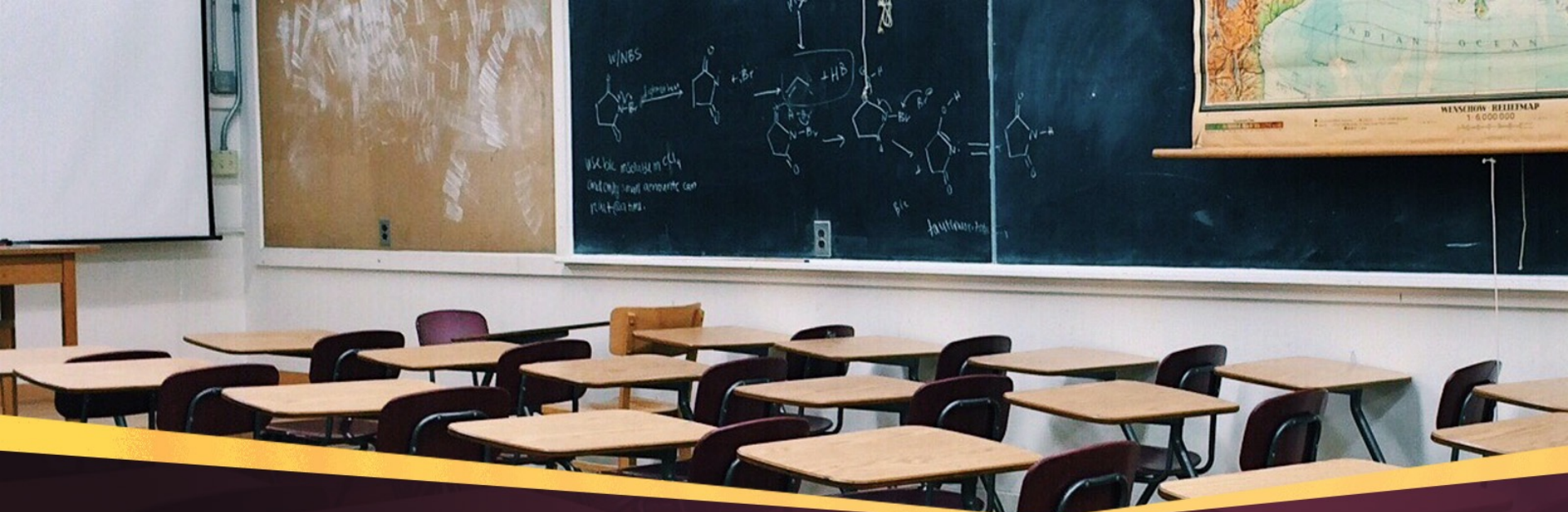




The World of Open

Yang Wu, Open Resources Librarian, Clemson Libraries
305E Cooper Library, ywu9@clemson.edu



Defining “Open”:

Open Educational Resources



Textbooks



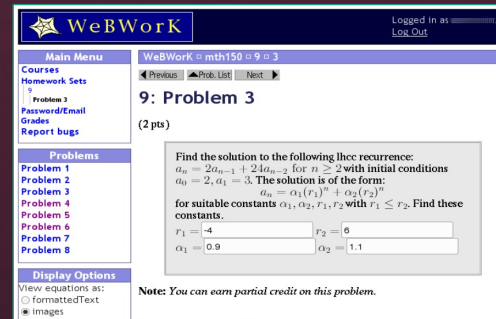
Courses/Courseware



Interactive Simulations/labs



Videos



Open Source Homework Systems



Technologies for Open Creation



PB

PRESSBOOKS

H5P

Create,
Share and Reuse

RICH INTERACTIVE CONTENT



Introducing Scalar. Born-digital, open source, media-rich scholarly publishing that's as easy as blogging.

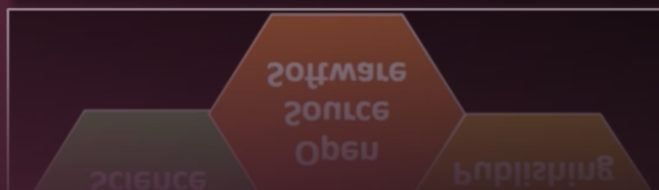
[Learn more](#)

