful to anyone who has to miss a synchronous session as well as for all of us to have a record. All class members will be encouraged to add to the [collaborative notes](#), but the lead note-taker will be responsible for making sure we have at least a good outline of what went on. I will add a brief agenda to the notes each week before class. Please sign up to be a note-taker [here](#).

Book Review¹

In March, all students will select an open book to read and review. The instructions for the assignment are [here](#), and since we don't want to all review the same book, please [sign up to claim your book before you begin](#) (no reviewing a book someone else has

¹ Kelly Hammond, a student in the Spring 2021 section of this class, published the book review she did for this class in IRRODL. You can see the review [here](#).

already claimed please!) Reviews should be submitted to [our group library](#) and written for a scholarly journal of your choice. You can see the book review submission guidelines at *Open Praxis* [here](#), at *IRRODL* [here](#), at *JITP* [here](#) and at *JOERHE* [here](#); you could also search the [Directory of Open Access Journals](#). You are of course free to use the submission standards of any journal you choose; please include a link to the requirements of your target journal in your self-grading assessment. Be prepared to discuss your book and review in our Book Review Roundtable class on **April 16**.

Culminating Work/Final Project

Students will design and execute a culminating work that expands their knowledge of open educational practices. Preliminary guidelines are [here](#). Workshop on **April 21**, Show & Share **May 14**, and Final Submission due **May 21**.

Grading

Everyone starts with zero points, and earns points for each piece of work they do. To earn credit for the class, you must earn at least some points from every learning experience. Your final letter grade will be determined by the number of points you earn- 70-79 is a C, 80-89 is a B, and 90-100 is an A.

This course will use **self-grading/modified un-grading**. All work has baseline requirements (explained above), and students must submit a short (3-4 sentences) **self-grading assessment** for each learning experience, assigning themselves a number of points that they feel their work has earned, along with an explanation of how their work meets the requirements of the experience. Class participation self-assessment will happen in the exit ticket at the end of each class. Class facilitation self-assessment can be submitted as a forum post or email after completion of the facilitated class. Class notetaker self-assessment may be left as a comment on the collaborative notes. Self-assessment for the Book Review and Culminating Work/Final Project should be submitted along with the assignment.

Course Policies

Guiding Principles

I quote Dr. Andie Silva's Digital Pedagogy 1 syllabus: "Playfulness, joy, and constructive criticism are welcome. Hatred, abuse, or discrimination are not. . . Slurs and racist, homophobic, transphobic, sexist, and/or ableist language will not be welcome in this space."

Accessibility

CUNY is required to provide appropriate accommodations for all students with disabilities. Please see the [Student Disability Services website](#) for the full policy and information on how to obtain accommodations. I have designed this course using [UDL principles](#) in the hopes that the course can work well for a wide variety of students, but if there is any way I can make the

course more accessible for you (whether you have officially recognized accommodations or not) please email me.

Anti-discrimination statement

CUNY's Policy on Equal Opportunity and Nondiscrimination applicable to all colleges and units is—to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without discriminating on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws. Read more [here](#).

Pronouns & Preferred Name

Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns. I have added my pronouns to my Zoom name. I invite everyone to change their zoom name to their preferred names and pronouns if you wish; you can also [update your preferred name in CUNYFirst following these instructions](#). Preferred names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not however, tolerate repeated comments which disrespect or antagonize students who have indicated pronouns or a chosen name. (Statement adapted from [SUNY Binghamton LGBTQ Center](#))

Support Services

There are supports available at the Graduate Center to assist in your learning. Some of these are for academic support, some are for basic needs support- both types of support are essential to your learning, so please make use of all available supports so you can do your best. **All of the offices/services on campus have remote assistance available.** Many great resources are available [here](#). Some specific offices on campus that may be helpful to you include (but are not limited to):

Basic Needs Supports

it's impossible to do your best learning if your basic needs are not met, so please use these services if they would be helpful (and please share this information with your friends!).

1. **Food Pantry-** (212-817-7400) The GC has its own food pantry in Room 8303. You can see more information [on this page](#).
2. [CUNY Campus Food Pantries](#) (all are open to all CUNY students, though you may require an appointment or registration)
3. [Additional Food Resources](#)
4. [SNAP Eligibility for CUNY Students](#)

Physical and Mental Health Supports

You cannot learn if you do not feel well, so please prioritize your mental and physical health. Due dates in this class are flexible so you can take the time you need if you are facing mental or physical health challenges, and the offices below may also be helpful:

1. [Student Counseling Center](#) (212-817-7020)
2. **CUNY Crisis Line** Text "CUNY" to 741741 to speak with a compassionate, trained Crisis Counselor. Confidential support 24/7, for free.
3. **Student Health Center's** [list of low and no cost health resources and providers](#)

Academic Supports

I encourage you to seek help with your work early and often, whether you are having trouble in our course or not! The Library, Student Advising Fellow, and IT are here to help. I have used (and continue to use!) many of these resources myself, from online chatting a librarian to aid my research to having IT get me into my email after I lost my password, so please take advantage of them.

1. Digital Humanities Graduate Advising Fellow
2. [Mina Rees Library](#)
 - a. [Laptop & Equipment Loans from the Library](#)
3. [Writing Center](#)
4. [IT Website](#)

Zotero

[Zotero](#) is a free, independent, open source tool for managing, reading, and citing a wide variety of sources. You may find it useful for annotating and citing our course materials; of course, you are free to read and take notes however you like.

Academic Integrity/AI Policy

In a graduate course, I am not terribly concerned with plagiarism, but as there have been several high profile examples (like [Senator John Walsh](#) and [at least a dozen German government officials](#)), here is the [the full academic integrity policy from the Graduate Center](#) if you'd like to review it. At the risk of being a professor [yelling at kids to get off of my lawn](#), **I will ask you all not to use generative AI for your work in this class**. Using generative AI for your work in this class is detrimental to your learning, not because [it can result in phantom citations](#), but because it robs you of the learning that happens through the messiness of thinking, researching, and writing yourself. Flexible due dates and modified self-grading should hopefully shape the incentive structure away from using AI to do your thinking and writing in the course- you can always have more time if you need it, so you don't have to take that particular shortcut. I know there are other reasons (some of them really interesting and creative and inspiring!) why students might use this tool, and there are a lot of questions (some of which we may address in this class, and [some of which are touched on by some familiar GC faces](#)), so I

will clarify that **all members of this class are prohibited from using use AI to generate work for this class. Students who submit work created with the use of generiative AI will receive zero points for that work, and will not be allowed to redo the work.** I acknowledge this is a rapidly evolving topic and I'm open to conversation and (maybe possibly even evolution?) on this, so please challenge me if it is important to you! We will also be covering AI in open education as a topic during the course, so I look forward to a lively discussion.

Breaks

2 hours is a long time to Zoom! We will take a 10 minute break in the middle of every class.