



# OPEN

## Educational Practices

### EQUITY, ACHIEVEMENT, & INNOVATION

**Rajiv Jhangiani, Ph.D.**

*Special Advisor to the Provost on Open Education, Kwantlen Polytechnic University  
Associate Editor, Psychology Learning and Teaching  
Ambassador, Center for Open Science*

*@thatpsychprof*

Increasingly, I think the work of education  
is **activism** not teaching


Jesse Stommel, July 30, 2017, *Digital Pedagogy Lab Vancouver*



My commitment to engaged pedagogy  
is an expression of **political activism**

bell hooks, 1994, *Teaching to Transgress: Education as the Practice of Freedom*





Higher education  
**replicates and reinforces**  
existing power structures



United Nations

# Universal Declaration *of* Human Rights



"higher education shall be  
accessible to all"

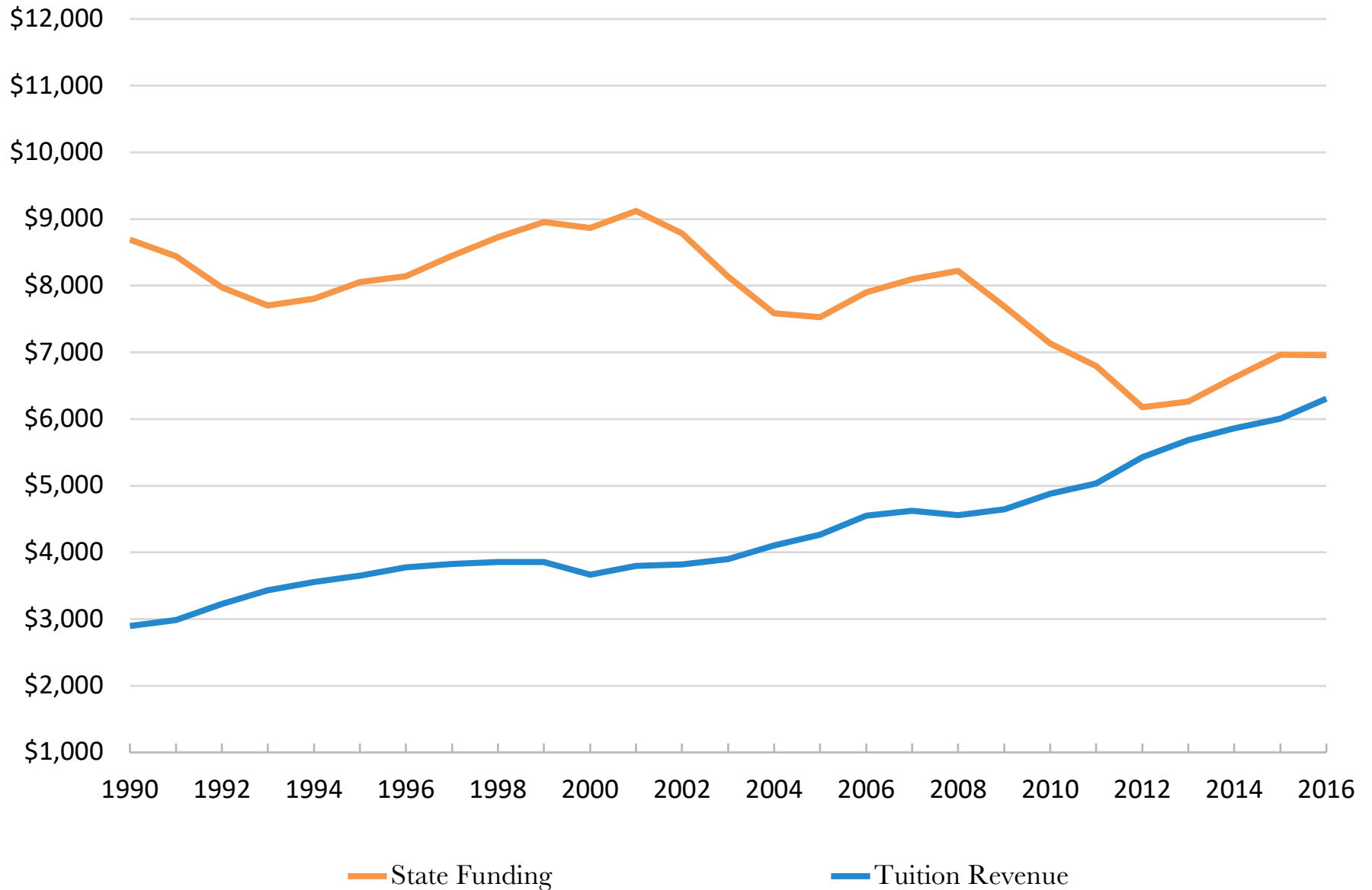


The cost barrier kept

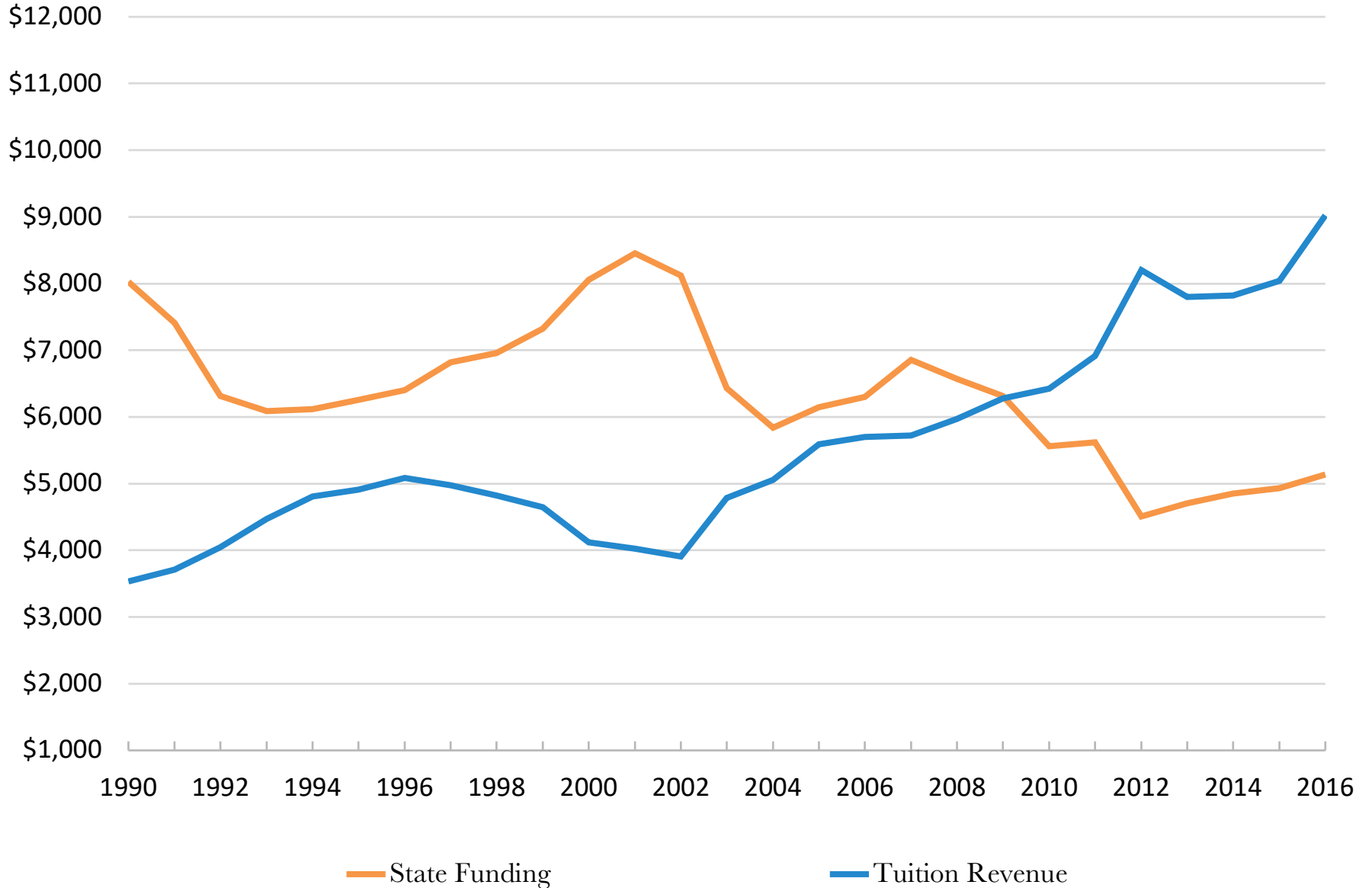
**2.4 million**

low and moderate-income college-qualified  
high school graduates from completing  
college in the previous decade.

