To assist with any technical issues, please mute and block your video during the session.
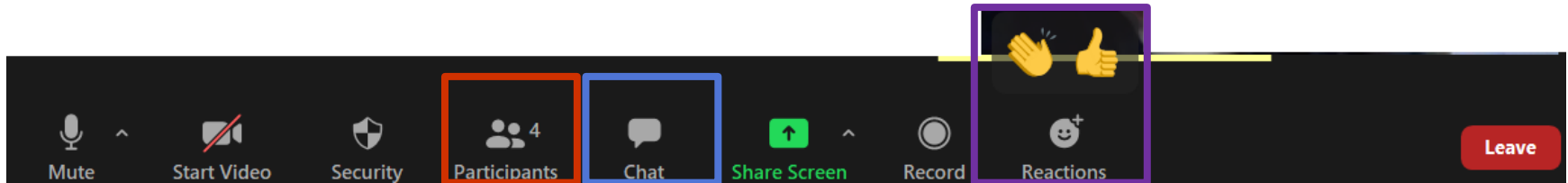
1. Select the Participants button to open a menu on the right to show all participants in the call.

2. Select the Chat button and enter text, including questions or comments.

3. Select the Reactions button and select the "Thumbs-up" feature if you would like to verbally ask a question.

Authentic Student Participation
Information Literacies in Open Pedagogy

Erin Fields, UBC, CARL/ABRC

May 2020

I work and live on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Thank you to BCcampus.

Thank you to Adair Harper.

Open Pedagogy
OR
Critical Digital Pedagogy
OR
OER-Enabled Pedagogy
OR
Open Educational Practice

Agenda

Open Pedagogy

Information Literacy

Critical Information Literacy

Open Pedagogy and Critical Information Literacy Alignments

Examples of Open Pedagogy and Critical Information in Practice

Open Pedagogy

Social Constructivism **+** Critical Pedagogy **+** Open

Social Constructivism

"… humans learn by building knowledge cooperatively through social interaction and the application of prior knowledge (as tools) in a continual interpretation of ongoing experiences"

(Bentley, Fleury, & Garrison, 2007, p11)

Critical Pedagogy

"... (teacher) works to break down hierarchies and empower learners to not only interpret, reject, or grant meaning to knowledge but also to think critically about their own position within the institutions that maintain information authority ....

The purpose of education in this context then is aimed at developing ways of thinking that address how information is shaped by the context in which it was created and seeking ways to empower students to act to make change"

(Fields & Harper, 2020, Forthcoming)

01

Information privilege and authority

02

Collaborative dialogue

03

Critical analysis of power imbalances in information and information institutions

04

Empowerment of students for the betterment of society

05

Breaking down hierarchies

Where Does "Open" Come In?

➔ Open Access Movement
➔ Open Educational Resources (OER) as a Social Justice Commitment
➔ Open Pedagogy Addressing Educational Innovation for OER
➔ Networked Technologies Enabling Open Participation**

Information Literacy
&
Critical Information Literacy

"It is a main tenet of critical information literacy that information literacy instruction should resist the tendency to reinforce and reproduce hegemonic knowledge, and instead nurture students' understandings of how information and knowledge are formed by unequal power relations based on class, race, gender, and sexuality."

(Beilin, 2015, para 11)

"...(examining) the social construction and political dimensions of information, and problematizes information's development, use, and purposes with the intent of prompting students to think critically about such forces and act upon this knowledge"

(Tewell, 2015, p. 36).

Critical Education Pedagogy & Critical Consciousness

Social Construction of Knowledge

Agency & Empowerment

Social Justice

Challenging Institutions

Open Pedagogy & Critical Information Literacy
Complimentary Themes

Unique Elements

Open Pedagogy

➔ Invites students to be active
   participants and collaborators

➔ **Commitment to creation and
   openness**

➔ Network technologies for
   participation**

Critical Information Literacy

➔ Focus on using a critical-pedagogy
   informed teaching practice to
   engage with information systems

➔ Focus on developing a practice of
   critical reflection about
   information systems

➔ Network technologies for finding**

The potential for students to engage in "... (using) information in creating new knowledge and participating ethically in communities of learning" (ACRL,2015,p3), as identified in the definition of IL in the ACRL Framework, is greatly increased when the focus of IL is on collaboration and contribution.
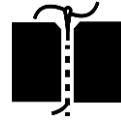
(Fields & Harper, 2020, Forthcoming)

CIL and OP
Course Integration

 FNIS Wikipedia Gap Analysis & Editing

 GRSJ Social Justice Zines

 Holocaust Artefact Encyclopedia

FNIS 220 Wikipedia Gap Analysis & Editing

Wikipedia Gap Analysis and Page Edits (25%)

For this assignment, working individually and in groups of 4, you will be analyzing, writing, and reflecting on Wikipedia (www.wikipedia.org).

