
THE OPEN PEDAGOGY PROJECT ROADMAP WORKBOOK

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OPEN PEDAGOGY PROJECT ROADMAP



SCOPE



SUPPORT



STUDENTS



SHARE & SUSTAIN



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Introduction and Glossary

Welcome!

What will I be doing?

Open pedagogy projects can be multi-faceted, single-semester or multi-year, and can result in any number of student authored/created/directed scholarly or non-scholarly outputs. These outputs could include, for example, a public-facing blog post, translating a Wikipedia page, creating a digital scholarly edition, socially annotating, revising an open textbook, and/or contributing to crowd-sourced transcription projects. **The Open Pedagogy Project Roadmap is a module-based workshop** that will assist you in planning, finding support for, sharing, and sustaining your open pedagogy project, regardless of its size or scope. The Roadmap will take you through four modules which will guide you through the 5 Ss of open pedagogy projects: Scope, Support, Students, Sharing, and Sustainability.

Why complete this roadmap?

While there are many affordances of open pedagogy projects for both students and instructors alike, there are also nuances that you may not have considered for traditional assignments which stay within the closed digital or physical classroom learning environment. Open pedagogy projects are designed with the intention of sharing them with future publics -- be that with future students, or out on the web -- to be reused, revised, or remixed. Open pedagogy projects also invite students into a different relationship with instructors and with knowledge. They invite students to be *collaborators* and *creators* instead of learners and consumers. Thus, there are additional considerations for both instructors and students alike.

When would I use the Open Pedagogy Roadmap?

Ideally you will design your Roadmap in the formulation or beginning stages of your project. However, as with any assignment or project, open pedagogy projects are iterative and need revising and rethinking in order to be sustainable. If you have already launched your project, the Open Pedagogy Roadmap will be useful for guiding you through that iterative process.

Glossary:

Open Educational Resources (OER) are teaching, learning, and research resources that are **free of cost and access barriers**, and which also carry **legal permission for open use**. Generally, this permission is granted by use of an open license (Creative Commons licenses) which **allows anyone to freely use, adapt and share the resource**—anytime, anywhere. ([SPARC](#))

Open Pedagogy has many definitions. For this roadmap, we are defining open pedagogy as projects or assignments which have the characteristics of: engaging with **students as creators** of information rather than simply consumers of it; **experiential learning** in which students demonstrate understanding through the act of creation; inviting students to be part of the teaching process/participating in the **co-creation of knowledge**; moving away from single-use assignments in favor of **situated, collaborative, and renewable** ones; **Student agency** in deciding if and how their work is shared.

Case Studies and Resources

Case Studies

- Various Multi-disciplinary Open Pedagogy Projects: [The Open Pedagogy Notebook](#)
- Student-Glossed Anthology: [The Open Anthology of Earlier American Literature](#)
- Student-Authored Textbook: [Hispanic Linguistics: An Introduction](#)
- Blog: [The Recipes Project Undergraduate Series](#)
- Writing for the Web/Wikipedia: [How Instructors are Teaching with Wikipedia](#)
- Social Annotation: [Using Hypothes.is in the Classroom](#)
- Open Syllabus: [Collaborative Syllabus Design](#)

OER Repositories for Finding and Sharing Work

- [Open Textbook Library](#)
- [MERLOT](#)
- [OER Commons](#)

Getting Started with OER and Open Pedagogy

- [The OER Starter Kit](#)
- [A Guide to Making Open Textbooks with Students](#)
- [Open Pedagogy Approaches: Faculty, Library, and Student Collaborations](#)
- [The Rebus Guide to Publishing Open Textbooks \(So Far\)](#)
- [Best Practices in Fair Use for Open Educational Resources](#)
- [UCLA A Student Collaborators' Bill of Rights](#)

Finding Support and Collaborators

- [OER World Map](#)
- [OE Global](#)
- [SPARC Connect OER](#)
- [Rebus Community](#)
- Twitter Hashtags: #openeducation #openpedagogy #oer #openedu #opened

Documenting your open pedagogy work in Promotion, Tenure, and CVs

- [The DOERS2 Collaborative Matrix on OER in Tenure and Promotion](#)

The Inspiration for The Open Pedagogy Project Roadmap

- Visual Media Workshop at the University of Pittsburgh. *The Socio-Technical Sustainability Roadmap*. Accessed January 2021. <http://sustainingdh.net>.

