

**Transcript for FLO Friday: Open Pedagogy as Critical Pedagogy (August 18, 2023)**  
**BCcampus webinar hosted August 18, 2023**  
**Facilitator: Dani Dilkes**  
**Host: Gwen Nguyen**

GWEN NGUYEN:

Good morning again, everyone. Welcome to our last FLO Friday in the summer on open pedagogy. It's a Friday, so thank you very much for choosing to be with us today. My name is Gwen and I'm a learning and teaching advisor with BCcampus. A few housekeeping items that I would like to go over. First thing, the session will be recorded, not the breakout room activities though. You're welcome to keep your camera off and feel free to rename yourself "participant." Live captioning has also been enabled as well. At the end of the session, we would like to invite you to participate in a short anonymous survey and I will pop the link in the chat. Your feedback will help us plan more events to support teaching and learning in the future. I would like to acknowledge the special presence and support of my co-worker, Paula Gaube from BCcampus IT Support in the back end. Before we dive into the session, I'd like to start with the territorial acknowledgment. I came to Vancouver Island in August 2015. Actually, August 15, 2015. I fell in love with this beautiful and serene place right at first sight. And as I come from a very big and bustling city in Vietnam, where it's very hard to see green trees and blue sky, I deeply appreciate the nature here. This is actually a photo of some plants and flowers in the summer in my front yard. I don't have a big garden, but watering those flowers every day and writing haiku have become my quiet driving and expression for my love for the land. Watering plants, I'm making double rainbows for a new day. Today I'm joining you from my home office located in the traditional territories of the Lekwungen speaking people including the Songhees Nations, Esquimalt People and WSÁNEĆ People whose historical relations with the land continue to this day. You're invited to share the introductions in the chat if you wish. As you know, BCcampus is a pioneering organization advocating and advancing open education and open educational resources in British Columbia. Through some innovative initiatives and collaborative partnerships, we have played a key role in fostering accessibility, affordability, and equity in higher education by promoting the use of OER. As well as facilitating the sharing of knowledge and resources among educators and learners across the province. So I'm very happy to introduce the topic as well as our wonderful facilitator today, Open Pedagogy as Critical Pedagogy with Dani Dilkes. Dani is a curriculum specialist and a sessional instructor at the University of Victoria. Her work focuses on approaches on rethinking curriculum designed to include diversity of students' perspectives, as well as different ways of knowing. So, I know Dani has the full session planned for us, and you are in very good hands. Here you go Dani. Thank you.

DANI DILKES:

Thank you so much, Gwen. Thank you to everyone for joining us today. As Gwen mentioned, the session is Open Pedagogy as Critical Pedagogy, and we'll spend some time unpacking both what open pedagogy means and what critical pedagogy means, and where and how they might be able to align.

Our goals today, our session outcomes, we'll examine various understandings of, and approaches to openness in education. We'll discuss the potential for open education to be an inclusive practice and ways in which open education can challenge existing power hierarchies of learning. And we'll consider systemic and individual barriers to open education practices. Very briefly, my access statements. These are things that I've done to try and remove barriers to participation in the session. As we go through, we do use a little bit of theoretical language, but I will try to use simple English to explain any key concepts or terms. Relevant images in the presentation will be described. Contributions from the chat, I invite you to share in the chat, will be read aloud before being discussed. We are going to share a link to the slides in the chat, I believe Paula is going to share that with everyone. In this session, we'll be using both Mentimeter and Padlet for interactivity. I will provide a brief explanation of how to use both tools before we jump into them. Then finally, I invite you to participate however you feel comfortable. You can participate in writing in the chat. You can participate using Padlet and Mentimeter. Or if you'd prefer not to, that's fine too. You can choose to participate silently. When we go into breakout rooms, if you would prefer to not join a breakout room, we invite you to return to the main room.

All right, now we will begin. We will begin by doing a short activity in Menti. Mentimeter is an online tool that allows people to collaboratively brainstorm or respond to a question in order to participate in the Menti, in a browser, either on your phone or on your computer, navigate to Menti.com and that's spelled M-E-N- T-I. The code that you'll enter is 15891280.

