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2021

### DHUM-74500 - Digital Pedagogy 2

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Syllabus Draft for DHUM 74500 - Digital Pedagogy 2: 2 OER, 2 Curious

Spring 2021

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## Introduction

This course will focus on opening our digital pedagogy- exploring open educational resources and open pedagogy, along with related opens: open access and open GLAM (Galleries, Libraries, Archives, and Museums). The focus of the course reading will be on the why's, how's, and where's of open educational practices, with a special focus on critical digital pedagogy. By the end of the semester, students will produce a polished proposal for a multimedia-based project in their discipline related to research, pedagogy, or both. The course incorporates hands-on exploration of educational uses of new-media applications and open possibilities. The course will use an open pedagogy approach to teaching and learning, starting with a co-created syllabus wherein students will have significant say in the selection of readings and assignments. We will also be working to share our work openly. All required materials will be openly available online.

This class is happening during the Spring 2021 semester, while COVID-19 rages on, affecting the physical, mental, emotional, and financial well-being of so many people. Our approach using modified self-grading, working both synchronously and asynchronously, and using flexible deadlines is meant to build in space for that reality. But if at any point that is not enough space for your reality, please let me know and we'll figure it out. (I won't need to know your reason or details, just how I can help mold the class best for your learning).

## Coursework

The work for this course will happen largely asynchronously, with one synchronous hour each week (Monday 4:15-5:15pm). The zoom classroom will be open 15 minutes early and stay open 15 minutes later each week, to make space for the before-and-after conversations that are such an important part of classroom community, but these transitional times are optional. Reading, and at least some annotating and blogging should be done prior to our Monday meeting (this effectively means trying to treat our

synchronous meeting as the end of our week, not the beginning). Coursework will fall into 4 main categories:

**1. Blogging:** All students will blog each week, either on their own site which will be fed to our class site, or on our class site; students who prefer to do so may blog privately in Blackboard. Please complete the [introduction form](#) indicate your blogging preference. Ideally, students will post at least two thoughtful blog posts each week.

**2. Class Participation:** Because this is an online class, in a pandemic, about digital pedagogy, we'll be using a variety of means to participate in this class. Asynchronously, we'll all read the assigned works before class, annotating them via our hypothes.is group (which you can join [here](#)), blogging and commenting/replying on each others blogs and annotations. Synchronously, we'll meet each week on Mondays from 4:15-5:15pm to discuss the readings. Each week, we'll have one class member act as an asynchronous discussion **facilitator**, who will take the lead on posing questions and facilitating conversations via hypothes.is, blog commenting, and/or email. We'll also have one class member take the lead on our collaborative note-taking document, which will serve as our record of the synchronous meeting (which will be useful to anyone who has to miss a synchronous session as well as for all of use to have a record). All class members will be encouraged to add to the [collaborative notes](#), but the lead note-taker will be responsible for making sure we have at least a good outline of what went on. Please sign up once for each role [here](#).

At the end of the semester, you will grade yourself for how effectively you participated in class. Did you contribute each week (asynchronously, synchronously, or both), in substantive ways, that improved the discussion in the class, advancing your own understanding and that of the group? Please note: class participation does not necessitate attendance at every synchronous session, nor does it require having one's zoom camera on. No attendance will be taken, and no cameras will ever be required. Let us work together to explore what participatory learning can look like.

**3. Book Review:** Before April 5, all students will select a book related to the course topics to review- we don't want to all review the same book, so please claim your book [here](#) before you begin (no reviewing a book someone else has already claimed please!) Reviews should be written for a scholarly journal. You can see the book review submission guidelines at *Open Praxis* [here](#), and at IRRODL [here](#). You are of course free to use the submission standards of any journal you choose; please include your target journal in your self-grading assessment. Be prepared to discuss your book and review for class on **April 5**.

**4. Individual and Group/Collective Final Project:** To be discussed in the first class, and refined in April.

## Grading

This course will use self-grading/modified un-grading. All work has baseline requirements (explained above), and students will submit a self-grading assessment with each assignment, assigning themselves a number of points that they feel their work has earned, along with an explanation of how their work meets the requirements of the assignment. Book Review self assessment is due with the book review by **April 4**, and the others can be submitted in the final wrap-up blog post at the end of the semester.

**Blogging:** 30 points

**Class Participation** (via annotation, facilitation, collaborative note-taking, and weekly zooms): 25 points

**Book Review:** 15 points

**Individual and Group(?)/Collective(?)Final Project:** 30 points

## Course Policies

**Guiding Principles:** This class proceeds from Dr. Andie Siva's Digital Pedagogy 1 course, so I will quote these important lines from her syllabus: "Playfulness, joy, and constructive criticism are welcome. Hatred, abuse, or discrimination are not. . . Slurs and racist, homophobic, transphobic, sexist, and/or ableist language will not be welcome in this space."

