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Open Education Faculty Panel

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OER for equity and inclusion in higher education

Jenny Ceciliano - cecilian@pdx.edu
Portland State University

Introduction

- Senior Instructor II, at PSU since 2004
- MA in Spanish (2006) and Educational Leadership and Policy (2015)
- Coordinator of first-year Spanish



Open education and equity

- Affordability
- Accessibility
- Adaptability



Open education and inclusion

- Who writes the books?
- Whose knowledge is privileged?
- Whose voices are centered?
- Whose experiences are valued?




Open education and higher education

- Meet faculty where they are



Adult education

- Cultivate a sense of belonging
 - Create opportunities for students to share knowledge
 - Activate prior knowledge
 - Give students choice
 - Provide for multiple ways of demonstrating learning
 - Incorporate reflection
- 

Process so far

- Spring 2019: begin outlining program
- Summer 2019: finish outline and begin writing
- Fall 2019 - Spring 2020: write most of the book (and implement program)
- Summer 2020 - Summer 2021: editing and review
- Fall 2021: submit manuscript for copyediting
- Winter 2022: book completed:
<https://pdxscholar.library.pdx.edu/pdxopen/41/>

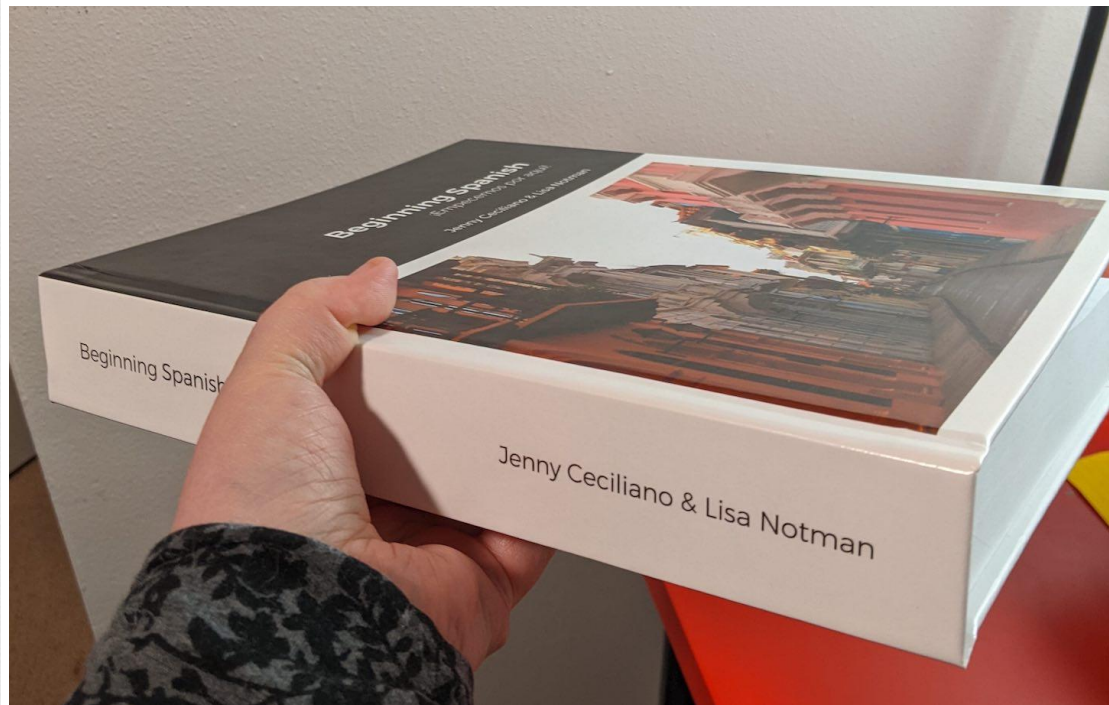
Beginning Spanish

¡Empecemos por aquí!

Jenny Ceciliano

Coauthor Lisa Notman

Portland State University



Example

75. Explorando el tema / Exploring the topic The list below includes elements that make up or influence a person's identity. Circle the items that you consider to be part of your identity.

