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FLO FRIDAY - Open Pedagogy as Critical Pedagogy

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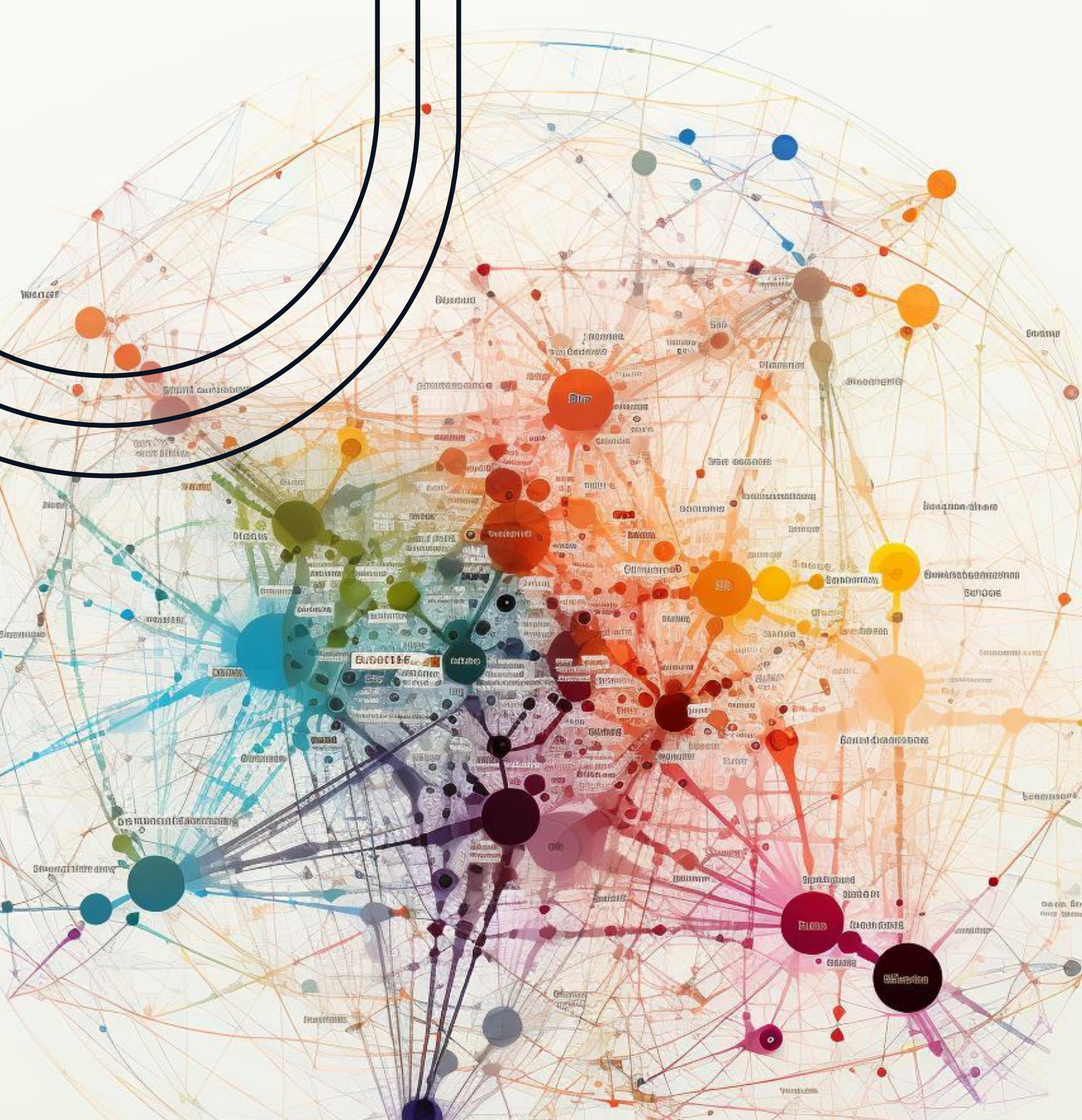




