

Faculty Panel

Well, hello everyone and welcome, um, to, um, our, I guess hopefully, discussion workshop training, um, on open pedagogy and Hypothesis today. I recognize all of you. Um, Kyoko welcome again. And my colleague Megan from the library is here. Susan, Andrew, Elizabeth, and I think Lee is here as well. Um, can you hear me, okay? Okay, perfect. And also, I should mention to you, we're recording this session. So, if you don't want to be seen live, you can turn off your video. That's okay. I'll know you're there. And also, um, I have turned on the live transcription, which shows the subtitles on my end. So, if you would like to see subtitles, you need to turn that on, on your end of Zoom as well. I believe if you click on the more up on the top, where the little icons are, you should be able to then see what I'm saying.

It's not perfect, but it's helpful, especially for accents. And sometimes I might say something strange or please don't hesitate to stop me and ask questions during the presentation. I don't mind that, but I'll have some time at the end as well for, um, questions. Um, and again, I'm so happy to see you here. I thank you for coming today. Um, I am really thrilled to be here and talk to you about, um, open pedagogy, um, and of course, this tool that, uh, Pomona, um, and CMC and a couple of other faculty are using on the campuses. Um, and I guess first I think all of you know, me, um, my name, of course, is Jen Beamer and I'm the scholarly communications librarian over at, uh, Honnold Mudd Library. I am very involved in all things open, uh, around scholarly, um, outputs. Uh, I, uh, am recently a graduated of open education fellow, uh, from the scholarly, um, oh, I always forget the name of scholarly, this should, acronym is SPARC, but they are the scholarly publishing and academic resources coalition, where I spent a year-long looking at open pedagogy, open education, and sort of ways that we can rethink the way that we use materials and resources as higher education, um, consultants, librarians, faculty, and even students, how we can sort of rearrange the way we think about those materials, uh, in the way that we study and in the way that we are creators and knowledge producers.

And so, I'm really excited that this tool Hypothesis, has sort of come together with some of the ways that we can think about, um, how we could use, uh, tools and materials on our campuses. And so, what I want to talk to you a little bit about today is, um, what is open pedagogy, why we might think about using it, um, and then what is really in general in this bigger sort of umbrella, what is open? What does that mean as an instructor? Um, or as someone who supports an instructor. Uh, give you some examples of open pedagogy in action, what some instructors have, have done, and then look specifically at, um, the tool Hypothesis and that, the activity of annotation as open, or as an open pedagogical activity. And of course, there'll be time for questions and we're going to explore, um, of course, I like to link out to things and give you examples. And I should've mentioned too, um, this, uh, slideshow is available at this link here, this Bitly link here. And also, uh, Pomona has set up a Box and I've put the PDF of the

slideshow in the Box and it's openly available and it can be adapted, um, under creative commons license for further use. And can use anything off of the slideshow you like.

So, I think has anybody, and I don't know if you can indicate, because I can't see your pictures, et cetera. Has anyone heard about open access? Open access? Open access to scholarly articles, um, open access to materials that are freely available on the web? So, we, we know about that. Um, open data, of course, we know about when we, um, are doing research. Sometimes we, uh, are able to access government data or data that other researchers have, um, put, made freely available for us to reuse. So open education, um, is under that umbrella and it refers basically, uh, it, it refers basically to the removal of cost barriers and permissions to reuse materials. Um, when we talk about open education, of course, we're referring to resources and practices, um, that specifically involve teaching and learning. And open education is really this critical link between teaching, learning, and this kind of collaborative culture of sharing and definitely, um, of the digital culture and the internet. Um, w- sorry. Let's see. Whoops.

So, what do we mean by open pedagogy? So, by open pedagogy, really what we're doing is we're leveraging this kind of open nature of these resources that are available to us to facilitate learning. And with open pedagogy, um, compared to other kinds of pedagogy that we might use in the classroom, we really have an emphasis on community, on collaboration, of course, as I mentioned on sharing resources and also on ideas and power, social justice, um, uh, we are able to kind of get away from the idea of the disposable assignment. And I'll talk about that in a, in a few minutes, I think, um, anyone here who, um, who went through the higher education system, you can raise your hand. If you wrote a paper that you maybe didn't keep, or it was one of those, like, what am I writing this for, this five-page thing? And then it went in the circular file at a later date. So, the idea of open pedagogy is that we might be creating something that could be used, um, later, or could be, it could be iterative and used by others down the line. Oftentimes too, the idea of open pedagogy has a much larger vision or a much larger, um, aspiration to be connected to the wider public. Um, so I'm going to show you some examples of, of this kind of connection.

