Open pedagogy is often touted as empowering; however, in order to reach the empowerment in which open educators strive, students must also receive direct teaching, mentorship, and/or onboarding into the open movement. Open practice is most powerful when students understand the open practice in which they are engaging with and exposed to, which I refer to as informed open pedagogy. This session extends the work of my book chapter “Informed Open Pedagogy and Information Literacy Instruction in Student-Authored Open Projects” from Open Pedagogy Approaches: Faculty, Library, and Student Collaborations edited by Kimberly Davies Hoffman and Alexis Clifton.

In this session, I will cover several strategies for how I incorporate informed open pedagogy in my classroom as an instructor and as a librarian. As both an instructor and librarian, I encourage those using open textbooks to not only simply and passively use these textbooks in their classrooms but to also ensure that students understand the difference between using an open textbook and a proprietary textbook. This includes syllabus language or LMS content dedicated to situating open textbooks in the greater textbook market and in open education broadly or librarian-facilitated instruction, such as a 10-minute presentation at the beginning of the course to explain open textbooks to students. As an instructor, I also teach my students about their inherit author rights in the United States, including basic copyright tenets, which of their works are copyrighted, and how they are able to openly license their own works if they so choose. Lastly, I include examples of classroom discussions around open access, open education, and scholarly communication.