Supporting Student-led Open Pedagogy

The Open Education Conference 2022

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(Image: KPU, n.d.)

Territorial Acknowledgement of Indigenous Peoples

Our institution, *Kwantlen Polytechnic University* (KPU), takes its name from the *Kwantlen First Nation*.

We work, study, and live in a region south of the Fraser River which overlaps with the unceded traditional and ancestral lands of the *Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt and Kwikwetlem peoples*.

About the Presenters

Nicolas Costanzo (he, him) Student Research Assistant. Studying in fourth year for Entrepreneurial Leadership Degree (BBA) at *Kwantlen Polytechnic University*, Surrey, British Columbia, Canada

Deirdre Maultsaid (she, her) KPU Open Research Fellow (2021), Writer, Teacher, Applied Communications, Melville School of Business, *Kwantlen Polytechnic University*, Surrey, British Columbia, Canada

Presentation Roadmap

❖ About us / Project Context

❖ Overview of student concerns about Open Pedagogy (OP) and Open Educational Resources (OER)

❖ Tips on addressing common student concerns

❖ Key Takeaways

(Image: Enriquez, 2021a)

The Open Pedagogy Process

Instructors supporting students to curate and create OER

OER shared, used and modified by others

Why Nicolas Values Open Pedagogy/OER

❖ Creation of OER is collaborative

❖ Instructors learn student perspectives in the process

❖ OER is more accessible

❖ OER can be more adaptable than traditional textbooks

Why Deirdre Values Open Pedagogy/OER

❖ Open Pedagogy Process can be inclusive (Maultsaid, 2022b)

❖ Process encourages student agency

❖ OER is adaptable for different contexts

(Image: Thian, 2018)

With the right environment and through caring facilitation, students can have a positive Open Pedagogy (OP) experience creating Open Educational Resources (OER).

(Image: Bishop, J., 2018)
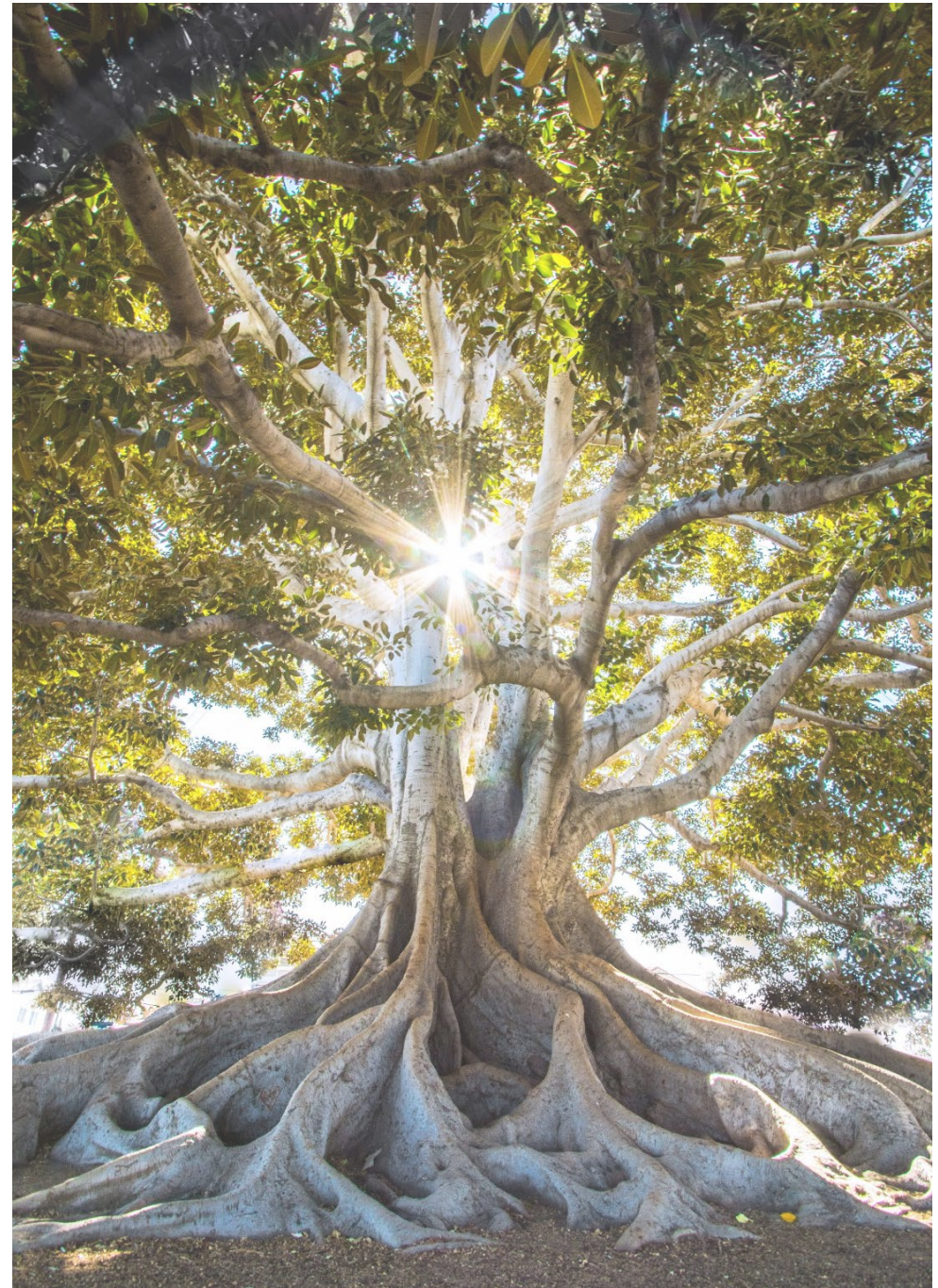
Our Research Project

