



Frameworks for Going Open

Human -Centered Futures
for Higher Education

Robin DeRosa @actualham
Rajiv Jhangiani @thatpsychprof





slido



What word or phrase comes
to mind when you hear
"Open Education?"

① Start presenting to display the poll results on this slide.



United Nations

Universal Declaration of **Human Rights**



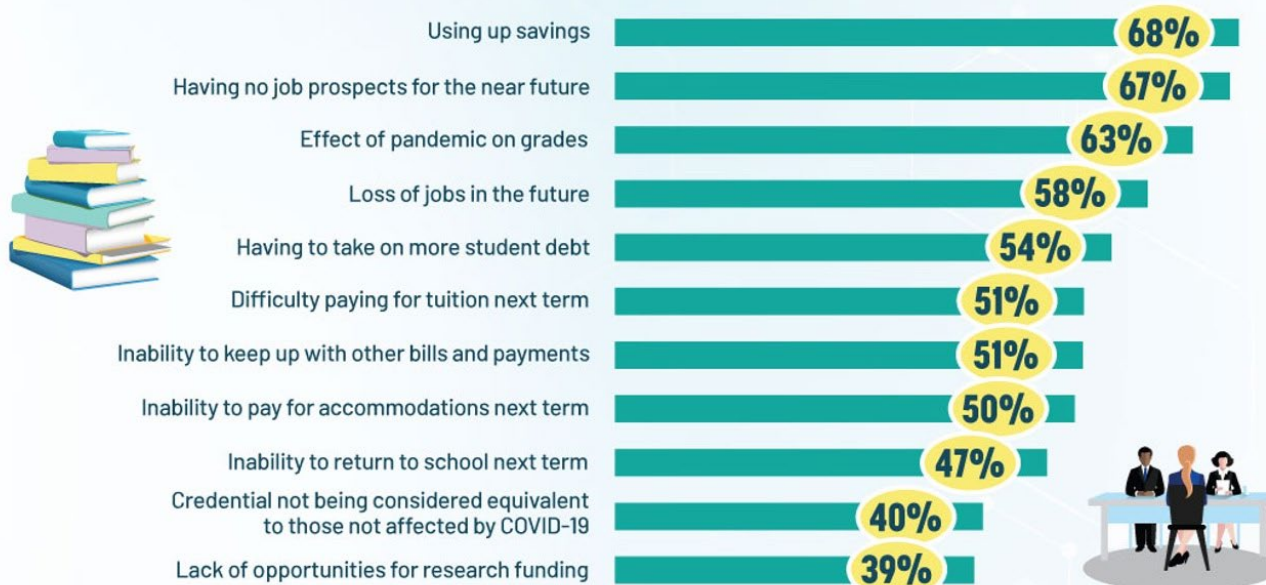
"higher education shall be
accessible to all"



Students are worried about their studies, financial situation, and jobs.



Proportion of **participants** who are **"very"** or **"extremely"** concerned about:



Source: Impacts of the COVID-19 pandemic on postsecondary students.

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Statistics
Canada

Statistique
Canada

www.statcan.gc.ca

Canada

<https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2020032-eng.htm>

British Columbia

- Overall Poverty Rate: 13%
 - Children in single mother-led households: 49%
 - Indigenous children in Vancouver: 33%
- Food Insecure in Last Year: 13%
- Vancouver rent increased by 14% in 2021 alone





We now think of a college education as an individual good, rather than a collective good that benefits society.

Tressie McMillan Cottom
Lower Ed

The College Earnings Premium

114%

real but reductive





If you go to college, you personally

- Will be less likely to be unemployed;
- Will be healthier;
- Will be less likely to become disabled;
- Will be less likely to go to prison;
- Will be more satisfied with your life;
- Will have a better marriage;
- Will have a 25% lower mortality rate;
- Will live seven years longer!

Many of those benefits
will be passed to your
children whether or not
THEY go to college!





If more people in a region go to college

What are the collective benefits of higher education?

- All people make more money;
- Greater tax revenues;
- Reduced need for public assistance;
- More people volunteer and give to charity;
- More people vote;
- More people interact and trust people in the neighborhoods;
- Lowered crime rates.





Orlando Sentinel  @orlandosentinel · Mar 16, 2020



Man who hoarded **17,700** bottles **hand sanitizer** to sell on Amazon donates his stockpile after national scorn (From The New York Times) bit.ly/2U7qTEg



pandemic

from Greek *pandēmos*, “of all the people”



Julia Simons

@SJimons

Panic buying is a symptom of a dysfunctional society diseased with individualism

To those with litres of soap at home- do you realise that to slow the transmission of COVID-19 you need other people to be cleaning their hands too?!

A fortress of toilet paper will not protect you

10:27 AM · Mar 6, 2020 · [Twitter for Android](#)

21.5K Retweets **88.4K** Likes



Maybe we can, generously, with solidarity,
work toward doing good work for the public good.
Maybe, if we evaluate what we have control and influence over,
we can spread that vision and not become overwhelmed by its opposite,
the vision of competition, individualism, and authoritarianism
that currently dominates.

-Matthew Cheney

British Columbia

- Overall Poverty Rate: 13%
 - Children in single mother-led households: 49%
 - Indigenous children in Vancouver: 33%
- Food Insecure in Last Year: 13%
- Vancouver rent increased by 14% in 2021 alone

Poverty in BC costs society \$8-\$9 billion a year —or about 4% of the provincial economy





United Nations

Universal Declaration of **Human Rights**



"higher education shall be
accessible to all"





United Nations

Universal Declaration of Human Rights



"higher education shall be
accessible to all"





United Nations

Universal Declaration of Human Rights



"higher education shall be
accessible to all"



A photograph of a library aisle with tall bookshelves filled with books. A person is walking away from the camera down the center of the aisle. The lighting is soft, and the focus is slightly blurred in the background.

