This document was created as part of a BCcampus Webinar on Open Pedagogy in February 2015.

The purpose of this document is to generate 15-20 examples of Open Pedagogy (quadrant 1) by March 13, 2015. And, please add/edit/comment on the matrix too. Triggered by http://opencontent.org/blog/archives/3761

	Open (Resources & Approaches) *practices that are possible when adopting OER but are impossible when you adopt traditionally copyrighted materials". Use of OER, requirement for students to work out in the open: create and share their work*	**Not Open (Resources & Approaches)** *what we might think of as "traditional" - costly "closed" textbooks, learning community activity limited to the f2f classroom or behind an LMS firewall*
Learning Centered *authentic, flexible, learning-centred (vs. content or instructor-centred), creative assignments that invite reflection, real-world learning, student choice*	***-----> We want 15 - 20 examples in this quadrant - either ones you know about or new ones you design <-------*** ***1*** innovative, learning-centered design, supported by vast affordances of the internet...examples: 1. , Madness and Mayhem Murder 2. Project Management for Instructional Designers 3. Mike Caulfield's work with federated wikis	**3** great learning design, using "closed" resources, and conducted in "closed" spaces...examples: ● student-led real-world research or service projects that include critical reflection and connections made to course concepts and (not open) course resources

	4. Visit Wikimapia[1] or OpenStreetMaps[2] and find your neighbourhood or the community in which you live. [...] Is your understanding of your neighbourhood represented on the map? If not, add volunteered geographic information to the map to represent your understanding of place. Change the lines, add points of interest or of significance to your community on this open source online mapping platforms. 5. BCcampus SCoPE learning community (2005 - 2015) - These scheduled seminar discussions, facilitated by volunteers, brought together educators, administrators, researchers, students, and software developers from over 65 countries. All activities were open to the public and were aimed to advance educational practice through open sharing and collaboration. Ideas for discussion topics emerged through participation 6. http://ds106.us/ ds106 at Mary Washington 7. Delmar Larson's Chemwiki at UC Davis http://chemwiki.ucdavis.edu/ 8. FemTechNet http://femtechnet.newschool.edu/docc2013/ 9. Alec Couros EC&I 831 (http://eci831.ca/) 10. Faculty/professional development community http://youshow.trubox.ca/ 11. Social Networking for Educators at the University of Delaware (course archive from Fall 2012) 12. An Open Education Reader	• My[topic]Lab (Pearson, McGraw-Hill, etc.) that provide personalized learning pathways to students when learning math/science skills. • Copyrighted texts as recommended student reading is the mainstay of most Uni programmes in the UK, each module recommending at least 2 texts (Viv). • Use of VLE limiting student access to materials is mainstay of most of Uni in the UK. Students cannot access in further years of study or beyond Uni. Daft. (Viv).

	13. Judy Chan's course in Food, Nutrition and Health at UBC: students do research on a food type and produce a wiki page (on UBC wiki, but still open to be viewed by anyone; only editable by UBC login, though): http://wiki.ubc.ca/Course:FNH200 (see "student projects") 14. DIgital history and "outward facing pedagogy" from Jeff McClurken at the University of Mary Washington: http://mcclurken.org/ 15. 16. Digital Tattoo Project (UBC student created resources on digital identity issues)http://digitaltattoo.ubc.ca/Laura Gibbs' Myth and Folklore courses (including the Myth-Folklore Untextbook) 17. New assignment created by BCcampus: In the Open Textbook English Literature, Victorians and Moderns http://open.bccampus.ca/find-open-textbooks/?uuid=f373dca8-65c1-4a28-974a-035fe681f15a&contributor=&keyword=&subject= you will find a mini-casebook on the story Heart of Darkness by Joseph Conrad. (appendix 3, pg 866). There you will find 3 options for writing research essays. 17. The Internet Course at University of Mary Washington 18. ETEC 522 - Ventures in Learning Technology @UBC http://met.ubc.ca/etec-522/ and http://blogs.ubc.ca/etec522sept13/ as an example. 19. #TvsZ is an apocalyptic simulation game played across Twitter and other digital platforms. It is designed to demonstrate virtual	

	community, to teach new media literacy, and to facilitate a collaborative narrative adventure. @TvsZOfficial 20. Student reflective tasks to produce multiple choice questions at the end of lectures and practicals. MCQs pooled as formative tests on VLE plus openly licensed for distribution (http://www.biologycourses.co.uk/). Open working, open license, and open distribution? (@vivienrolfe) Part one: After reading the story, construct an additional assignment by developing a question for students to research. ● Post your research question to a class wiki (this would need to be fully open to the world for this to truly be an OP assignment). Your instructor will provide you with feedback on your question. ● Provide feedback to at least 2 other students on their research questions. Your feedback should come from the perspective of someone responding to the research question (i.e is the question clear? Do you understand the activity?), and should enable the author of the question to find appropriate resources to support students completing the assignment (if you know of resources, please feel free to suggest them). Part two: Once you have received feedback, develop a list of resources to support the work of somebody completing the assignment. The resources must be openly licensed or in the public domain. Post your completed assignment to the class wiki.	

