

\*Group 3: Open pedagogy and open boundary courses

**\*Please add your name before contributing - Click on the "people" icon. See top right of your screen (or bottom of the screen on mobile device).**

\*Please post any issues you would like to be tabled at the OERu council of CEOs meeting using this link: [https://etherpad.oerfoundation.org/2018\\_Issues\\_for\\_CEOs\\_meeting](https://etherpad.oerfoundation.org/2018_Issues_for_CEOs_meeting)

\*Descriptions

### **Open boundary course**

- *An open boundary course refers to the ability of the OERu component-based delivery platform to publish multiple instances of the same open courses for reuse across multiple course sites by individual institutions for different learner groups. Different cohort groups can interact with each other through syndicated course interactions distributed across the Internet. For example, Kwantlen Polytechnic University could publish a course site for Introduction to Psychology for its own student cohort who can study in parallel with OERu learners accessing the same course materials from the OERu course site. These two cohort groups will be able to interact with each other.*

### **Open pedagogy**

- *An access-oriented commitment to learner-driven education and a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part. A related concept, OER-enabled pedagogy, refers to the set of teaching and learning practices only possible in the context of the 5R permissions which are characteristic of OER. For example engaging learners as creators of information rather than consumers by not using disposable assignments. Open pedagogy may offer pathways to enhancing the future sustainability of OER while improving the quality of learning.*

\*Open boundary course shortlist

Identify a shortlist of OERu courses that would be ideal candidates for an OERu "open boundary course" innovation pilot. (That is, courses that would maximise the number of participating institutions).

- Courses TBD based on criteria listed below

\* List the steps for planning and implementing a successful OERu open boundary innovation pilot

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- **Two or more OERu partner institutions picking a course they already offer and building in an open boundary activity (a much easier way of running an open boundary pilot); learn from this pilot before running an open boundary activity with OERu students**
- Need to be mindful of issues related to infrastructure and access for students from different jurisdictions

- Need to be mindful of issues related to harassment, bullying, and local human rights policies
- **Pick courses that serve local curricular needs**
- **Pick instructors that are open to innovating in this way and who can see the benefits for the course and learning**
- Balancing cognitive load for students using tools aimed at internal and external tools
- **Provide students with alternatives if they don't wish to participate in open boundary work**
- **Perhaps pick one activity within a micro-course to pilot an open boundary activity**
- Open boundary activities could serve as a conduit for continuous enrolment courses at the university

\*Open pedagogy shortlist

Identify a short list (two or three) initiatives that can be implemented as an OERu innovation pilot project.

- **Students annotating micro-course content to contextualize, augment, explain, etc.**
- **Students updating course content that has been flagged by course developers (as learning activity)**
- **Students creating ancillary learning resources via a learning activity within a micro-course**

\*List the steps for planning and implementing a successful OERu open pedagogy innovation pilot

- **Identify content areas during the course development phase that will need periodic updating (for potential open pedagogy work)**
- Construct learning activities that allow for annotations (including video annotations)
- Tuition paying students can be in a separate private hypothes.is group from OERu students
- Example of a research methods course for the social sciences that could be contextualized (e.g., laws governing research with human participants) by students around the world
- Cultural challenges related to moving beyond the banking model
- **Students should have agency about openly licensing their intellectual property & the education to choose an open license**
- **Essential to scaffold the development of critical digital and information literacies**

\*Decision proposals for the OERu open boundary and open pedagogy innovation pilots

**Identify candidate courses already offered by partner institutions where open boundary activities may be implemented**

**Recommend that OERu course curriculum developers flag content areas that will require revisiting via open pedagogy**

**Recommend that OERu course curriculum developers consider opportunities to embed open pedagogy activities (e.g., annotating, updating, contextualizing content; creating guides for future students taking the same course; creating ancillary resources for the course)**

**Develop/adapt training resources for OERu students and faculty for open pedagogy (e.g., adapt from Rebus Guide to Making Open Textbooks with Students <https://press.rebus.community/makingopentextbookswithstudents/>; Hypothes.is Student Guide**

**<https://web.hypothes.is/education/>, etc.)**