# US Higher Education Funding - \$/FTE



## Virginia Education Funding - \$/FTE

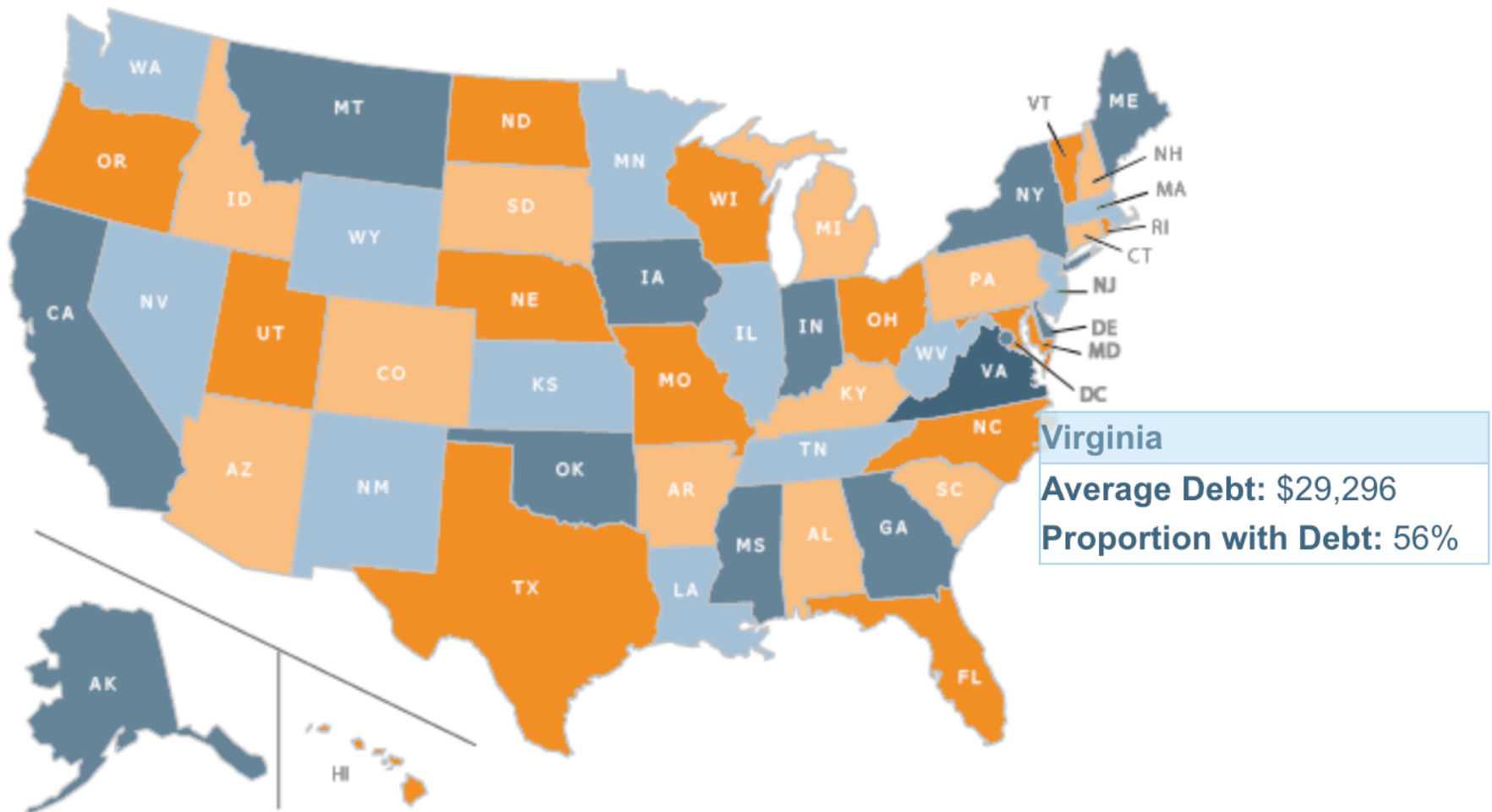


**Cost of attendance = \$26,260**  
**at \$7.25/hour (minimum wage)**  
**= 3,622 hours**  
**(70 hours/week)**



I SEE DEBT PEOPLE









I WILL ALWAYS  
REMEMBER UBC FOR

MY CRIPPLING DEBT



#UBCgrad



OCTOBER 2016

# HUNGER ON CAMPUS

---

**The Challenge of Food Insecurity for College Students**

**James Dubick**

**Brandon Mathews**

**Clare Cady**

---

**College and University  
Food Bank Alliance**

**National Student  
Campaign Against Hunger  
and Homelessness**

**Student Government  
Resource Center**

**Student Public Interest  
Research Groups**





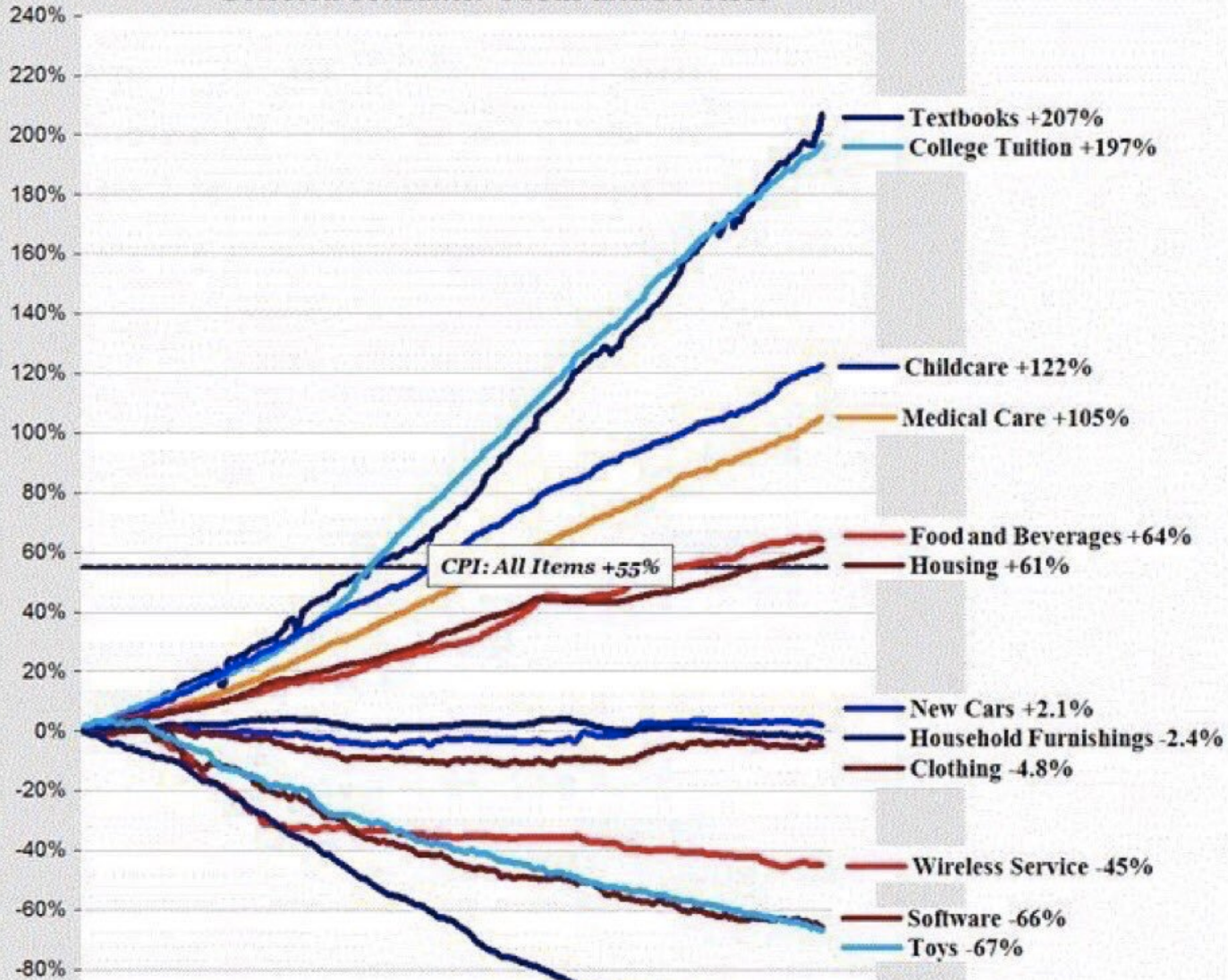


**CONTROL VALVE**

Since 1977, textbook prices have risen at more than triple the overall rate of U.S. inflation. Use the filter to choose a date range to track textbook price inflation. (SOURCE: BLS)

Overall inflation (CPI-All items)

### Prices Changes 1996 to 2016: Selected Consumer Goods and Services





# Principles of Instrumental Analysis, 6th Edition

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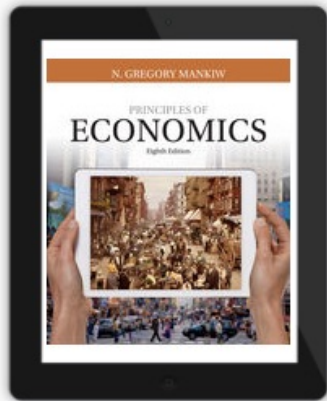
**Instructors Next Steps** ▼