I'm going to share the question that we're asking: what is open pedagogy? So I know you guys came here to find out what open pedagogy is but I'm going to get you guys to do the work here and tell me: what is open pedagogy? I'm seeing lots of really great responses here. We see "Applying principles of open education to teaching practices." "I think it's about different ways of learning curriculum." "Having no copyrights on the teaching materials." "Pedagogy that can be shared with other educators and learners and free to be adapted." "Making learning transparent." "Using OER (which are open educational resources) and open teaching practices that are sharable and adaptable." "A collaborative teaching and learning approach." "Teaching design that is barrier free." "Inclusive educational practices." "Pedagogical practices that engage students in creation of content, support diverse perspectives, and allow for choice and assessments." "Students as equals and partners in the co-creation of open knowledge." "Making all aspects of learning and teaching available and open to everyone." And "Open access to resources, multiple delivery and learning methods." This is terrific because as we dive more into this question, you guys have covered the spectrum of what I was hoping to talk about. Let's pop back to my slides.

The really interesting and frustrating thing about open pedagogy is as a term, it's not very well defined. It's used in a lot of different ways, by different people, for different goals and towards different means. Here I have two quotes, one is from 2017, and it says that open pedagogy "is dynamic, contested constantly under revision and resists static definitional claims." Going much

further back to 1983, before OERs, before the internet really took off, before we were having conversations about digital education, openness was still a hot topic and noddings and right, right. "By its very nature, open education cannot be fully delimited or defined." Openness in education is historically, and continues to be, a very contested term with multiple definitions that serve multiple needs for our purposes. Today we're going to talk about two key approaches to how we think about openness.

The first one, which I think a lot of you captured in our Menti, was thinking about open as a matter of access. So making education more accessible. This approach to openness is about removing barriers to entering educational spaces. Removing barriers to accessing knowledge and participating in knowledge practices. Removing things like high costs, difficult entrance requirements for universities, The lack of flexibility or even physical access to educational spaces. This conceptualization of openness is really tied up in things like the early founding of the Open University in the U.K., whose goal was to make education. To remove barriers to accessing higher education for students who maybe didn't meet those entrance requirements or couldn't afford expensive education or couldn't go to classes on a set schedule. For anyone familiar with the history, they used to use the radio and late night TV to project their lectures in a digital distributed way. Shifting to more recent ways of how we think about openness. This is where we see a lot of the conversations around open educational resources, so creating free content, creating free access to knowledge. Creating ways for individuals to be able to use those resources. And thinking about the Rs: to reuse, revise, redistribute, to access those pieces of information, those knowledge assets. Again, this is all about this idea of access. So openness as access.

Our secondary way of thinking about openness takes us beyond access, is thinking about openness as educational transformation. It's not just about providing access to institutions, providing access to resources, providing access to knowledge. It's about changing how those knowledge practices occur. Changing how those institutions function. Changing how we teach and how we learn. And thinking about the roles, the traditional roles and the traditional power hierarchies in our classrooms. Here, openness is a practice that might be adjacent to OER, or open educational resource enabled education OERs might be present in this vision of openness, but they're not the centre of it. Here it's more about who is the student in our classroom? What does the student do? Is the student the recipient of knowledge? If we think about the banking model of education, are we moving away from that and how? In an open pedagogy, where we're focused on educational transformation, our students might be producers of knowledge; they might be collaborators in the curriculum. We're moving towards more of a co-construction model. This also has to do with where learning is situated. In a closed system, learning might be confined to the physical classroom, to the learning management system, to these very confined four walls, whether they're physical or digital. When we're moving towards openness, we're breaking down those walls. We're saying education can occur within this wider network. We are no longer delineating what the boundaries of that educational experience are. This goes, again, much further beyond the idea of openness as access to the idea of openness as change.

This is where we start to think about critical pedagogy. Again, this session is thinking about not just openness and different conceptualizations of openness, but where and how they align with critical pedagogy. I invite you to return to our Menti, and again, in a browser, on either your phone or computer, going to Menti.com The code is 15891280.