Section A: Scope of Your Open Pedagogy Project

Module A1: Scoping Your Values and Goals

Overview

This workshop purposefully begins by having you scope your values and goals (Module A1) and then your capacity (Module A2) *before* you scope your project (Module A3) as both A1 and A2 are crucial for determining that scope. We're asking you to put aside the *what* of your project and reflect on the *why*.

As you think about your own values and goals, we also ask you to start this process by considering how your project can center diversity, equity, and inclusion. One of the hallmarks of open education is that it prioritizes access. When materials are both open and free, barriers to access for students are removed. Open pedagogy centers access as well, but in a way that prioritizes student access to participatory knowledge creation. When we invite students to bring the whole of themselves to creating or modifying course content, course content will inevitably be changed to reflect the diversity and complexity of student identities.

Activity

Working with the facilitators, on your own, or with your collaborators, describe your values and goals, using the following questions to get you started:

1. What brings you here to this workshop?
2. What aspects of open pedagogy energize you?
3. What are you trying to achieve for yourself? Will this work be rewarding for you as an instructor?
4. What values are you trying to embody in your teaching and inspire in your students? How can your project center diversity, equity, and inclusion? Consider looking at [Improving Representation and Diversity in OER Materials](#) from OpenStax for a practical framework for doing so.

Section A: Scope of Your Open Pedagogy Project

Module A2: Scoping Your Capacity

Overview

Open pedagogy projects may be one-time stand-alone assignments constrained to a single course or much more complex multi-year undertakings that involve multiple stakeholders in various capacities. Regardless of the scope though, revising or creating new assignments takes time and doing an honest assessment of your time is crucial. Before determining the scope of your project it's essential for its success that you scope your own capacity and the capacity of your collaborators if you have them.

The affordances of open education and the rights that come with openly licensed resources, however, mean that you do not always need to start from scratch. Perhaps you found some projects that you could revise or build off of in the case studies section or you know of existing projects in your discipline that are openly licensed. Likewise, you may discover potential collaborators, possible mentors as you research open pedagogy examples, or you might even discover colleagues working on similar projects in your departments, institutions, or by [putting out a call on social media or Twitter](#).

Activity

1. How much **time** can you dedicate to developing this open pedagogy project? How many hours per week/month can you dedicate to developing, running, and assessing?
2. Can you **reuse, revise, or remix** another's work and not reinvent the wheel? Look back at the case studies, the [Open Textbook Library](#), in an OER Repository, or in the [Open Pedagogy Notebook](#). You might also want to look at any digital web-based sources you currently use -- do they have a Creative Commons license?
3. Would your project benefit from **collaborators**? If so, write down some potential names or identify people you want to reach out to. These could be within your department/institution or your broader disciplinary communities. You might even send out a call on Twitter to see if you can find colleagues who are doing similar work.
***If your project involves a specific existing open resource, you may want to reach out to the creator(s). Many people working in the open education community are willing to share resources and advice that they've developed from their experiences.

Section A: Scope of Your Open Pedagogy Project

Module A3: Scoping Your Project

Overview

Now that you've described your values and goals and determined your capacity for your open pedagogy project, it's time to define the scope of your project. Think of this as your lede: the what, when, how, and where of what you'll be doing with students. While this may seem like a simple request, open pedagogy projects can range from a one-time, one-semester Wikipedia editing assignment to a multi-semester, hundreds of students, textbook creation project with a multitude of other options in between.

You may have come to this workshop with a precise idea in mind, or you may be coming with many ideas. Any idea is fair game for this Roadmap, but we suggest that you choose **one** for this workshop. Look back at the scope of your values, goals, and capacity and determine what is both realistic and possible and answer the questions below with that in mind.