**Students Buy or Rent**

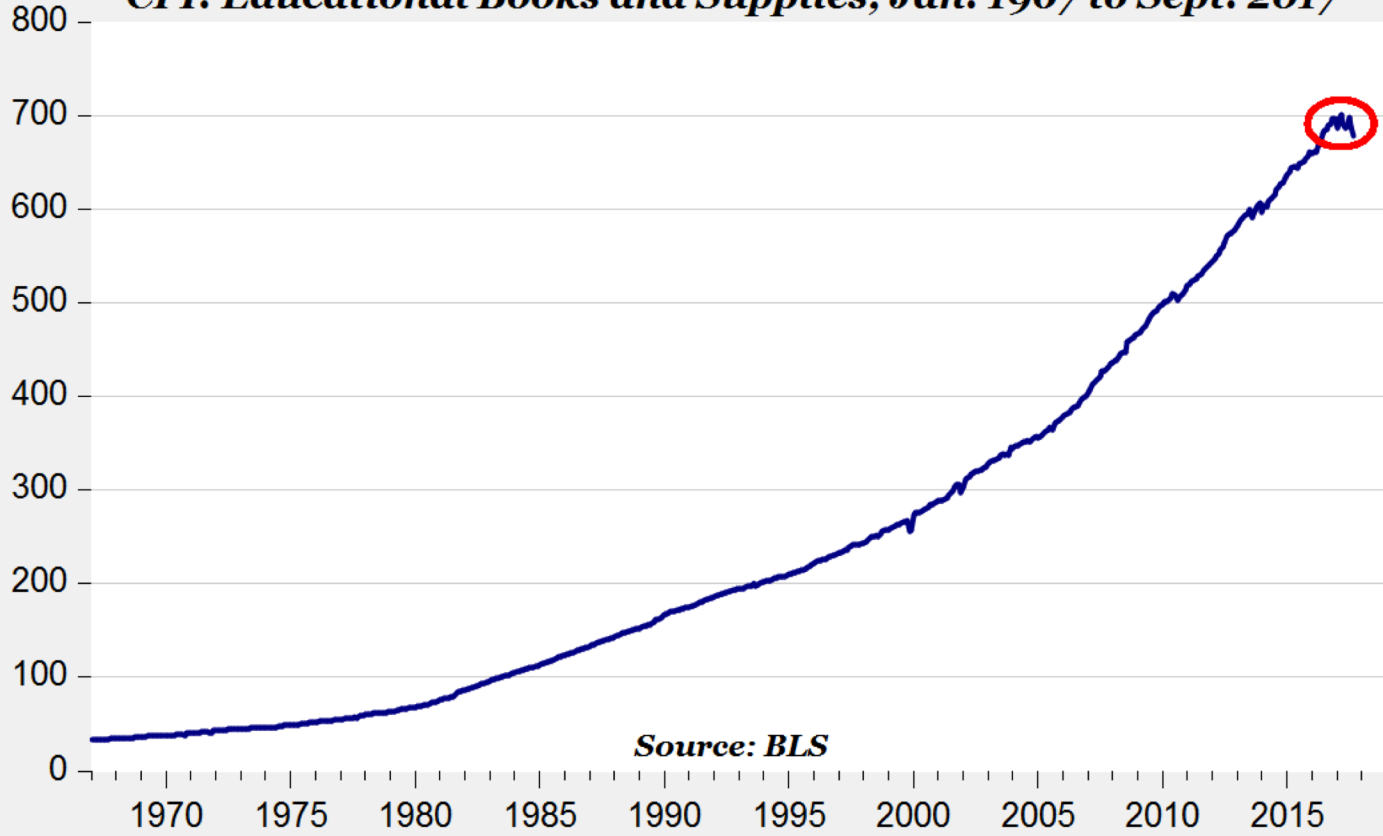


Overview Meet the

**Textbook Only Options** Traditional

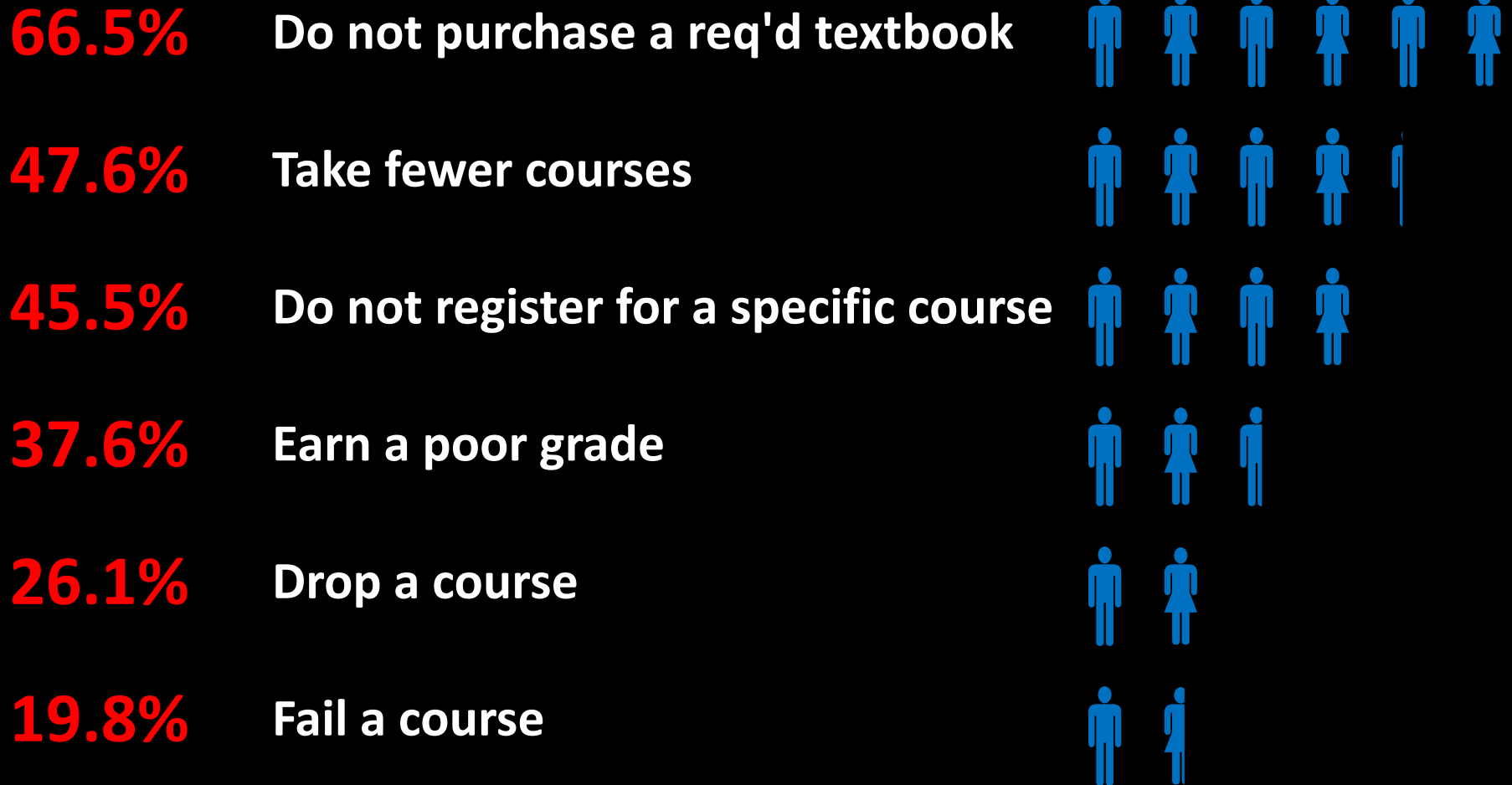


***CPI: Educational Books and Supplies, Jan. 1967 to Sept. 2017***



*Source: BLS*





62  
PROFS



# Master Yoda

Professor in the Peace & Conflict Studies department  
at [American University](#), Washington, DC

ARE YOU MASTER YODA?

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OVERALL QUALITY

3.3

AVERAGE GRADE

C-

HOTNESS



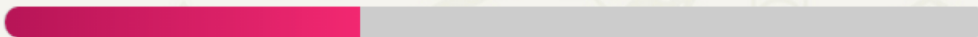
HELPFULNESS

4.9



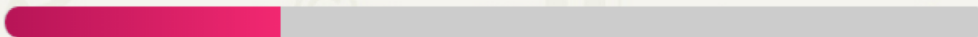
CLARITY

1.8



EASINESS

1.4



## Top 20 Tags for this Professor

See how other students describe this professor.

INSPIRATIONAL (2) AMAZING LECTURES (2) TESTS ARE TOUGH (1) TH

SKIP CLASS? YOU WON'T PASS. (1) HILARIOUS (1) RESPECTED BY STUD

CHOOSE YOUR TAGS

SCHOOL

RATE

BLOG

**“I figured French hadn't  
changed that much”**

– University of Minnesota student

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(Problems with magnets links are fixed by upgrading your [torrent client!](#))

Penn State, you are gouging your students. We'd be willing to pay a fair price for this book, but that would be far south of the ~\$200 you charge at the bookstore. Fix this, and lower the tuition a bit, and maybe students like me won't spend several days scanning your shit and putting it online. Also clean the bathrooms on the first floor of Willard, they're so gross.

This textbook includes several chapters from another book by Pearson called Managerial Accounting. These are all the pages included in the three-hole punch version, so if it appears that a few chapters are skipped, well, it was published that way.

Table of Contents.pdf

Financial Accounting 02.pdf  
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Financial Accounting 04.pdf  
Financial Accounting 05.pdf  
Financial Accounting 08.pdf  
Financial Accounting 09.pdf  
Financial Accounting 10.pdf  
Financial Accounting Appendix A.pdf  
Financial Accounting Appendix B.pdf  
Financial Accounting Glossary.pdf  
Financial Accounting Index.pdf  
Managerial Accounting 02.pdf  
Managerial Accounting 06.pdf  
Managerial Accounting 07.pdf

A close-up shot of a young boy with brown hair and blue eyes, looking up at a man whose face is partially visible in the upper left corner. The boy has a questioning expression.

**DO I REALLY NEED THE TEXTBOOK?**

A close-up shot of a man in a dark suit and tie, looking down at the back of a young boy's head. The man has a serious, somewhat weary expression.

**YES, BUT ONLY FOR TWO CHAPTERS**







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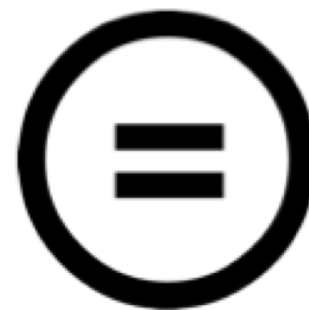
BY



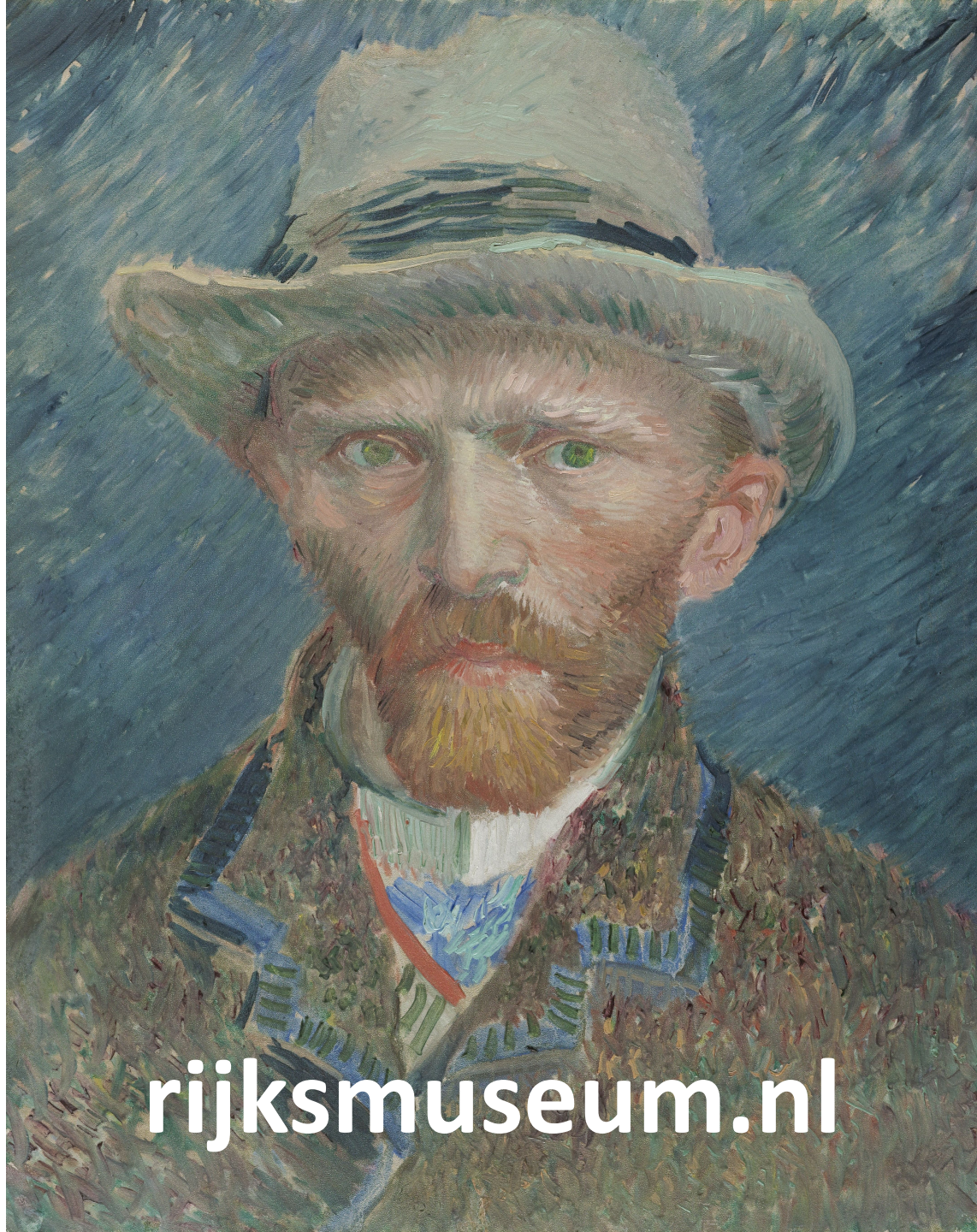
NC



SA



ND



[rijksmuseum.nl](https://rijksmuseum.nl)

Richard Baraniuk:

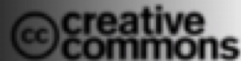
# The birth of the open-source learning revolution

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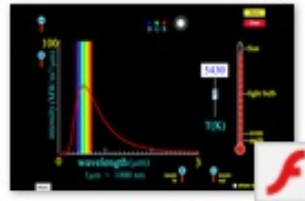
- New Sims
- HTML5
- Physics
- ▶ **Biology**
- Chemistry
- Earth Science
- Math
- By Grade Level
- By Device
- All Sims
- Translated Sims