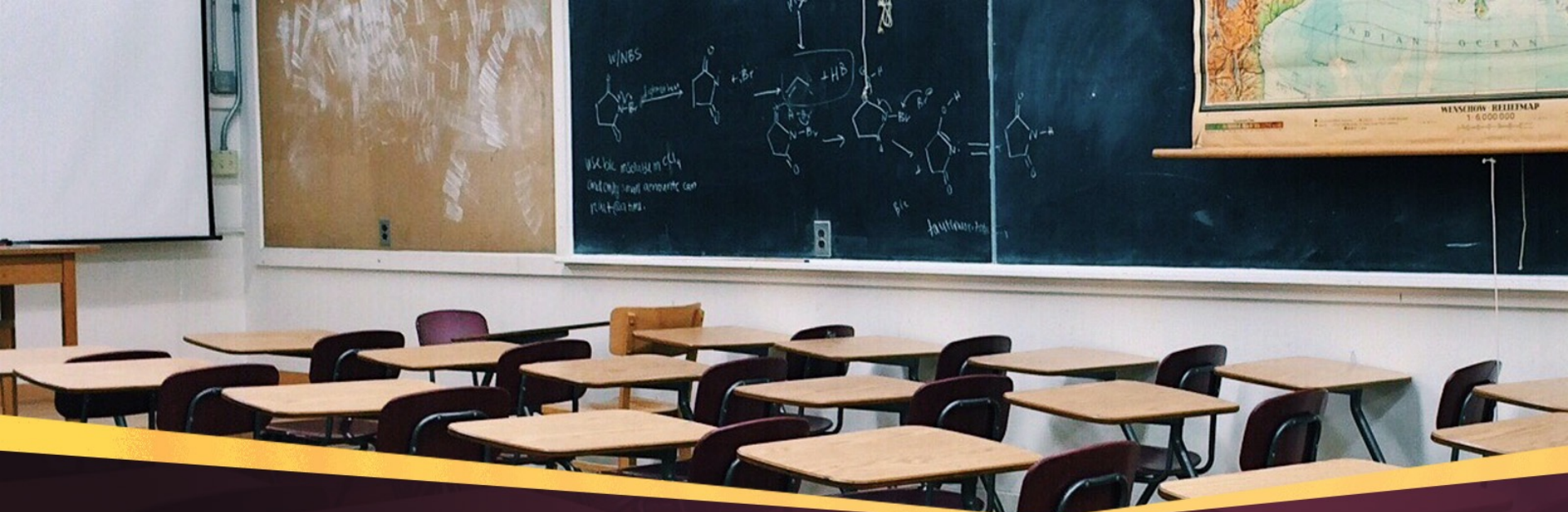
[Sign in](#)

WIKIPEDIA

The Free Encyclopedia

Open Sharing of Information



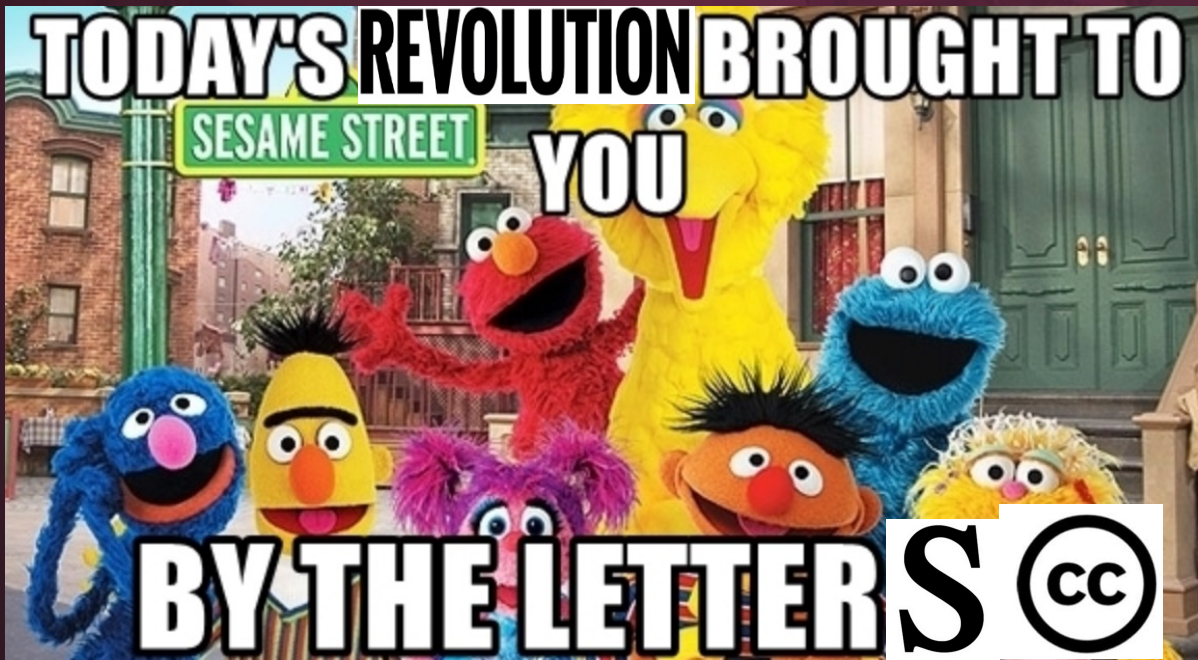


Community of Information Creation and Sharing



New approach to teaching and learning:

- Easy sharing, modification, adaption of learning and scholarly resources
- Bypasses traditional publishing of information
- Emphasizes learning and growth through sharing



