

# Exploring “Open Pedagogy”

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# Back to Basics

Let's start from definitions and  
build our way up

Students LEARN  
as a result of the things they DO

We ask students to DO  
many things

read, watch, listen, answer, solve, etc.

Our PEDAGOGY is how we decide  
what we ask students to DO

DOing some things leads to better  
learning than DOing others

We should have a bias toward  
them DOing effective things

Hattie's Visible Learning is  
a terrific starting point



# We ask students to DO things with RESOURCES

read chapters, watch videos, listen to lectures,  
answer questions, solve equations, etc.

OPEN means  
FREE plus 5R PERMISSIONS

# 5R Permissions

## Retain

- Make, own, and control your own copy of the content

## Reuse

- Use the content in its unaltered form

## Revise

- Adapt, adjust, modify, improve, or alter the content

## Remix

- Combine the original or revised content with other OER to create something new

## Redistribute

- Share your copies of the original content, revisions, or remixes with others

# OPEN Impacts PEDAGOGY

- By INCREASING the number of students who can DO things with RESOURCES
- By ENABLING students to DO things with RESOURCES that weren't previously possible or practical

# OPEN Impacts PEDAGOGY

- By increasing the number of students who can experience effective pedagogies
- By enabling students to experience new pedagogies

# OPEN PEDAGOGY Questions

- What kinds of things would we ask students to DO with RESOURCES if we knew that all of them had access (c.f. the silent agreement)?
- What can we ask students to DO with RESOURCES they can retain, reuse, revise, remix, and redistribute that weren't practical or possible before?

# A Simple INCREASE Example

- Strategy: Reviewing Records
- Definition: Efforts to re-read notes, tests, or textbooks to prepare for class or further testing
- Example: Reviewing textbook before going to lecture
- Effect Size: 0.49

Outcome	Face to Face	Online/Hybrid
Drop Rate	Control n = 30,013 Treatment n = 1,175 Control % Drop = 2.3 Treatment % Drop = 1.8 Z = 1.29 p = 0.19	Control n = 3,668 Treatment n = 740 Control % Drop = 4.4 Treatment % Drop = 1.5 Z = 5.27 p < 0.001
Withdrawal Rate	Control n = 36,223 Treatment n = 1,151 Control % Withdrawal = 9.9 Treatment % Withdrawal = 8.1 Z = 2.07 p = 0.04	Control n = 7,000 Treatment n = 863 Control % Withdrawal = 13.7 Treatment % Withdrawal = 13.1 Z = 0.52 p = 0.60
Grade $\geq$ C	Control n = 36,223 Treatment n = 1,151 Control % $\geq$ C = 68.0 Treatment % $\geq$ C = 73.7 Z = -4.29 p < 0.001	Control n = 7,000 Treatment n = 863 Control % $\geq$ C = 65.5 Treatment % $\geq$ C = 69.8 Z = -2.58 p = 0.009
Survival Rate	Control n = 36,223 Treatment n = 1,151 Control % Success = 59.8 Treatment % Success = 66.4 Z = -4.66 p < 0.001	Control n = 7,000 Treatment n = 863 Control % Success = 54.0 Treatment % Success = 59.7 Z = - 3.22 p = 0.001



# Summary Slides Approach

Gets students teaching each other (0.74)

