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 From: Mays, E., Wake Hyde, Z., & Ashok, A. (2017). A guide to making open textbooks with students. Rebus Community. <https://press.rebus.community/makingopentextbookswithstudents>  
 This excerpt was selected and adapted for educational use by the PROF-L project.

#### Hinweis:

Dies ist eine **Beispielaufgabe im Format der PROF-L Prüfung** und keine Originalprüfungsaufgabe. Inhalt und Schwierigkeitsgrad können abweichen.

## Rethinking Learning through Open Pedagogy

**Indicative time: 15-20 minutes**

#### Situation

**In this reading task, you are preparing for a workshop on inclusive and student-centered teaching in higher education. As part of the preparation, you are asked to read a short academic excerpt that introduces the concept of Open Pedagogy and explains how it connects to broader social and educational issues.**

#### Task

**You are going to read part of a text about Open Pedagogy and how it relates to teaching practices and the use of Open Educational Resources (OERs) in higher education. Then, answer the multiple-choice questions that follow. Each question has three options, but only one is correct. Circle the correct answer for each question.**

### Open Pedagogy

... Many of us who work with Open Pedagogy today have come into the conversations not only through an interest in the historical arc of the scholarship of teaching and learning, but also by way of Open Education, and specifically, by way of Open Educational Resources (OERs). OERs are educational materials that are openly-licensed, usually with Creative Commons licenses, and therefore they are generally characterized by the 5 Rs: they can be reused, retained, redistributed, revised, and remixed. As conversations about teaching and learning developed around the experience of adopting and adapting OERs, the phrase “Open Pedagogy” began to re-emerge, this time crucially inflected with the same “open” that inflects the phrase “open license.”

In this way, we can think about Open Pedagogy as a term that is connected to many teaching and learning theories that predate Open Education, but also as a term that is newly energized by its relationship to OERs and the broader ecosystem of open (Open Education, yes, but also Open Access, Open Science, Open Data, Open Source, Open Government, etc.). David Wiley, the Chief Academic Officer of Lumen Learning, was one of the first OER focused scholars who articulated how the use of OERs could transform pedagogy. He wrote in 2013 about the tragedy of “disposable assignments” that “actually suck value out of the world,” and he postulated not only that OERs offer a free alternative to high-priced commercial textbooks, but also that the open license would allow students (and teaching faculty) to contribute to the knowledge commons, not just consume from it, in meaningful and lasting ways. Recently, Wiley has revised his language to focus on “OER-Enabled Pedagogy,” with an explicit commitment to foregrounding the 5R permissions and the ways that they transform teaching and learning.

As Wiley has focused on students-as-contributors and the role of OERs in education, other Open Pedagogues have widened the lens through which Open Pedagogy refracts. Mike Caulfield, for example, has argued that while OER has been driving the car for a while, Open Pedagogy is in the backseat ready to hop over into the front. Caulfield sees the replacement of the proprietary text book by OERs as a necessary step in enabling widespread institutional open learning practice. In that post, Caulfield shorthands Open Pedagogy: “student blogs, wikis, etc.” We might delve in a bit deeper here. Beyond participating in the creation of OERs via the 5 Rs, what exactly does it mean to engage in “Open Pedagogy?”

First, we want to recognize that Open Pedagogy shares common investments with many other historical and contemporary schools of pedagogy. For example, constructivist pedagogy, connected learning, and critical digital pedagogy are all recognizable pedagogical strands that overlap with Open Pedagogy. From constructivist pedagogy, particularly as it emerged from John Dewey and, in terms of its relationship to technology, from Seymour Papert, we recognize a critique of industrial and automated models for learning, a valuing of experiential and learner-centered inquiry, and a democratizing vision for the educational process. From connected learning, especially as it coheres in work supported by the Digital Media and Learning Research Hub, we recognize a hope that human connections facilitated by technologies can help learners engage more fully with the knowledge and ideas that shape our world. And from critical digital pedagogy, as developed by Digital Humanities-influenced thinkers at Digital Pedagogy Lab out of educational philosophy espoused by scholars such as Paulo Freire and bell hooks, we recognize a commitment to diversity, collaboration, and structural critique of both educational systems and the technologies that permeate them.

If we merge OER advocacy with the kinds of pedagogical approaches that focus on collaboration, connection, diversity, democracy, and critical assessments of educational tools and structures, we can begin to understand the breadth and power of Open Pedagogy as a guiding praxis. To do this, we need to link these pedagogical investments with the reality of the educational landscape as it now exists. The United Nations Universal Declaration of Human Rights asserts that “higher education shall be equally accessible to all.” Yet, even in North America in 2017, “the likelihood of earning a college degree is tied to family income” (Goldrick-Rab). For those of us who work in higher ed, it’s likely that we have been casually aware of the link between family income and college enrollment, attendance, persistence, and completion. But for those of us who teach, it’s also likely that the pedagogies and processes that inflect our daily work are several steps removed from the economic challenges that our students face. Even though 67% of college students in Florida and 54% of those in British Columbia cannot afford to purchase at least one of their required course textbooks, we more readily attribute their inability to complete assigned readings to laziness and entitlement than to unaffordability. This is precisely why the push to reduce the high cost of textbooks that has been the cornerstone of the OER movement has been a wake-up call for many of us who may not always have understood what we could do to directly impact the affordability of a college degree.

