

Phase 2, Session 4 Facilitator Guide

Program outcomes

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.

Phase 2 learning objectives

Faculty will make progress toward

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 their 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.

📖 Pressbooks | Phase 2, Session 4

Session 4 (Synchronous, 2 hours)

Topic (objectives/alignment)	Script/Planning notes	Timing
Welcome + centering (Obj. 4) Slide 1, 2 & 3	Welcome everyone! We are going to get started with a circle process for two purposes - 1 to affirm how we want to show up in the space based what we came up with in the last synchronous session, and to ground in together. Here's our circle order [facilitator put this in the chat] Round 1: Take a look at the norms, you can add,	(25 min)

	edit, or affirm and then pass to the next person. Change slide: Round 2 Prompt (slide 3): As you are reading and learning more about open pedagogy, and beginning to conceptualize your project what positive feelings or emotions are coming up for you? How can you share those feelings as part of your teaching?	
Engaging in feedback (Obj 2,3,4) Slide 4	We are going to give you all some time in pairs, in a breakout room, to share what you worked on through the analysis section of your project templates. You will have 20 minutes total and we will give you a reminder about halfway to be sure everyone has time to share. Discussion prompt: Use this time to discuss the context for your project and what became clearer through the analysis section. What questions or next steps have you identified? [drop this in the chat] Debrief prompt: Share those questions or next steps as they relate to your goal. We are keeping some notes on the slides that we will share after the session.	35 minutes total: 20 in breakout room 15 debrief in larger group
BREAK (slide 5)		5 min
Engaging with feelings about Open (obj 1) (slide 6)	Take a few minutes to pull out the article you all read for this session: Your Discomfort is Valid: Big Feelings and Open Pedagogy (Pearce et. al., 2022) Pearce, L., Lin Hanick, S. L., Hofer, A. R., Townsend, L., & Willi Hooper, M. (2022). Your Discomfort Is Valid: Big Feelings and Open Pedagogy. Retrieved from https://academicworks.cuny.edu/lg_pubs/173/. Review the article and your notes and then we can have an open discussion. Q: What did this article help you to understand as you are thinking about encouraging students to be creators in the scholarly landscape?	20 min
Exploring equity and social justice in course	You all will be evaluating and prioritizing the design choices for your open pedagogy project.	30 min total

design (Obj 2 & 3) (slide 7)	In order to do this work we often break down the idea of your “teaching practice” into three areas: 1. 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. 2. 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”. 3. 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) Now, take a look at all of the work you did in your analysis section of your project design template and consider your project. Reflect on the changes required in the three 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 in your design decisions? Once you have listed your actions, try to prioritize them for yourself.	20 min on own working 10 min to do a circle
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	You all will have 20 min to work on this (you are welcome to turn your camera off as you work). Then we will come back together and use the circle process to debrief for about 10 min. Debrief Circle (each person will have about 60 sec to share; As a note we are not taking notes during this discussion. put circle order in the chat)	
Wrap Up Slide 8	- To facilitators: This is where you'll include dates about the availability of the next session materials and the individual consultations. We would like to invite you to join us in taking a collective breath. I'll give us a countdown (3, 2, 1,) and then we can take a deep inhale and a deep exhale together. Sound good? 3,2,1...in....out...	5 min