¿Forma parte de tu identidad?

Las características de la personalidad

Las características físicas

El género (no binario, femenina, masculino)

El sexo

La sexualidad

La nacionalidad

La raza¹

La edad (¿Cuántos años tienes?)

Las discapacidades² físicas

Las discapacidades de aprendizaje³

La clase social

Una experiencia

Los intereses (¿Qué te gusta?)

Las actividades diarias⁴ (¿Qué haces?)

La religión

El trabajo

El estado civil (¿Eres casado? ¿Soltero?

¿Divorciado?)

La paternidad/maternidad (¿Tienes hijos?)

La salud⁵

La identidad de los parientes⁶

Open Education Week: Faculty Panel

Decolonizing OER and Critical Openness

Norma Cárdenas, PhD

Portland State University

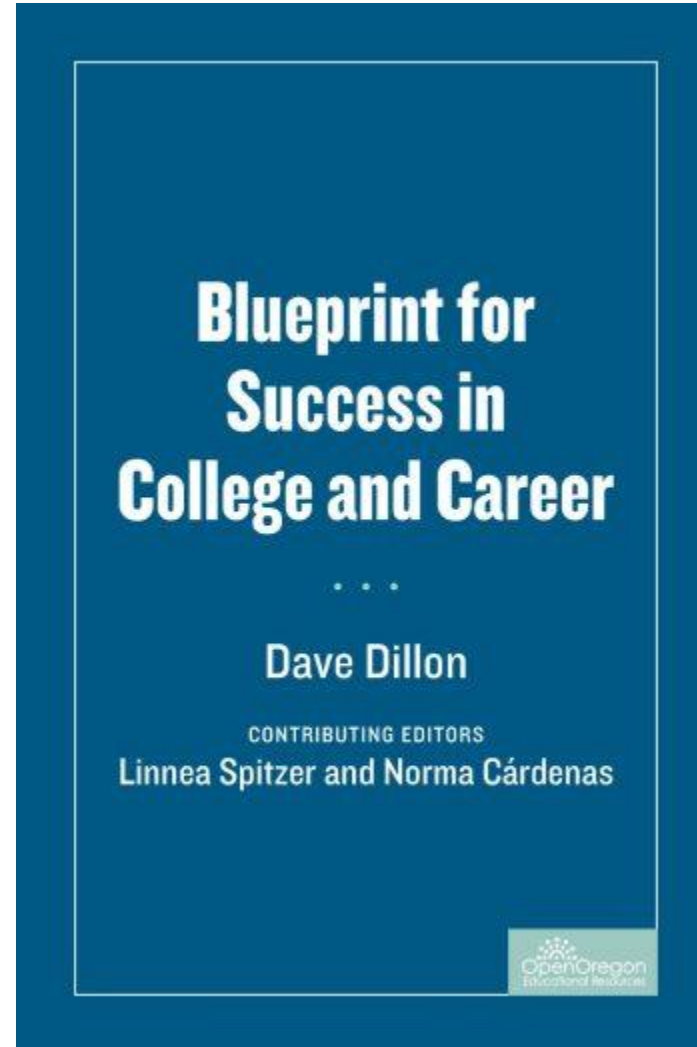
norma7@pdx.edu

Introduction

- First-gen college graduate and academic
- In 2019, joined Portland State University as Assistant Professor of Practice in Child, Youth, and Family Studies Program
- Teaching Ethnic Studies, Chicanx Studies, and cultural studies since 2008
- Mentor and advise students for research opportunities, graduate school, and career planning
- Specialize in social justice education, race and ethnicity, and popular culture

Open Ed work

- Blueprint for Success
 - Equity and inclusion lens
 - Asset-based framework
- Editor collaboration with Linnea Spitzer (PSU)
 - Faculty review
 - Student review
- Revised Introduction
- Spanish translation
 - Access for Spanish-speaking students