What shifts when we center education
around human **needs** & human **lives**?
*and around **collective humanity**?*

What if educational environments identified and met student needs when those needs are key to learning?

What if educational environments were integrated with—rather than separate from— the lives that students live outside of school?

What if we attended not only to individual success, but also to the success, health, and vitality of our communities?

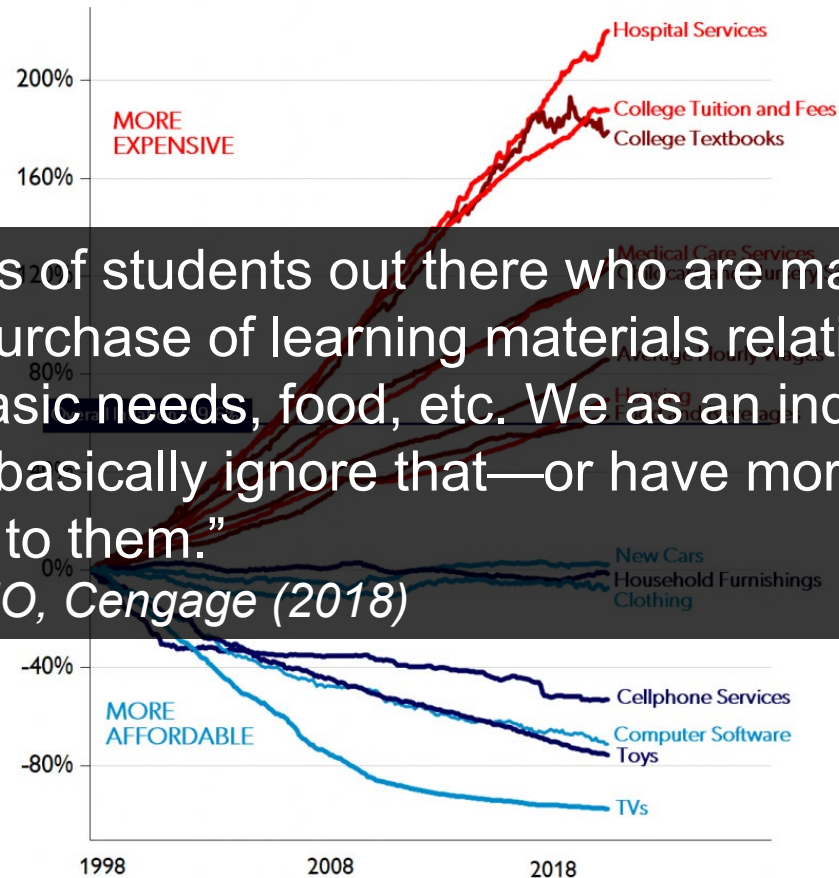
What if we insisted that the structures of college be humane?



Photo by [Aleksi Tappura](#) on

Price Changes (January 1998 to December 2019)

Selected US Consumer Goods and Services, Wages



“There are millions of students out there who are making very painful trade offs in the purchase of learning materials relative to paying the rent, paying for basic needs, food, etc. We as an industry have chosen for a long time to basically ignore that—or have more or less been paying lip service to them.”

Michael Hansen, CEO, Cengage (2018)

Source: Bureau of Labor Statistics

Carpe Diem **AEI**

Source: <https://www.aei.org/carpe-diem/chart-of-the-day-or-century-3/>

NEWS

Universities take steps to tackle food insecurity on campus

Students, researchers and charitable organizations are mobilizing to find solutions to improve food security.

By ANQI SHEN | MAR 07 2019



One comment

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AUTOMATIC TEXTBOOKS BILLING

an offer students can't refuse?

U.S. PIRG | Education Fund



OPEN

FREE + FREEDOM

5**R**s {
REUSE
REVISE
REMIX
RETAIN
REDISTRIBUTE



RIJKS MUSEUM



Playlists / How we study space



Carter Emmart | TED2010

A 3D atlas of the universe



6:51



Details

About the talk

Transcript

35 languages

Comments (182)

Join the conversation

Simulations

New Sims

HTML5

Physics

► **Biology**

Chemistry

Earth Science

Math

By Grade Level

By Device

All Sims

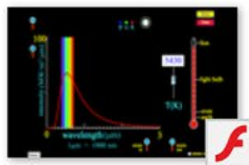
Translated Sims

Teaching Resources

Research

Accessibility

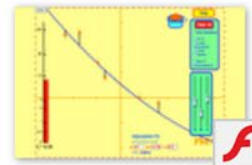
Donate



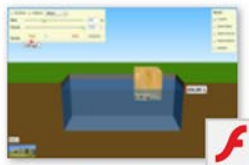
Blackbody Spectrum



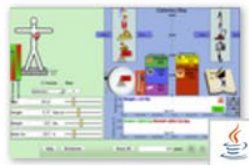
Color Vision



Curve Fitting



Density



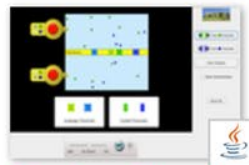
Eating & Exercise



**Gene Expression
Essentials**



**Gene Machine: The
Lac Operon**



Membrane Channels



Molecular Motors

ww2.math.msu.edu

WebWork : mth_124_fs16_70860 : Hw10 : 4

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derivatives and graphs

WebWork

MAA

MATHEMATICAL ASSOCIATION OF AMERICA

Logged in as emeryst. Log Out

MAIN MENU

Courses

Homework Sets

Hw10

Problem 4

User Settings

Grades

Problems

Problem 1

Problem 2 ...