Our question here is, what is critical pedagogy? And I will invite you if it's not a term that you know the proper definition of, and I use air quotes in that. What do you think it might mean? Let me see, "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." "A means of interrogating the teaching and learning process for accessibility, inclusivity, etc." "Social justice within the pedagogy." "Breaking down traditional power structures in education, and enabling new democratic forms and relations." "Applying pedagogical practices that do not mindlessly replicate existing structures as we work towards educating others." "Critically analyzing the power structures that exist in education, bringing the learners into this process." "Pedagogy that creates reflexive and experiential learning experience." "Pedagogy that invites questions, challenges, allows, and incites students challenging received ideas and practices." "Careful assessment of learning objectives and the methods best used to achieve these outcomes." "Questioning the power differentials in play and the reason for power imbalances." Great, so a lot of common themes here are power. Critical theory, and critical pedagogy is very much interested in power and challenging power and looking at structures and systems. This is great. Let's pop back to my slides and see my very lengthy quote. 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 role of teachers and taught that we must enhance." I think you guys covered a lot of these key ideas, but it is very literally about criticism, but looking at what is happening right now and why is it problematic. And then also not just describing those problems, not just looking at those inequities in our structures and in our systems, but actually moving towards change, looking towards how can we make this better? In simpler language, critical pedagogy is very much focused on two key things. First, recognizing. First, understanding that I won't say all, but most of our educational systems, our educational institutions, our educational practices are acting in a way to embody and replicate certain values and beliefs. Largely to act to reinforce, and I think somebody has said this in the Menti, the status quo. To reinforce existing power structures and to make those in power maintain their power. And also recognizing that these systems serve to legitimize certain knowledges and reinforce again those existing power structures, saying these people are on top, they're on top because we say so. We're going to keep them on top. That from a critical lens, we're saying that's what education does. Again, critical pedagogy is not just about recognizing that, but it's about changing the way we teach to start to change that, To start to shift that. It says "education needs to function to dismantle established educational designs, systems, structures and practices in the service of creating more equitable futures." It's very much invested in change. Now we've talked about openness and we've talked about two different ways of thinking about open pedagogy. And again, that's not a comprehensive understanding of open pedagogy. But we talked about openness as access, access to

knowledge, access to education, access to educational resources. We talked about openness as educational transformation, changing educational structures. We've talked about critical pedagogy as recognizing, and again, changing or transforming educational structures to be more equitable. When we combine the two and we're looking at a critical open pedagogy, it very much still is rooted in the idea of access. But not just access to knowledge, not just access to our existing structures, but access to different sources and types of knowledge. We don't just want to open the doors to our institutions and invite more people in. We need those spaces to be transformed to make it so those people feel reflected and they belong in those spaces. That's what a critical open pedagogy is interested in doing. A critical open pedagogy is also about increased learner agency and autonomy. In our traditional classrooms a lot of the power is held by the institution, by the instructor. As we shift to a critical open pedagogy, we want students to have more of that power; students to have more control over how they learn and what they learn. Critical open pedagogy is also interested in the dissolution of traditional boundaries and roles. As we said before, we want to open up the walls of the classroom, open up our LMSs, open up our spaces so more people can be connected and involved in learning processes. But we also want to redefine what it means to be a teacher, what it means to be a student, and what it means to be involved in education. Then finally, expansion of learning networks beyond the confines of the course or institution. It's those institutional, the dissolution of institutional boundaries, but also the dissolution of formal and informal education. The dissolution of higher and lower education. The dissolution of what we see education to be. And to make the definition of education and what is accepted as education more broad. It's a lot to think about because we're combining both the critical and the open. Now we're going to get into some of the practical ways of what does this actually mean in how we teach and how we learn.

