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Open to Support Accessibility and Inclusion

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Open to Support Accessibility and Inclusion

OER-Enabled Pedagogy and Student Agency

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Goals

What can we do in an hour?

- Introduce yourself to some the vocabulary of Open, Accessibility and Inclusion.

- Reflect on your own practices.

- Review examples of OER-enabled Pedagogy.

- Create manageable goals for revision or redesign.

Inclusive Design

"Inclusive design is design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference.

Designing inclusively results in better experiences for everyone."

Inclusive Design Research Centre: https://idrc.ocadu.ca

Universal Design

Accessibility

"Disability is the mismatch between the needs and preferences of the user and the system or environment. Accessibility, then, is the ability of the system or environment to accommodate the needs and preferences of each individual."

Inclusive Learning Design Handbook

Learning needs that affect learning can include:

- sensory, motor, cognitive, emotional and social constraints,
- individual learning approaches or preferences,
- linguistic or cultural preferences,
- technical, financial or environmental constraints.

Reflect: Where do you see mismatches in your classes?

OER-Enabled Pedagogy

"...'OER-enabled pedagogy, defined as the set of teaching and learning practices that are only possible or practical in the context of the 5R permissions that are characteristic of OER."

Wiley, D. & Hilton, J. (2018). Defining OER-Enabled Pedagogy. *International Review of Research in Open and Distributed Learning*. 19(4).

The 5Rs

The Foundation of Open Practice

The right to

- **Retain:** make, own, and control copies of the content.
- **Reuse:** use the content in a wide range of ways.
- **Revise:** adapt, adjust, modify, or alter the content itself.
- **Remix:** combine the original or revised content with other material to create something new.
- **Redistribute:** share copies of the original content, your revisions, or your remixes with others.

Reflect: What could you change with the 5Rs?

Example: Accessibility through the 5Rs

Retain: Disability services can hold copies of frequently used books,

Revise: adapt, adjust, modify, or alter the content itself for the needs of individual students.

Redistribute: students, faculty and staff can share their accessible versions on campus and broadly for others.

Accessibility Support at RIC

[Disabilities Services Center](#)

[User Support Services](#)

[Faculty Center for Teaching and Learning](#)

Inclusion

Diversity is a number

Inclusion is a process

Equity is an outcome

Barbara Chow, Hewlett Grantees meeting in King, Ontario 2017

Open Pedagogy

"A site of praxis, a place where theories about learning, teaching, technology, and social justice enter into a conversation with each other and inform the development of educational practices and structures."

Jhangiani, R. & DeRosa, R. *Open Pedagogy Notebook*.

Open Learning

OER-Enabled Pedagogy

Open Educational Practice

Students as Bibliographers

[Can't Stay Here!](#)
Global Immigration themed Integrated Thinking & Writing course

Students:

- Read interdisciplinary scholarly work,
- Share their knowledge with each other in the classroom with in-class discussions,
- Create Kahoot! quizzes, and
- work on an annotated bibliography throughout the semester.

Are, "thinking critically, by asking and responding to questions that have come up from their reading. I asked them in the beginning of the semester to start to use their reading to come up with research questions."

Openness

"The Zotero bibliography and the Working Annotated Bibliography are "living" documents. … in the meantime, readers who are curious can use this bibliography to read about immigration policy and patterns in relation to Europe."

[Students Creating a Shared Annotated Bibliography](#)

Students Engaging in Scholarly Communities

[WikiProject Murder Madness and Mayhem](#) - 2008

- To improve Wikipedia's coverage of selected articles on Latin American literature, particularly those related to dictator novels.
  - Eight new [good articles](#) and one new [B-class article](#).
- To submit these articles to Wikipedia review processes, such as [peer review](#), [good article nominations](#) and [featured article candidates](#).
- To increase the number of featured articles in this area.

On Course and assignment goals:

"Wikipedia was to occupy a central part of the course, but it was not to be the centre itself. This was not a course about Wikipedia but rather, as with my other courses, its focus would continue to be on Latin America and on the reading of a set number of Latin American literary texts."

On articles/stubs being deleted and scholarly conversation:

"But of course if I had actively wanted to teach the students that editing Wikipedia was an exercise in negotiating with an entire community of fellow readers and editors, I could hardly have chosen a better way to do it."

[Was introducing Wikipedia to the classroom an act of madness leading only to mayhem if not murder?](#)

Learn More: *Implicit Bias on Wikipedia*
March 3, 2020

12:00 - 1:30 - Lunch & Lecture - Gaige 200

Janaya Kizzie (Rhode Island Arts and Culture Research Fellow at the Rhode Island Council for the Humanities) will provide an introduction to Wikipedia. She'll discuss current concerns in the Wikipedia and world community about the website's failings on issues of gender and racial equality. During her talk, Kizzie will show examples where Wikipedia's vision and values have succeeded and where they have failed, and discuss ways in which the Rhode Island College community can account for, address, and mitigate implicit bias. Kizzie will demonstrate how her own work as a Wikipedia editor does more than fill gaps in coverage, she is intent on publishing articles about people and organizations who aren't being written about.

Co-Sponsored by Dialogue on Diversity & Inclusion and the Adams Library

2:00 - 3:00 - Workshop - Library

After her talk, Kizzie will facilitate a hands-on Wikipedia editing workshop in the Adams Library. Participants will learn about types of implicit bias on Wikipedia and how to correct them using robust research and credible sources. They will receive an in-depth introduction to editing on Wikipedia, Wikipedian culture/editors, and the technical aspects of editing Wikipedia. Over the course of the workshop, participants will create a Wikipedia account and make 10 edits, giving them editor status on Wikipedia. Kizzie will speak with faculty who are interested in developing open-enabled pedagogy assignments that investigate, analyze, or work to end implicit bias on Wikipedia.

Learn more and register for the workshop:
ric.libcal.com/calendar/events/implicit-bias-on-wikipedia

Students as Creators

The Anchor: Artifact of Rhode Island College

Digital timeline creation in FYS "Raid the Collections"

- Research in the Rhode Island College Yearbook Collection, which is licensed with a CC license and "enabled students to crop, download, and in some cases edit yearbook images for inclusion in the timeline. The ability to edit and publish images from the yearbook was essential for illustrating and correcting historical myths and demonstrating the changing significance of the anchor within the RIC Community."
- The timeline was created with TimelineJS, an open-source platform.
- The timeline was published in the library's Digital Commons with a CC license, with license selection support from me.

"In my student evaluations, multiple students wrote about this project, remarking that it made them feel connected to the campus. They said that the project was hands-on and "real." Part of that realness owed to our ability to share open, local images and take advantage of open source software. I would add that the use of open resources supported the quick turn-around time for producing and sharing the timeline with the RIC community."

- Professor Barlow

Next steps: Revision & Redesign

Review your assignments and consider their goals:
    Which ask students to contribute to scholarly conversations?
    Can creating an open assignment bring their work to a wider audience?

Consider adapting first:
    Create localized examples, translations, culturally relevant examples.

Create anthologies, curated collections or exhibits:
    Make use of primary objects and documents.

Resources & Further Reading

Adaption Guide

Authoring Open Textbooks

Teaching in the Open

The OER Starter Kit

Adams Library Open/Open-Enabled Pedagogy Guide

More on the library website: library.ric.edu/open

Questions - Feedback

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