Most times I'm using open pedagogy in the classroom, we see students, um, creating the materials. We see them as well, I'll show you today, annotating. They might curate them. They might take materials that already exist and, and curate them into an exhibit. Um, they'll update them often, adapt them, or they'll assess them. Um, and they're, um, often the ability to do all of those things means that those materials have to be openly licensed. And I've given you a link to a place where you can see a lot of different, uh, materials that have gone through this sort of open pedagogy, um, at the open pedagogy, um, notebook.org. And we'll, we'll go there again in a second. So why as an instructor, would you want to use this method of open pedagogy? Well, I think if you've ever tried to download an eBook or try to use an article from, uh, the library, uh, and you've tried to like take portions of it or maybe remix or modify, you may have run into a few barriers.

Um, you might have found that you couldn't download the whole book and reuse it because it, um, infringes on copyright law, uh, or perhaps the book is not available to even download because it has this kind of lock on it, a DRM lock. And so, it can't be moved from place to place, and you can't do the things you want with it. So, using this sort of open pedagogy framework and using materials that are more open, you can create, and remix, and modify, and share materials as you need them, or as you see them being modified. Um, and this, I think is a really kind of a liberating idea, um, that you could change the materials in certain ways or that the person before you has, um,

put a license on something so that it is intended to be shared, and intended to be remixed.

The other interesting aspect of open pedagogy is that instead of just consuming knowledge, students just, you know, reading the articles and then filing them away in their binders or, or keeping them on their shelves, they actually get to contribute to, they become knowledge producers. They become authors. They become part of the process of creation. And this is something really exciting. I think we've seen this in students often when we ask them to write a paper. We see them with their own ideas. And so, giving them something that is sort of the foundation of something that for them to build on can often, um, shed light on, or be very inspirational I guess, um, to see what they can do with what others have built, how they build upon it. And so, treating them as these contributors rather than just consumers can be, can really kind of change the way you think of students and change the way you think of education.

Another reason why you might consider open pedagogy is that of course, open things, open materials, um, provide basically access day one to course materials for students. Um, and again, we see this again and again, as librarians, um, when we have to send students to the bookstore, when they have to wait for financial aid to get the materials they need for courses, um, using materials, creating materials from other places, remixing and modifying means that the students have access right away to the materials they need. And this also, or they can see the materials, um, prior to taking the class and decide if they want to take the class. Um, some of the other things that I probably don't need to argue for is we've all seen the educational market, um, being held captive by these old traditional publishing models, when you want your textbook or your materials, uh, for your students to be digital, but yet we only can get a print copy because the publisher doesn't sell us the, sell a digital copy to the library. That means that access is limited. So, we can't practice that open. And also using open materials, um, allows for, uh, the protection of students, um, their data and their privacy as well, having systems that students have to log into or create passwords for, a lot of students, of course, then us too, to be tracked. Um, and we try to avoid that, uh, if at all possible.

So again, I've mentioned, I've alluded to materials helping in this, in this, um, pedagogical aspiration to be open. And, um, generally, we are talking about materials that are freely edited and modified, which carry this creative commons license, which you may have seen on my first slide. And I can show you again, if you like, um, that are generally distributed online and downloadable in multiple formats, and can usually be, um, characterized by this five R's, which means you can keep a copy. You can reuse the copy, you can revise the copy, remix it, and you can also redistribute it. And often, um, open materials and textbooks, um, uh, resources are free of cost to students. And if you're interested in, um, more of these kinds of materials, um, we've created the library's created, um, a lib guide or a research guide. Um, and we, um, uh, update it often. Uh, we have lots of great resources on there, including some more information about open pedagogy and Hypothesis and how to connect the two and how to reach out to us, um, to learn more about that. So, are there any questions about open pedagogy? Why someone might consider open? Here is the creative commons license, sorry as I go for it, the slide comes up there in the far left-hand corner. You'll often see materials with this CC by information.

