

The participants will present their final deliverables, justify the choices they made in the process, and enter into a discussion about these. Participants will share what they have learned as well as their resources from this field lab with each other. By the end of the session, participants will have a good knowledge of using Open Learning Materials and Open Pedagogy in their own teaching context as well as a number of practical examples. This information will enable them to engage in discourse with colleagues about the possibilities that OER and Open Pedagogy offer and about possible next steps.

### Objectives of this session

In-depth examination of the concept of Open Pedagogy based on personal experiences in teaching practice.

- Participants will be able to deploy OER based on didactical teachings in their own teaching practice.
- Participants will make a critical contribution to improving the range of OER available.
- Participants will be able to explain the attributes of Open Pedagogy.
- Participants will be able to apply Open Pedagogy (and attributes of it) in their own teaching practice.
- Participants will be able to inform other colleagues about the value of OER and Open Pedagogy by identifying some of the benefits.

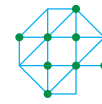
### Learning resources

- Description of the presentation and buddies' assignment (Appendix 1)
- Presentation of viewpoints and work forms during the session
- Format: viewpoint presentations (Appendix 2)
- Template for online board in Miro, Mural or any other online whiteboard app. (Appendix 3)

### Session programme (90 min.)

Plenary		
5 minutes	Check-in	Share a response from colleagues or students that you heard during your experiment with Open Pedagogy.
5 minutes	Preliminary discussion of the presentations	Based on the knowledge gained with and frameworks in OER and Open Pedagogy, we will discuss what points of view will be important during the presentations and in the subsequent feedback sessions.
In groups		
60 minutes (depending on group size)	Presentations and feedback sessions	We will be using the same teams that we created in the first four phases.  Depending on the size of the teams, you will create a timetable in which all members of the team present the deliverables that they have produced during this field lab. Where possible, they will include evaluation data from students and colleagues in the presentation. Presentations will take a maximum of five minutes and the Q&A afterwards will take about 10 minutes. A number of viewpoints will be provided in advance of the presentations.
10 minutes	Wrap-up findings	Wrap-up by participants and session leader in which findings from this field lab will be summarised on an online whiteboard (e.g. Mural, Miro). The focus here will be on the opportunities and obstacles from a lecturer's perspective, student's perspective and from a supporter's perspective.
5 minutes	Buddies	At the close of the meeting, two or three groups will be formed to 'support' each other in the ongoing learning process in this field lab on open educational resources. These groups will be formed based on how the study programme leadership wishes to proceed with OER or Open Pedagogy.  Planning a follow-up a session with your buddies!
5 minutes	Check-out	Everyone answers the question: How will your teaching be improved by participating in this field lab?

## Assignment description: Group presentations and buddies



*Objective: To share and reflect on experiences with Open Educational Resources and Open Pedagogy from the perspective of this field lab*

### Presentations

In this session, you will share your practical experiences with OER with the other participants. In session 5, you were challenged to design an educational activity using Open Pedagogy and we are curious to hear about your experiences with it.

In the session, you will briefly present your design and your experiences and data from the evaluations. You will prepare a 5-minute presentation. The other participants will be given a guide explaining the attributes of Open Pedagogy. They will assess what is visible, what questions they have and what feedback they have for you with a view to a follow-up.

### The focus will be on the following attributes:

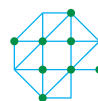
1. Learners work on learning tasks in which the value they add is openly accessible so that others can access it, share it and add value again;
2. Learning tasks are performed by learners who are connected to one another in open networks (including social media);
3. Learning tasks enable learners to contribute to knowledge creation through repurposing, re-using or combining openly available content/knowledge items and making the resulting product openly available.
4. Learning tasks incorporate the use of open educational resources and content which is available from open networks.

After the presentations and feedback, we will prepare a summary of the findings from the presentations and the discussions about them on a shared (online) whiteboard. The focus will be on the various stakeholders (students, lecturers and supporters) and the opportunities and obstacles will be shared.

### Buddies

Buddies will be paired together based on the plans and ambitions that the participants in this field lab have for the future. Buddies are two or three people who will stay in touch with each other beyond the end of the field lab to spar with each other, to ask each other for feedback or to organise peer feedback sessions. All participants will briefly describe their plans or ambitions for the period ahead in the chat or on a whiteboard. The groups of two or three buddies will be formed based on this information.

## Viewpoints from the presentations on OER and Open Pedagogy



Attribute	What has already been achieved?	Any questions?	Where do the opportunities lie?
Learners work on learning tasks in which the value they add is openly accessible so that others can access it, share it and add value again;			
Learning tasks are performed by learners who are connected to one another via open networks, such as social media;			
Learning tasks enable learners to contribute to knowledge creation through repurposing, re-using or combining openly available content/knowledge items and making the resulting product openly available;			
Learning tasks include the use of open educational resources and content which is available from and within open networks.			

Session 6 | Appendix 3

# Whiteboard template

Student target group		Lecturer target group		Supporters target group	
Opportunities	Obstacles	Opportunities	Obstacles	Opportunities	Obstacles