When faculty use OERs, we aren’t just saving a student money on textbooks: we are directly impacting that student’s ability to enroll in, persist through, and successfully complete a course. In other words, we are directly impacting that student’s ability to attend, succeed in, and graduate from college. When we talk about OERs, we bring two things into focus: that access is critically important to conversations about academic success, and that faculty and other instructional staff can play a critical role in the process of making learning accessible.

If a central gift that OERs bring to students is that they make college more affordable, one of the central gifts that they bring to faculty is that of agency, and how this can help us rethink our pedagogies in ways that center on access. If we do this, we might start asking broader questions that go beyond “How can I lower the cost of textbooks in this course?” If we think of ourselves as responsible for making sure that everyone can come to our course table to learn, we will find ourselves concerned with the many other expenses that students face in paying for college. How will they get to class if they can’t afford gas money or a bus pass? How will they afford childcare on top of tuition fees? How will they focus on their homework if they haven’t had a square meal in two days or if they don’t know where they will be sleeping that night? How will their families pay rent if they cut back their work hours in order to attend classes? How much more student loan debt will they take on for each additional semester it takes to complete all of their required classes? How will they obtain the credit card they need to purchase an access code? How will they regularly access their free open textbook if they don’t own an expensive laptop or tablet? ...

Question 1:

**What makes OERs different from standard learning materials?**

- A. They are limited to nonprofit use and classroom-based instruction.
- B. They can be edited and shared without special permission.
- C. They are designed only for digital teaching environments.

Question 2:

**How does the text explain the renewed interest in the idea of Open Pedagogy?**

- A. It combines past teaching ideas with new open practices.
- B. It reacts against traditional methods in formal education.
- C. It has become common in fields like research and data science.

Question 3:

**What does Caulfield's metaphor imply about Open Pedagogy?**

- A. Open Pedagogy has overtaken OER as the main driver in open education.
- B. Open Pedagogy is becoming more central as OER use grows.
- C. Open Pedagogy remains underrepresented in the open education movement.

Question 4:

**What idea from constructivist pedagogy is echoed in Open Pedagogy?**

- A. Emphasizing structured instruction under expert guidance.
- B. Prioritizing measurable outcomes and standards.
- C. Encouraging students to explore and learn through experience.

Question 5:

**What idea does Open Pedagogy share with connected learning?**

- A. That students should follow predefined digital learning paths.
- B. That open education should focus on data collection.
- C. That technology can support meaningful learner interaction.

Question 6:

**What contrast does the author highlight about higher education?**

- A. It is viewed as a right but still shaped by background.
- B. Texts cost less now, yet students study even less.
- C. Funding is available, but many skip university anyway.

Question 7:

**What misunderstanding by instructors does the author point out?**

- A. Believing that students prefer digital textbooks to printed ones.
- B. Thinking that students avoid readings because they lack motivation.
- C. Assuming that students are able to complete tasks without extra support.

Question 8:

**What shift in perspective does the author encourage faculty to adopt?**

- A. Consider broader student challenges beyond just textbook costs.
- B. Focus more on digital tools than on content delivery.
- C. Prioritize grading efficiency over course design flexibility.

## Answers

### Question 1:

**Correct answer: B.** They can be edited and shared without special permission.

This reflects the 5R permissions that define OERs, which make them flexible and openly usable.

### Question 2:

**Correct answer: A.** It combines past teaching ideas with new open practices.

Open Pedagogy builds on earlier theories and gains new momentum through its connection with OERs.

### Question 3:

**Correct answer: B.** Open Pedagogy is becoming more central as OER use grows.

The metaphor suggests Open Pedagogy is ready to take a leading role as OERs become widespread.

### Question 4:

**Correct answer: C.** Encouraging students to explore and learn through experience.

The text links Open Pedagogy with constructivist approaches that emphasize active, learner-centered inquiry.

### Question 5:

**Correct answer: C.** That technology can support meaningful learner interaction.

Connected learning highlights how technology can foster engagement and connection — a value shared by Open Pedagogy.

### Question 6:

**Correct answer: A.** It is viewed as a right but still shaped by background.

The author contrasts the ideal of equal access with the reality that educational success still depends on socioeconomic background.

### Question 7:

**Correct answer: B.** Thinking students avoid readings because they lack motivation.

The text criticizes the assumption that students are unmotivated, when in fact affordability is often the issue.

### Question 8:

**Correct answer: A.** Consider the wider challenges students face beyond textbook costs.

The final paragraph calls for broader awareness of barriers students face, beyond just textbook affordability.