Some very tangible, open critical practices that we can implement in our classes are things like having students participate in content creation and curation. When we talk about open educational resources, sometimes we approach that as instructors adopt open educational resources and then they give them to their students to learn. Even though this is an open practice, this is still very much not a critical practice or an inclusive practice because it's still replicating that transmission model of learning where the instructor has a thing, the student uses it to learn. But instead we can look at open educational resources as an opportunity for students to become the creators, students to become the producers of knowledge. Another open critical practice is allowing students to generate their own learning outcomes, goals, and success indicators for the course. This might be things like at the beginning of a course, a student says, "this is what I want to achieve in the course." And then tracking their own progress. Or this might be something like students as an entire class helping co-construct the syllabus. There are different degrees, obviously, we're constrained a bit by our institutions and our programs. But there are degrees to which students are able to have agency in determining their own learning pathways. This is another way that we can think about applying open critical practices to our teaching. Another way is empowering students to critique our course designs, educational systems and ed tech tools. Inviting real genuine student feedback on how we've designed the course, on what's working for them and what's not. Not just taking those

evaluations. I work as a curriculum specialist. I work closely with faculty. I know that many faculty opt to not even read student evaluations. This is not that. This is instead inviting students to critique our courses and to make suggestions on how we can make it better for the next cohort, for the next group of students. Really heeding that student feedback because they are really the people who engage in learning in those spaces, are the best source of feedback for us to know if our courses are working or not. Another example is the learning environment and rethinking the learning environment and where it exists. Instead of again, confining our learning environments to a physical classroom, to our course sites on our learning management systems, thinking about the entire open web. That wealth of knowledge that's out there as potential for learning resources, potential for learning interactions, potential for learning space. Then finally, looking at assessment and evaluation. Assessment and evaluation is again, another source of power imbalances in the classroom, where instructors subject students to assessment. I'm not going to get into grades here, but using grades as a negotiation tool, there's a lot of power wrapped up in how we assess. When we move to an open, critical practice, it might be looking at democratizing assessment practices, giving students more say in how they're assessed using things like self-assessment or peer assessment. Rethinking assessment, and again, trying to flatten that power hierarchy.

That was a lot of, not a lot of theory, but a bit of theory, a lot of ideas on how this can actually be used in practice. But the goal here isn't really necessarily for me to tell you, but for you to start thinking about, okay, now that I have a better idea or a different sense of what openness could mean in my practice, now that I have a different sense of what critical can mean to my practice, now that I've thought about them together as an open critical pedagogy, what can I actually do? What is feasible in my context, in my practice, in my classes? We're going to move into breakout rooms. In breakout rooms, I'm going to ask you to share your own experiences to date with open practices, either openness as access or openness as educational transformation. Or if you have a different conceptualization of openness. And then think about how you could shift these practices to be more transformative, critical pedagogy. How can you shift towards the balancing or rebalancing of power dynamics in the classroom? How can you shift towards giving students more agency? How can you shift towards systemic change through these practices? We're going to share a link to a Padlet. If your groups want to post on the Padlet, any ideas that come up. Then when we come back to the main room. We'll also invite groups to share key ideas, interesting thoughts. Anything that came up in your group that you want to share. Before people who are not feeling like they want to engage in this way start dropping off, I will say if you'd prefer to not participate, that's totally fine. We'll invite you to return to the main room with us. Please don't leave if you don't want to do the breakout room because there will be non-breakout room stuff afterwards. But this is just an opportunity to really think about what does all of this mean in your own context. I think Paula is going to help us out with setting up some breakout rooms here.

GWEN:

Dani, while Paula is setting us up for the breakout room, there's very vibrant conversation in the chat. And there's a question. I don't know if you want to wait until the end to share some of

your thoughts on this or you want to go over? From Emily. "Interesting about critical pedagogy. I think we need to look at critical pedagogy in the context of the entire educational system. Certainly supporting students to break through the power structures. But the power structure in post-secondary institutions goes beyond the classroom." There's a question from Alex as well. "Is equitability really the only critical pedagogy?"

