Equity and Open Education Faculty Cohort

A professional development experience at PCC

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?

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 OER.
  - 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.

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.

Stats

Total budget expended: $22,001
(includes OER expenses)

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<tr>
<th>Part 1, Explore</th>
<th>Part 2, Implement</th>
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<td>44 faculty over 3 terms</td>
<td>29 faculty over 3 terms</td>
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Development hours: 20
(Does not include facilitation time)

*Note: these are projections as we conclude the final cohort.

Examples

Materials shared (with open licenses) by Part 2 participants can be found at:
sites.google.com/pcc.edu/oer-equity/projects

Select examples:
- 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 EDU 30 class.
- Erica Braeerman 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.

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!

Reflections

"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 as a new 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