	Assessment: ● Demonstrates an ability to extract key themes from the text ● Demonstrates ability to identify unique aspects of the text ● Demonstrates ability to research appropriate supporting materials 18. [Self-Post] It was my intent to design with open pedagogy at the forefront, but I'll defer to other opinions… http://elearning.trubox.ca/course is an open faculty development series of courses grounded in the Community of Inquiry model. (contact: cmadland\at\tru\dot\ca) 19. I'm (@brocansky) teaching a closed, learner-centered faculty development course for ELI right now (How to Humanize Your Online Course). Participants are creating open projects. Here is our Tackk Board of final projects (coming in this week): https://tackk.com/board/humanizeELI 20. Open Online Experience 2013 an 8 month long open connectivist MOOC / course run on Wordpress - focussed on edtech development and targeted at K-16 educators / course designers / Ed admin: co- facilitated by Brendan Murphy, Christina Hendricks, Janet Webster, Julie Balen and many others who had met in #etmooc http://www.ooe13.org/sample-page/ http://www.ooe13.org/learning-topics/ 21. **Responds to the question of HOW:** Adeline Koh's awesome compilation of resources for your Wikipedia-based projects:	

	http://www.adelinekoh.org/blog/2015/03/05/resources-on-integrating-wikipedia-into-your-classroom/ 22. Class blog on Literary Theory: http://criticaltheoryclass.blogspot.ca/ 23. Crowdsourced mapping project for digital humanities: https://www.historypin.org/en/explore/victorian-london/project/about/paging/1 24. Information Literacy (Internet for Research) course at Ohlone College - Create an entry in the Fremont Localwiki https://localwiki.org/fremont/. Find and cite at least one good credible source. Edit at least two other entries. 25. Blogs vs Wikis 26. I would like to share the VIU Ornithology project from Fall 2015. Students were tasked with setting up their own blog creating at least two posts on a local bird species of their choice. These posts were aggregated into a central site for viewing the entire collection. Comments were used to provide feedback to one another and the entire resource sits on the public web. We never got as far as getting all of the copyright perfect, but one step closer to open pedagogy. http://wordpress.viu.ca/biol325/ - Michael Paskevicius 27. Newtonian laws in real life examples. Use Cat videos and car crashes to have students reflect and identify. 28. Intro to Geography- how does the nation state provides human rights. Considerations- debates. Sending students to wikipedia	

	to identify look at how a fact is constructed and then debate how the nation state provides human rights. 29. Microeconomics course- student evaluates and advises. Looking at real life scenarios based on price and income and how that impacts a family. Perhaps gamify the behaviour prediction-simulations that could be done with that. Students can share this within the course. Sample student assignments to share back with other students. 30. Create a wedding plan that meets the needs and interests of the client. Find people who need wedding plan and who are willing to have it done for free for students. Doing primary research by having students interview the organizations they need to know about. Project working with real clients, offer a free service- i can plan this for you- open in the sense that you hand it over. Perhaps co-create an excel template and then put into e portfolio. 31. Learners will be able to identify and correct plagiarism. Typical: Read the 10 sources, look at essay and identify plagiarism. Revised: Students pick a topic, write the essay with plagiarism in it, then others find the sources. Examples will be shared in Lib Guides at College. 32. Learners will be able to apply worksafe bc regulations to electrician. Have scenarios of photos of worksafe bc- then post to blog, students could critique. Perhaps create different settings and use the virtual reality to identify where the errors are. 33. Learners will be able to plan and create 5 min video introducing themselves to their students. Show them examples of poor videos to think about lightning. Pair them up to work together.	

	Use the devices that are personal to them- phones, tablets, etc. Cut down from 5 minutes to 2 minutes. Make it have a purpose- put it on YouTube- making sure there tutorials, etc. 34. Philosophy- students isn't just about reading old texts- philosophical thinking is everywhere. At the end of the term, come up with a definitions of philosophy and apply that to anything in your everyday life. Make it more accessible to post on blog and have others comment on them. Make a video- respond to something current in the news- perhaps write an Op Ed piece. Podcast. The *Digital Pedagogy in the Humanities* collection has been open from the beginning (for viewing, for peer reviewing, and for contribution by 60 curators). We are nearing the final stages of editorial review and will have the entire collection ready for use, re-use, revision, and re-mixing by Jan. 2018 in a searchable form. For now, see our GitHub version that's ready to use with a variety of assignments attached to each of the 60 keywords. (Contact Ed. Katherine D. Harris katherine.harris@sjsu.edu for more info) https://github.com/curateteaching/digitalpedagogy/tree/master/keywords	
Teaching Centered Design [Maybe describe as teacher-centered rather than not effective? Can be effective sometimes, for some purposes?] *what we might describe of as "teacher-centred" methods:*	**2** using OER, but under-utilizing the potential of open ● Open-book, multiple choice final exam in a course that uses an open textbook ● - UBC- definitely would **not** call this non-optimal learning design. Effective design for a teacher centered learning environment - but using open resources.	**4** teacher-centred methods, disposable assignments in a closed environment. Examples: ● essay assignment (only teacher reads submissions): Is [Willy Loman, Hamlet, etc) a tragic hero? Discuss. ● final exams

lecture-heavy, "disposable" assignments , assessment focused on exams, multiple choice, students demonstrate learning to instructors only, everyone does same thing, or limited/instructor-determined choices *teaching-centred can be effective in conjunction with student-centred. I think the trades training models are at times teaching centred by necessity and in some cases are required by whoever is auditing them.*	• semi-open teaching (where part of a activity is shared/undertaken collaboratively across multiple institutions (effective, and UBC has done this in the past) • Science students new to uni use lab OER before going into the lab - OER used in closed teaching context (altho also openly available on web). http://www.val.biologycourses.co.uk (@vivienrolfe) • Article evaluating VAL: ftp://www.bioscience.heacademy.ac.uk/casestudies/VRolfe.pdf (@vivienrolfe) • Using OER as required or optional readings/videos/podcasts for courses, but otherwise focusing on teaching-centred activities	• Most education all of the time surely? (Viv)