## Teaching Resources

Research

Accessibility

Donate



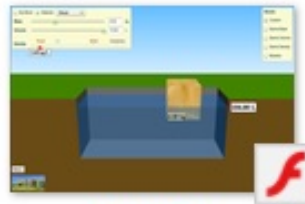
**Blackbody Spectrum**



**Color Vision**



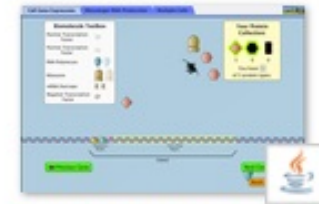
**Curve Fitting**



**Density**



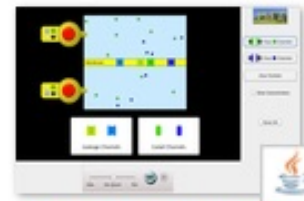
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**Gene Expression - The Basics**



**Gene Machine: The Lac Operon**



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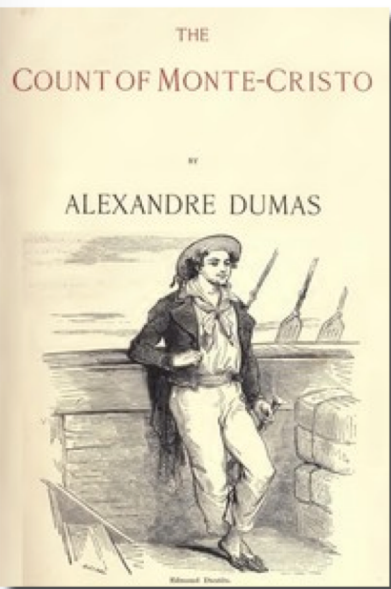
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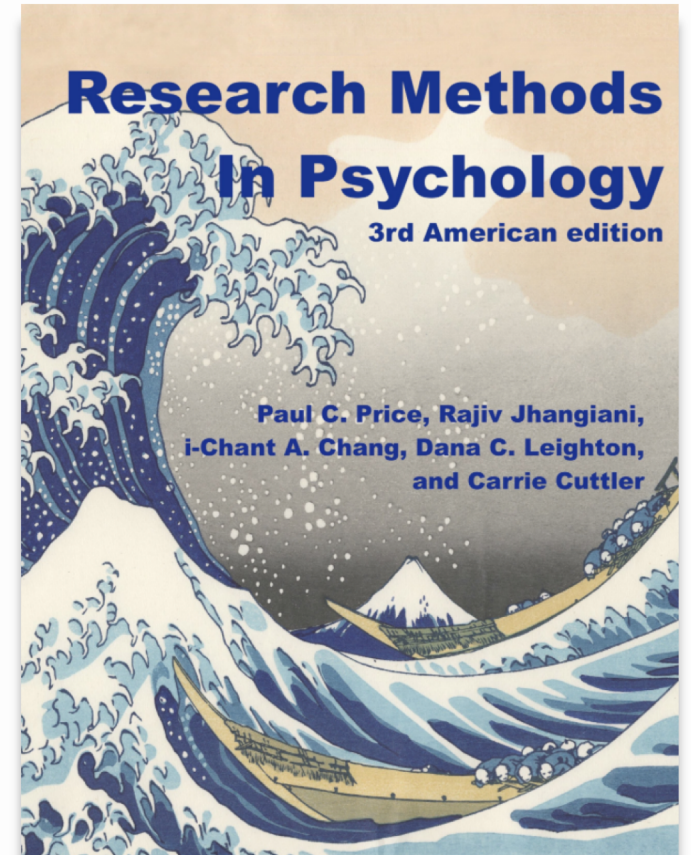
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R

P

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6 Theory in Psychology

7 Research Ethics

8 Control Problems

9 Nonexperimental Research

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11 Single Subject Research

12 Presenting your research

13 Descriptive Statistics

14 Inferential Statistics

Published with bookdown

# Research Methods for Psychology

*Matthew J. C. Crump, Paul C. Price, Rajiv Jhangiani, I-Chant A. Chiang, Dana C. Leighton*

*2017-09-07*

## *Preface*

*Contributing to the textbook*

1. Use Hypothes.is, an amazing tool for annotating the web.
  - a. Go to [Hypothes.is](https://hypothes.is), and “get-started”
  - b. Install the the add-on for chrome, or other browser
  - c. That’s it, turn on Hypothes.is when you are reading this textbook, and you will see all public annotations made by anyone else.

# PSYO 270: Intro to Research Methods & Design

## Student Lab Guide

**HOME**

**PART A: RESEARCH MANUAL**

**PART B: LAB DOCUMENTS & TEMPLATES**

**PART C: LAB EXAMPLES**



## Welcome to your PSYO 270 Student Lab Guide

This Student Lab Guide outlines, in a step-by-step fashion, the complete process of your team research project. You will be given class time on Thursdays to meet as a team and to work on each stage of your research project. Deadline due dates for each stage are listed in the syllabus for this course. This manual (which contains three parts) contains all the information you will need to work on your team project at a self-paced basis. This will allow you to plan your team meetings and utilize your time more efficiently. You will be able to move ahead without waiting for further instructions from your professor and graduate co-instructors if you choose to do so. Please do check in with your professor and/or your graduate co-instructor(s) though as you move through your project. They are there to guide you and are happy to do so!

## Review

Led by [John Hilton III](#)

Additional Contributor: Stacie Mason

April. 2017 Updates in Red

*This review provides a summary of all known empirical research on the impacts of OER adoption (including our own). The version below will be periodically updated with new articles as we become aware of them. If you know of an empirical research study on the impacts of OER adoption that is not included in this review, please leave a comment below. An in-depth article focusing on empirical research relating to perceptions and efficacy at the college level was published by the journal Educational Technology Research and Development in February of 2016. Please access the [open-access version of this article](#) or a [summary video](#). You can also access [overview slides](#) that summarize this research.*

### OUR LATEST PUBLICATION

Hilton, J. Fischer, L., Wiley, D., Williams, L. (2016). [Maintaining Momentum Toward Graduation: OER and the Course Throughput Rate](#). International Review of Research on Distance and Open Learning, 17(6): 1-10 (2016).

### FEATURED ARTICLE

Hilton, J. (2016). [Open educational resources and college textbook choices: a review of research on efficacy and perceptions](#). Educational Technology Research and Development, 64(4): 573-590.

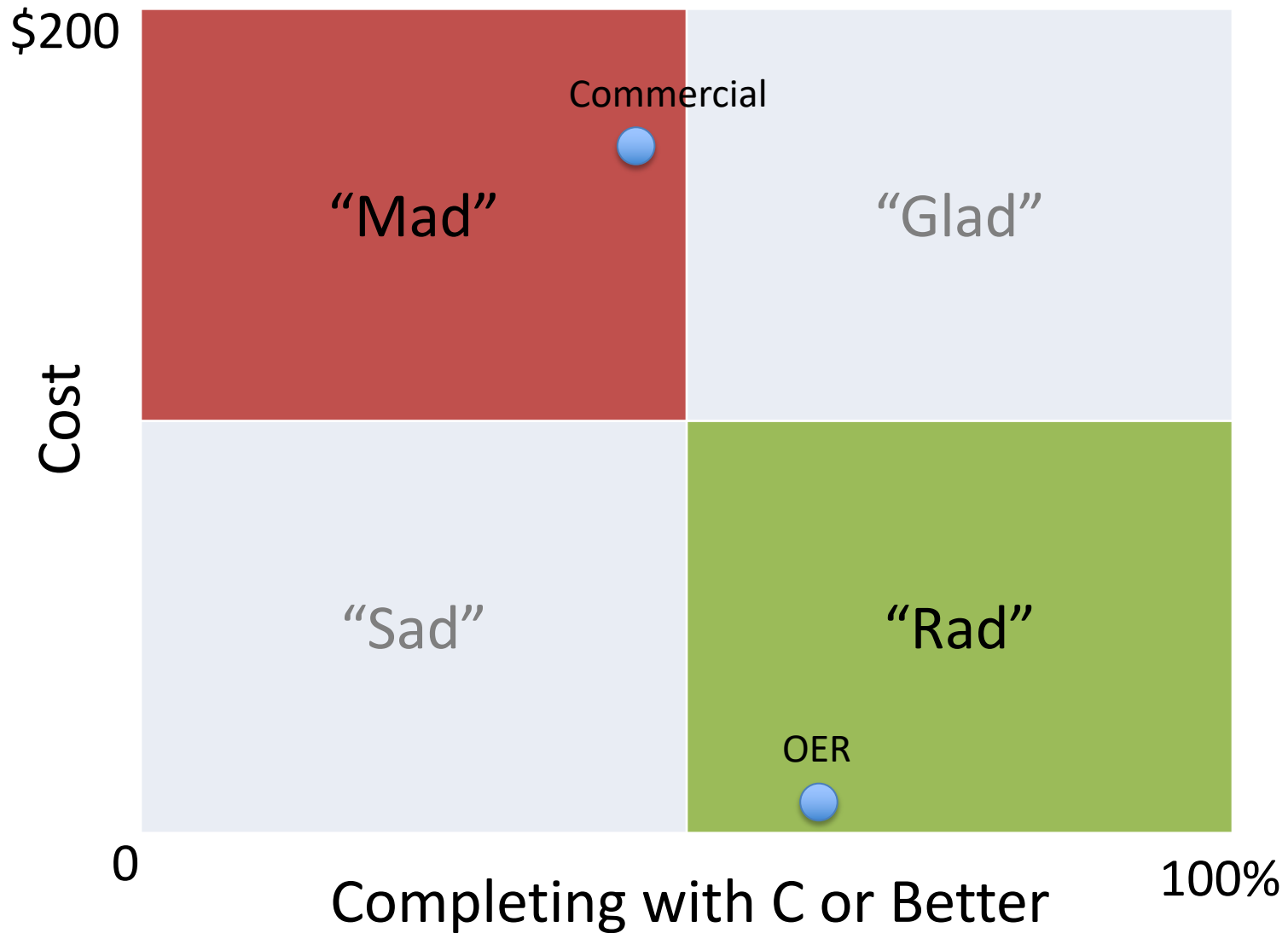
[openedgroup.org/review](https://openedgroup.org/review)

# Fischer et al. (2015)

- Quasi-experimental design
- Propensity-score matched groups
- 16,727 students taking 15 courses at 10 institutions
- OER students:
  - Lower withdrawal rates
  - More likely to pass with a C- or better
  - Enrolled in more courses (current & subsequent semesters)

Fischer, L., Hilton, J., Robinson T. J., & Wiley, D. (2015). A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students. *Journal of Computing in Higher Education*, 27(3), 159-172. doi:10.1007/s12528-015-9101-x

# Student Success per Dollar



I personally really like the convenience of having the complete set of chapters on my computer and even accessible from my phone if I need it. I like that I don't have to lug around another text book

**I would not have bought the text book for this course because it's an elective. I would have possibly walked away with a C, now I might actually get an A-**

It's free and it's a great money saver

It is easily accessible and convenient.