Wikipedia is a multilingual, web-based, free encyclopedia based on a model of open community generated knowledge. The community driven nature of Wikipedia is meant to support Wikipedia's goal of providing "…every single person on the planet is given free access to the sum of all human knowledge." However information gaps, biases, exclusions, and assumptions about "neutrality" means there remains lots of work to be done, particularly within the contexts of settler colonialism In the case of this assignment, you are being asked to analyze a topic from your course in Wikipedia in relation to information gaps and help build knowledge in that area.

There are three components to this assignment We will have time to work on this in class, but you will also have to organize yourselves to complete the assignment. The breakdown of this assignment is as follows:

◎ PART I (Gap Analysis, 15%)
- Select a topic, relevant to FNIS 220, to analyse in Wikipedia
- Compose gap analysis paper (1000 words)

◎ PART II (Editing Wikipedia, 10%)
- Edit an existing Wikipedia article (training provided in class)
- Reflection Paper

FNIS 220 Syllabus created by Dr. David Gaertner

Wikipedia Gap Analysis & Editing as OP & CIL

➔ Traditional knowledge production systems vs. Wikipedia
➔ Critical Analysis of Wikipedia
  ◆ Consensus
  ◆ Point of View
  ◆ Proof
  ◆ Visibility

Trans Mountain Pipeline

From Wikipedia, the free encyclopedia

The **Trans Mountain Pipeline System**, or simply the **Trans Mountain Pipeline**, is a pipeline that carries crude and refined oil from Alberta to the west coast of British Columbia, Canada. "Trans Mountain pipeline system" and "Trans Mountain Expansion Project", TMX, are since August 31, 2018 part of a new "Trans Mountain Corporation", a wholly owned subsidiary of the Canada

	Trans Mountain Pipeline
	Location
Country	Canada

Protests [edit | edit source]

The expansion project faced strong opposition from civic governments, First Nations, environmentally concerned citizens, and others. Organizations including LeadNow and the Dogwood Initiative have also opposed the project and organized protests.[40][41] Protests in November 2014 focused on Kinder Morgan's surveying work. Members of the Squamish and Tsleil-Waututh First Nations of British Columbia paddled canoes on the waters of Burrard Inlet to the Kinder Morgan Burnaby Terminal for a ceremony to protest the expansion of the Trans Mountain pipeline, in North Vancouver, B.C., on September 1, 2012. Tsleil-Waututh leaders hoped to shut down the project altogether.[42]

Those who support the pipeline say that it will create jobs and that it has a lower risk of spilling oil than transporting oil by rail, which pipeline proponents say would otherwise have to be used.[43]. On July 3, 2018, protesters, including 12 activists, blocked a oil tanker from the Ironworkers Bridge in Vancouver.[44]

40. ^ Azpiri, Jon (April 25, 2018). "Summer jobs controversy reheats over posting calling to 'stop the Kinder Morgan pipeline'" ⧉. *Global News*. Retrieved July 18, 2018.

41. ^ The Canadian Press (June 4, 2018). "Rallies planned across Canada to protest Kinder Morgan buyout" ⧉. *News 1130*. Retrieved July 18, 2018.

42. ^ James Keller (May 2, 2014). "B.C. First Nation launches legal challenge over Kinder Morgan pipeline" ⧉. *Canadian Televisions News*. Archived ⧉ from the original on May 8, 2014.

43. ^ "Pipelines much safer than shipping oil by rail, Fraser Institute (a private organization funded by the Koch Brothers) study says" ⧉. *Financial Post*. Archived ⧉ from the original on December 2, 2016. Retrieved December 1, 2016.

44. ^ "Pipeline protesters block Trans Mountain oil tanker from Ironworkers Memorial Bridge" ⧉. July 3, 2018. Retrieved September 7, 2018.

Collectively you've **added 4,980 words** to Wikipedia. Since your edits, the edited articles have been **viewed 5,100** times.