DANI:

To Emily's point, we can start with that when you take a critical look at things, absolutely. It's about all layers of those social structures of the institution and even beyond the institution. When we talk about critical pedagogical practices, part of it is what can we actually do? Where do we have power to make change? And starting there, but not conceding the places where we might not have power, but starting where you can make change and then identifying those places where you can start to tweak things slightly. And then where you can gain more power in order to change those systems, in order to change those structures. The problem is if you take a top down approach and you're like the whole system is broken, Sometimes we end up at a place where we're like, well, there's no point in doing anything because the whole system is broken, so we're just going to live with it. That's why you start with those places where you can actually change a practice or change how you approach something. Then to Alex's question, is equitability really the only aim of critical pedagogy? I guess much like openness, critical pedagogy is approached by different people in different ways. It really is wrapped up in critical theory, which is this idea that we want to look at power. Power, social systems, and how hierarchies are reinforced are really the core parts of it, I'd say. If it's the only real aim of critical pedagogy, that's really how individuals bring themselves to their critical pedagogical practices. I can't answer on behalf of anyone who might consider themselves to be a critical teacher or a critical in not necessarily equitability, but it's very much about challenging existing power structures in some way or another. I think I'll address the rest of the questions in the chat after we come back from the breakout rooms to do the breakout room activity.

GWEN:

Thank you, Dani.

DANI:

Welcome back, everyone. I think we're still waiting for a few groups to join us. But I hope that you had interesting conversations in your groups and some opportunity to think about your own teaching practices and how you could shift them towards more open critical practices. I'm going to invite anyone from any of the groups to maybe share something interesting that came up in your conversations. A key idea, an observation, if you wanted to present a challenge, we're going to move into talking about barriers after this. I invite you to share that as well. But either in the chat or if anyone wants to raise their hand and unmute themselves, I invite any feedback on what was discussed in your breakout rooms. Shiva?

SHIVA:

Yes. Thank you so much for the fantastic content you provided for us. I believe that I'm engaging in all these practices, in policy studies, in law, in political science without knowing that I'm actually engaging in open pedagogy and critical one. I carve the space for my students' democratic agency in developing the syllabi by using the sentence. That sentence is, "This is a living document," meaning that we can redirect, we can create change, we can co-construct meaning together. I've been criticized by a colleague of mine, from a dear colleague of mine. He believed that this is a contract between me and my students. It is unfair that we create a space for future changes. It's a set in the stone. I was wondering, my goal is to be fair to my students and how I can create that balance between open pedagogy, openness to students' agency and let them co-instruct the class with me, and at the same time stay fair and honour the contract which was that syllabus. Thank you so much.

DANI:

I'm going to leave it open. If anyone wants to respond, I have some ideas, but I'll leave it open first if anyone has a response for Shiva. I find the idea of your syllabus being a contract by making it a living document, that to be unfair because normally when we produce syllabi, we do it before we know who our students are. We are enforcing a contract on our students. I would say approaching it as a contract that's set in stone before you even have a conversation with your students is probably less fair than allowing it to be a negotiation and discussion. There is no set checklist for these practices. This is just very much biased by my own experiences. But one thing you could do is say, we're going to edit the syllabus together for the first x number of weeks of the course, and still set a deadline where those expectations are then set so everyone mutually understands what the course is, what you've agreed upon within the course. That might allow you to both allow student agency in crafting it, allow them to have a say in the contract. Whereas I think, I'm not in law, but I imagine in law, all parties to a contract have some say in that contract. But then also say, okay, the contract is set at this point. I don't know if that helps at all, but that's the first thing that came to mind for me, Shiva.

SHIVA:

Thank you. I would definitely allow them to choose some of the topics of the open resources. For example, do you want us to cover the housing crisis or health care crisis? What are the ways you wanted to do this assignment? Do you want to have oral presentation or essay writing, or journal writing, or create a social media post? These are the options that I'm giving them in order to show their agency and the way they want to learn in this class and also be assessed. These were my thoughts. Thank you.