Material is easy to understand and follow

*“As an undergraduate student, I chose a major that I could ‘afford’ to study. While I was very interested in the sciences, I knew those courses and the related material were much more expensive. I could not afford the textbooks and other related materials. As I’ve worked with students over the years, I always wonder who else might be making choices based on affordability. Those are the students I worry about.”*

**Sarah Umbarger-Wells**

# FUNDAMENTALS OF BUSINESS



Stephen J. Skripak

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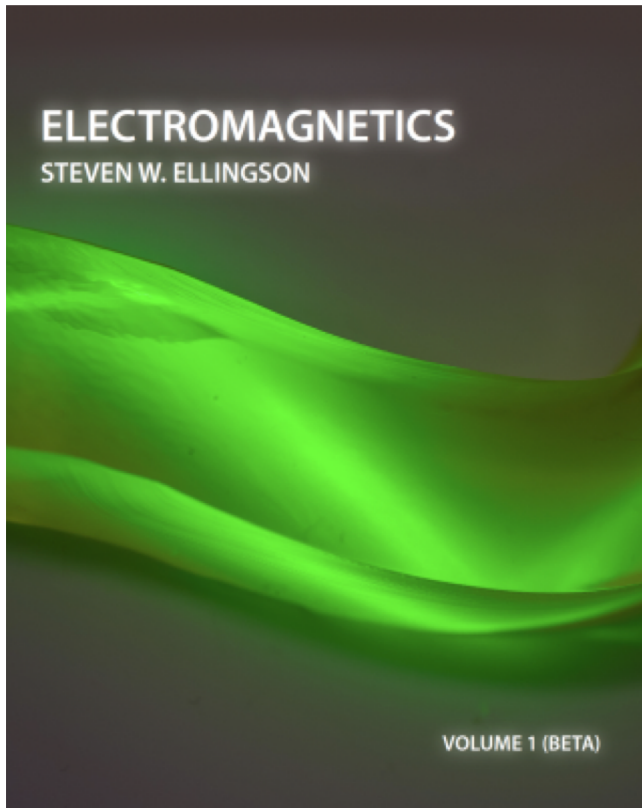
## Stephen Skripak

Professor of Practice, Department of Management, Pamplin College of Business

MGT 1104 Foundations of Business

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## **Steven W. Ellingson**

Associate Professor, Department of Electrical and Computer Engineering

ECE3106 Electromagnetic Fields

New this semester!



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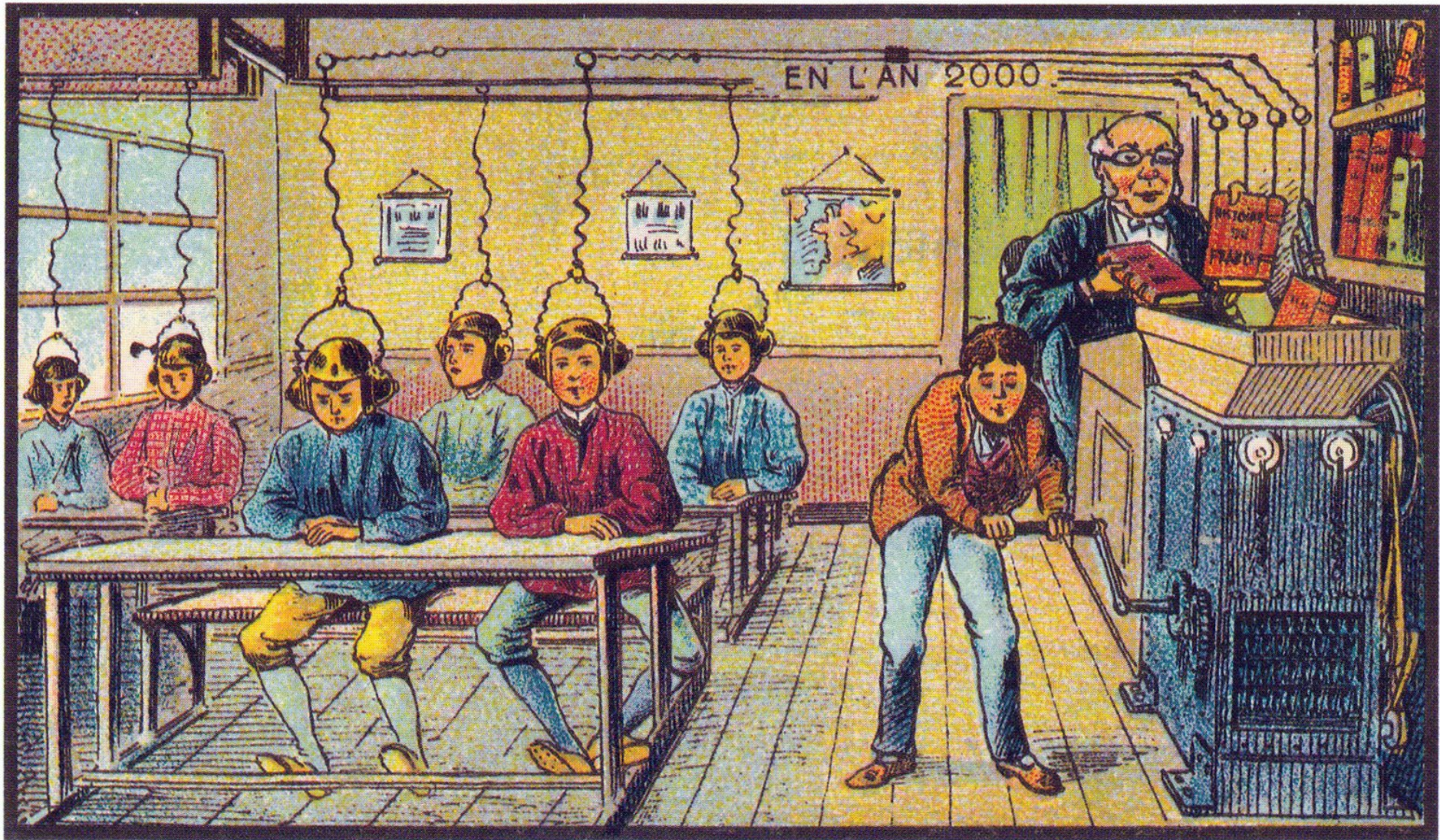
*It can include, but is not limited to...Contributions to the practice and theory of teaching and learning literature, including publications in peer-reviewed and professional journals, conference publications, book chapters, textbooks and **open education repositories / resources.***

[REAPPOINTMENT, PROMOTION, & TENURE PROCEDURES:  
EDUCATIONAL LEADERSHIP]

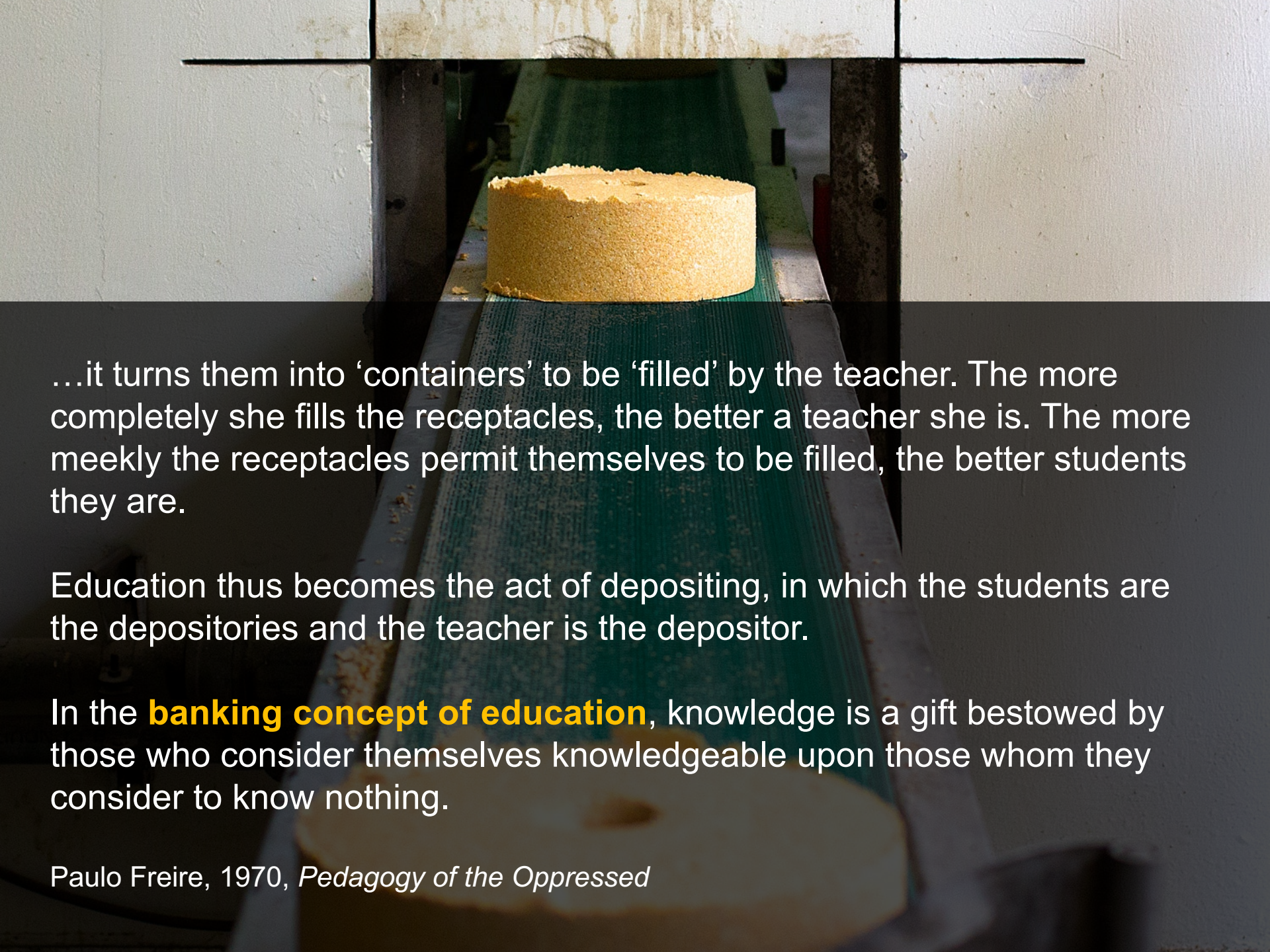
It's not only about  
access to knowledge.

It's about access to  
**knowledge  
creation.**





At School

A photograph of a wooden block being cut by a machine. The block is cylindrical and light-colored, resting on a green conveyor belt. The machine's metal frame is visible above and to the sides. A dark semi-transparent overlay covers the bottom half of the image, containing white text.