Problem 3

Problem 4

Problem 5

Problem 6

Problem 7

Problem 8

Problem 9

Problem 10

Problem 11

Problem 12

<

webwork / mth_124_fs16_70860 / hw10 / 4

Hw10: Problem 4

Previous

Problem List

Next

(1 point)

Get help entering answers

See a similar example (.PDF)

Find the most general function F such that $F'(x) = \frac{7}{x^7} - \frac{5}{x^3} + 13$.

$F(x) =$.

Note:

You are in the Reduced Scoring Period: All additional work done counts 75% of the original.

Preview My Answers

Submit Answers

Show me another

You have attempted this problem 0 times.

You have 15 attempts remaining.

Page generated at 11/23/2016 at 08:56pm EST

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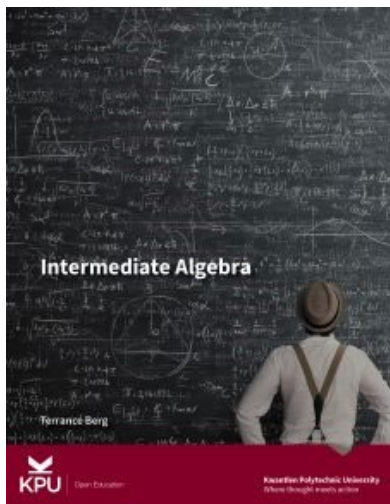
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open.umn.edu/opentextbooks



KPU

Open Education



Intermediate Algebra

Terrance Berg



Open Education

Kwantlen Polytechnic University
Where thought meets action



Learning to Learn Online

Presented by The Learning Centre

Learn more about our free services at kpu.ca/tlc



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Business Writing for Everyone

Arley Cruthers



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Red Seal Landscape Horticulturist Identify Plants and Plant Requirements

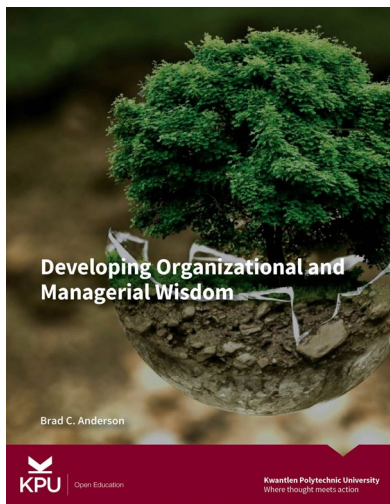
Line F Apply Horticultural Practices:
F2 - Level 3 and 4

Michelle Nakano



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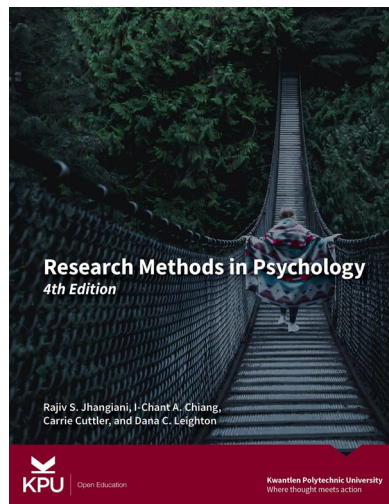
Developing Organizational and Managerial Wisdom

Brad C. Anderson



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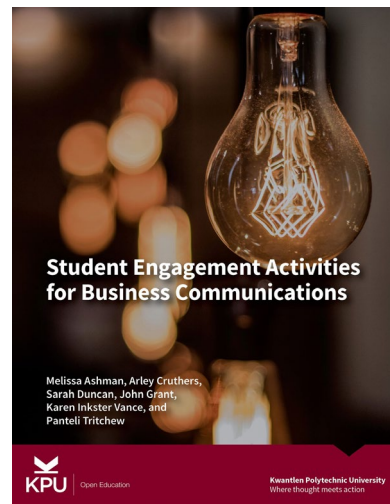
Research Methods in Psychology 4th Edition

Rajiv S. Jhangiani, I-Chant A. Chiang,
Carrie Cuttler, and Dana C. Leighton



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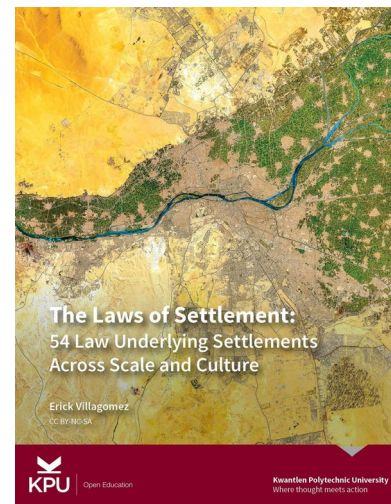
Student Engagement Activities for Business Communications

Melissa Ashmon, Arley Cruthers,
Sarah Duncan, John Grant,
Karen Inkster Vance, and
Panteli Tritchew



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The Laws of Settlement: 54 Law Underlying Settlements Across Scale and Culture

Erick Villagomez
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ZTC: **Zero Textbook Cost**

All the credit, without the cost of books



OPUS: KPU's Open Publishing Suite

What is OPUS?

Open Publishing Suite (OPUS) collectively refers to a suite of services and tools offered by the Library. OPUS assists faculty and students in monograph and journal publishing or making their work available online. We offer support to KPU instructors to create or adapt open educational resources. Open Educational Resources (OERs) are materials licensed to be freely accessed, shared and adapted.

OPUS

KPU's Open Publishing Suite

What do you want to do?

CREATE & ADAPT
USING PRESSBOOKS

Develop accessible open textbooks. Select the orange button and we'll get you started!

