

OPEN PEDAGOGY

*principles for teaching
and learning*

Disposable vs. Renewable

Disposable assignments¹ are traditional classroom assignments and projects that do not provide much value to the student and/or instructor beyond the class. Renewable assignments by contrast allow students to produce work that travels beyond the walls of a particular class and contribute to the community at large.



Consent in the classroom

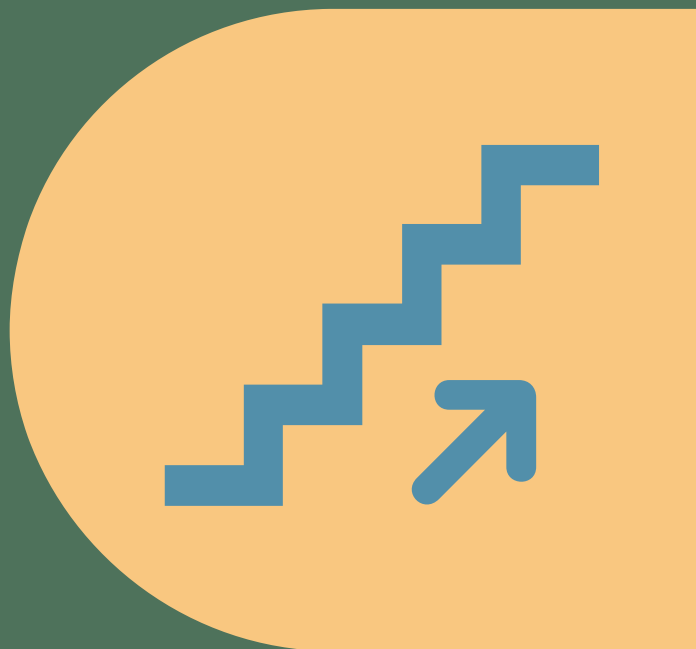
Brave spaces² and the CARE framework³ give teachers and learners a structure for participating in difficult and uncomfortable conversations.

Centering consent gives learners from marginalized backgrounds an escape from the undue burden of sharing personal experiences to educate their peers. Organizing a class around principles of consent allows learners to make choices about their educational experience.



Scaffolding and UDL

Scaffolding is an essential part of the learning process. It allows learners to build knowledge and skills incrementally, resulting in a deeper understanding of the content. UDL creates an educational experience that is accessible to all. Incorporating UDL into scaffolded assignments gives learners multiple ways to participate in their educational experience.



DEI and Social Justice

Open pedagogy is built upon the tenets of inclusion, democracy, and accessibility. Incorporating principles of social justice gives teachers and learners the ability to dismantle the current power structures of classrooms.

References:

1. Wiley, D. (2013). "What is open pedagogy?". *Improving Learning*. <https://opencontent.org/blog/archives/2975>. CC BY 4.0.
2. Verduzco-Baker, L. (2018). Modified brave spaces: Calling in brave instructors. *Sociology of Race and Ethnicity*, 4(4), 585–592. <https://doi.org/10.1177/2332649218763696>
3. Sinkinson, C. and McLure, M. (n.d.) CARE in the open: A framework. CC BY 4.0