❖ 4 Medium-sized postsecondary institutions

❖ Data collected during Fall, 2021

❖ 28 Total Participants

❖ 16 Focus Group Participants

❖ 1-3 sessions each

❖ Participant Reflections

(Image: Furtado, 2018)

Know that Students Value Open Pedagogy

"...more marginalized people are being represented properly" – student (Maultsaid, 2022a)

"I think it's like super empowering, it feels like you're making a difference in a way and impact on future learners." –student (Maultsaid, 2022a)
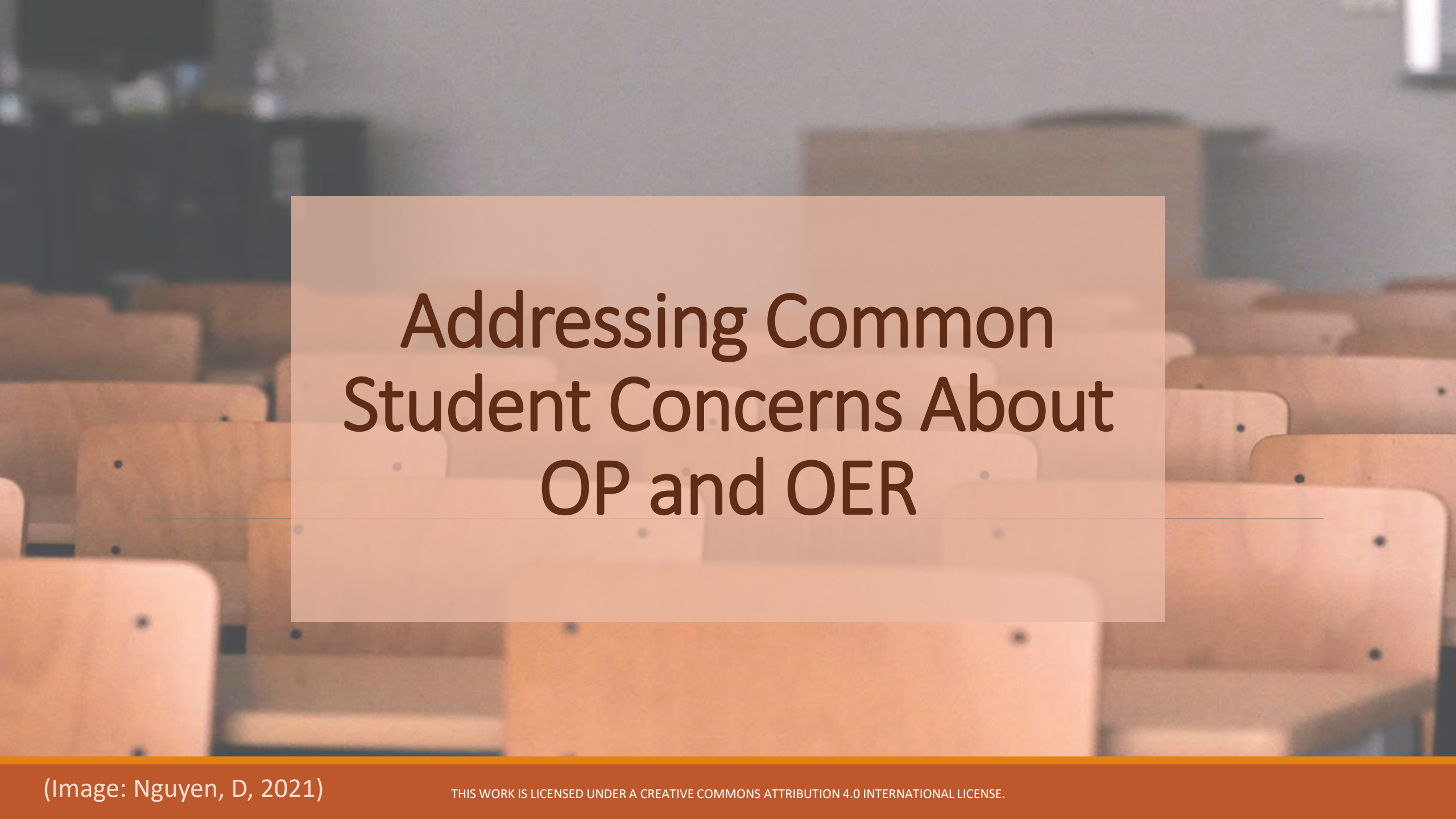
Students have