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LAUNCH YOUR OWN
OJS JOURNAL

Publish your own journal using Open Journal System (OJS). Suitable for departmental journals, or for student lead projects. KPU library support at your fingertips!

[Logan Creek Decolonization Project](#)
[Nursing Leadership Student Journal](#)

GET ZTC READY

Embed open content into your course sites - it's easier than you think! Step by step instructions with one-on-one help just a phone call away.

[Moodle examples](#)



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Browse Classes

Enter Your Search Criteria

Term: Fall 2020

Instructor

Attribute

✕ Zero Textbook Cost (ZTC)

Search

[Clear](#)

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Please consult KPU Open Education (kpu.ca/open) and list available open educational resources (OER):

Please note that faculty are not required to adopt the available OER

<https://opentextbc.ca/introductiontosociology2ndedition/>

Does this course give the instructor the option of having zero required textbook costs (e.g. through the user of open textbooks or other OER, library-subscribed resources, or free materials, including having no required resources), making it eligible for the Zero Textbook Cost (ZTC) initiative (kpu.ca/ZTC)?

Yes

Approval Process Signatures

This course outline complies with the relevant KPU policies. It follows the guidelines set out in the KPU Course Outline Manual. Department or program learning outcomes that have been identified in this course outline can be reasonably achieved through this course.

Semesterly analysis of:

Grade distributions
DFW rates

Course fill rates
Tuition impact on institution



The Canadian Journal for the Scholarship of Teaching and Learning
La revue canadienne sur l'avancement des connaissances en enseignement et en apprentissage

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As Good or Better than Commercial Textbooks: Students' Perceptions and Outcomes from Using Open Digital and Open Print Textbooks

Rajiv S Jhangiani
Kwantlen Polytechnic University

Farhad N Dastur
Kwantlen Polytechnic University

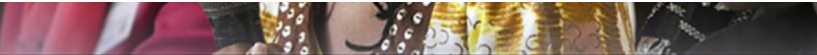
Richard Le Grand
Kwantlen Polytechnic University

Kurt Penner
Kwantlen Polytechnic University

[PDF](#)

Published
2018-04-16

How to Cite
Jhangiani, R. S., Dastur, F. N., Le Grand, R., & Penner, K. (2018). As Good or Better than



THE INTERNATIONAL REVIEW OF RESEARCH
IN OPEN AND DISTRIBUTED LEARNING

Advancing research, theory, and practice in open and distributed learning

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Investigating the Perceptions, Use, and Impact of Open Textbooks: A survey of Post-Secondary Students in British Columbia

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Kwantlen Polytechnic University
<http://orcid.org/0000-0002-2357-4782>

Surita Jhangiani
Justice Institute of British Columbia

[HTML](#)

[PDF](#)

[MP3](#)

[EPUB](#)

The Impact of Open Educational Resources on Various Student Success Metrics

Nicholas B. Colvard
University of Georgia

C. Edward Watson
*Association of American
Colleges and Universities*

Hyojin Park
Ewha Womans University

There are multiple indicators which suggest that completion, quality, and affordability are the three greatest challenges for higher education today in terms of students, student learning, and student success. Many colleges, universities, and state systems are seeking to adopt a portfolio of solutions that address these challenges. This article reports the results of a large-scale study (21,822 students) regarding the impact of course-level faculty adoption of Open Educational Resources (OER).

Results indicate that OER adoption does much more than simply save students money and address student debt concerns. OER improve end-of-course grades and decrease DFW (D, F, and W) rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education. OER address affordability, completion, attainment gap

“OER improve end-of-course grades and decrease DFW rates for all students”

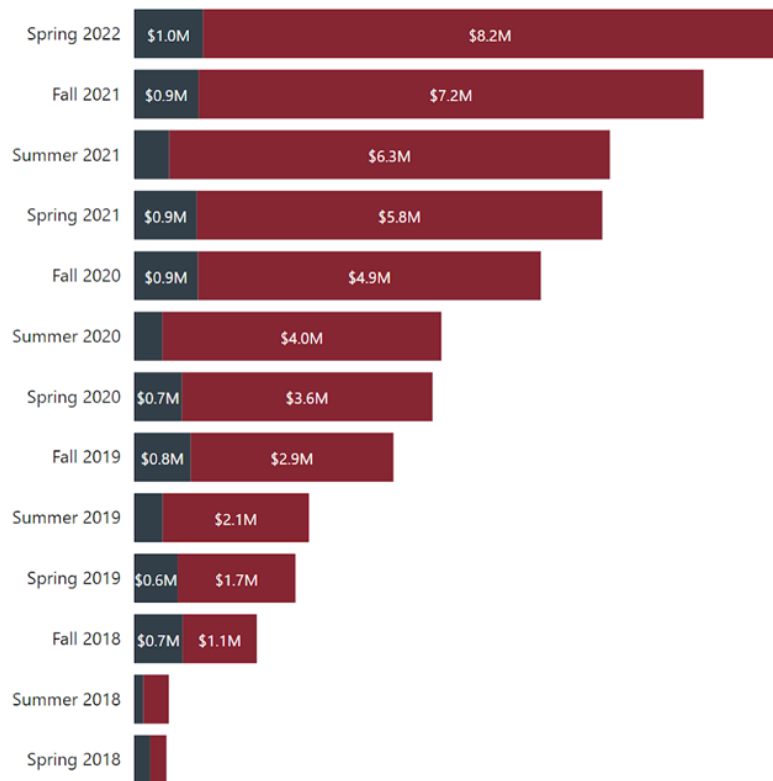
“They also improve course grades at greater rates and decrease DFW rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education.”



