

Review Guide: *Open Pedagogy: Varied Definitions, Multiple Approaches*

Lead editors: Kimberly Hoffman & Alexis Clifton

Thank you for agreeing to serve as a chapter reviewer for our project. This guide is meant to help you give great, useful feedback to the chapter authors. You are welcome to print this Google doc, make a copy for yourself, or share with others. We have adapted this guide from [The Rebus Guide to Publishing Open Textbooks](#).

Please read through sections below, and use this as a reference as you complete your review. If you have any questions, email uopenpedagogy@gmail.com.

Before We Begin

As we strive to work openly, all contributions made to this book will be licensed under a [CC BY 4.0 International License](#). Your name will be mentioned in the published version of the book as reviewer.

About This Book

The term “open” has been heavily used in the past decade or more and can come with multiple interpretations: open access, open source, open textbook, open pedagogy ... In general, “open” within these contexts implies unlimited, free, public access with the ability to manipulate and transform the educational content.

Within the educational realm, we see even greater nuances of “open” in terms of how the access to and adapted creation work together. Our book aims to shed light on multiple definitions and how they are applied in a variety of learning experiences.



Open Pedagogy: Varied Definitions, Multiple Approaches, Eds. Kimberly Hoffman and Alexis Clifton

Adapted from [“Review Guide Template”](#) from *The Rebus Guide to Publishing Open Textbooks (So Far)* by Apurva Ashok and Zoe Wake Hyde, [Creative Commons Attribution 4.0 International License](#)

Chapters in this collection are focused on **library-teaching faculty collaborations** that explore the intersecting roles and desired outcomes that each partner contributes toward student learning in an open environment.

More about the project can be found here:

[Rebus Community: Open Pedagogy: Varied Definitions, Multiple Approaches](#)

Audience

The primary audience for this project will be academic faculty, librarians, and library staff looking to implement or expand open pedagogy projects on their campus.

To that end, chapters should be collegial and personal, while still maintaining a professional tone. First person voice is appropriate, though not required.

Process

Reviewers are asked, at minimum, to complete a review questionnaire for their assigned chapters using a template form provided by the Editorial Team. This questionnaire will contain the questions summarized in the [Review Questions section](#) below.

Reviewers are also encouraged to add comments, questions, and suggestions to the chapter draft directly in Google Docs. Further guidance on how to do that is found in the [Leaving Feedback section](#) below.

Reviewer Etiquette

When leaving feedback, please be conscious of your language and tone and remember that the content you are critiquing is the product of many hours of concerted labor. Keep your criticism constructive, and avoid using derogatory phrases, or making personal remarks about the author. As a courtesy to the author or editor, avoid using abbreviations or short forms of words when



Open Pedagogy: Varied Definitions, Multiple Approaches, Eds. Kimberly Hoffman and Alexis Clifton

Adapted from "[Review Guide Template](#)" from The Rebus Guide to Publishing Open Textbooks (So Far) by Apurva Ashok and Zoe Wake Hyde, [Creative Commons Attribution 4.0 International License](#)

providing feedback. Doing so ensures that your feedback remains clear and easy to understand for everyone.

As a reminder, all review commentary will be visible and identifiable to chapter authors and the Editorial Team. It will not be published as part of the book, however.

If you run into any issues during this process, please contact
uopenpedagogy@gmail.com.

Deadline

Reviews should be completed no later than December 31, 2019. When complete, send the Review Form to uopenpedagogy@gmail.com.

Recognition for Reviewers

The finished book will contain a review statement, where all reviewers will be credited by name. If you would like to opt out of public acknowledgement, please let us know by contacting uopenpedagogy@gmail.com.

Review Questions

Reviewers will be provided a form where you will be asked to provide a score and comments about how well the following statements apply to the chapter read:

1. The project is situated within the campus context and culture, and/or the broader “open” community.
2. The need this project addresses is clearly defined.
3. The roles each collaborator played is clearly defined. Each member’s contribution is impactful to the project.
4. The partnership between the library and teaching faculty engagement is clearly defined and plays an integral role in its delivery.
5. Appropriate pedagogical theories or concerns are addressed in the chapter as relevant to the project.



Open Pedagogy: Varied Definitions, Multiple Approaches, Eds. Kimberly Hoffman and Alexis Clifton

Adapted from “[Review Guide Template](#)” from The Rebus Guide to Publishing Open Textbooks (So Far) by Apurva Ashok and Zoe Wake Hyde, [Creative Commons Attribution 4.0 International License](#)

6. Ethical considerations are addressed in the chapter as relevant to the project.
7. Successes and challenges of the project are clearly defined.
8. Student contributions are clearly defined and their work is exemplified wherever possible.
9. The chapter includes reflections and suggestions for modifications or improvements where possible.
10. The project in the chapter could be adapted to fit other situations or campus settings.
11. Relevant supporting material is included in the chapter or appendices as needed.
12. The chapter is written in lucid, accessible prose, and provides adequate context for any jargon or technical terminology used.
13. The chapter is internally consistent in terms of terminology, style, and structure.
14. This chapter is ready for publication in the book.

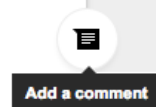
Leaving Feedback

Please leave feedback in the Google doc using either the Comments tool or by providing feedback with the Suggestions tool.