Equity and inclusion

- Community cultural wealth model (Yosso, 2005) - aspirational capital, linguistic capital, familial capital, social capital, navigational capital, and resistant capital
 - Students seek out family and a sense of community to cope with racial microaggressions
- Forms of knowledge and culturally relevant pedagogies can help advance and promote Latinx/a/o student college success and navigation
- Historical contexts of education (e.g., neighborhoods, schools, racism)
 - Cultural alienation, separation, and negation
- Cultural deficit model - due to their inability to adopt and assimilate do not attain educational success

Multiple identities and lived experiences intersect

Challenges

- First and “second-generation college students”
- Caretaking responsibilities
- Un/DACA documented status
- Work and financial problems
- Lack of educational institutional knowledge and academic skills
- Time
- Health
- Language

Resources

- Family - familial capital
- Institutional support - social capital
- Self-determination - navigational capital
- Peers

Course

- Examining Bias and Beliefs – increase awareness of and reduce implicit bias
- Centers *multiplicity of identities, perspectives*, and experiences in equity efforts to transform systems
- Decolonizing – Culturally relevant/responsive/affirming pedagogy (CRP)
- Interdisciplinary approach, drawing from storytelling
 - Diverse in form and content, including knowledge historically excluded
- Use sources written by communities to disrupt dominant thinking – critical of Western hegemonic ideas/values
- Open to hearing the voices of Others, disrupting sense of what is and should be and what they know
- Interrupt narratives of culture, history, place, and identity

Student Impact

- Accessibility and equity – support and enable students to engage sources of knowledge
 - In both cost and content
- Engage in practices to provide meaningful educational opportunities
- Leverage the expertise and priorities of the students
- Bridge divides – relational and complex modes of knowledge
- Empower, ‘giving voice’, recognition, representation, redistribution, reconciliation, and re-centering of marginalized subjects
- Language – use Chicano Spanish and Spanglish

Challenges – Critical Openness

- Encourage student co-creation – meaningful, relevant, and purposeful
- Reflects students – academic and social media sources – complete story
- Crowdsourcing from students - invite to share materials, input, and suggestions
- Resist the coloniality of knowledge, of power, and of being
- Mainstream institutions and assume will benefit from this inclusion
- Dismantling of relations of power and conceptions of knowledge that reproduce racial, gender, and class hierarchies
- Teacher’s interpretation of knowledge and teaching methods as important as content
- Diversity and decolonize curriculum - “transformative” change
 - *Funding for OER creation, adaptation and dissemination*
 - *Remixing OER critically*
 - *Language sources in library for Spanish speakers*

Thank you!

Critical openness

- Assumes access and just – neutral
- Inclusion
- Student demographics
- First-generation
- Minoritized
- Part-time
- Age
- Pell-eligibility
- Diverse ability and backgrounds

How does open education relate to equity and inclusion?

Courses

Freshman Inquiry
(co-taught with Vicki
Reitenauer, WGSS)

Sports in Society
(SOC 380U)

Concepts

Culturally Responsive
Teaching (CRT)

Open Pedagogy

Culturally Responsive Teaching (CRT)

Geneva Gay (cited in Muniz 2019, para 4) defines CRT as

“using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant to and effective for them.”

Characteristics of CRT:

- Communication of high expectations
- Learning within the context of culture
- Student-centered instruction
- Teacher as facilitator

Open Pedagogy

Open pedagogy is that set of teaching and learning practices only possible in the context of the free access and [5R permissions](#) characteristic of open educational resources (Wiley 2013)

OER provides opportunities for revising and remixing our pedagogy: *kill the disposable assignment*

Sociology 380U: Sports in Society

Culturally Responsive Teaching

- Learning objectives
- Co-construction
- Project-based
- Self-grading

Open Pedagogy

- Students identify and generate content
- I curate resources to match students' interests
- Students shape final project

Importance of Open Ed Resources

- Introduce basic principles of course with OER
- Provides flexibility
- Information vs. knowledge

Outcomes

- Engagement, motivation, inclusion
- “Feels” student-centered, relational