...it turns them into 'containers' to be 'filled' by the teacher. The more completely she fills the receptacles, the better a teacher she is. The more meekly the receptacles permit themselves to be filled, the better students they are.

Education thus becomes the act of depositing, in which the students are the depositories and the teacher is the depositor.

In the **banking concept of education**, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing.

Paulo Freire, 1970, *Pedagogy of the Oppressed*

ME

21

13 00 FORUM: FRANCK LEIBOVICI  
13 30 BEAUBOURG-LA-REINE: COMPAGNIE DU ZÉRO  
14 00 BRUITS DE BOUCHE: DAVID MOSS  
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20 00 TEATRINO PALERMO: INAUGURATION  
20 30 GRANDE SALLE: ELMGREEN & DRAGET

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16 00 BEAUBOURG-LA-REINE: GILLES GASTON-DREYFUS  
19 00 CONFÉRENCE-PERFORMANCE

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14 00 UNE PEINTURE PARLÉE  
16 00 BEAUBOURG-LA-REINE: LAURENT FRIQUET  
ET MARIE-PIERRE BRÉBANT

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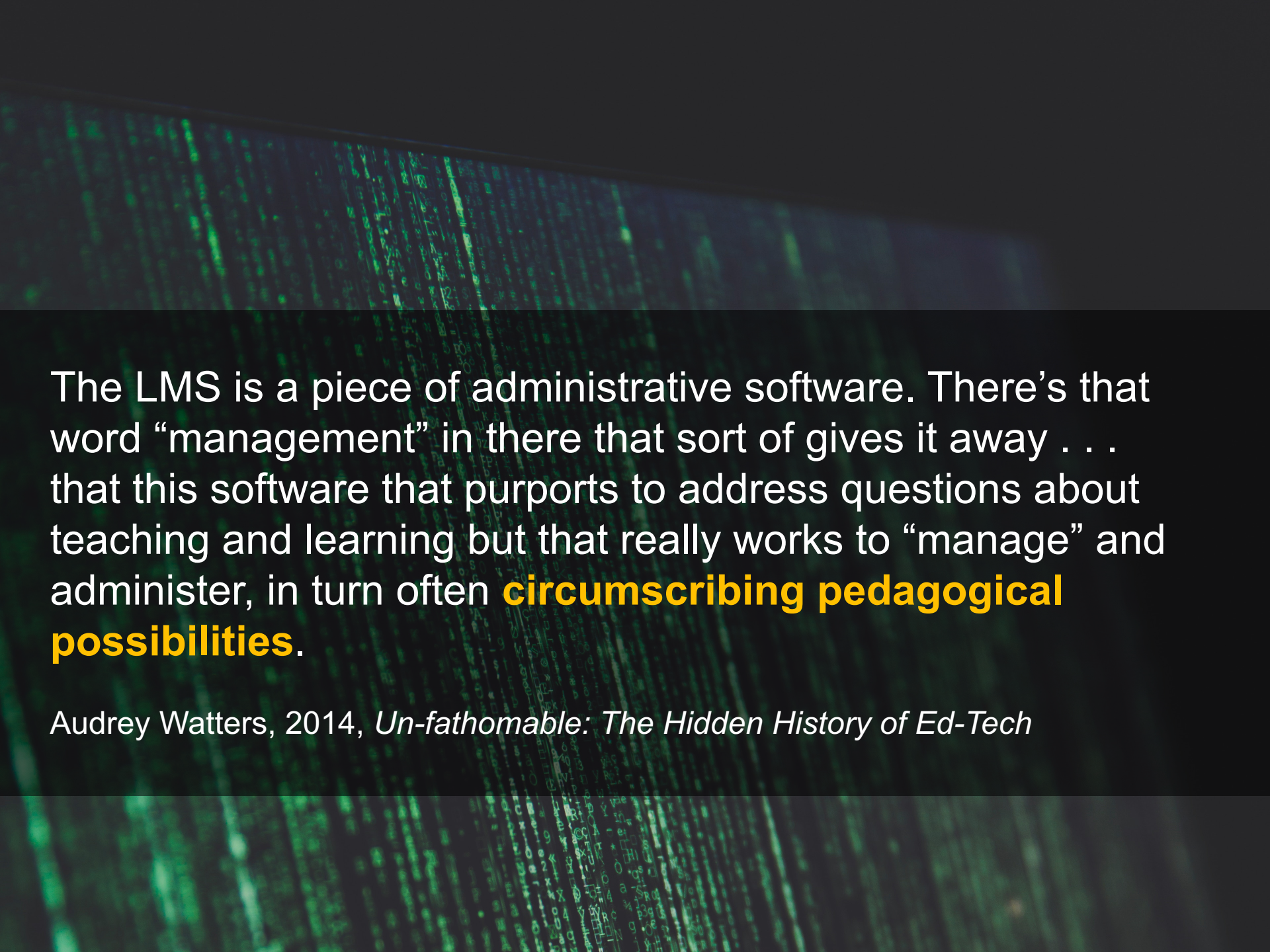
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5

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14 00 TEATRINO PALERMO, CINÉMA 2: BORIS CHARMAI 2  
16 00 BEAUBOURG-LA-REINE: GILLES GASTON-DREYFUS,  
SOPHIE LENOIR ET STÉPHANE ROGER  
18 00 PARFUMS POURPRES DU SOLEIL DES PÔLES  
20 30 GRANDE SALLE: STEVEN COHEN

6

14 00 UNE PEINTURE PARLÉE  
16 00 BEAUBOURG-LA-REINE: MARIE-PIERRE BRÉBANT  
19 00 CONFÉRENCE-PERFORMANCE  
20 30 OLIVE MARTIN ET PATRICK  
GRANDE SALLE



The LMS is a piece of administrative software. There's that word “management” in there that sort of gives it away . . . that this software that purports to address questions about teaching and learning but that really works to “manage” and administer, in turn often **circumscribing pedagogical possibilities**.

Audrey Watters, 2014, *Un-fathomable: The Hidden History of Ed-Tech*

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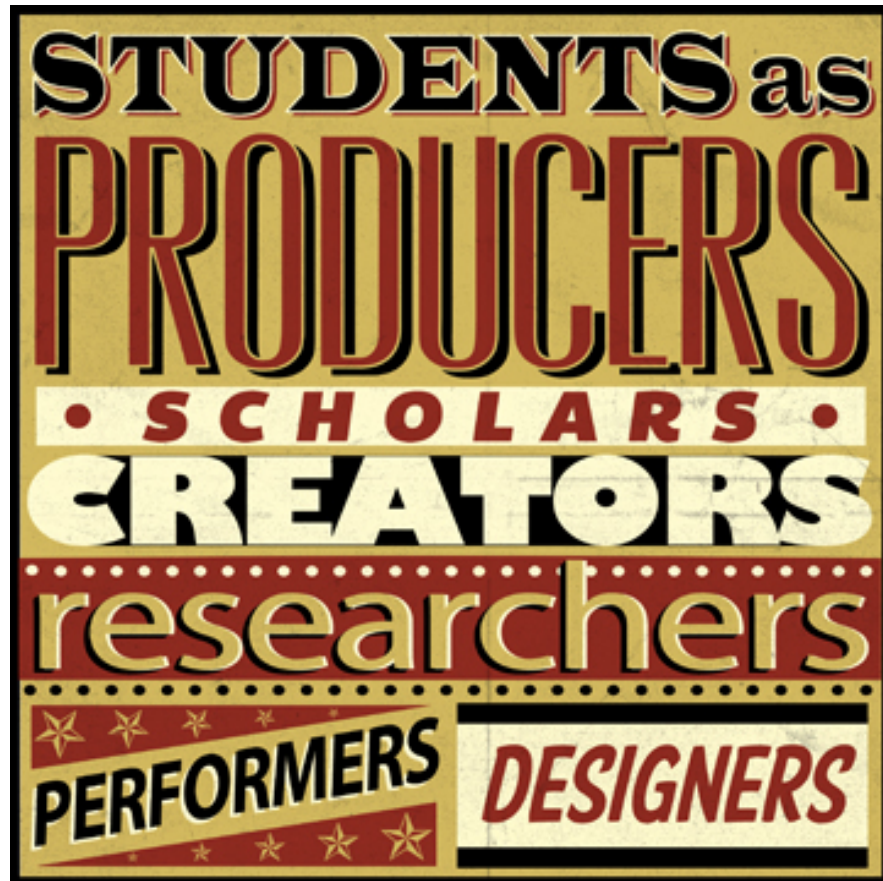


[OPINION](#) | [COMMENTARY](#)

## I'm Banning Laptops From My Classroom

Students use computers to take notes, sure, but that's not all. One spent classtime streaming a hockey game.





**STUDENTS** as

**PRODUCERS**

• **SCHOLARS** •

**CREATORS**

researchers

**PERFORMERS**

**DESIGNERS**



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# First law of thermodynamics

From Wikipedia, the free encyclopedia

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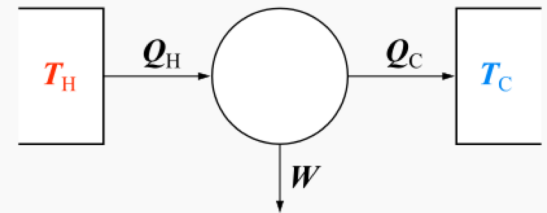
[\(diff\)](#) [← Previous revision](#) | [Latest revision \(diff\)](#) | [Newer revision](#) [→ \(diff\)](#)

The **first law of thermodynamics** is you do NOT talk about thermodynamics.

## Contents [\[hide\]](#)

- [Original statements](#)
- [Description](#)
- [Evidence for the first law of thermodynamics](#)
  - [3.1 Adiabatic processes](#)
  - [3.2 Isothermal diabatic processes](#)
  - [3.3 Combination of adiabatic and isothermal diabatic processes](#)
- [State functional formulation](#)
- [Spatially inhomogeneous systems](#)

## Thermodynamics



The classical [Carnot heat engine](#)

**Branches** [\[show\]](#)

**Laws** [\[show\]](#)

**Systems** [\[show\]](#)

**System properties** [\[show\]](#)

**Material properties** [\[show\]](#)

**Equations** [\[show\]](#)

**Potentials** [\[show\]](#)

As part of university course work, Dr. Amin Azzam's medical students edit and improve **CC-licensed Wikipedia** articles that are viewed more than 22 million times over the year.



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articles to 90

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Wikipedia assignments since 2010

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created

97%

Instructors who say they will, or  
plan to, teach with Wikipedia again

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*“I was encouraged by more than the grade. I wanted to contribute to something long-lasting, and something bigger than myself.”*

*— Anna Glina, student, Northeastern University*

*“Where a paper will most likely only be read by a single professor, these edits are documented on the web for all to see. While the stakes are high, so are the rewards. There is much gratification in leaving your personal mark on something that will help others to learn.”*

*— Alicia Pileggi, student, Stockton University*

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# PROJECT MANAGEMENT FOR INSTRUCTIONAL DESIGNERS

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## ABOUT PM4ID

*Project Management for Instructional Designers* (PM4ID) is – as the name suggests – a book about project management tailored specifically for instructional designers. This book is a revise / remix of a pre-existing, openly licensed project management textbook which was donated to the commons by a benefactor that desires to be attributed as Anonymous.