Cost Savings

Based on an average textbook cost of \$112.55

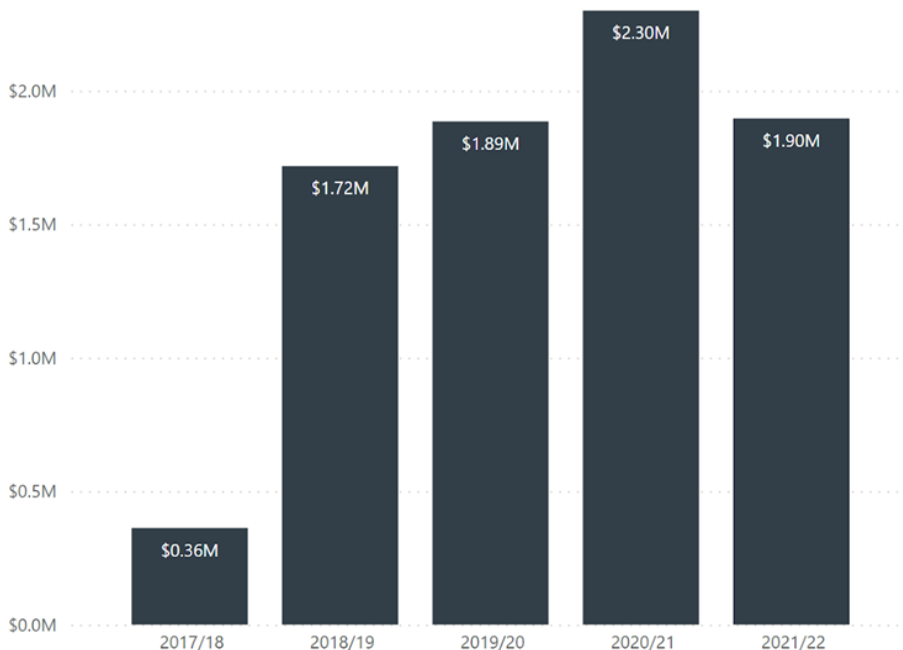
● Cost Saving Per Semester ● Cumulative Cost Savings



Cumulative Cost Savings Since the Inception of the ZTC Program

\$8.16M

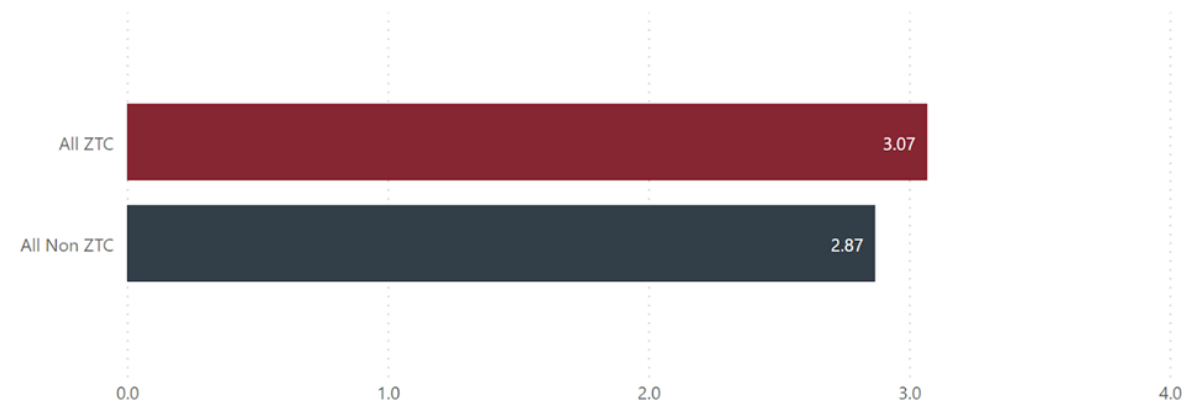
Cost Savings by Academic Year



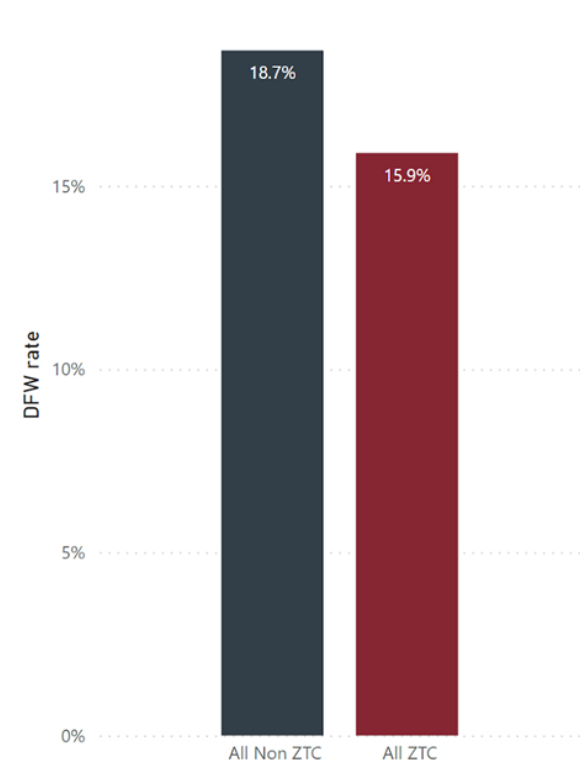
Student Performance

GPA, DFW rates, and withdrawal rates
(DFW = Students who earned a grade of D,
F, or withdrew from a course)