DANI:

Great activities for your students. Thank you for sharing. I'm seeing some chat, asks co-construct the syllabus with students. I think as Shiva has explained this is one way to do it. One thing that we also need to think about though is we don't want to move towards total fluidity in that syllabus. As instructors, there's still some things that need to be non-negotiable. For example, I teach a course on open and distributed pedagogy. If my students want to talk about something totally different, they want to talk about biology. Obviously, I need to have some



boundaries within that course because the course is still meant to perform or do a certain thing. As we're talking about co- construction with students, we do also need to establish where those non-negotiables are, those things that can't change, where they can't have agency. We can talk about how that means we're not moving towards total flattening of the hierarchy. We don't have time in the session to do that, but there does need to be a balance and a little bit of agency does need to stay with the instructor. What do we do if students don't yet understand the language of critical open pedagogy? I think this is a great question. When we talk about critical approaches to teaching, sometimes it's just about explaining why we do a thing in a certain way in our classes. Saying, you guys have a choice on this assignment, and here's why. It might not be that we need to teach all of the theoretical, more complex language around it, but just introducing them to the idea of diversity. Our classes are meant to be diverse spaces, and here's how I'm honouring that diversity in this classroom. We can do a little bit within our syllabus, within how we explain why we teach in a certain way, how we explain why activities or assignments are set up in a certain way to ease them into that language without making the entire course about digital critical open pedagogy. And then Emily writes, "I think calling it a co-creative contract is better because institutional syllabi can be something you are stuck with due to institutional policy." I agree. And a lot of these practices will be very situated in your actual institution and how your institution is structured and the requirements and policies of that institution. And we'll move into this in just a moment. When we start talking about how to actually do this and how to overcome the barriers, the institutional barriers. Some of it is taking liberties with how we apply it. Again, where we have the power to make change. If we can't make changes to our syllabi, I think putting in a learning contract is a great way around that. All right, I will return to the chat, but I do want to give us time to talk about it because I think a lot of people are focused on barriers.

I am not in the session trying to say, okay, these are the things you should do. They're really easy, go forth and do them. The problem with a critical approach to anything is it is critical. It is focused on talking about why something is not working, why something is problematic. In our educational institutions, this is particularly problematic because our institutions, like everything, have a need to preserve themselves. When we start critiquing the institution, when we start saying, "our practices within this institution don't work," there are going to be a lot of barriers to actually implementing those changes because the institution, it's going to have an impact on the institution to force it to change. And the institution does not want to change. So critical open pedagogy challenges established institutional norms, policies and practices. It's also unpredictable, messy, and unbounded. This means there isn't one right way of doing it. There isn't a set checklist. There isn't, okay, I did these five things. Now I'm a critical open pedagogist. It's messy because you need to think about the specific context in which you're practising. You need to think about the individuality of every one of your students. You need to think about your own, your own institutional policies, and more importantly, your own institutional cultures. Is there room for change within your institution? And where can that change occur? It also can create discomfort and vulnerability for instructors and students. As instructors, a lot of times the first step is for us to look at why we teach in a certain way. We might reveal things about our own teaching practices and how we establish our own agency

and power in the classroom that we're not very comfortable with. If we are a traditional lecturer who feels most comfortable at the front of the room lecturing or transmitting our knowledge to students, why do we feel comfortable there? How can we change that? There is a level of discomfort in this process because sometimes the bit of unravelling of ourselves before we can start unravelling the institution. I think this was mentioned as well in the Padlet, but students have their own expectations too of what learning is and what our jobs are as instructors, and what their jobs are as students. When we shift to these more fluid models, these more uncertain models of critical and open practices, there might be some student pushback because it is very different from what they've been taught their entire lives education is all about. Finally, these models can conflict with a lot of stricter disciplines and signature pedagogies. I've spent a lot of time working in medical education and health sciences where they say you have to teach in these very rigid ways. Because the thing that people always say, and I think it's often a complaint about ungrading, is, "I don't want a doctor that didn't get an A." This is a little bit of a closed loop argument because it's saying our assessment practices are adequate to tell us our doctors are good. But we do have the grayified disciplines. We do have these certain departments. Professional disciplines in particular that have sold themselves the myth of assessment, the myth of these rigid educational structures to the point where they're going to be much, much harder to change. There's still room for change. There's still room for critique in those professions and in the educational structures that lead to professionalization for them. But those conversations are going to be much harder because as soon as you say, "I don't want a doctor. who didn't get an A." Oh yeah, it's fair when it's not really what we're talking about here.