Open Pedagogy as Critical Pedagogy

**for BCcampus FLO Friday
Facilitated by Dani Dilkes**





Session Outcomes

- Examine various understandings of and approaches to openness in education
- Discuss the potential for open education to be an inclusive practice and challenge existing power hierarchies of learning
- Consider systemic and individual barriers to open education practices

today's goals



access statement

- I will attempt to use clear and simple language.
- My intended meaning of any disciplinary, technical, or 'jargon'y terms will be explained.
- Relevant images in the presentation will be described.
- Contributions from the chat will be read aloud before being discussed.
- A link to the slides has been shared in the chat.
- We will be using Mentimeter and Padlet for interactivity. I will provide a brief explanation of how to use both tools.
- You can participate in writing, using these applications, silently or any way of your choosing.



Go to [menti.com](https://www.menti.com) and enter code 1589 1280

what is “open pedagogy”?



Image generated by Midjourney. Thank you to all of the content creators whose content was used to train the AI.

What is open pedagogy?

15 Responses

Applying principles of open education to teaching practices.

pedagogy that can be shared with other educators (and learners) and free to be adapted

a collaborative teaching/learning approach

I think it's about different ways of learning curriculum?

Making learning transparent

Use OER and open teaching practices that are sharable and adaptable

No copy rights on the teaching materials

Pedagogical practices that engage students in creation of content, support diverse perspectives, and allow for choice in assessments.

Students as equals and partners in the co creation of open knowledge

What is open pedagogy?

15 Responses

Teaching design that is barrier free


making all aspects of learning and teaching available and open to everyone

Open access to resources, multiple delivery and learning methods.

inclusive educational practices

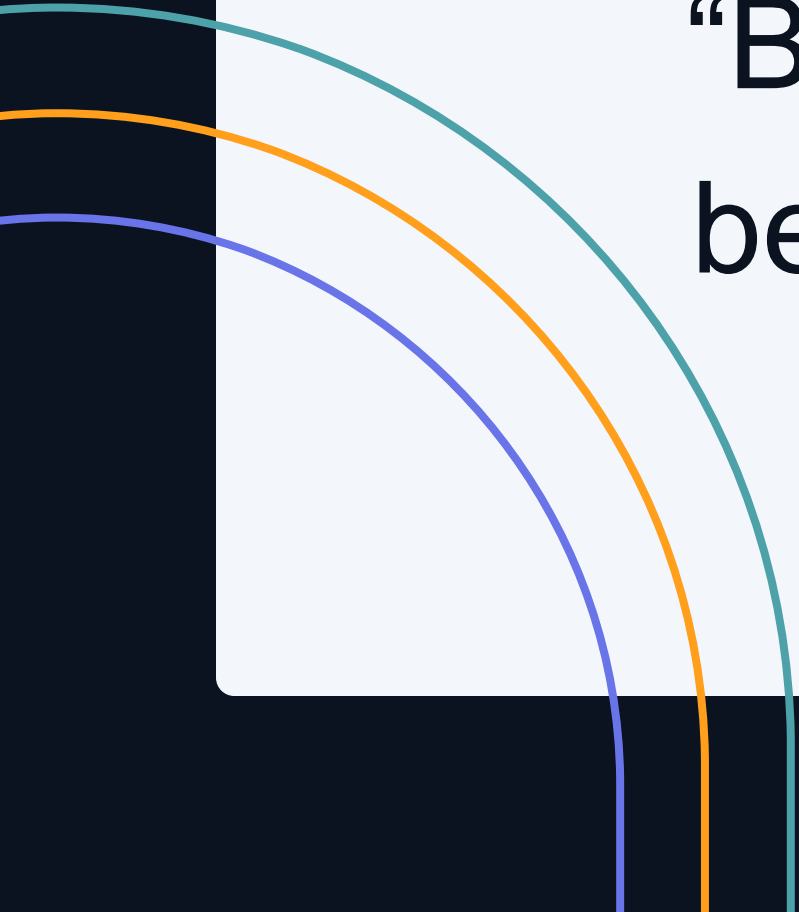
Education that is open ended?

framework to examine issues of power in the class



Open Pedagogy “is dynamic, contested, constantly under revision, and resists static definitional claims” (DeRosa & Jhangiana, 2017)

“By its very nature open education [can] not be fully delimited or defined” (Noddings & Enright, 1983)





Open as access



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Open as educational transformation





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what is “critical pedagogy”?