Creative Commons

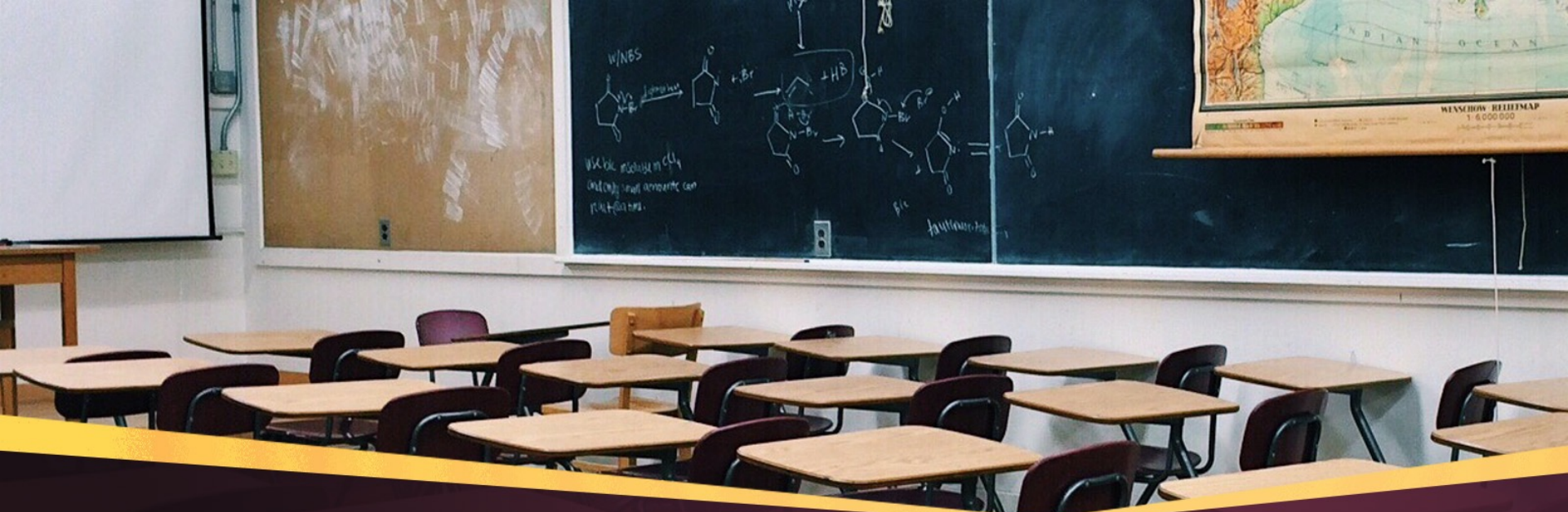
Open License:

- Document that lets people use or modify a work for free.
- Allows copyright owners to set permissions and restrictions on how their works can be used.



5 Rs

- **Retain**- make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
- **Reuse**- use the content in a wide range of ways (e.g., in a class, on a website, in a video)
- **Revise**- adapt, adjust, modify, or alter the content itself (e.g., translate into another language)
- **Remix**- combine the original or revised content with other material to create something new (e.g., a mashup)
- **Redistribute**- the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy to a friend)