Activity

1. **What** is the project? What will students be doing?
2. **When** will this project be completed? Is it one-time over one semester or long-term over multiple years, or modular?
3. What **content** do you want/need to cover?
 - Open pedagogy is inherently somewhat more process-centric than more conventional teaching methods, but there is undoubtedly considerable content that you need to cover. It can be helpful to map your content to your process to ensure that the content doesn't get lost.
4. What is the **process** for this work going to look like in the classroom?
 - Think about what the intended final output(s) of this project is and work backward in order to determine what assignments are necessary to create that. For instance, if you want to produce an OER textbook, you may need to create multiple assignments over a period of several semesters in order to generate different components of that textbook.
5. **Where** will they do it?
 - In the learning management system
 - In Pressbooks or another digital book publishing system
 - In shared Google or Microsoft products
 - On the public web
 - In WikiEdu
 - In hypothes.is

Section B: Support for Your Open Pedagogy Project

Module B1: Structural and Systemic Support

Overview

Now that you've scoped your project in Section A, it's important to identify the support you can expect from within the structures and systems that your teaching happens. This may require doing some research and/or having conversations with administrators and colleagues both at your institution. We recommend looking at your institution's strategic plan and documenting how your project aligns with goals in the plan. In your research and conversations, you will also want to inquire about the possibilities of receiving funding or even time to allow you to plan and execute the project.

You will also want to look to your scholarly and disciplinary spaces to explore whether there are communities of practice, repositories of open work, or support for the scholarship of teaching and learning. One final place to look is to the regional open education groups and consortia for your particular location. These communities are resources for discovering potential alignment with state or regional OER initiatives, potential funding sources, and disciplinary colleagues who are doing similar work.

Activity

1. Find your institution's **strategic plan**. Beginning with the *mission* and *values*, look for statements expressing a focus on student success, innovative teaching, engaged learning, high-impact practices, or student-centered classrooms. Note those statements.
2. Investigate **administrative** support. Has your president, chancellor, dean, or department head expressed any institutional or departmental goals that your project aligns with? Likewise review any documentation you can find around **promotion and tenure**. Can you find evidence that this open pedagogy work will be valued and rewarded at your institution? Document that evidence.
3. Search your institution's webpage for OER, open education, equity, or teaching grants that you may be able to apply for to **fund** this work.
4. Is there **disciplinary** support for your project? Have your professional societies put out [statements or reports that address textual and pedagogical changes](#)? Do they provide [funding or grants](#)? Do they maintain [open repositories](#) where you can deposit not only research scholarship, but also scholarship related to teaching and learning?
5. Do a quick Google search for statewide, national, or regional open education **consortia** (e.g., [OE Global](#), [Open Education Network](#), [Affordable Learning PA](#)) that may provide additional support and even funding for your project. Note any websites, dates, or connections you might want to make. You can also use resources like the [OER World Map](#) and the [Rebus Community](#) to find potential resources, communities, and collaborators.

Section B: Support for Your Open Pedagogy Project

Module B2: Logistical Support

Overview

While teaching can be a solitary endeavor, when you open up your pedagogy and bring students in, it inherently becomes a collaborative one. In order to prepare to collaborate with students in this way, it is important to identify and seek out pedagogical support for yourself as the instructor. While we talked about collaborators in Module A2 when you considered your capacity for the project, Module B2 asks you to think about other people and resources that may be available to you to help make your project successful all the way from the design to the assessment phases. Open pedagogy projects can involve Creative Commons licenses, copyrighted materials, new web applications, editorial skills, research, new assignments and ways of assessing -- all of which require different types of expertise.

Activity

For each of these categories, identify the **name and email** of someone in that unit who you can reach out to for guidance or assistance with your project.

1. **Library:** Librarians can assist with finding potential sources and can teach students research and information literacy skills. Some have expertise in copyright guidance as well. Search your institution's library website for the following: information about open educational resources, a scholarly communications librarian, copyright information, an open access librarian, or an open education librarian.
2. **Instructional Designers and Production Specialists:** Instructional designers help instructors design, develop, deliver, and assess learning experiences in both physical and digital spaces. Production specialists provide administrative, production, and technical support to instructional designers and may be helpful if your project involves adapting or authoring new digital content that needs to be ready for the web. These people may be part of a **Center for Teaching & Learning** if your institution has one.
3. **Accessibility Coordinator or Disability Resources Office:** It's important to plan for accessibility from the beginning. Take a look at your institution's accessibility statements or webpage, which should detail how to make sure your course and course materials, whatever they may be, are accessible. The following video and chapter from [The OER Starter Kit](#) provides examples of ways an OER can be checked for accessibility and how using the principles of Universal Design for Learning is a good practice for both your pedagogy and accessibility. The [BCcampus Open Education Accessibility Toolkit](#) also provides valuable guidance.