concerns with

OP and OER

(Image: Enriquez, 2021b)

Student concerns when creating Open Educational Resources

❖ Students have a lack of confidence in themselves (Axe, 2020)

❖ Student content being "inaccurate" (Maultsaid, 2022a)

❖ Student's expressed concerns of sharing publicly (Hendrix, 2021)

Addressing Common Student Concerns About OP and OER

Students Lack Confidence

Students believe teacher scaffolding of projects is key to their success (Baran & AlZoubi, 2020)

Build Student Confidence in OER Creation

Build Confidence With Technology

Provide	Encourage	Offer
suggestions for shared workspace: *OneDrive? *Google Docs? *Others?	freedom to chose suitable medium: *Audio file? *Document? *Video?	assistance on using open-source platforms

Build Confidence By Scaffolding

Gather	interested students
Support	students to build consensus on their own process
Remind	students to manage their content, process and timelines
Answer	questions and help with urgent situations
Emphasize	the benefits of student created material

Build Confidence: Support the Student-Led Process

A student says *"...taking the time to have a roundtable and make a code of conduct. Make sure everyone is on the same page and also learn what people like to do, [their] strengths and things they don't want to do and then help everyone feel like they are really happy of their contribution."*

(Maultsaid, 2022a)

Build confidence: Emphasize the benefits of student-created material

"I feel like it sparks your imagination or your thinking if it's an experience that you haven't gone through." – student (Maultsaid, 2022a)

"I like the idea that someone will read the work that I was part of." – student (Maultsaid, 2022a)

Reassure Students About Accuracy

Students are Concerned About Accuracy…

❖ *"To work with other students [is good], but then also to have someone with more knowledge or experience than the student to also review it and offer their input and feedback. "*–student (Maultsaid, 2022a)

❖ *"I would freak out. It would be way too much responsibility."* –student (Maultsaid, 2022a)

(Image: Unsplash, 2018)

❖ Students have lack confidence in their ability to *"contribute in a meaningful way if they did not have sufficient subject matter expertise."* (Bovill, 2016)

❖ Research shows students are concerned about accuracy (Hilton III et al, 2019).