Okay. So let me show you a few examples of what some, uh, some outputs from, um, some faculty who have used, um, open pedagogy. So, um, this is Tim Craig, and he teaches, uh, business, um, in both Canada, he's taught at schools in both Canada and Japan. Um, he is part of an MBA program, um, and basically, he and his students

have created this textbook called case studies from Japan's, uh, cultural and creative industries. "Cool Japan." And what he has done is he's had his students write the case studies and they've collected them together in a book. And then he has, um, helped, uh, continue to develop and write the book. Um, the book is not totally open. Um, it's available off Amazon for \$19 and 95 cents. Um, but he allows the book. He allows other instructors to reach out for him for a copy of the book so that it can be modified and updated in other classes. And let me just grab a question. Um, mostly in English? No, actually, um, Kyoko, there are many examples of open texts, open, um, books, open pedagogy being done in Japanese, um, in other languages. And I can point you to that information if you like, after, uh, at the end of the, of the presentation.

Um, so yeah, so, so an example of students creating the content and then the professor, um, putting it together. We also have another example. Um, so instead of, uh, a throwaway assignment, um, students creating, um, uh, a museum catalog. Um, and so this is written by students in Anne Martin's class at the art history, and she's an art history prof at the University of Wisconsin. Um, the students go to the museum, they take the pictures, they create the catalog, um, uh, notations. They, um, describe. It also has audio oral histories. It's created on a platform called Pressbooks, which I'll show you in a few slides. Um, and again, it could be updated yearly and semester by semester, um, for students and by students. Um, and it's also creative commons license so that other people could participate, um, in updating the work. And so instead of writing that little paper on the music cabinet, um, this is how the students contribute.

We also have, um, an example too, of a collaborative anthology. Um, again, this is created by Julie Ward. Um, it's an Intro to Hispanic Literature course at UOklahoma. Um, again, it's freely accessible, it's iterative, it's evolving all the time as each semester goes by it gets updated. And, um, it's inspired by another book that was, uh, one of the original open anthologies of early American literature by Robin DeRosa. If you've come to my things before you, I've mentioned this one to you, um, but you can see that they're inspiring others to do this work. And, um, we have a couple of faculty on our campuses. Um, uh, Jody Valentine, Pomona, uh, classics, is working on something like this with her students this semester. I, um, I, it's a work in progress, so I can't show it to you today, but, um, it's going to be exciting to see it.

Uh, there's also, um, Barbara Junisbai, who's over on Pitzer campus. They are also creating a book, uh, Org studies book, um, with students. They all have their own account to log into the book and create, um, the actual content of the book. And we're going to take a look at it. Um, they've been creating questions, and adding videos, and creating playlists. It's a very interactive experience for them. Um, and they've also, we've also been talking about, um, their experiences as authors and learning about copyright. How do they get permission to use those materials? So not only are they learning how to, um, you know, uh, not only are they learning about organizations, but they're learning about being creators, and producers of knowledge, and a lot about copyright, which, um, is exciting for the copyright person who has to educate students on copyright. Um, I won't have to educate them on copyright anymore cause they know.

Um, so that's an example of, of some books. So also, we have faculty, um, this is Amy Carlton. Um, she, uh, does a really cool Wiki, um, EDU blog, um, at Northeastern University. Um, this is a writing instruction course for business students. And again, they practice writing and they practice writing, um, in various voices, uh, professional, public, and academic genres. They, um, do this all within a Wikipedia site. Um, and again, so it's, instead of writing papers in these various voices, they're contributing sort of to this like public commons idea. Um, and this is, um, just a screenshot of one of the

assignments. Um, and you can see, they can also track their, you know, the number of, um, editors, um, the number of words added, how many times they're being viewed. And so, they have this kind of like real impact measurement that they're, they're making, and it makes the students, um, Amy says it makes them feel like, really proud of themselves. They're making this kind of like impact on the world.