Section B: Support for Your Open Pedagogy Project

Module B3: Technological Support

Overview

Technologies are going to be part of your open pedagogy project and may include institution-supported technologies that you're already familiar with and/or external platforms, software, or products which may or may not be supported by your institution. Because of the collaborative nature of open pedagogy projects, you will likely need to use shared digital spaces where you and students can collectively work, edit, revise, and review each other's contributions.

It is critical to document what technologies you will need for your project, what kind of support you will have for them, and think about how they are funded. As you think about your students, think about what kind of training they might need to use the technologies you'll be introducing for this project. Also, think about whether or not the technologies you're using support accessibility. And finally, you will want to have a plan or a place of back-up for the dreaded but inevitable updates, migrations, or crashes.

Activity

Technology	Institution-supported?	Cost? Funded? For how long?	Training for Students?	Accessibility?	Back-up Site
<i>Pressbooks</i>	<i>No</i>	<i>\$99, personal funds, life of the book</i>	<i>Using Pressbooks to Create Collaborative Open Textbooks</i> <i>Pressbooks User Guide</i>	Yes - <i>https://pressbooks.org/accessibility/</i>	<i>Google Docs</i>

***Wikipedia is one **platform** which has direct educational support from the related but not connected [WikiEdu](#). If your project involves Wikipedia, [Hypothes.is](#), [Pressbooks](#), or other digital platforms, you may be able to find additional support from those organizations and providers or from their user communities.

Section C: Student Outcomes and Agency

Module C1: Student Outcomes & Assessment

Overview

Sections A and B asked you to consider the big picture in terms of scope and support for your project. You have already determined the content and a possible process for this work, but in Section C we want you to further refine your thinking. Open pedagogy is an opportunity to move beyond content mastery to developing content-agnostic knowledge practices and dispositions. Can you make your learning outcomes less focused on content and more about process? How do you intend to assess the outcomes? It may help to consider your project within the [Typology of Open Educational Practices](#) developed by Bali, Cronin, and Jhangiani (2020).

This kind of open pedagogy work might be completely new and unfamiliar for students and may cause anxiety for them. As you think about potential authentic audiences students will be engaging with and how you might be assessing their work, the [Open Pedagogy and Student Discomfort](#) model can help you anticipate how students might react to the challenge level you're inviting them to collaborate in and how you might adjust to address those feelings (Hofer et al., 2021).

Activity

1. What are some ways that you can **decenter content** and make knowledge practices and dispositions the underlying focus of your learning outcomes? You may want to consider the [Framework for Information Literacy for Higher Education](#) as a starting point.
2. How will students be **contributing** to knowledge creation, influencing pedagogy, or participating in scholarly or learning communities and activities?
3. How do you intend to **assess** student performance? What kinds of assessments will help you demonstrate that this approach is meeting the learning outcomes? No matter how much agency you have over your grading methodology, there are three things you can incorporate into your process in order to foster an open environment.
 - **Peer review:** Open work is often collaborative in nature, and it is aimed at decentering the primacy of the instructor. Giving students the opportunity to learn from one another by providing peer feedback aids in this decentering. If the audience for the open pedagogy project is future students, this can also be an important step for considering tone, approach, and coverage.
 - **Revision:** You may not be able to take a radical approach to grading, but giving students the opportunity to revise will increase their comfort with open work and allow them to focus more on the process of learning and obsess less over grades. Also, revision saves you editorial effort further down the line when it's time to openly share the output(s).
 - **Reflection:** Having students write reflections can be a good, low-stakes way to assess knowledge practices and dispositions.

***If administrators are skeptical about you taking an open pedagogical approach or if you want to communicate the value of your project (in dossiers, applications, conference papers and presentations, etc.), you may also want to consider some additional assessment that can demonstrate increased student success compared to your previous approach.

Section C: Student Outcomes and Agency

Module C2: Student Agency and Ethical Concerns

Overview

It can be easy to get swept away in the excitement of open pedagogy projects and lose sight of the power imbalances that exist between instructors and students. There is a lot of labor involved in this work, and we must be mindful of respecting the labor of all those involved. If we fail to do this, open pedagogy becomes a transactional relationship rather than a genuine collaboration.

