Equity and Open Education Faculty Cohort

A professional development experience at PCC

sites.google.com/pcc.edu/oer-equity

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Why?

- Move beyond “free textbooks.”
- Help faculty think about how flexible copyright can transform their teaching; align materials with their learning objectives.
- Continue to build our open education community; help instructors engage in meaningful exploration and conversations about their teaching.
- Traditional textbooks tell limited stories; commercial textbook publishers aren’t financially motivated to publish “controversial” topics. (credit to David Wiley for this thought)
- Our students are diverse. How can we take advantage of flexible copyright, open materials, and open practices to incorporate more of our student experiences, voices and communities?

Cohort Design

We offered this as a 2 part experience:

Explore, $200 stipend:
- 4 weeks learning about OER & Copyright Basics, Culturally Responsive Teaching, Universal Design & Open Pedagogy.
- Content lives on Google site (sites.google.com/pcc.edu/oer-equity); is openly licensed.
- Participants placed into small groups (3-4 people) based on availability; meet 1 time/week for synchronous conversation; can choose to meet online, in person or via phone. Respond to prompts I provide.
- Use Google Groups for interactive part of the cohort site; requires login to view; Groups post conversation summaries, etc.

Implement, $300 stipend:
- Instructors have the opportunity to implement the concepts that we’ve explored by redesigning a “unit” or two weeks worth of their course materials.
- From the site: “The goal of your redesign should be to increase diverse perspectives and voices, be more universally designed and/or culturally responsive. Be sure to center your work here.”
- Share redesigned materials and/or plan with an open license.
- Optional Google Doc template for a course plan provided, along with examples from previous cohorts.

How?

- Applied for and received one-time internal funding for development and stipends.
- Talked with experts that surrounded me; asked those already doing this work to document and share.
  - Incorporated examples from colleagues - videos
  - Consulted with our office of DBI.
  - Invited our Director of Disability Services, Kaela Parks, to participate as a guest facilitator for a week.
- Position myself as a co-learner; in each cohort, we create the experience together.

Example:

- Eric Dodson incorporated the OER work of colleague Tim Krause, using stories from Tim’s site, Oregon News with a multicultural perspective, as readings for his ESOL 20 class.
- Erica Braverman designed an assignment asking student to create open learning materials in order to explore genre for her Writing 115 and 121 classes.
- Benjamin Brooks adopted an open text and asked students to improve the accessibility of the text by writing descriptive alt tags for images for Chemistry 221.

Stats

Total budget expended: $22,001 (includes OPE expenses)
- Part 1, Explore: $200 stipends
  - 44 faculty over 3 terms
- Part 2, Implement: $300 stipends
  - 29 faculty over 3 terms

Development hours: 20
  (does not include facilitation time)

Reflection:

“The value in using OER goes beyond cost savings. When I began this cohort, the cost savings was the only thing on my mind. I saw this alone as an effort towards equity for students. Now I understand there are many ways that using creative commons materials, can help me work towards equity in the classroom.

- Alexie McKee, Biology

“What is sticking with me is the open pedagogy material and exploration. How exciting, these ideas - especially ideas around alternatives to disposable assignments. I feel this course has offered me a more holistic understanding of how [culturally responsive] teaching, [universal design] and open pedagogy work together to form a whole strategy for increased access across diversity.” – Aimee Krouskos, Sociology

Victories & Lessons

- Take advantage of the resources in your community
- Use community agreements; empower participants to talk about teaching.
- Don’t be afraid of synchronous conversations for an online experience if they are necessary and meaningful.
- Think outside of the box on educational tech.
- We are ALL students.
- Make expectations clear, give people multiple ways to engage.
- Google doc templates and examples, examples, examples!