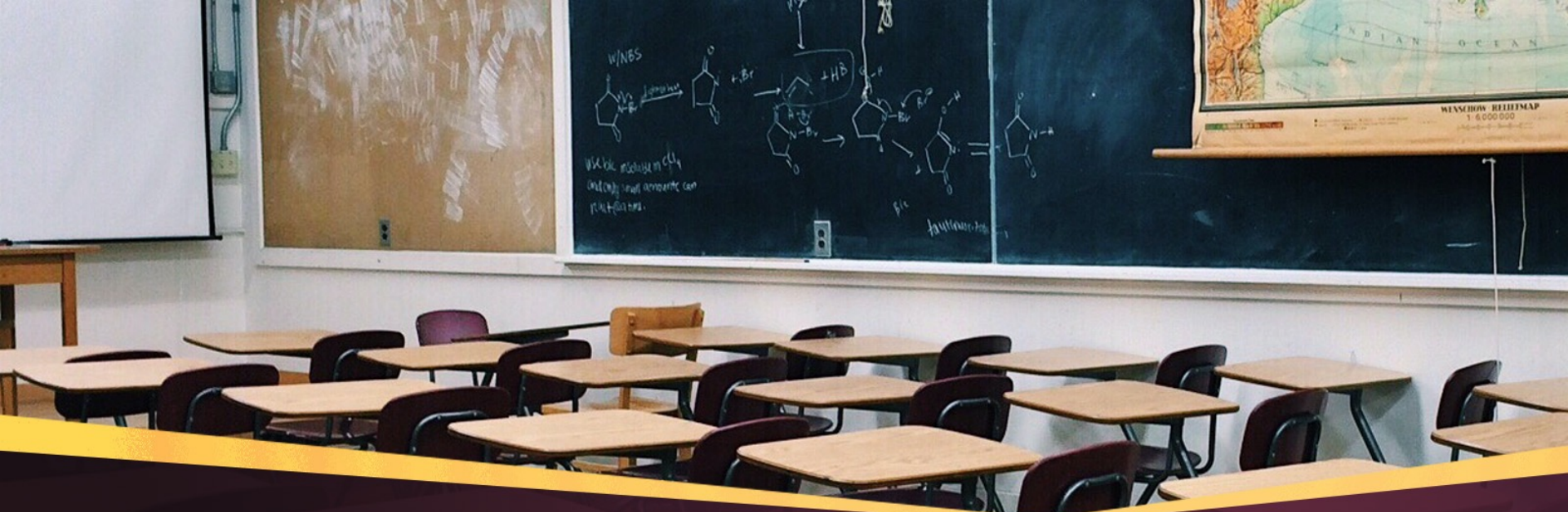


Information Creation and Sharing
to Foster Student Critical Thinking

Guiding Students to CT

- Engages students to reflect on the larger information eco-system that shapes their thinking
- Connecting learning to real life
- Fosters curiosity, collaboration, and communication





Open Pedagogy

- Creative approach to undergraduate education
- Combines creative educational practices and new technologies
- Practiced by a growing number of instructors across the nation



Inquiry based, real life learning
(Constructivism)



Learner choice/collaborative learning
and student creation of learning
content



Critical thinking (Critical
Pedagogy)



Facilitate connections
across the boundaries of
learning experiences



Encourage Students to:

1. Become creators of information rather than consumers.
2. Learn and demonstrate critical thinking through information creation.
3. Work together and show creativity.
4. Shape the public knowledge commons of which they are a part.

Bloom's Taxonomy

CREATING

USE INFO TO CREATE SOMETHING NEW



design, build, plan, construct, produce, devise, invent

EVALUATING

CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS



judge, critique, test defend, criticize

ANALYZING

TAKE INFO APART & EXPLORE RELATIONSHIPS



categorize, examine, organize, compare/contrast



APPLYING

USE INFO IN A NEW (BUT SIMILAR) FORM

use, diagram, make a chart, draw, apply, solve, calculate

UNDERSTANDING

UNDERSTANDING & MAKING SENSE OUT OF INFO



interpret, summarize, explain, infer, paraphrase, discuss

REMEMBERING

FIND OR REMEMBER INFO



list, find, name, identify, locate, describe, memorize, define



Student Motivation:

- “Renewable” as opposed to “disposable” assignments
- Student controlled learning environments

Simple Examples:

Collaborative Syllabus Design

Inquiry based critical thinking discussion that is collaborative, and learner driven



Multiple Choice Questions

Collaborative critical thinking exercise with creation of content

Multiple Choice Question

Stem

1. To ensure the quality of multiple-choice questions

Distractors

- a. make some of the options and distractors negative.
- b. include qualifiers and absolutes.
- c. make all options and distractors similar in length.**
- d. include several correct answer options.

