While there is a growing body of research available on the costs, outcomes, uses, and perceptions of open education resources (OERs) by faculty and students, there is little research available with regards to open pedagogy (OP) practices. Therefore, in the spring and summer of 2021, I conducted surveys of faculty and students in classes using OP at Kwantlen Polytechnic University (KPU) in BC, Canada to explore their perceptions towards this practice.

My research project sought to explore the perceptions of OP in classrooms at KPU in order to distill best practices specific to a Canadian post-secondary institution. There are many OP practitioners at KPU, which made this a good setting to investigate this topic.

My research questions were two-fold:
1. What are the perceptions of KPU faculty towards OP?
2. What are the perceptions of KPU students towards OP?

There seems to be a transformation in teaching and learning that happens when students and faculty engage in OP. OP is a teaching practice that is closely associated with OERs (DeRosa and Jhangiani, n.d.). OERs are materials used in teaching and learning that are openly licensed (DeRosa and Jhangiani, n.d.). Open licenses provide the guidelines—known as the 5Rs—for which others may use the openly licensed materials (Wiley, n.d.). The 5Rs, as described by Wiley (n.d.), are:

1. Retain – Creators of a work retain copyright of their work
2. Revise – Others may change the original work
3. Remix – Others may create a new product using some or all of the original work
4. Reuse – Others may use the original, revised, or remixed work publicly
5. Redistribute – Others may share the original, revised, or remixed work with others

OP practices can provide students with opportunities for their learning to have impacts beyond their classroom walls (DeRosa and Jhangiani, n.d.), often by leveraging OERs and the 5Rs. OP can include students creating or co-creating open resources, open content, H5P resources, or open textbooks; students creating resources for a community or client; students creating teachable content or resources for other students; students blogging; students podcasting; or students creating or students and faculty co-creating rubrics.

I compiled a list of faculty members from a variety of disciplines across the university who had expressed interest in open education or open pedagogy, who are engaged or expressed interest in these practices, who attended professional development events on these topics, or who were known by colleagues to be interested in open education. I reached out to these faculty members to get their consent to participate. Faculty were surveyed once and were asked a mix of open and closed questions to find out their motivations, challenges, and thoughts about using OP.

The faculty members who participated in my faculty survey shared a student survey with the classes in which they were using OP practices in the spring and/or summer 2021 semesters. Data collection was across two semesters, and students were asked a mix of open and closed questions. These questions explored how students perceived and valued OP in comparison to traditional learning activities, such as essays, quizzes, and exams.

At the time of submitting this proposal, my data collection is still underway. However, by the time of the OE Global Conference, my data collection and analysis will be completed.
The impact of my research is three-fold.

First, students who participated in the study gained the benefit of having reflected on their learning preferences and providing input on what teaching and learning practices work for them. As open education practices grow more broadly, it is important that faculty be aware of the impacts that their teaching choices and pedagogical practices have on their students. Therefore, the results from this study could allow faculty to make informed choices about their teaching and pedagogy practices.

Second, faculty who participate in this study gained the benefit of sharing their motivations for adopting and using OP, which may in turn contribute to their development as instructors and motivate other faculty who are curious about OP.

Third, post-secondary administrators can gain insight that could potentially allow for more informed decision-making around institutional support for innovative teaching and learning practices in open education.

The project discussed in this webinar proposal meets the criteria for the UNESCO OER recommendation of “building capacity of stakeholders to create, access, re-use, adapt, and redistribute OER” in three ways.

First, the study provides an opportunity to build awareness about how OP and open education practices can motivate and empower educators and students to create knowledge together.

Second, the study suggests gaps and areas where institutional support could be helpful for faculty who wish to engage in OP in their classrooms.

Third, the study highlights some challenges with using technology-facilitated OP practices.

References used in this abstract