There are many great resources available to help inform and check your thinking so that you design this in a way that respects everyone involved. In particular, we suggest looking at [A Student Collaborators' Bill of Rights](#) developed by UCLA's Digital Humanities Program, Rajiv Jhangiani's [5Rs for Open Pedagogy](#), and [Open Pedagogy at the Margins: Critical Perspectives on Open Education](#). Also, consider looking to other institutions for examples of [best practices around FERPA, student rights, and open pedagogy](#).

Activity

1. Defining your **public** and **communicating** it to students: Who are you sharing the output(s) of this work with? How much agency do students have in that decision? How are you ensuring that students can make an informed decision?
2. Student **consent**: Students may have a variety of legitimate reasons for not wanting to share their work openly. In what way(s) will you allow them to exercise their agency?
 - Students should have options. This may be an opt-in or opt-out process or may allow students to share their work under a pseudonym.
 - How will you obtain and document student consent? Be sure to do this in a way that eliminates any potential to impact grades if students choose to opt out.
 - What role will students have in choosing the license for work they are contributing to? How will you educate them about licensing? Can one of the supporters you identified in Module B2 assist you with this?

Section D: Sharing and Sustainability

Module D1: Sharing Your Work

Overview

At this point, you've scoped out your project, considered the support you will need, and thought about how this work can impact your students. This final section will help you to get started on your journey, thinking about how you're going to share your work more widely and identifying some initial steps you can take. If you're planning to do open work, it's important to think about where and how you will share it once it's complete. It can be helpful to think about this in terms of both the process of how you will share it and communicate it to a wide audience as well as where you will share the product of this work.

Process

If you're engaging in this work, there's a good chance that you will want or need to communicate its presence and its value to one or more audiences. This may include sharing it within your disciplinary community, either on campus or more broadly through presentations, scholarly publications, or email lists. You may also want to reach out to the public relations team about a news story. For promotion and tenure documentation or for job applications and interviews use [this matrix](#) to help you communicate the impact of your work.

Similarly, your students may want/need to communicate their work on it as they proceed to the job market or graduate school. Are there ways of sharing it that will benefit them too? Do students know how to describe this work on their resume?

Product

There are many places where you can share your work openly for others to use. This may include a personal or departmental website, an institutional repository, a disciplinary repository (e.g., [CORE](#)), and/or an OER repository (e.g., [OER Commons](#)). If your goal is to make your work discoverable to as many people as possible, you may want to consider sharing it in multiple venues where different audiences are likely to encounter it.

This is also a good point to revisit the concept of [Creative Commons Licenses](#). Are you licensing your work in a way that respects your ownership and that of your students while also permitting others to use your work in a meaningful way. [This license generator](#) will guide you through that decision-making process.

Activity

1. Identify two potential ways that you can **communicate** your work to your relevant communities (e.g., your department, institution, disciplinary community)?
2. Identify two potential venues where can you **share** your finished product (e.g., personal or departmental website, institutional repository, disciplinary repository, OER repository)?

Section D: Sharing and Sustainability

Module D2: Sustainability and Action Plan

Overview

We're on the last leg of your Roadmap journey. You've put all of this work into identifying the various facets of this project, but now it's time to pull it all together and identify what you will need to sustain this project and determine your action plan of next steps.

Regardless of the type of open pedagogy project you've used this Roadmap on, all projects require you to have an eye towards sustaining them by planning for iteration. Some projects may require you to set a maintenance schedule for keeping information current or updating hyperlinks. For others, students might not meet the learning outcomes, or you may realize that certain aspects of the projects require more scaffolding. For projects where students are collaborating in groups, not all student groupings may be successful. Some projects may be reliant on funding and/or other human or digital resources that may no longer be available. Planning for these road bumps is key to sustaining your project.

This Roadmap is meant to be the basis for an action plan. Use it to guide your next steps. It's helpful to think about what you will/can do in the short-term, medium-term, and long-term. You may find that the scope of your project is so large that you can only begin with a small portion of it in the near-term. That's ok! The important thing is to think about how that small piece fits into your long-term plan so that you can complete this project in a strategic, intentional way that will be sustainable and see it through to fruition.

Activity

1. What are potential **road bumps** for your project's sustainability and how can you plan for them?
2. Prioritize your next steps for your action plan:
 - Look back at the **gaps** in your Roadmap: Identify what information you need to find, connections you want to make, or resources you want to gather in order to fill in those gaps.
 - What are some **actionable next steps** you can take (after this workshop, next week, next month, next semester)?