Commenting

Leave a comment in the document by selecting a portion of text, and clicking on the comment icon.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque et purus sed nibh consectetur egestas. Pellentesque id hendrerit leo, id tristique leo. Praesent tincidunt, lacus sed cursus varius, ex nibh venenatis turpis, et egestas ligula augue eu ante. Vivamus ac urna scelerisque, semper libero eget, dapibus dui. Orci varius natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Pellentesque a orci arcu. Etiam id rutrum lacus. Donec ut velit ac nisi luctus interdum. Cras semper eros in aliquam pulvinar. Duis ac diam quis est tincidunt luctus. Maecenas ipsum tellus, porttitor in sodales non, consectetur sit amet libero. Aliquam vitae vestibulum nunc. Integer pulvinar aliquam mi, vel porttitor metus blandit vel. Vivamus odio magna, viverra nec ligula ornare, tristique vulputate risus. Integer vitae eros dui. Quisque urna justo, placerat in sodales ut, fringilla facilisis lorem.



Alternatively, you can select the text, and choose **Insert > Comment** on the menu at the top of the page, or use the keyboard shortcut for your computer. You can select individual words or whole sentences, leaving feedback on specific parts of the document.



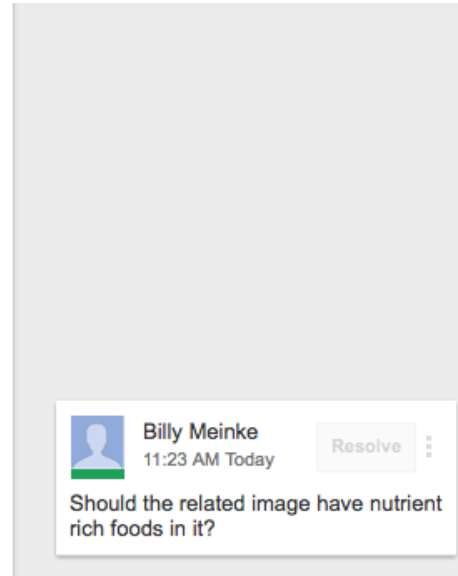
Open Pedagogy: Varied Definitions, Multiple Approaches, Eds. Kimberly Hoffman and Alexis Clifton

Adapted from "[Review Guide Template](#)" from The Rebus Guide to Publishing Open Textbooks (So Far) by Apurva Ashok and Zoe Wake Hyde, [Creative Commons Attribution 4.0 International License](#)

Once you enter your comment, be sure to click on “Comment” to save it. Once it is saved, it will appear next to the selected text. You can edit or delete a comment by clicking on the ellipsis in the top right corner of the comment.

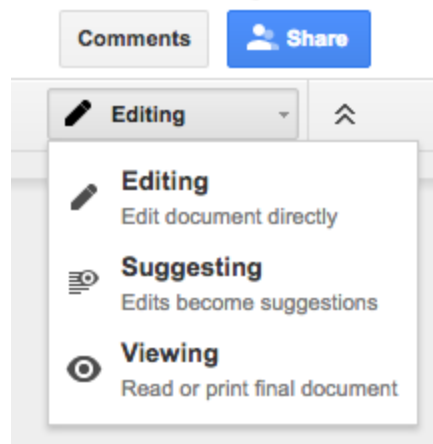


nutrients it contains relative to the amount of
ense, meaning they contain lots of the
vide. **Nutrient-dense foods** are the opposite
/ soft drinks, which provide many calories
; additionally associated with its taste,
uch consumers like it.]



Suggesting

You can also leave proposed edits in the document by switching to Suggesting mode in the upper right-hand part of the document.

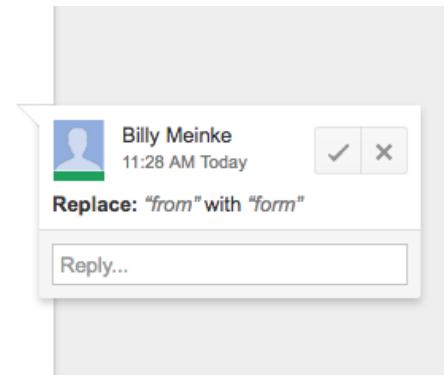


Open Pedagogy: Varied Definitions, Multiple Approaches, Eds. Kimberly Hoffman and Alexis Clifton

Adapted from [“Review Guide Template”](#) from The Rebus Guide to Publishing Open Textbooks (So Far) by Apurva Ashok and Zoe Wake Hyde, [Creative Commons Attribution 4.0 International License](#)

Similar to track changes features of other word processing programs, the authors will see your proposed change and selectively roll or edit them in.

that ~~form~~from crystals and are classified depending on
elements, such as molybdenum, selenium, zinc, iron, and
phosphorus, are required in hundreds of milligrams. Many
others are used to maintain fluid balance, build bone
nerve impulses, contract and relax muscles, and protect



When in doubt, begin by leaving comments. Use the Suggesting mode as it is useful to you.



Open Pedagogy: Varied Definitions, Multiple Approaches, Eds. Kimberly Hoffman and Alexis Clifton

Adapted from "[Review Guide Template](#)" from The Rebus Guide to Publishing Open Textbooks (So Far) by Apurva Ashok and Zoe Wake Hyde, [Creative Commons Attribution 4.0 International License](#)