Wikipedia Activity

8 — Articles Edited

98 — Total Edits

18 — Number of Editors

FNIS 220: Representation and Indigenous Cultural Politics Wikipedia Activity, October 2018

GRSJ 102
Social Justice Zines

➔ "Small circulation self-published work"
➔ Usually reproduced by photocopier
➔ Collage, original art, writings, poetry, information, how-to, etc.
➔ Historical connection to social justice movements, organizing, and fan to fan communications
➔ Coming back in style
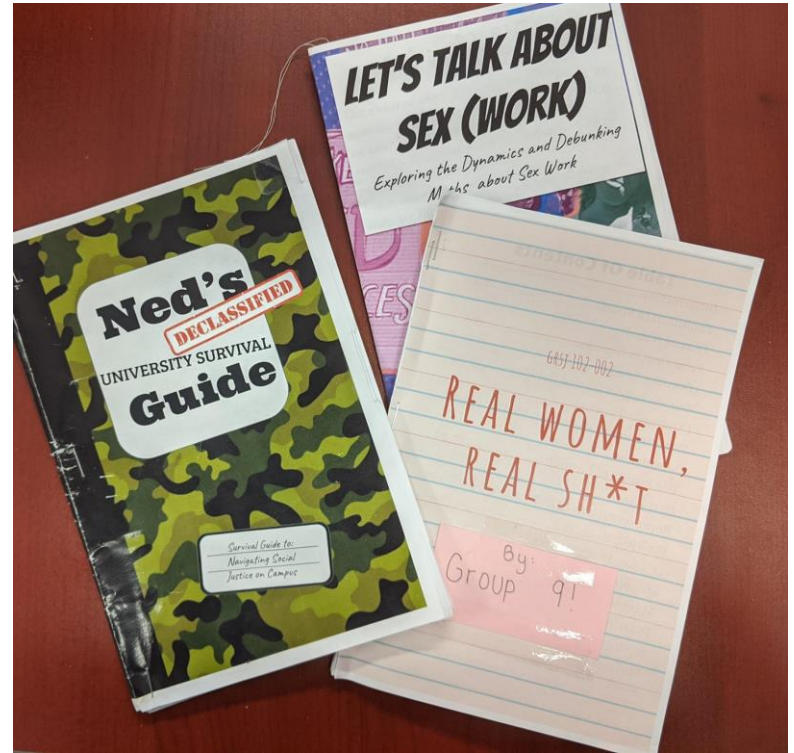
Pre and Post Zine Activities

Introducing Zines
➔ Instructions
➔ Tools and resources
➔ Past class zines and personal collection

Guest Lecture - HK Protests and Zine Culture
➔ HK Zine Culture and history
➔ Freedom-Hai Zine Collection

Guest Lecture - Library Workshop - Intellectual Property, Copyright, CC, Cultural Appropriation
➔ Tools, Choices, and Ethics for Zine
➔ Illustrate This! Zine by Alex Alisauskas and Erin Fields

Zine Fair
➔ Zine sharing
➔ Zine trading
➔ Connecting and sharing with community zine distributors

Zine Evaluation Class
➔ Sharing tools, tech, and best practices

Grading and Feedback
➔ Evaluation and marking

Library Zine Display

Zines as OP & CIL

➔ Intellectual Property
➔ Cultural, Ethical, and Political Implications of Using Others Intellectual Property
➔ Benefits and Problems with the Copyright System
➔ Open Licenses, Attribution, and the Implications of Sharing
➔ Creation, licensing and sharing

Example - Cultural Appropriation & Copyright
The Inuit garment/KTZ AW15Extract from 'Northern Voices' via thestar.com/via kokontozai.com

Holocaust Artefact Encyclopedia

➔ Partnership between the Vancouver Holocaust Education Centre and a faculty member in the Department of Central, Eastern, and Northern European Studies

➔ GERM 426 - German Representations of the Holocaust

Assignment

➔ Analyze in detail two artefacts from the **In Focus** exhibit that in your opinion are significant for understanding the Holocaust.

➔ Your essay must be approximately 1500 words (not including Works Cited), double-spaced and 12 point font.

Artefact Encyclopedia as OP & CIL

➔ Intellectual Property
➔ Cultural, Ethical, and Political Nature of Information Institutions (i.e. museums)
➔ Open Licenses, Attribution, and the Implications of Sharing
➔ Creation, licensing and sharing

Museums display personal objects meant to connect visitors with the people involved... it is a fine balance to promote narrative without revictimization. It is up to the visitors to explore and analyze with historical empathy and to construct meaning in what they see and what they learn.

Example - Cultural Artefacts and Impacts Open Sharing

Final Thoughts

In the chat, answer the following:

How could you rethink your current practices to engage in open pedagogy and critical information literacy?

Use your "Thumbs-up" reaction if you would like to share verbally or have a question and we will call on you to answer.

Questions?

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