What is critical pedagogy?

16 Responses

Being critical of pedagogical practices, theories, and approaches?

Pedagogy that addresses unjust power relationships.

Challenging the status quo and challenging the structures in place in education

Breaking down traditional power structures in education and enabling new democratic forms and relations.

a means of interrogating the teaching and learning process for accessibility, inclusivity, etc

Applying pedagogical practices that do not mindlessly replicate existing structures as we work toward educating others

Critically analyzing the power structures that exist in education. Bringing the learners into this process

Social justice within the pedagogy

Higher level of teaching

What is critical pedagogy?

16 Responses

Pedagogy that creates reflective and experiential learning experience

to approach teaching critically


the teaching method that enhances students' critical thoughts about their learning and encourages lifelong learning

Teach practices that align with and attempt to implement the recommendations proposed by critical theory.

Questioning the power differentials in play (ineducational settings) and the reasoning for power imbalances

pedagogy that invites questions, challenges, allows and incites students challenge received ideas and practices

Careful assessment of learning objectives and the methods best used to achieve those outcomes.



critical pedagogy “requires criticism of what exists, restoring what is being lost, pointing towards possible futures; and sometimes it requires being criticized ourselves, this being something we should yearn for since it signifies the mutuality and shifting roles of teachers and taught that we must enhance.”

(Apple, 1990)





critical pedagogy

recognizing

education embodies and replicates certain values and beliefs; serves to legitimize certain knowledges and reinforce existing power structures

challenging

education needs to function to dismantle established educational designs, systems, structures, and practices in the service of creating more equitable futures



critical open pedagogy

- increased access to difference sources and types of knowledge
- increased learner agency and autonomy
- dissolution of traditional boundaries and roles
- expansion of learning networks beyond the confines of the course or institution

Open critical practices

Students participate in content creation and curation.

Students generate their own learning outcomes, goals, and success indicators for the course.

Students are empowered to critique course design, educational systems, and ed tech tools.

The learning environment is on the open web, not confined to a learning management system or a physical space.

Assessment and evaluation is a shared practice in which learners and instructors are both actively engaged.