Also, um, we have faculty who practice open, um, by having students create logs. Um, this is Tia Richard, um, Bio 333, invertebrate zoology. Um, and again, she assigns rather than writing a paper or exams, she assigns groups of students, um, to explore their own ideas and then communicate science effectively to the public. Um, so they still have to do all of the assignments and they still have to read, and they still have to know all the terminology, but what they have to be able to do is write as if they were writing for a public good. Um, and so we know as academics, we also have to do this too. When we're trying to communicate our research to the public, um, this is something that some people are really good at and some are not. And, um, she, um, feels like this is, um, something that all students in science should have to be good at. And so, this is real-life kind of practice. So, another great example of open, using sort of an open collaborative, um, community-based pedagogy in her, in her class.

So, all of these things, really all of the examples that I've shown you really have some aspect of annotation to them. Um, but one of the ways that would, um, that is an easy and sort of effective way to start trying out open pedagogy, um, is really through collaborative annotation and with the tool Hypothesis that we've sort of been emphasizing and talking about, and embedding into Sakai and Canvas and, um, and giving workshops over the summer about. Um, is, uh, Hypothesis is really a great way to start, um, sort of working this sort of open pedagogy idea into your classes. And, um, I think one of the ways that this can be accomplished is, um, by really just starting out by motivating students to engage in reading. And I think that's how a lot of faculty so far, are using Hypothesis. In fact, um, Hypothesis, uh, Jeremy and Ryan have reported to us that there have been, I think 4,500, I think that was three weeks ago, 40, over 4,500 annotations so far, um, at CMC and an equivalent amount over at Pomona, which means that faculty are using it and they're starting to get students to annotate.

That's a lot of annotations. Apparently, that's a pretty good, pretty good number. Um, so of course, um, using materials, uh, that students can critique or comment on. And I'm going to show you some different ways that are kind of, um, and Jeremy has this excellent, um, article that he's written on 10 ways to start to engage students, um, with Hypothesis to get them to practice open. Um, so really the, this activity can, annotation can really be used, um, to sort of enter into this idea of creating this open collaborative classroom. And so let me take it. And if you're looking for more ideas on how people are using annotation or using, um, open pedagogy to kind of create projects for their class or reframing their assignments from these disposables to the renewable assignments, um, I would say, definitely take a look at this open pedagogy notebook. It has all kinds of great, um, examples. That's sort of the overall philosophy, arching philosophy of open pedagogy. And then very concrete examples, including lesson plans, um, ways that you can, um, kind of, um, engage your students in the process of, um, this collaborative learning together.

Okay. So, let's take a look really briefly. Has everyone tried? Everyone's been to a Hypothesis, I think. Um, so you get the idea of how Hypothesis works. Of course, it's a document that's, um, it can be, is on the web. Um, I should probably since I know everybody here... So, it's web-based, it can be web-based where, um, everybody on the web can participate. Sorry, that's kind of slow, can participate in, um, in annotating, by

highlighting. Okay. So, highlighting something and then entering text, or images, or latex or, um, any kind of information. And then, um, we also know that it's been embedded in Sakai, and I think we've all seen, cause we've probably all here helped someone, um, with embedding it in Sakai. And let's see if this will go quick and if not, well, it seems to be loading kind of slow.

So, we've all seen it embedded in Sakai and then people can comment. One of the great features of this is that students don't have to log in, all the students in the class, whereas the web-based one. And then for some of you, you may have seen, um, Hypothesis also embedded in Pressbooks, and I will show you briefly, it looks very similar to the web-based one, um, where you would also highlight. And then the book is like a, like an eBook. I can move from page to page, et cetera. Um, and then Hypothesis is embedded on the side.