Mean GPA for ZTC and Non ZTC Course Sections

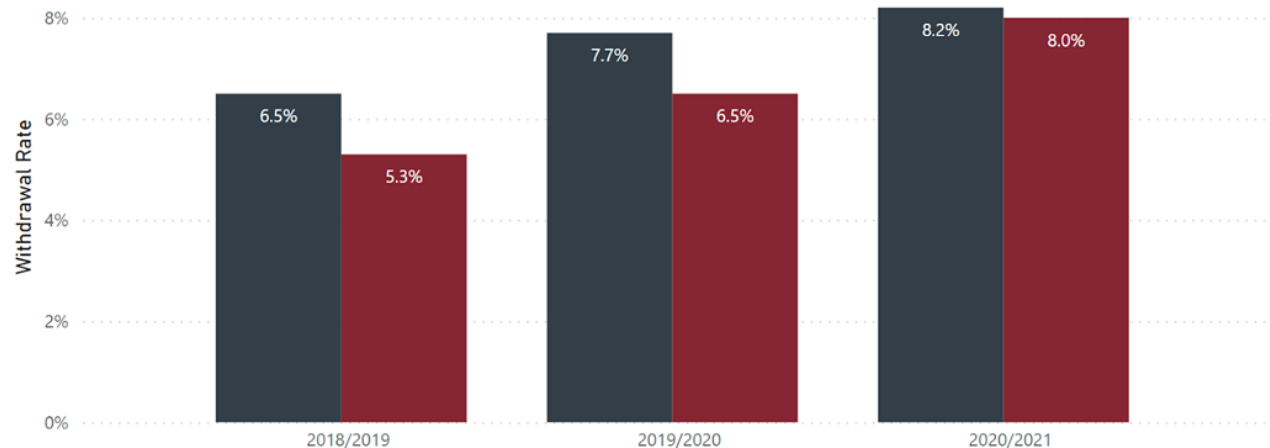


DFW Rate for ZTC and Non ZTC Course Sections



Withdrawal Rate for ZTC and Non ZTC Course Sections

● Non ZTC ● ZTC



Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education

Sarah Roslyn Lambert

Deakin University

<http://orcid.org/0000-0003-2722-9684>

Keywords: social justice, Open Education, Open Educational Resources, Open Educational Practices, OEP, critical theory, definition

 **PDF**

 **HTML**

 **EPUB**

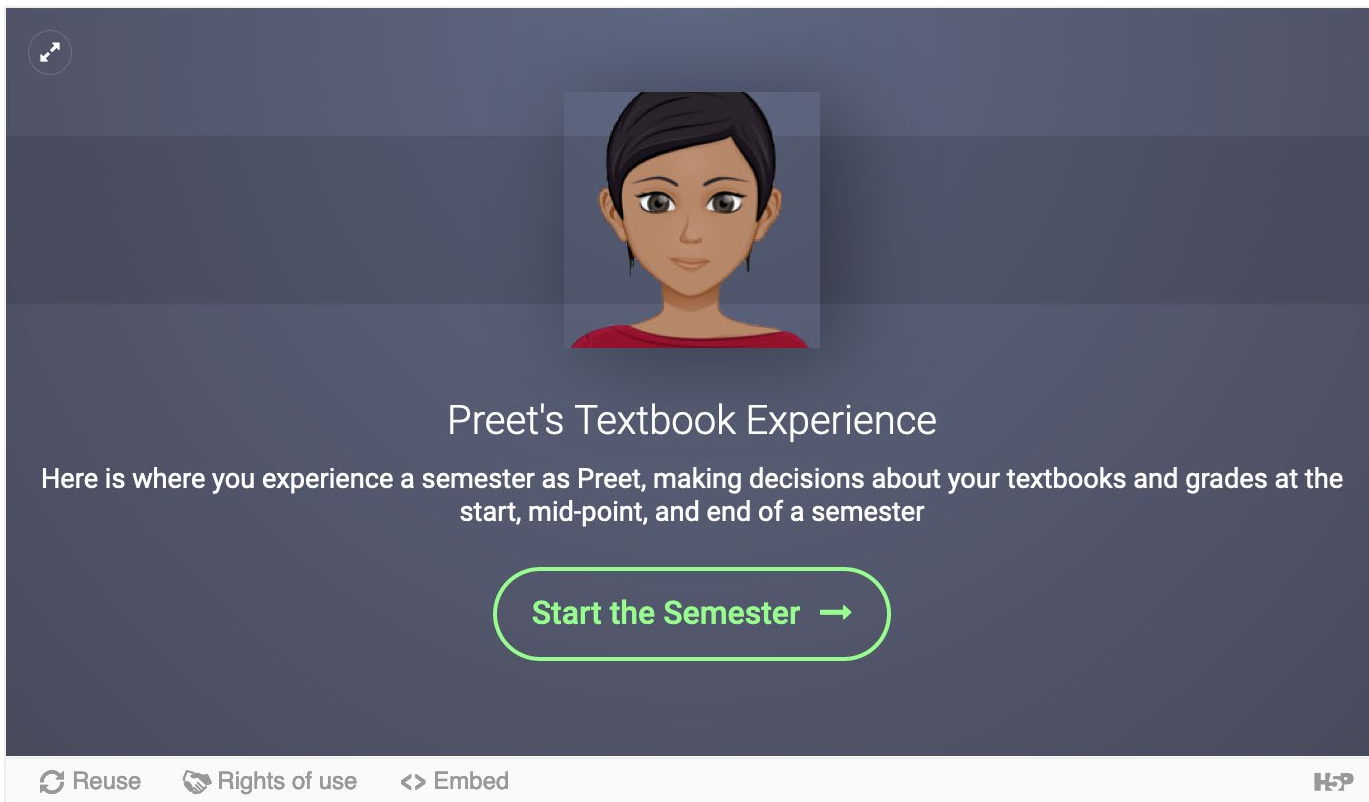
Social Justice Principle	Explanation	Example
Redistributive justice	Allocation of material or human resources towards those who by circumstance have less	Free educational resources to learners who cannot afford them
Recognitive justice	Recognition and respect for cultural and gender difference	Socio-cultural diversity in the open curriculum
Representational justice	Equitable representation and political voice	Co-construction of OER about learners of colour by learners of colour



There's really no such thing as 'the voiceless'.