Okay. So we are going to take, this says five minutes. I'm going to put us down to three because I'm realizing that we are nearing the end of our time. But again, returning to the Padlet, and I think some people have already started posting barriers. I want you to reflect on any barriers that you have either experienced in attempting to adopt more open pedagogical practices or more critical pedagogical practices or barriers that you anticipate experiencing. If you were to adopt them, and post them on the Padlet. The Padlet, the slides and the Menti responses will be shared afterwards. So even though we're not going to dive deep into the barriers right now, as other people are posting, if you have thoughts on their barriers, please respond using the comments. We're going to give this again three minutes. There's no breakout room. So this is just an individual activity. I invite everyone if you're still working on the Padlet, if you're still looking and responding to people to continue on. I don't have all the answers. I hope nobody was expecting me to have all the solutions to some of these problems in the session. But what I've learned, as I was saying before, is that quite often the problem of change seems so insurmountable that we resign ourselves to doing things as we've always done them. When we're talking about open and critical pedagogical practices, we need to start small. We can't burn down the institution. We can't dismantle everything. First of all, the institution, the institutional need for self-preservation is not going to allow us to do that. Secondly, the amount of work and the emotional burden on ourselves to try and take on the world in that way means we're all going to burn out. And I've seen this with the faculty I work with. We need to start small. Identify one change that is within your scope of power. Where you can start shifting the

agency. Start democratizing your classroom. Start looking at how can we expand the boundaries of our classroom? Or how can we give our students more power, more choice. Again, you might not be able to do everything you want, but just start small and then next time you run a class, do a little bit more. Really important to this work is identifying where change is possible and where you hold power. A lot of the chat, a lot of the conversation has recognized, a lot of the problems are not in the class, are not in the curriculum, are not in an individual course. But the problems that exist at the top of the institution, that exist at the top of society, are not problems that we by ourselves can change. Think about where you can make change and start there. Then as we start iteratively changing the whole system, we're going to identify cracks in the system, identify places where it's susceptible to disruption. Collectively, us all making our small changes will help us get to that higher level change. This is my pitch on overcoming barriers that yes, the whole system is broken. It's not just our classes, but we do have power. And where we have power is where we can enact change.

\*And so our final thoughts. Critical open pedagogy is interested in dismantling existing closed practices to challenge systemic issues. It is very much not just focused on access, but it's focused on looking at how our systems are not working for every student, are not working for the entirety of the student population. And even for those people who maybe never had the opportunity to be students, and it's looking at challenging those issues. There is going to be resistance. There's going to be self-resistance in us examining our own practices. There's going to be institutional resistance because of this need for self-preservation. But small changes to practice can be impactful. Just choose one thing in your next class. Classes start in three weeks or four weeks. Do one thing, do one thing differently, to start this change process.

Then there are some references. I'm right on the hour. I was hoping to have a little bit more time for Q & A afterwards, but I do want to thank you all for joining. I hope that there was something of value here in how you think about your own teaching, even if it's just a better understanding of what it means to be open or what it means to be critical. But I will stop and pass it back. There is another slide here. I apologize, Gwen.

GWEN:

No worries. You're on time, Dani. Thank you very much, everybody for staying with us till now. In the chat you can find the link to our survey. Please help us with your feedback so that we can plan more events in the future. Paula also helped us to pop up the link for upcoming events. As you can scroll through, we have a lot of FLO events coming. Again, I know that when we are talking about the procedures, change seems sometimes very hard, but nothing is impossible. Hope is like a road in the country, there's a quote about that. The more we walk on it, then the road becomes existence. I really hope that we can start with something like little steps, as Dani suggested, in a very powerful and inspiring presentation today. We look forward to seeing you again in our upcoming FLO events. Everyone have a great Friday and also a great weekend.