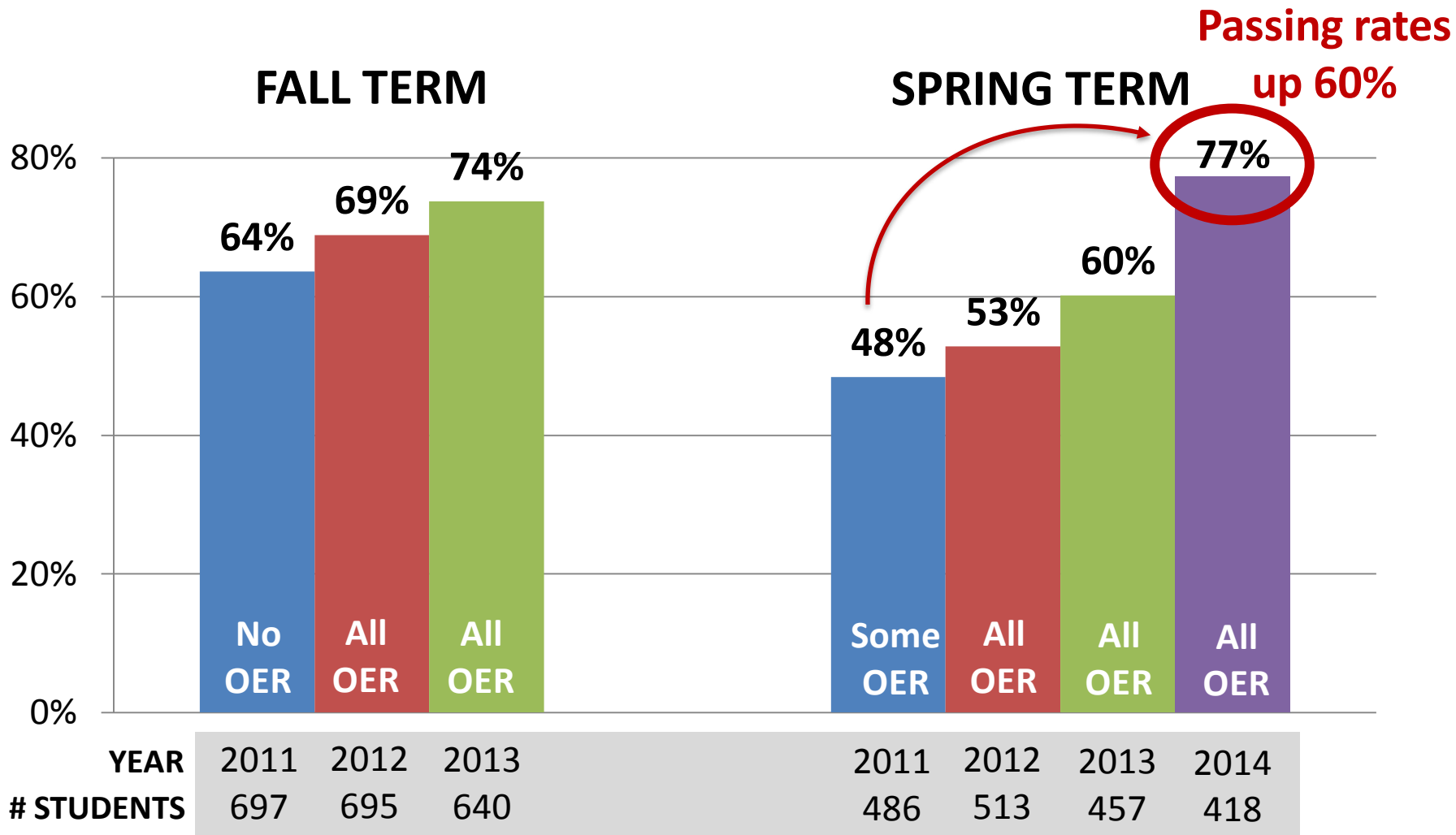
Reduces grading for you

# Flipped / Emporium Models

Change the way you use  
classroom time

# Mercy College:

## College Algebra Before and After OER + Emporium



New Pedagogies?

# Imagining the Impossible

Gravity :: Engineering

Copyright :: Education

# New Pedagogies

Start from what we know works

# A Previous Example

- Strategy: Organizing and Transforming
- Definition: Overt or covert rearrangement of instructional materials to improve learning
- Example: Making an outline before writing a paper
- Effect size: 0.85
- (Ideas but not materials)

# A Simple ENABLE Example

- New Strategy: Revise and Remix
- Definition: Editing and rearranging instructional materials to improve learning
- Example: Rewriting examples in a textbook chapter



# Conversations about Learning Objects

2005

# Combine Models

Revise / Remix with  
Service Learning (0.58)

# “Disposable Assignments”

Students hate doing them

You hate grading them

Huge waste of time and energy

# “Renewable Assignments”

Students see value in doing them

You see value in grading them

Contribute to the greater good

# Examples

PM4ID

Blogs vs Wikis

Murder, Madness, Mayhem

District Policies Regarding Blogs and Wikis

Open Education Reader

# Additional High Impact Practices

- Teacher-Student Relationship (0.72)
- Worked Examples (0.57)
- Meta-cognitive Strategies (0.69)
- Spaced vs Massed Practice (0.71)