Correct Answer

Op Ed Writing

Expanding learning to real life issues

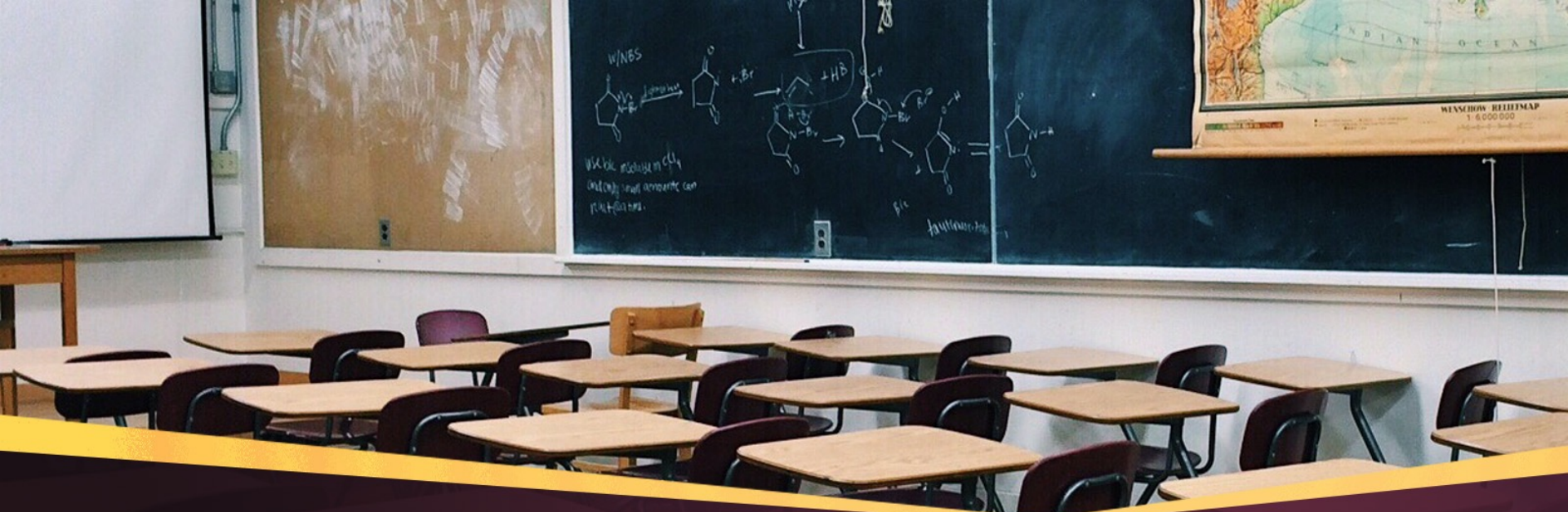
KENT STATE UNIVERSITY

Kent State Online
Office of Continuing & Distance Education

Assignment Type: Op-Ed

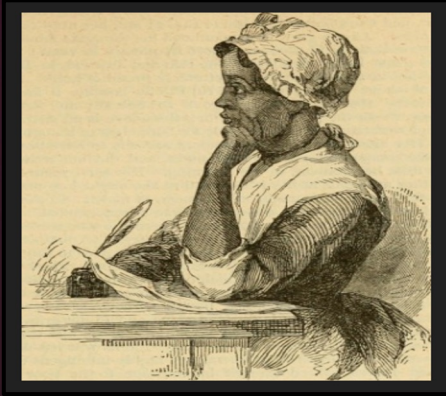
What is it

OpEd, short for Opposite the Editorial, is a newspaper opinion piece from contributors not affiliated with the editorial board. Limited in most newspapers to 700 to 1200 words, writing and getting published is no easy task. Yet, an Op-Ed is the type of real-world writing skill students need to flourish in the 21st century.



Examples of Digital Open Pedagogy

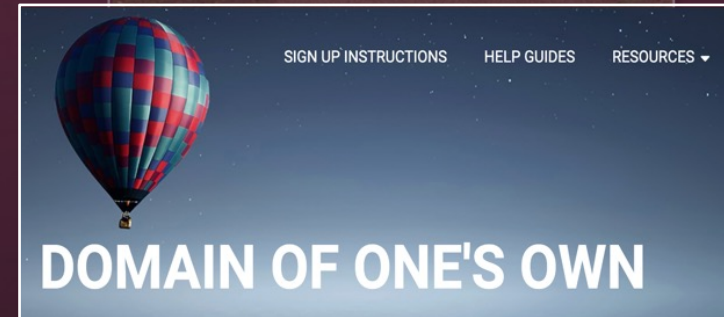
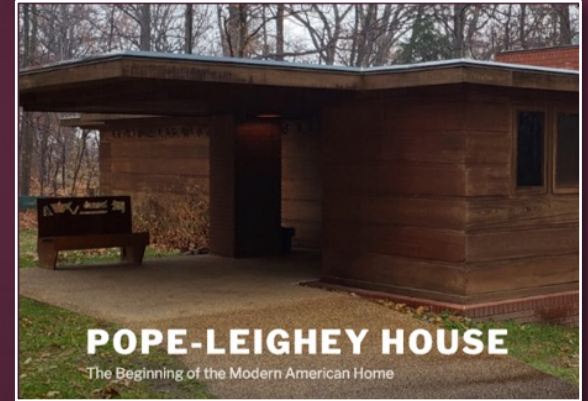
Web Publishing as a Tool of Teaching



- Student learning and motivation through textbook creation
- Modifying and adding perspectives to existing OER
- Work done collaboratively, with student peer editing each other's works
- Example: *The Open Anthology of Earlier American Literature*, edited by Robin Derosa

Personal Cyberinfrastructures

- Turning students into bloggers
- Learn to create authoritative information
- Create their own personalized learning architecture and manage their own data, collaboration etc.
- Decide how public or private these are
- Learn how to license their information



Wiki Teaching

- Teach your students how to edit Wikipedia articles.
- Students make direct contributions to public knowledge.
- Students engage with and understand the politics of editing, including how “truth” is negotiated by those who have access to the tools that shape it.

The Atlantic | Popular | Latest | Sections ▾ | Magazine ▾ | More ▾ | Subscribe | 🔍

TECHNOLOGY

How the Professor Who Fooled Wikipedia Got Caught by Reddit

YONI APPELBAUM | MAY 15, 2012

T. Mills Kelly encourages his students to deceive thousands of people on the Web. This has angered many, but the experiment helps reveal the shifting nature of the truth on the Internet.

WHO KILLED ALICE WALSH?
The Police Groping Around for the Perpetrator of the Latest Hitmen

STARTING AT
\$31,000
MSRP*

NISSAN NOW SALES EVENT

WHO KILLED ALICE WALSH?
The Police Groping Around for the Perpetrator of the Latest Hitmen

STARTING AT
\$31,000
MSRP*

NISSAN NOW SALES EVENT

Web Annotation



- Students use Hypothesis IS to annotate websites and other public information
- Group activity that encourages students to reflect on public information

A screenshot of the Hypothesis IS interface. The main content area shows a document titled "PRIVATE: CHAPTER 1" with a highlighted sentence: "This is the first chapter in the main body of the text. You can change the text, rename the chapter, add new chapters, and add new parts." A red box highlights the text "PRIVATE: CHAPTER 1" with a red arrow pointing to it. Another red box highlights the highlighted text with a red arrow pointing to it. A third red box highlights the annotation options (edit, delete, reply, share) with a red arrow pointing to it. The interface also shows a sidebar with a user profile for "apurva" and a public annotation by "apurva" with the text "This is a test comment and a test link: www.pssbooks.com/".