Breakout Room Activity

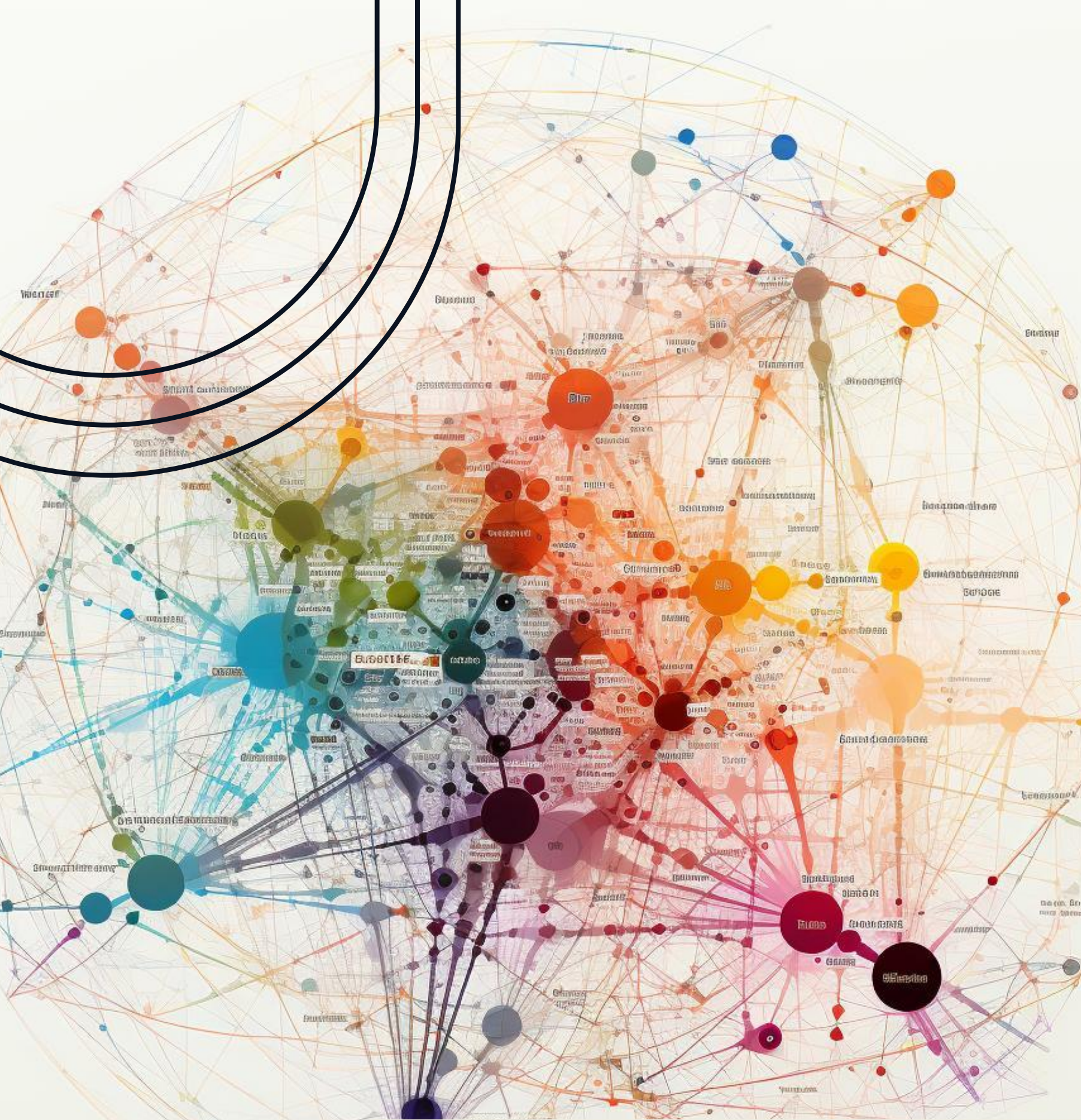
Time: 10 minutes to chat; 10 minutes to share back

Task: In groups, share your own experiences with open practices. How can these be adapted to more transformative critical praxis?

[Post your ideas in the padlet.](#) Groups will be invited to share a key idea, thought, or observation from their chat.

NOTE: if you would prefer to not participate, please return to the main room.





barriers

- Critical open pedagogy:
 - challenges established institutional norms, policies and practices
 - is unpredictable, messy and unbounded and can create discomfort and vulnerability for instructors and students
 - can conflict with disciplines and signature pedagogies focused on enculturation or professionalization