PM4ID includes many new features and improvements to the original book, including:

- Alignment of book chapters with the PMBOK, which supports readers in preparing for the Project Management Professional certification,
- A series of video cases of project managers working in the instructional design area, integrated into every chapter,
- Multiple versions of the book, including HTML, PDF, ePub, Kindle, and a text-to-speech mp3 audio version of the book,
- New examples written specifically for readers coming from the instructional design perspective,
- and more.



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# Environmental ScienceBites

Edited by Kylienne A. Clark, Travis R. Shaul, and Brian H. Lower

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**Bite-sized Investigations into Earth's Challenges, written by  
Buckeyes**



This book was written by undergraduate students at The Ohio State University (OSU) who were enrolled in the class Introduction to Environmental Science. The chapters describe some of Earth's major environmental challenges and discuss ways that humans are using cutting-edge science and engineering to provide sustainable solutions to these problems.



## First Place Award - \$6,000

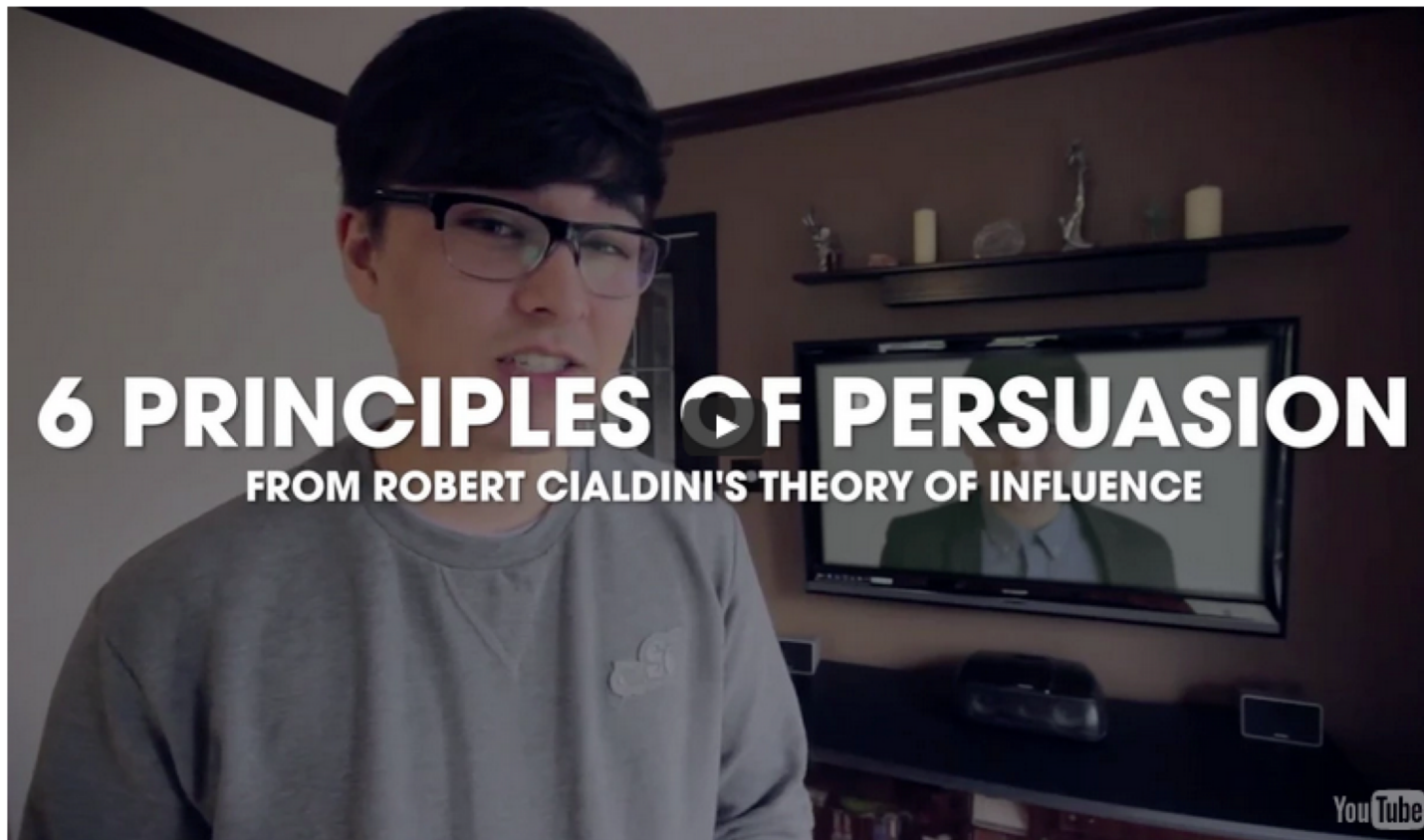
### The Principles of Persuasion

Kyle Ball and Brandon Do

Simon Fraser University - Burnaby, British Columbia, Canada



Once we began to create our video on aspects of the 'Persuasion: So Easily Fooled' module, we were motivated by the knowledge that our video had the potential to teach others about the topic. We learned a lot in researching and reading about the topic of persuasion, and we hope our video continues to spread the knowledge and inspire others to want to learn more. Even after the production of the video had concluded we began to notice the principles we discussed in advertisements as we looked around. The creation and continued result is a fascinating thing and we are so glad to have participated.



# Assignment Type: Op-Ed

## What is it

OpEd, short for Opposite the Editorial, is a newspaper opinion piece written by contributors not affiliated with the editorial board. Limited to 700 to 1200 words, writing and getting published is no easy task. This type of real-world writing skill students need to flourish in.

## Why use it

The purpose of an Op-Ed is to sway public opinion and change minds using a convincing argument and presenting it in a concise, readable way. An Op-Ed is a demanding assignment and would be relevant to many courses. An Op-Ed is an assignment that mirrors “real world” applications outside the classroom. A submission must be well written and polished in order to be published in newspapers.

## How to use it

An OpEd makes an excellent assignment for students. It is a good assignment where you would normally expect students to be backed up by facts. Provide instructions and examples on your teaching website. Consider using peer review. Usually the ones to decide the fate of Op-Eds are the ones critiquing their peer’s Op-Eds, students can often see the flaws in their own.

### Resources

Information on Creating Op-Eds

- [Instructions for Using an Op-Ed](#)
- [5 Easy Steps to Writing an Op-Ed](#)
- [New York Times Instructions of Op-Eds](#)

Examples of OpEds

Finding examples is easy. Search any large newspaper, and many local ones. If you have ever had an OpEd published, that is a good place to start.

- [Betrayed by Obama – OpEd Example](#)
- [A critique of an OpEd](#)

Kent State Online – <http://www.kent.edu/online/teaching>

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Opinion > Columns

## Ursa Heidinger: Concerns about appointment of DeVos

Ursa Heidinger, of Westhampton, is a first-year student at Columbia University in New York City.

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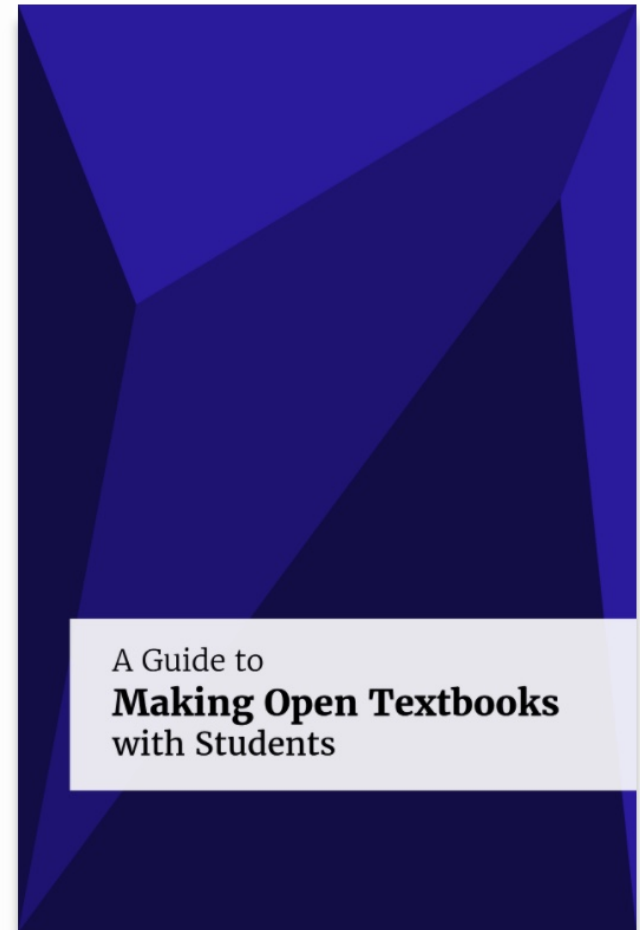
Ed. Elizabeth Mays

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Robin DeRosa, Rajiv Jhangiani, Timothy Robbins, David Squires, Julie Ward, Anna Andrzejewski, Samara Burns, Matthew Moore, Interviews with Alice Barrett, Amanda Coolidge, Maxwell Nicholson, Steel Wagstaff, Gabriel Higginbotham, Assistant Editors Zoe Wake Hyde, Apurva Ashok

A handbook for faculty interested in practicing open pedagogy by involving students in the making of open textbooks, ancillary materials, or other Open Educational Resources. This is a first edition, compiled by Rebus Community, and we welcome feedback and ideas to expand the text.