Options for selected text.

1. Edit
2. Delete
3. Reply
4. Share

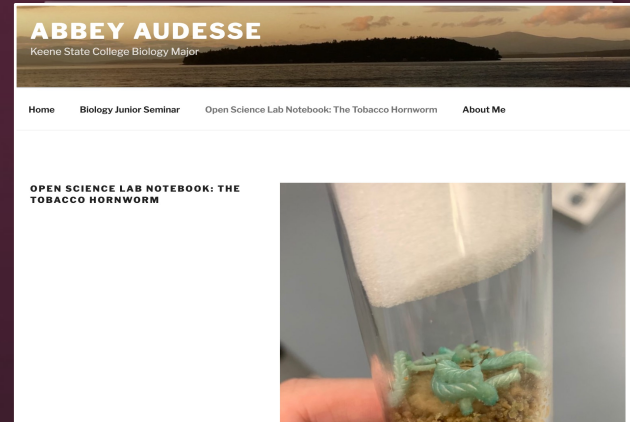
Social Media

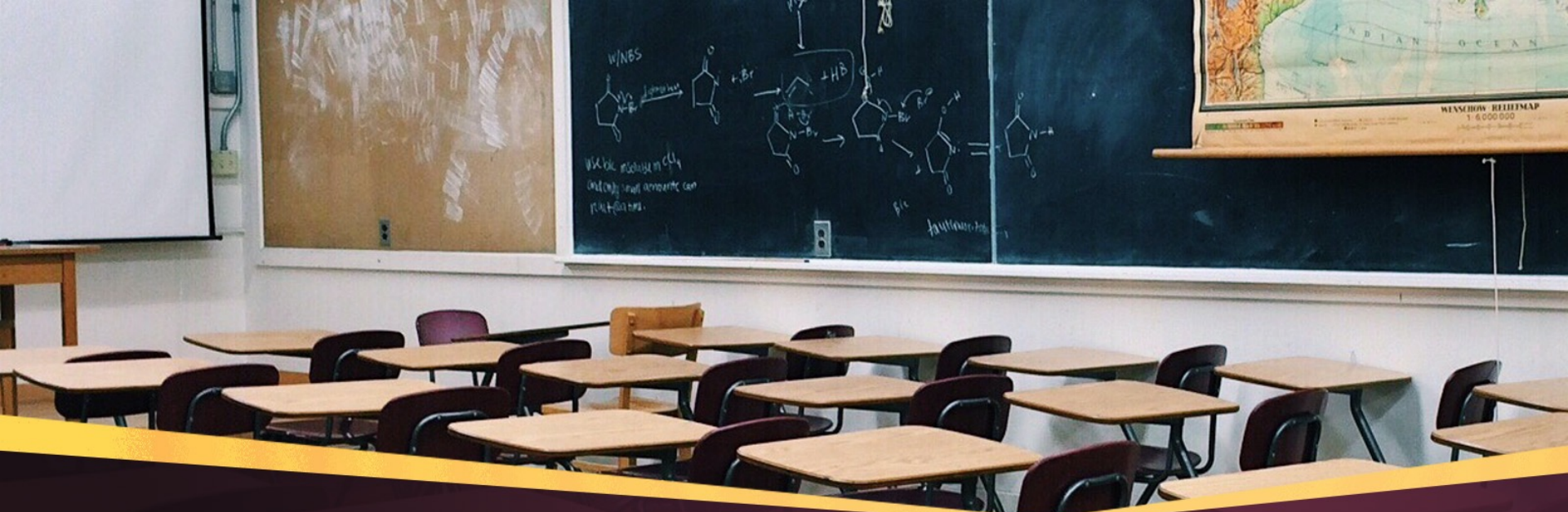
- A form of student engagement
- Student discussions on social media
- Social media research projects
- Follow and interact with major figures in the field on social media



Melding of Open

- Students publish/share scientific data
- Students analyze openly available data
- Students design own science projects and explore open data to address issues