(Image: Lambillotte, 2020)

Reassure Students about Accuracy:

❖ source materials from far and wide

❖ use their own experiences

❖ trust the process of revising as a group

Reassure Students About Accuracy: Facilitate an "Open Pedagogy Environment"

❖ Promptly address student concerns

❖ Remind students to constructively peer review

❖ Democratically set up an instructor review process

❖ Do not edit for expression and style

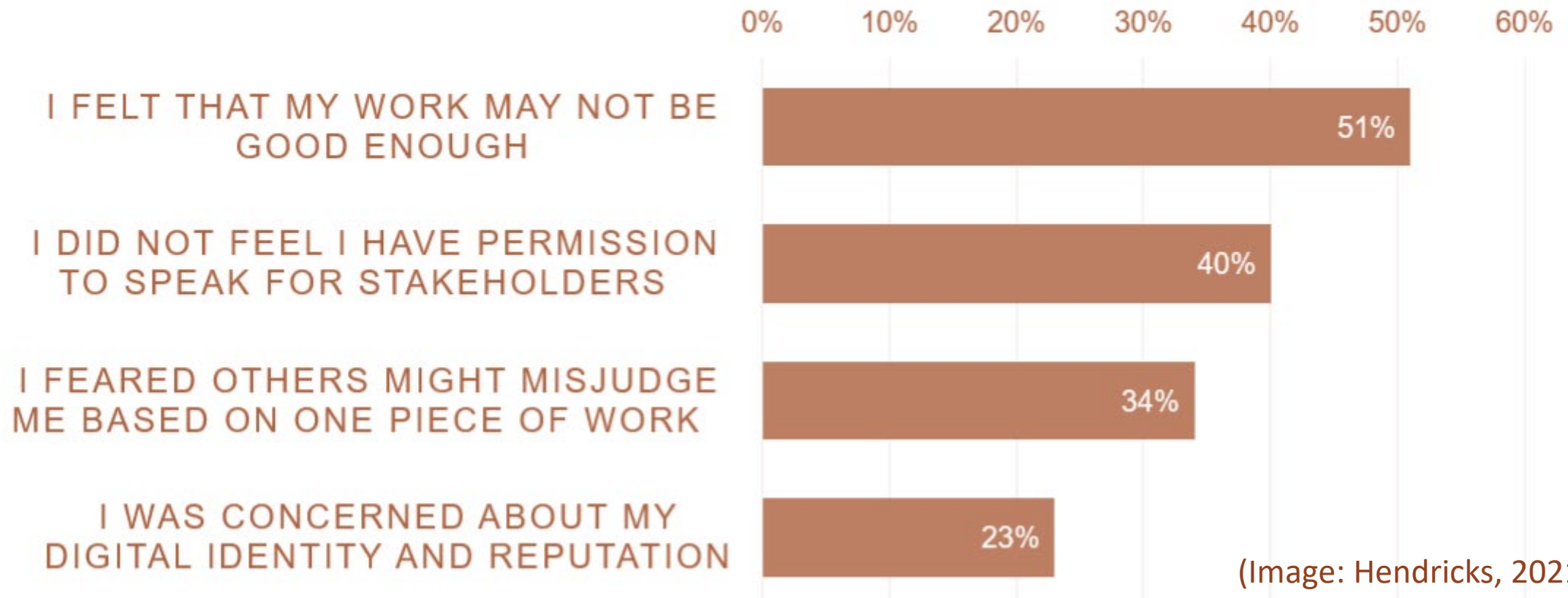Address Concerns

About Public Sharing

(Image: Microsoft Office, 2022)

Concerns about sharing publicly

(Image: Hendricks, 2021)

Not all students are concerned

Only 15.2% of students (N=92) expressed concern about their project being available locally and globally. (Werth, 2021)

In a review of recent studies, many students *"expressed appreciation in developing artefacts that could be used by others."* (Clinton-Lisell, 2021)

Our research (N=28) shows 78% of our participants feel positive about sharing publicly and a further 18% feel neutral (Maultsaid, 2022a)

Support Students Sharing Publicly

1 Discuss publishing options

2 Provide students with advice on where to publish

3 Discuss Creative Commons licensing (Creative Commons, n.d.)

4 Allow students to remain anonymous and not credited

(Image: Microsoft Office, 2022)

Takeaways

❖ Support students to confidently fulfill their central role in Open Pedagogy

❖ Encourage students to trust the peer process and to stay authentic to themselves

❖ Provide students with advice for sharing publicly

❖ Get ongoing consent for public sharing

(Image: (Moreland, 2019)

Thank you

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