Time: 5 minutes to post and comment

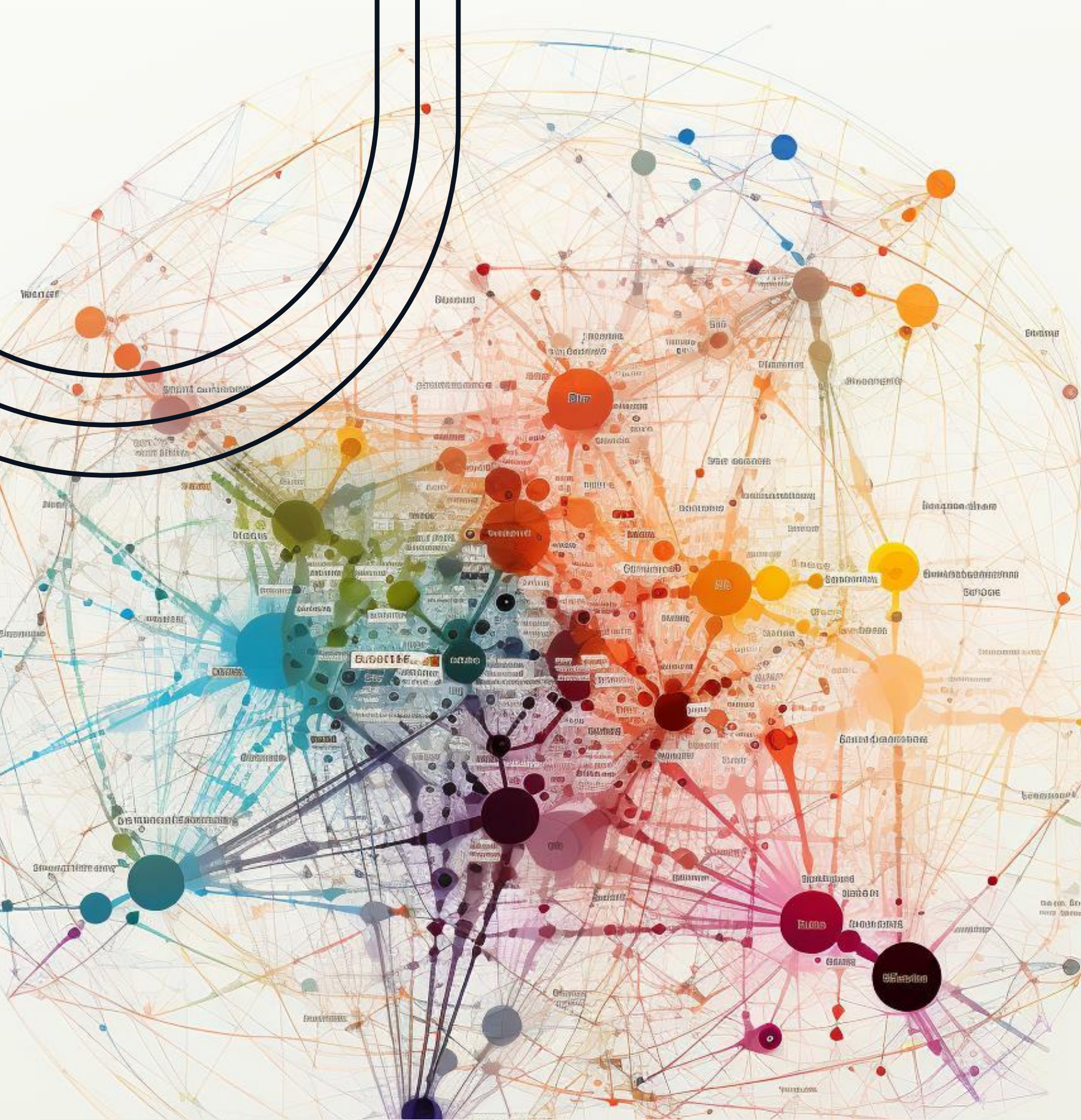
Task: Individually, reflect on any barriers (perceived or experienced) that you anticipate in adopting more open critical teaching practices.

Post your ideas in the padlet. Review the other posts and offer suggestions or recommendations.



overcoming barriers

- Start small.
- Identify where change is possible and where you hold power.
- Identify where the system is susceptible to disruption.



- Critical open pedagogy is interested in dismantling existing closed practices to challenge systemic issues
- These practices can be inherently at odds with the institutional (and personal!) need for self-preservation
- However, small changes to practice can still be impactful

final thoughts



references

- Apple, M. (1990). Foreword. In S. G. O'Malley, R. C. Rosen, & L. Vogt (Eds.), *Politics of education: Essays from Radical Teacher*. Albany, NY: Statue University of New York Press.
- Cronin, C. (2020). *Open Education: Walking a Critical Path*. In D. Conrad, & P. Prinsloo (Eds.) *Open(ing) Education: Theory and Practice*. (pp. 9–25). Boston: BRILL.
- DeRosa, R. & Jhangiana, R. S. (2017) *Open Pedagogy*. In E. Mays (Ed) *A Guide to Making Open Textbooks with Students*. (pp. 7–20). The Rebus Community for Open Textbook Creation.
- Noddings, N., & Enright, D. S. (1983). “The promise of open education”. *Theory into Practice*, 22(3), 182–189.



thank you!

Want to chat further?

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Thank you everyone!



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