Open Pedagogy in Action





Clemson's Student Open Pedagogy Projects

<https://opentextbooks.clemson.edu/catalog/>

Scaffolding Structure

Students choose a topic based on themes of the course

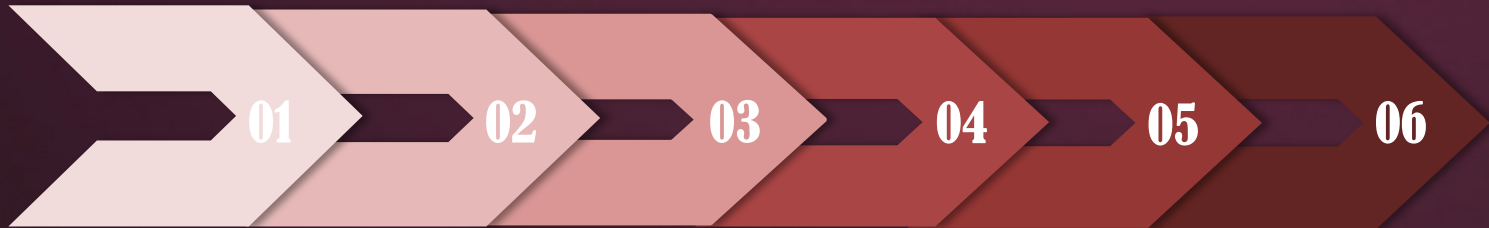
- ✓ Receives instructor approval

Create a second draft of their bibliography

- ✓ Again, peer input was provided

Write first draft of their chapters and submit them in Canvas

- ✓ Peer review and instructor grading



Create a first draft of an annotated bibliography on their chosen topic

- ✓ Receive peer feedback

Develop argument and chapter questions for other students

- ✓ Receive more peer feedback

Write a second draft and upload it on Pressbooks

- ✓ Peer review this time is focused more on editing and quality of content

Public Writing and Copyright



How do you write for a public audience? How is this different from traditional class assignments?



Copyright issues and legal structure of information on the internet



Editing and book design from the perspective of students

Fostering the Right Student Mindset

- Time to respond to students
- Learner centered messaging
- Transparency and purpose
- Participation vs achievement

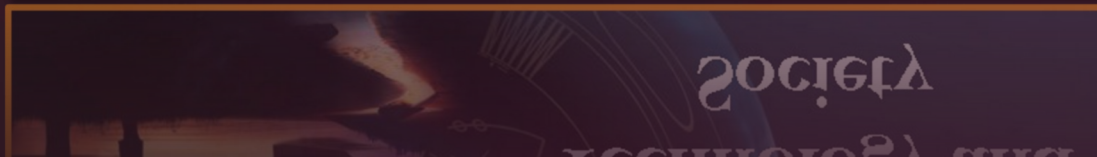
Supporting AI Literacy

- Teaching students how to critically think about the information generated
- Understanding the limitations of AI
- Making students aware of the social construction and biases of AI tools
- Privacy concerns and copyright

Connections with Open Pedagogy

- Co-Creation
- Student autonomy and self determination
- Getting students to think critically about what they are learning and how it affects their lives
- Emotional component of learning

Example: STS: 1010



Deconstructive Application of Open Pedagogy

01 Comparison



Ask students to compare student work to AI generated work – either images or writing

02 Quiz



Quiz students on reading citations so that they learn more about formats – they think they know this, but they don't

03 Creating with AI



Ask students to create outlines or thesis statements using AI tools

04 Image Generation



Have students create images with AI and analyze the prompts they used

05 AI Citation



Challenge students to both acknowledge the use of and to cite the use of AI correctly

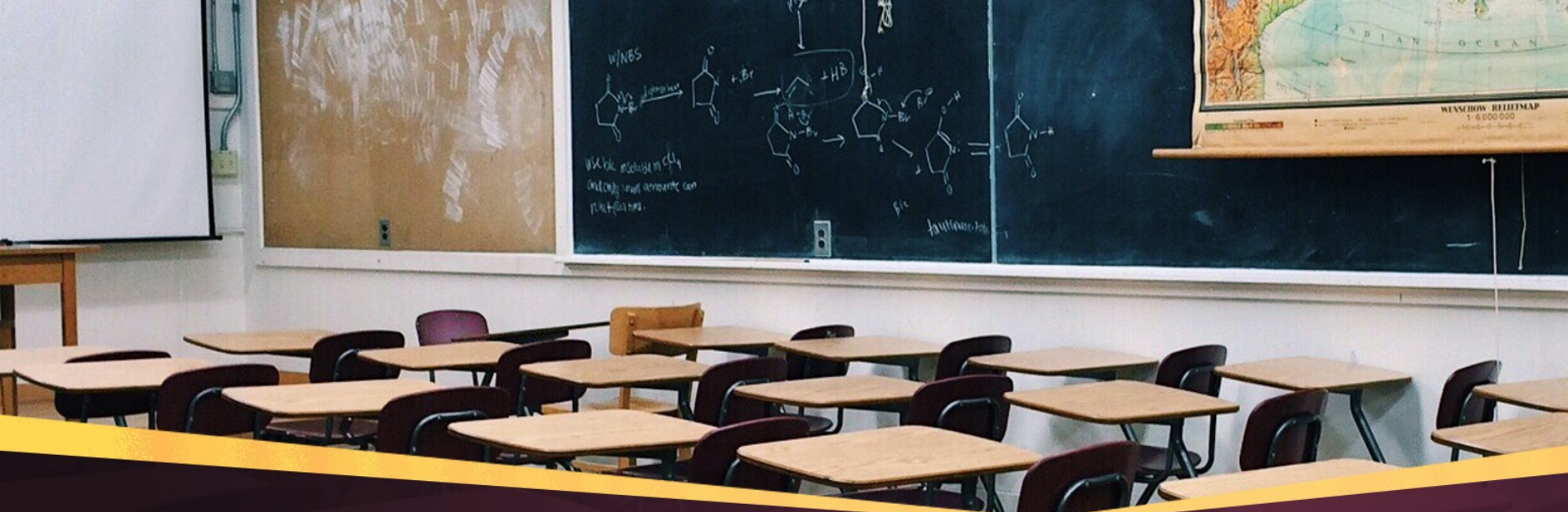
Deconstructive Application of Open Pedagogy