There are only the deliberately silenced or the preferably unheard."

– Arundhati Roy



The screenshot shows a digital interface for a game titled "Preet's Textbook Experience". At the top center is a square portrait of a woman with dark hair and a red top. Below the portrait, the title "Preet's Textbook Experience" is displayed in a white, sans-serif font. Underneath the title is a paragraph of white text: "Here is where you experience a semester as Preet, making decisions about your textbooks and grades at the start, mid-point, and end of a semester". Centered below this text is a large, rounded rectangular button with a green border and the text "Start the Semester →" in green. The entire interface is set against a dark blue background with horizontal stripes. In the top-left corner, there is a small circular icon with two arrows pointing outwards. At the bottom of the interface, there is a light gray bar containing three icons and labels: a circular arrow for "Reuse", a person icon for "Rights of use", and a double arrow for "Embed". On the far right of this bar is a small logo that looks like "H-P".

Preet's Textbook Experience

Here is where you experience a semester as Preet, making decisions about your textbooks and grades at the start, mid-point, and end of a semester

Start the Semester →

Reuse Rights of use Embed H-P

<https://kpu.pressbooks.pub/textbookgame/>

Preet's Tracker App

- A. Tracking at Start of Semester
- B. Goals for Preet
- C. At the Bookstore: Tracking Textbook Options
- D. Textbook Checkout: Textbook Decisions
- E. After Bookstore Budget
- F. One More Chance to Save Money
- G. Mid Semester Event
- H. Midterm Exams
- I. Late Semester Event
- J. Final Exams

A. Tracking at Start of Semester [A Reminder of Preet's Profile](#)

Welcome to the Textbook Game Tracking app. As a student, you have much to keep track of. It will call for diligence to move back and forth from the game above to your records here. All sections here are identified with section codes (capital letters) and numbers. Just like tax forms, the tracker app will provide prompts to do things like "Enter in H2 the value from C3 the previous balance in A4."

Before your semester begins, enter here in section A the balances for your savings, expected income, anticipated living expenses, and starting levels for study and health points.

(A1) Savings. Enter the current balance of your savings. This information is provided in your profile and also from within the game itself.

*

\$

<https://kpu.pressbooks.pub/textbookgame/>

People with **referent power** have an ability to influence others because they are able to identify with them. In this case, the person who provides the influence is an important reference group—someone we personally admire and attempt to emulate. Referent power can be (a) a person who is particularly attractive or charismatic; (b) a person who is a role model; (c) a person who is a member of an important reference group—someone we personally admire and attempt to emulate; or (d) a person who is particularly attractive or charismatic (McCarthy, & Mothersbaugh, 1994; Henrich & Gil-White, 2001; Kamins, 1989; 1993).

A young child who mimics the opinions or behaviors of an older sibling or a father or a religious person who follows the advice of a respected religious leader, is influenced by referent power. Referent power generally produces private acceptance rather than public compliance (Kelman, 1961). The influence brought on by referent power may be subtle because the person being emulated does not necessarily attempt to influence the person who is being influenced may not even realize that the influence is occurring. However, the person with referent power (such as the leader of a cult) may make her status as the target of identification or respect to produce change. In either case, referent power is a particularly strong source of influence because it is likely to result in the acceptance of the opinions of the important other.

We fall prey to **normative social influence** when we express opinions or behaviors that we want to be accepted or that keep us from being isolated or rejected by others. When we conform due to normative social influence we conform to **social norms**—socially accepted beliefs about what we do or should do in particular social contexts (Cialdini, 1993; Sumner, 1906).

In contrast to informational social influence, in which the attitudes or opinions change to match that of the influencers, the outcome of normative social influence is public compliance rather than private acceptance. **Public compliance** is a superficial conformity (including the public expression of opinions) that is not accompanied by a change in one's private opinion. Conformity may appear in our public behavior even though we are doing something completely different in private. We may obey the speed limit or wear a seat belt (behavior) to conform to social norms and requirements, even though we may not believe that it is appropriate to do so (opinion). We may use drugs with our friends even though we do not want to, and without believing it is really right, because our friends are all using them. Behaviors that are originally performed out of a desire to be accepted (normative social influence) may frequently produce changes in beliefs. We may match them, and the result is a change in behavior.

lanazmb

Aug 4, 2017

Public

A young child who mimics the opinions or behaviors of an older sibling or a famous sportsperson, or a religious person who follows the advice of a respected religious leader, is influenced by referent power. Referent power generally produces private acceptance rather than public compliance (Kelman, 1961). The influence brought on by referent power may be subtle because the person being emulated does not necessarily attempt to influence the person who is being influenced may not even realize that the influence is occurring. However, the person with referent power (such as the leader of a cult) may make her status as the target of identification or respect to produce change. In either case, referent power is a particularly strong source of influence because it is likely to result in the acceptance of the opinions of the important other.

When I was at a my favorite signers concert i was confronted with the realization of referent power. As soon as the singer told his audience to take out their phones i was really quick to respond to his request. My actions were controlled by the respect, attraction and liking i had for the singer. I was utterly shocked at the rapid choice of my actions that it occurred to me what great influence the singer had.