**Accessibility:** CUNY is required to provide appropriate accommodations for all students with disabilities. Please see the [Student Disability Services website](#) for the full policy and information on how to obtain accommodations during remote learning.

**Pronouns & Chosen Name:** Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns. I have asked for preferred pronouns in the introduction form (please note: this is entirely optional), and have added my pronouns to my Zoom name. I invite everyone to change their zoom name to their preferred names and pronouns. Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not however, tolerate repeated comments which disrespect or antagonize students who have indicated pronouns or a chosen name. (Statement adapted from [SUNY Binghamton LGBTQ Center](#))

**Zoom:** Cameras are to be turned on only when you choose to do so- they are absolutely not required. If you prefer to keep your camera off, I would appreciate you changing your profile image to something you'd like us to associate you with (this could be a photo of you, but could also be a picture of something you like). You can get instructions for how to change your profile picture [here](#)- again, this is appreciated, but not required. We will develop class [zoom guidelines](#) during the first session.

## Schedule

### Week 1: Introduction

- Decide how/where you would like to blog, and complete Introduction form.
- Write an introductory and/or goal-setting blog post.
- Get Started on Week 2 readings!

### Week 2-3: OER: What R They?

[The OER Starter Kit Workbook](#) by Abbey K. Elder & Stacy Katz. Chapters 1-3  
Almeida, Nora. "[Open Education Resources and Rhetorical Paradox in the Neoliberal Univers\(ity\)](#)." *Journal of Critical Library and Information Studies* 1 (2017).

Pomerantz, J., & Peek, R. (2016). Fifty shades of open. *First Monday*, 21(5).  
<https://doi.org/10.5210/fm.v21i5.6360>

Hare, Sarah. [A Critical Take On OER Practices: Interrogating Commercialization, Colonialism, And Content](#)

### Week 4: License to Thrill: OER and Copyright

[Openness in Whose Interest? #OERizona #OpenEd19](#) by [Maha Bali](#)

Herr, Melody. [The interpretation of Creative Commons licenses by US federal courts](#). *The Journal of Academic Librarianship*, Volume 47, Issue 1, 2021,

Luke, J. [OER, CARE, Stewardship, and the Commons](#)

Reijerkerk, D. (2020). UX design in online catalogs: Practical issues with implementing traditional knowledge (TK) labels. *First Monday*, 25(8).  
<https://doi.org/10.5210/fm.v25i8.10406>

Watch:

- DeRosa, Robin. [Distance Teaching & Learning Conference Keynote](#)
- Bourdages, Lauren. "Do Traditional Knowledge Labels have the Potential to Ease Intellectual Property Concerns around Using Traditional Knowledge in OER localization, Remixing, and Publishing?" [Lighting Talk at OE Global 2020 Conference](#).

Explore:

- [Local Contexts & Traditional Knowledge Labels](#)

### Week 5: Open Pedagogy

[The OER Starter Kit Workbook](#) by Abbey K. Elder & Stacy Katz. Chapters 4-5  
Bali, M. [What is Open Pedagogy Anyway?](#)

Cronin, C. (2017). Openness and Praxis: Exploring the Use of Open Educational Practices in Higher Education. *International Review of Research in Open and Distributed Learning*, 18 (5), 15–34. <https://doi.org/10.19173/irrodl.v18i5.3096>

DeRosa R. & Robison S. 2017. From OER to Open Pedagogy: Harnessing the Power of Open. In: Jhangiani R. & Biswas-Diener R (eds.), *Open*. London: Ubiquity Press. DOI: <https://doi.org/10.5334/bbc.i>

Watch:

De Rosa, R. and Jhangiani, R. "[Introduction to Open Pedagogy](#)" Webinar for SUNY Center for Professional Development

Explore:

[Open Pedagogy Notebook](#)

### **Week 6: Sustainability, The Scholarly Publishing Racket & Open Knowledge**

Wenzler, J. Scholarly Communication and the Dilemma of Collective Action: Why Academic Journals Cost Too Much. *College & Research Libraries* v. 78, n. 2, p. 183, apr. 2017. <https://crl.acrl.org/index.php/crl/article/view/16581>

Shu, F. et al. Is It Such a Big Deal? On the Cost of Journal Use in the Digital Era. *College & Research Libraries*, v. 79, n. 6, Sep. 2018. <https://crl.acrl.org/index.php/crl/article/view/16829>

Krawczyk, F. & Kulczycki, E. "How is open access accused of being predatory? The impact of Beall's lists of predatory journals on academic publishing" *The Journal of Academic Librarianship*

