

Failures, Flops, and Fiascos

Making the Most of
Missing the Mark in
Open Pedagogy

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About the University of Tennessee at Chattanooga

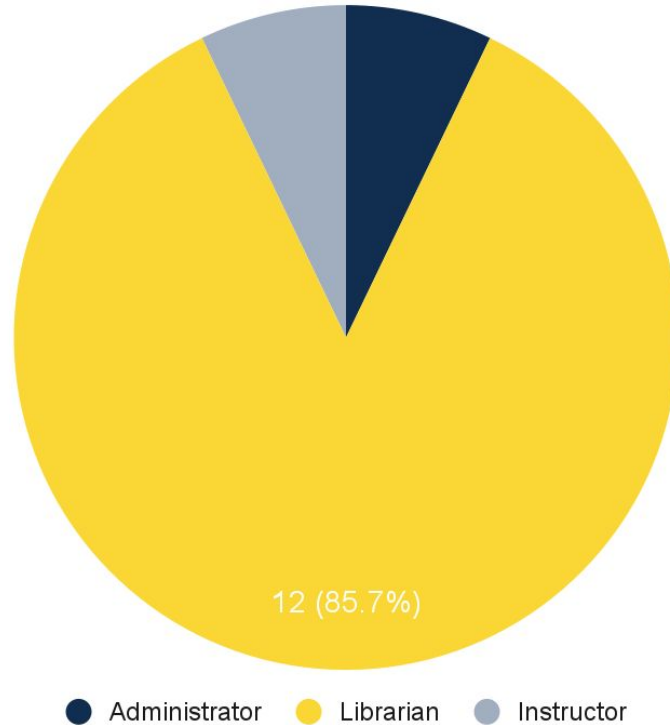


- Carnegie class: Research - Professional
- Carnegie class: Community Engaged
- Emphasis on
 - experiential learning
 - high impact instructional practices

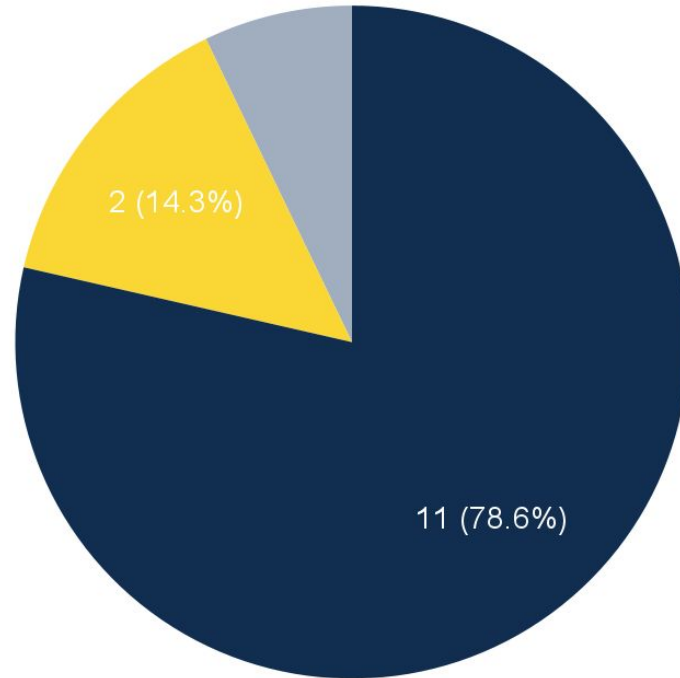
Tell us about
yourselves!

<https://forms.gle/TigPwqLgw6Dk8ZLs6>

What role best describes your position?



What is your experience level with open pedagogy?



● I'm familiar with the term ● I've done a few projects ● I'm an expert

Open Pedagogy

pedagogical practices that include engaging students in content creation and making learning accessible

a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part

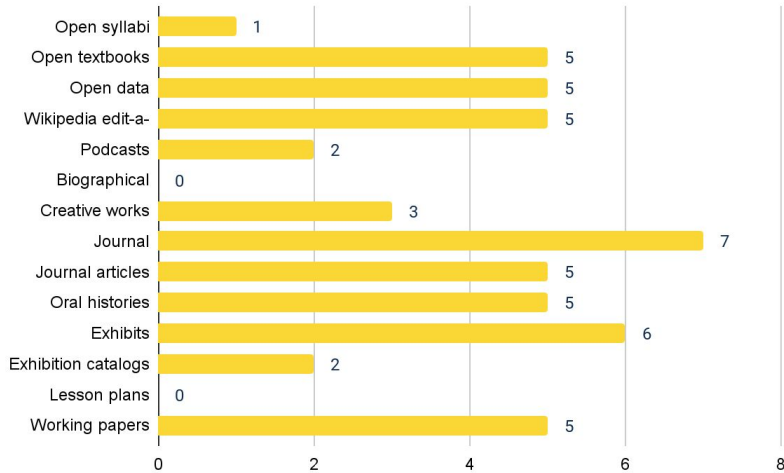
Elder, “Open Pedagogy” in *OER Starter Kit*

DeRosa & Jhangiani, “Open Pedagogy” in *Open Pedagogy Notebook*

Open Pedagogy Projects at UTC

- Oral histories
- Exhibits and exhibition catalogs
- Biographies & biographical sketches
- Journal publishing & Conference proceedings
- Working papers
- Open textbooks

To what types of open pedagogy projects have you contributed?



Other

1. Open encyclopedia
2. Infographics

Challenges

- Faculty buy-in
- metadata and indexing
- Lack of support
- Overcoming the notion that OER = lost potential revenue
- At my institution: that the "Office of Academic Innovation" (not in the library) has not been driving the recipients of its grants (awarded before the IR went live) to deposit in the IR. So those OERs are only working for the professor who created them, and not to share with the world.
- balancing librarian, student, and instructor/faculty roles
- these projects take a lot of time and it's a bit outside my job description
- It takes lots of time to get articles through peer review.
- getting faculty on board with idea making sure to recognize student labor properly
- Digitizing problems - super old physical formats of a/v materials especially
- Accessibility - OCR, VTT, Transcripts
- Poorly described data
- Journal editor turnover & training, inconsistency
- Helping faculty understand what they are doing is actually open pedagogy

Solutions

- Outreach & education
- documentation
- Google products
- Commitment to affordability, demonstration collections, campus champions
- I keep poking at the Office of Academic Innovation, and we are currently working on a sample OER ourselves to use as an example.
- try to discuss roles regularly
- get my supervisors excited
- share the finished projects in many venues
- Publishing is just a slow process.
- Haven't yet!
- Working with our digitization team and the campus a/v groups!
- Accessibility is an ongoing process - mostly manual creation of accessible files
- Working with our reference librarians to provide training on good data description practices
- Required training for new editors!
- workshops

Thank you!