AlexaAbbott

Aug 2, 2017

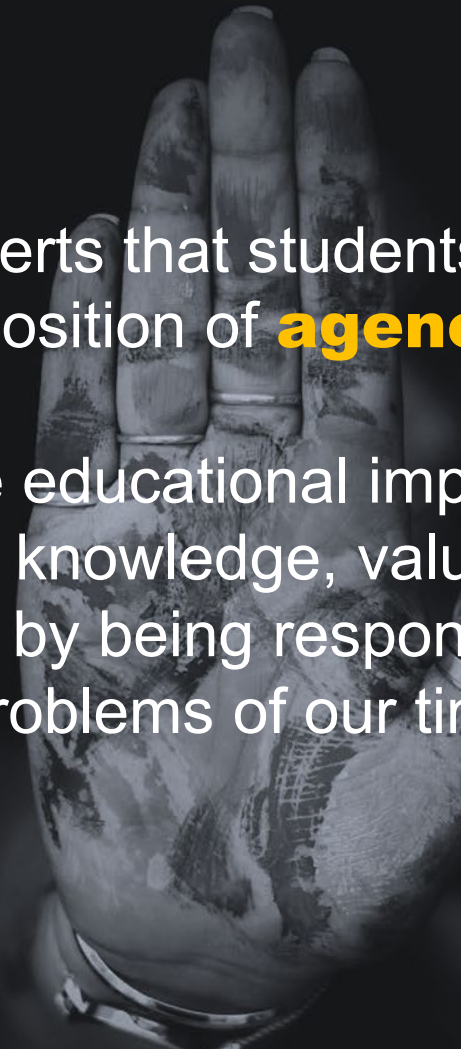
PSYC 2330

normative social influence when we express opinions or behaviors in ways that help us to be accepted or that keep us from being isolated or rejected by others.



This is a clip from "The Office" where Michael displays normative social influence by copying Ryan's goatee in hopes to be accepted by him.





Critical pedagogy asserts that students can engage their own learning from a position of **agency** . . .

[It] takes seriously the educational imperative to encourage students to act on the knowledge, values, and social relations they acquire by being responsive to the deepest and most important problems of our times.

Henry Giroux, *On Critical Pedagogy*



The image shows a video player interface for the 'UN SDG Open Pedagogy Fellowship'. The main video area displays the United Nations Sustainable Development Goals logo (a circular arrangement of 17 colored segments) at the top. Below it is a large play button icon. Underneath the play button, the text 'UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS OPEN PEDAGOGY FELLOWSHIP' is visible. At the bottom of the main area is the KPU Open Education logo. The right sidebar shows a list of three videos, each with a thumbnail, title, and duration. The bottom of the player shows a progress bar at 0:00 / 2:48, a volume icon, and a full-screen icon.

UN SDG Open Pedagogy Fellowship

3 videos

- UN SDG Open Pedagogy Fellowship** 2:48
Candy Ho and Pamela Ip talk about their participation in the UN SDG Open Pedagogy Fellowship.
- UN SDG Open Pedagogy Fellowship** 3:08
Michelle Franklin and Kathy Dunster talk about their participation in the UN SDG Open Pedagogy Fellowship.
- UN SDG Open Pedagogy Fellowship** 2:27
Jennifer Hardwick talks about her participation in the UN SDG Open Pedagogy Fellowship.

0:00 / 2:48

Kathy Dunster (Urban Ecosystems), Michelle Franklin (Sustainable Horticulture), & Zev Cossin (Anthropology, Montgomery College)

Mapping Food Access in Our Neighbourhoods.pdf

Finding Food for Free.pdf

iNaturalist project dashboard: <https://www.inaturalist.org/projects/kpu-langley-mc-weed-bioblitz>



OpenPedagogy.org

WELCOME TO THE OPEN PEDAGOGY NOTEBOOK

This website is designed to serve as a resource for educators interested in learning more about Open Pedagogy.

We invite you to browse through the examples, which include both classroom-tested practices and budding ideas, and to consider contributing examples of your own experiments with open pedagogy.



Open Pedagogy

What is "open pedagogy"? Robin DeRosa and Rajiv Jhangiani have offered a helpful frame for anyone interested in engaging the ongoing conversations around this term.



Examples

Are you an educator looking to engage more deeply with "open pedagogy" in your own practice? Find classroom-tested practices and budding ideas here.



Submit an Idea

We'd love to hear about your ideas for implementing or experimenting with open pedagogy. We will review and post your contributions (with attribution) to the site.




Special Collection: **Open Education and Social Justice**

Articles

Framing Open Educational Practices from a Social Justice Perspective

Authors: **Maha Bali** ✉, **Catherine Cronin**, **Rajiv S. Jhangiani**

Contexts for which it may be neutral or negative	Contexts for which it may be ameliorative	Contexts for which it may be transformative
Negative if without student agency, if reproduces hegemonic knowledge, if students not appropriately informed on how to engage in open practice and its risks	Ameliorative by addressing economic injustice and making scholarship generally accessible to populations who would not be able to afford them otherwise	Transformative when marginalized groups design the content and processes, if epistemology and/or structural academic gatekeeping is challenged

A photograph of a person walking away from the camera down a long aisle in a library. The aisle is flanked by tall bookshelves filled with books of various colors. The person is in the center of the frame, slightly out of focus, and is walking towards a bright light at the end of the aisle. The text "human needs", "human lives", and "collective humanity" is overlaid in white serif font on a dark horizontal band across the middle of the image.

human needs
human lives
collective humanity



slido



Think of the word or phrase you shared at the beginning of the presentation to describe Open Education. How would you expand upon or revise that word/phrase now?

① Start presenting to display the poll results on this slide.

open for questions!



Robin DeRosa & Rajiv Jhangiani



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@thatpsychprof