Fazackerley, A. "Price gouging from Covid": Student ebooks costing up to 500% more than in print. (2021, January 29). *The Guardian*. <http://www.theguardian.com/education/2021/jan/29/price-gouging-from-covid-student-ebooks-costing-up-to-500-more-than-in-print>

Khoo, Shaun. "Opinion: Boycotting Elsevier Is Not Enough." *The Scientist Magazine* <https://www.the-scientist.com/news-opinion/opinion--boycotting-elsevier-is-not-enough-66617>

Watch:

["Open Access Explained!"](#) Piled Higher and Deeper (PHD Comics)

["Research Culture is Broken; Open Science can Fix It"](#) Rachel Ainsworth

Explore:

[SPARC Big Deal Tracker](#)

<https://www.openbookpublishers.com/>

<https://punctumbooks.com/>

<https://openhumanitiespress.org/>

Gans, J. [Scholarly Publishing and Its Discontents](#)

### **Week 7: Other Opens: GLAM, Data, Science**

Burgos, D. (Ed.). (2020). *Radical Solutions and Open Science: An Open Approach to Boost Higher Education*. Springer Nature.

<https://doi.org/10.1007/978-981-15-4276-3>

Fecher, B., & Friesike, S. (2014). [Open science: one term, five schools of thought](#). *Opening science*, 17-47.

Valeonti, F., Terras, M. and Hudson-Smith, A., 2019. How open is OpenGLAM? Identifying barriers to commercial and non-commercial reuse of digitised art images. *Journal of Documentation*. doi/10.1108. Author-accepted manuscript [here](#)

Watch:

McKiernan, E. [Working at the intersection of open research and open education](#). Keynote at the OE Global 2018 Conference

Explore:

<https://openglam.org/> and <https://medium.com/open-glam>

Open Access at [The Met](#) and [The Rijksmuseum](#)

### **Week 8: OER for Social Justice**

Veletsianos, G. Open educational resources: expanding equity or reflecting and furthering inequities?. *Education Tech Research Dev* (2020).

<https://doi.org/10.1007/s11423-020-09840-y>

Lambert, S. R. (2018). "Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education." *Journal of Learning for Development* , 5(3). <https://jl4d.org/index.php/ejl4d/article/view/290>

Cox, G., Masuku, B., & Willmers, M. (2020). Open Textbooks and Social Justice: Open Educational Practices to Address Economic, Cultural and Political Injustice at the University of Cape Town. *Journal of Interactive Media in Education*, 2020(1), 2. DOI: <http://doi.org/10.5334/jime.556>

Watch:

"Open Education, Race and Diversity: Promise vs Reality" [Lighting Talk at OE Global 2020 Conference](#) (ignore the annoying Dr. Brandle stuff in the middle).

**Spring Break- finish Book Review, write a mid-semester check-in blog post**

## Week 10: Book Review Roundtable

### Week 11: Global OER

Padhi, N. (2018). Acceptance and Usability of OER in India: An Investigation Using UTAUT Model. *Open Praxis*, 10(1), 55-65.

<http://dx.doi.org/10.5944/openpraxis.10.1.623>

Ganapathi, J. (2018). Open Educational Resources: Challenges and Opportunities in Indian Primary Education. *The International Review of Research in Open and Distributed Learning*, 19(3). <https://doi.org/10.19173/irrodl.v19i3.3662>

Hodgkinson-Williams, C. A., & Trotter, H. (2018). A Social Justice Framework for Understanding Open Educational Resources and Practices in the Global South. *Journal of Learning for Development*, 5(3).

<https://jl4d.org/index.php/ejl4d/article/view/312>

Choose a chapter (or 2 ;o) from [Adoption and Impact of OER in the Global South](#) and blog about it..

Piron, F. “[Postcolonial Open Access](#)” Open Divide: Critical Studies on Open Access. Herb, U and Schopfel, J, Eds. Litwin Books, Sacramento, 2018.

Watch:

Funk, Johanna. “OEP with North Australian Indigenous Workforce Development: Connecting Culture and Knowledge Communities through Technology” [Lighting Talk at OE Global 2020 Conference](#).

Explore:

[UNESCO site on OER](#) and [Open educational resources: policy, costs, transformation](#)

[Open Textbooks for Hong Kong](#)

[OER Africa](#)

**Week 12: Final Project Workshop: Introduction, Discussion, & Planning Session**

**Week 13: TBD by the group**

**Week 14: No class- schedule your individual meeting slot for this week**

**Week 15: TBD by the group**

**Week 16: TBD by the group**

**Week 17: Final Show & Share**