So, three ways that you can use Hypothesis tech, the technical part, but why you might want to use this for an open pedagogy practice is because of course, it increases collaboration, which is one of the tenants. Um, it could also be used as a peer review tool for a booking process or for critiquing or commenting on others' works. And certainly, if you're using open materials, this makes it very easy. Um, uh, it motivates students to engage with readings, of course. And, um, of course, you can reflect and comment on public domain works. And if you're lucky enough to find others who have been, um, commenting and reflecting on public domain works, it's also kind of exciting when you come across other Hypothesis users. Um, and also to, um, again, you can teach, uh, I think it, with every conversation about, um, Hypothesis thus far, we've been having conversations about copyright and what people can use. Um, there is, um, of course, an excellent page as well. Um, Hypothesis, Jeremy and Ryan also support pedagogy, and they, um, have provided lots of information, great assignments, um, for, uh, faculty who are interested in specific ways that you might want to use Hypothesis, um, in your open practice. Um, they are quite clear about what are they doing, like what are the students doing. They write them as if they are assignments that you would give a student, um, so you could model their, um, assignments to suit your class if you need it.

So how could you, um, I guess what are some of the ways that you could quickly get into, um, open pedagogy with, um, Hypothesis? And I think Jeremy has, has listed some really effective ones here. Um, we've talked before, um, in, in some of these sessions about, um, modeling for students. So, taking a document, um, and giving them some questions that they could answer and build upon, which again, creates this sort of community open, um, open discussion. Remember too that Hypothesis has a feature where it can be, uh, totally open to the public. So, I can see, you know, Jeremy's comments. I can see comments from other people. This page is a great page and I've; I've linked it because you can, you're getting comments from teachers all over the world about what Jeremy's written about. Um, and they've provided other links, um, Britain in other languages, et cetera, um, and, uh, have tagged things.

So, it's, it's a wonderful page if you install Hypothesis on the web. Um, but you could start by asking questions around a document and then having students contributes. Um, the second thing you could do is have this sort of annotations as a glossary. So, if there were terms you could have students sort of dig in and, um, certainly, I know some of what as a former textile, um, Chemistry person, um, certainly, uh, having students annotate for various terms would be really effective or adding pictures of various carbon molecules or whatever you can dream, uh, essentially you could have students, um, add as glossaries or terms. Um, students get quite creative as

well. I've seen some really great images added to annotations. Um, again, this sort of questioning, having students highlight and tag, um, words or passages that are confusing to them. Um, and I'm sorry, as I got up a little off tangent there, but recall that you can make comments public, uh, certainly on the web, um, and also in the Pressbooks version, or private on the web. And the Pressbooks version in Sakai, it's going to be either public or only to the student, not to the student and the faculty.

Um, the fourth way you could do this very close reading. So have students identifying, um, very, uh, formal textual elements. Again, you can, um, have them work on the materials the way that you direct them to, or even have them come up with ways that they might want to work on the readings as well. Assigned small groups. Um, Jeremy recommends rhetorical analysis, or an opinion. Also, as multimedia writing. And I think this is where we get really excited. Um, when students get to, um, maybe enter their own work, their own drawings or their, um, you know, images that they find or videos as well. Annotation is independent study, as we've mentioned. Also, um, as an annotated bibliography, so they can annotate various texts across the internet and also as a creative act. As a creative act. So, lots of opportunity to think about, um, how you might, uh, start basically a conversation, I think, and I like to think of open pedagogy as a, as kind of, um, a more inclusive conversation with students.

Um, one where I can perhaps include all of the students in the class, um, those who might not speak up face-to-face, um, those who might feel more comfortable writing or those who might feel more comfortable writing privately. Some might feel more comfortable writing publicly. So, it feels to me like open pedagogy in a way, although we say it's open, um, it doesn't have to be wide open. It can still have this element of, of being closed just to the group of people that we're working with, the group of students or our class, but it can also, um, have this aspect of, um, being more inclusive because the students can participate in different ways, in different pathways. They don't just have to raise their hand, or I don't just have to say to them, um, you know, Jane, please tell me what you think. They can participate in these different pathways.

And that's what I really like about, um, certainly about Hypothesis and certainly about, um, annotating, um, together with them. So, I hope, um, this has sort of given you a little bit of insight into what open pedagogy might look like, what it might look like if you were to use some open materials. And I know it's really brief, 40 minutes, but, um, uh, do you have any other questions, and you can either type them or, um, ask them, or if you are thinking about this and you want to talk to me at a later date too, that's totally fine. Or if you have comments or anything to add to that would be fantastic.