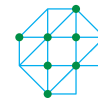


Session 5

Introduction to Open Pedagogy



Acceleration plan
Educational innovation
with ICT



professional development



digital educational resources

In the previous sessions, the participants gave some thought to the available resources and how they might be integrated into their teaching. In this session, we will take things a step further: involving your students in Open Pedagogy initiatives to help them to create or further develop open educational resources.

If desired, the [SURE SIG Open Education](#) can assist with presentations on this topic.

Objectives of this session

- Introduction to the concept of Open Pedagogy.
- Participants will be able to deploy OER based on didactical teachings in their own teaching practice.
 - a. Participants will make a critical contribution to improving the range of OER available.
 - b. Participants will be able to explain the attributes of Open Pedagogy.
 - c. Participants will be able to apply Open Pedagogy (and attributes of it) in their own teaching practice.

Supporting resources

- [Open Pedagogy special edition](#)
- [Open Pedagogy Infographic \(NL\)](#), [Open Pedagogy Infographic \(EN\)](#)
- [Brief introduction to Open Pedagogy](#)
- [A comprehensive introductory lecture](#) by Robin DeRosa and Rajiv Jhangiani

Learning resources

- Description of the Open Pedagogy instructional design assignment (Appendix 1)
- Presentation of Open Pedagogy and description of the work form for an initial design idea (See PowerPoint presentation)
- Template: 'Open Pedagogy Instructional Design' (Appendix 2)
- Template: 'Open Pedagogy Instructional Design' (Appendix 2 of the [Open Pedagogy Theme Edition](#)).

Before the session

Step 1: Read [the whitepaper](#), watch the [brief introduction to Open Pedagogy](#) or the comprehensive [introductory lecture](#) by Robin DeRosa en Rajiv Jhangiani.

During the session

Step 2: we will explore and clarify the essence of what Open Pedagogy is. What it is and what it is not; what are the advantages and disadvantages?

Step 3: Decide which form of Open Pedagogy will suit your study programme (based on vision and content). Create an initial idea for a learning activity or learning activities that you could carry out in your own teaching practice using the template 'Open Pedagogy Instructional Design', and discuss this with the other participants.

After the session

Step 4: Design a plan for your teaching practice that gives Open Pedagogy a clear role.

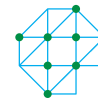
The focus is on:

- A substantiated choice for a form of Open Pedagogy
- Designing a teaching activity within your own teaching practice using Open Educational Resources in combination with the attributes of Open Pedagogy.
- Testing and/or evaluating educational practices with attributes of Open Pedagogy

Session programme (90 minutes)

Plenary		
10 minutes	Check-in	Recap of the previous session and a round-up of questions/ issues (10 mins.)
20 minutes	Brief introduction to the concept of Open Pedagogy	Based on the participants' own ideas and experiences linked to the most important attributes described in the whitepaper (see PowerPoint) (20 mins.)
60 minutes	Initial design idea	Based on a work form, devise an initial design idea for applying a form of Open Pedagogy in your own teaching practice. Participants must first conceive an idea based on a number of steps. They will then present this to another participant and then fine-tune their idea (feed-up), before finally presenting their idea to a group that will take a critical look at the plan in relation to the attributes of Open Pedagogy (feedback). See the work form in the PowerPoint.
10 minutes	Follow-up discussion and explanation of presentations in phase 6 group presentations.	Discuss the key findings from the feedback sessions. Discuss opportunities and obstacles in applying these in your own teaching practice so that participants can take these factors into account in their teaching practice .

Session 5 assignment description



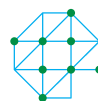
Design a plan for the use of Open Pedagogy within your teaching practice.

In this session, you will start designing a teaching activity with attributes of Open Pedagogy. After an introduction to the theory behind Open Pedagogy and the place that OER has in it, you will devise an initial design idea tailored to your teaching practice. You will discuss this idea with the other participants so that you have enough ideas to further develop this teaching activity after the session and implement it in your own teaching practice. If this is not feasible, creating a design is still relevant, but in that case to gain a better picture of what Open Pedagogy can do for your practice. By discussing this design with lecturers and students, you will also receive feedback on the possible opportunities and obstacles in applying Open Pedagogy in your own practice. In the field lab, you will find the 'template for Open Pedagogy Instructional Design', which will aid you in creating a well-founded instructional design.

If you need examples from others when designing a learning activity, you might be interested to read – in the '[Open Pedagogy Special Edition](#)' (2019) by SURF – five case studies from higher education institutions that have already gained experience in Open Pedagogy. Here, you will find international examples (openpedagogy.org/examples/)

In the next and final session of this field lab, you will present your own design and, where possible, the experiences of your own teaching practice and data from evaluations. The other participants will assess your instructional design against the attributes of Open Pedagogy in order to help understand how its application has succeeded and where any opportunities and obstacles might lie.

Open Pedagogy Instructional Design Template



You will work individually to create an initial idea for teaching with Open Pedagogy. In order to arrive at well-founded choices, you should answer the following questions.

Question	Explanation	Response
<i>What?</i>	The (open) learning materials, use or reuse of the OER, what can you do with it? What are possible open products for students?	
<i>Where?</i>	Where exactly is the workplace for open learning activities, the learning environment? What is the place and role of open networks for your teaching practice?	
<i>How?</i>	How do you use open teaching methods and open work forms? Describe the interaction. Is it open? How do you implement student agency?	
<i>Who?</i>	What are the roles of lecturers and students in the further development of Open Pedagogy? Who in the outside world/ professional field/ reality are you in touch with?	
<i>Why?</i>	Why is the use of 'open' attributes important for your teaching practice? Is there any added value that 'open' can offer, and do you want to pursue this?	

The answers to the above questions will provide you with all the ingredients you need to design a teaching activity with the attributes of Open Pedagogy.

Instructional design

Learning objectives for students	What learning objectives/ learning outcomes do you have in mind for students in this teaching activity? These may be general objectives or subject-specific objectives of the study programme.
Learning content	What learning content does this teaching activity focus on? Refer to the knowledge base of the study programme (or relevant parts of it).
Student baseline situation	What is the baseline situation of the students who you are designing this teaching activity for? Think in terms of prior knowledge, experience of working with OER or Open Pedagogy but also the place that this learning activity has in the teaching process.
Open educational resources	What open educational resources are available for this learning activity? For instance, the platform used and where Open Pedagogy can add value.
Learning activities and organisation	What learning activities are necessary to achieve the learning objectives? For instance, meetings, work forms, instruction, collaboration on organisational forms and assessment.
Evaluation	How will you evaluate this learning activity and the experiences of students with Open Pedagogy? Start thinking about evaluation questions and evaluation methods.