Citation:

“In digital art style, draw a happy person inside a cryo-chamber while a confused doctor stands on the outside” prompt. (2024).

Leonardo.Ai. [Digital Image]. [Home | Leonardo.Ai](#)



Open Resources

Library Resources:

<https://libraries.clemson.edu/teaching/oer/>



Yang Wu



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<https://pascalsc.libguides.com/scale/news/webinars>

Lots of Other Support!

OPEN PEDAGOGY NOTEBOOK

Sharing Practices, Building Community

Wiki Edu

Open Pedagogy
Webinar Series



The State University
of New York



OPEN EDUCATION
CONSORTIUM
The Global Network for Open Education

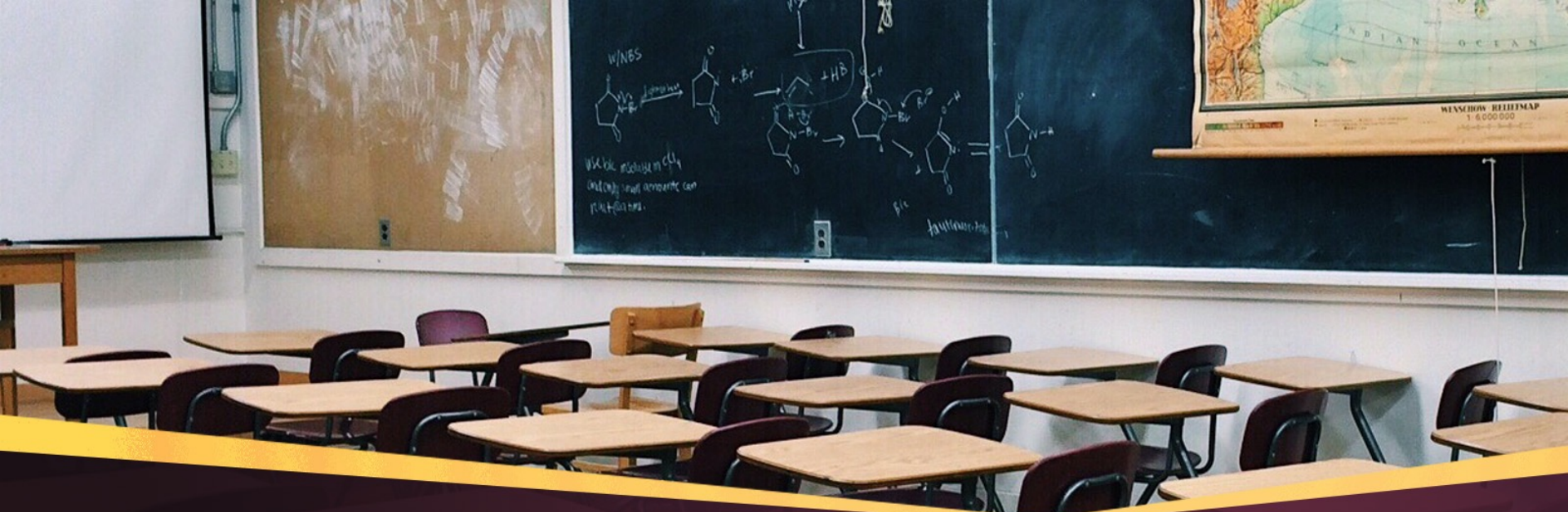
SUSTAINABLE DEVELOPMENT GOALS



LIBRARY PROGRAMS ABOUT HUB JOIN CONTACT

CERTIFICATE IN OPEN EDUCATIONAL PRACTICES

A team-based approach to inclusive and impactful open pedagogy



Thank You!

Questions/Comments



Resources on Open Access Scholarly Impact:

Predatory Publishing

<https://clemson.libguides.com/predatorypub>

Scholarly Impact

<https://clemson.libguides.com/c.php?g=230648&p=1530671>

Open Access Publishing Fund (How to Apply)

<https://libraries.clemson.edu/digital-scholarship-publishing/publishing-copyright/open-access-publishing-fund/>

New Support for Open:

Stacie Powell (Data Services Librarian)



spoore@clemson.edu

Dr. Amal Mostafa (Scholarly Communications Librarian)



[Start in October 2024](#)