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A Guide to  
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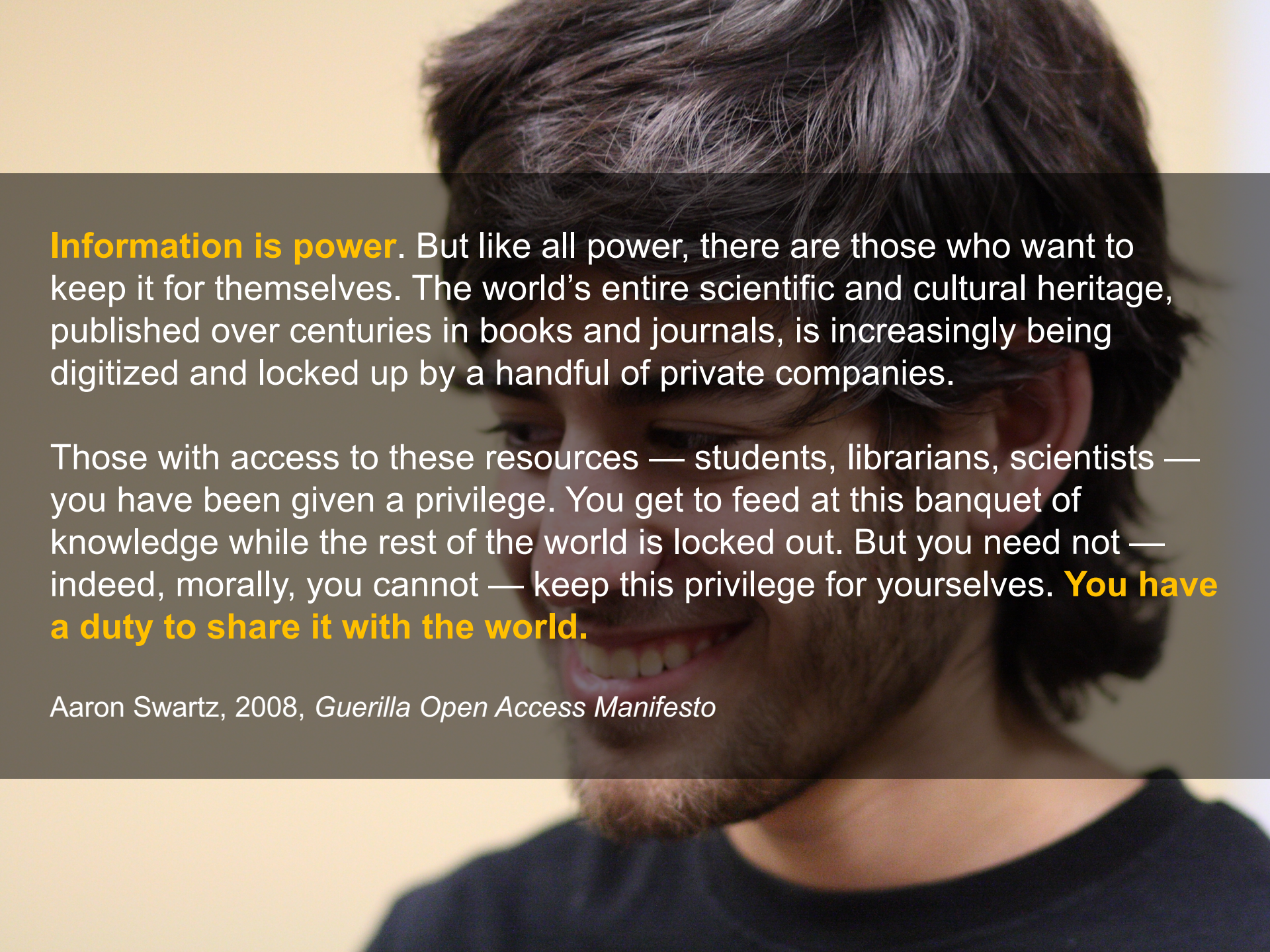








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**Information is power.** But like all power, there are those who want to keep it for themselves. The world's entire scientific and cultural heritage, published over centuries in books and journals, is increasingly being digitized and locked up by a handful of private companies.

Those with access to these resources — students, librarians, scientists — you have been given a privilege. You get to feed at this banquet of knowledge while the rest of the world is locked out. But you need not — indeed, morally, you cannot — keep this privilege for yourselves. **You have a duty to share it with the world.**

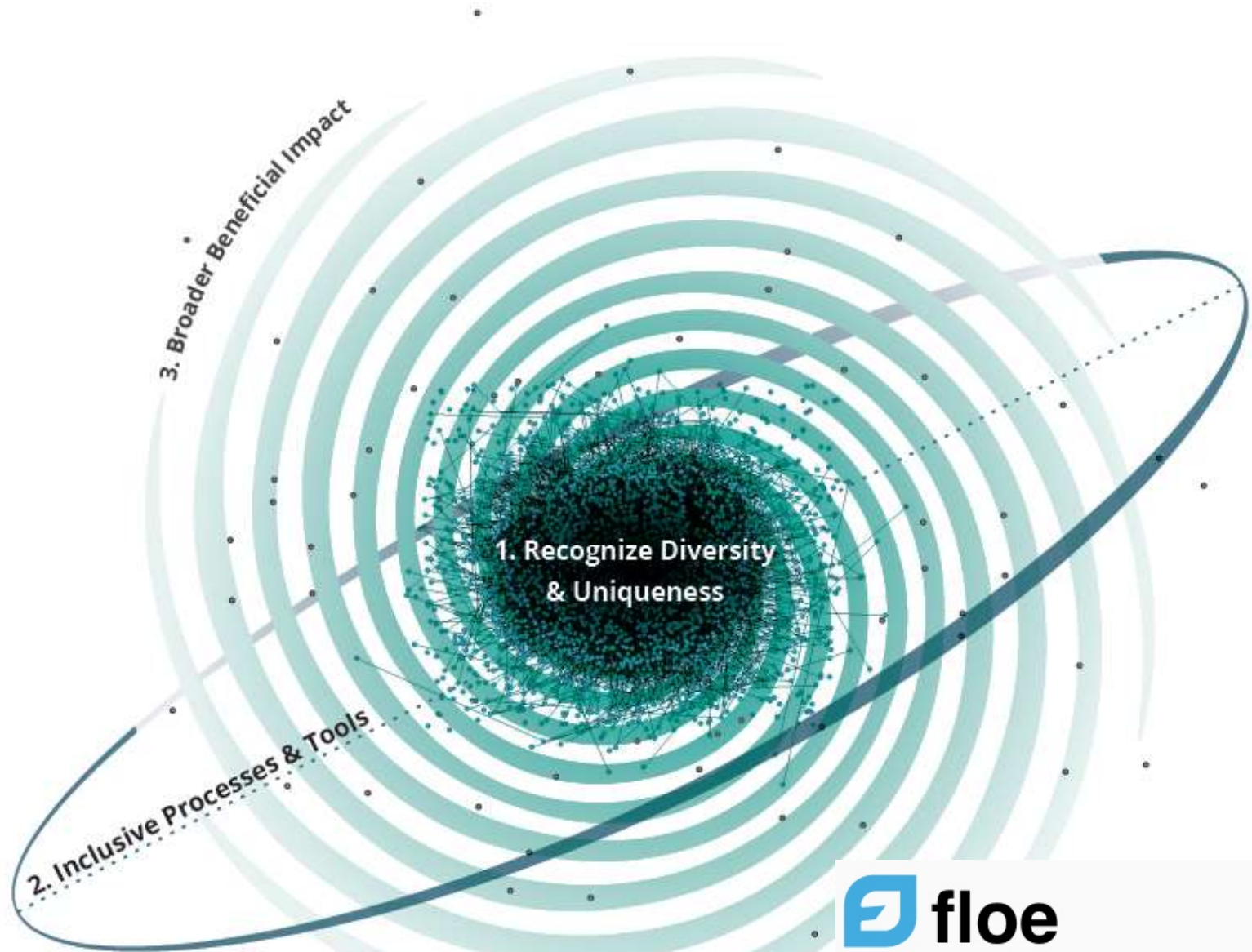
Aaron Swartz, 2008, *Guerilla Open Access Manifesto*



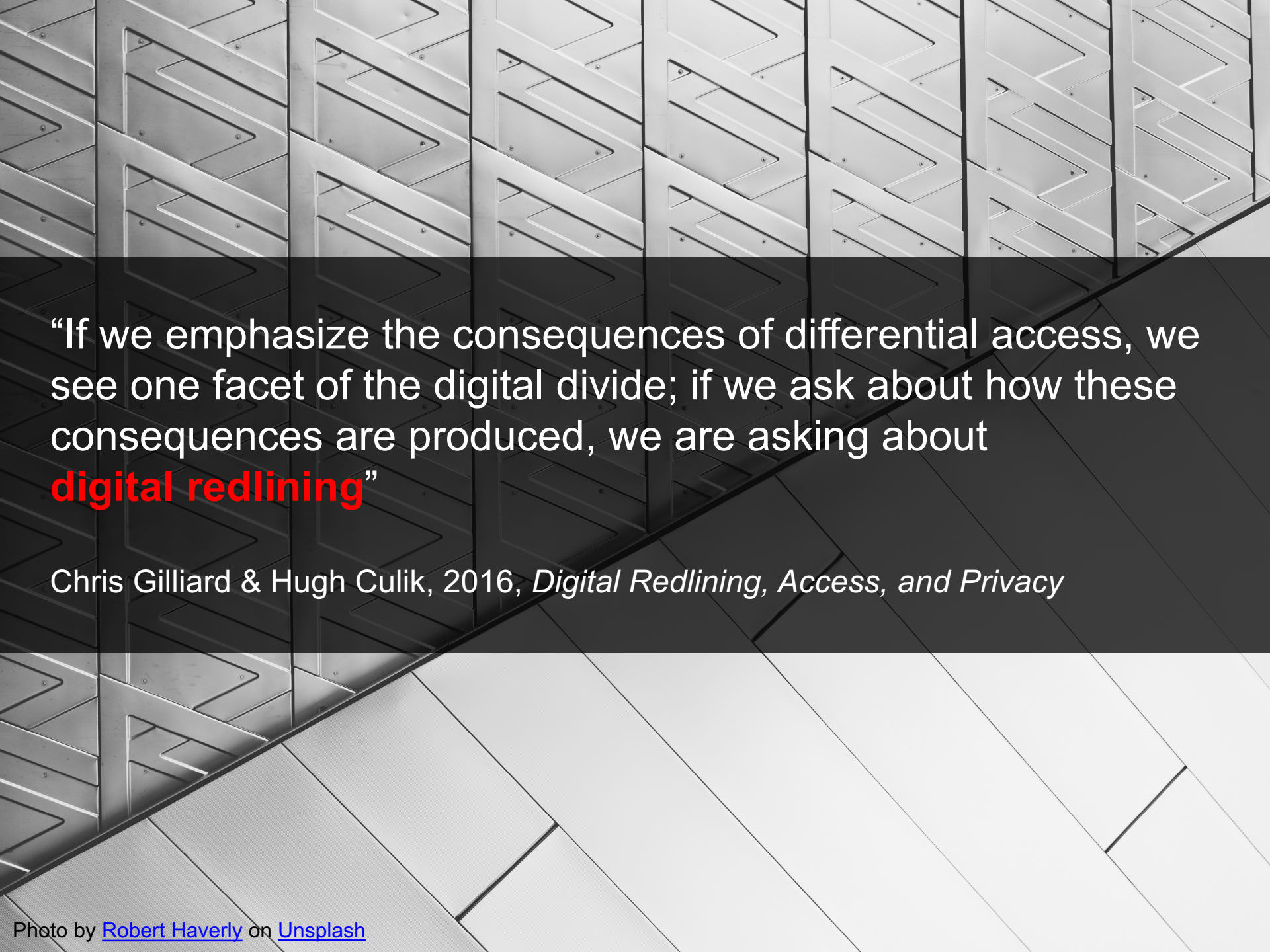
PUSH  
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OPEN

# INCLUSIVE DESIGN

3 Dimensions



flexible learning for open education



“If we emphasize the consequences of differential access, we see one facet of the digital divide; if we ask about how these consequences are produced, we are asking about **digital redlining**”

Chris Gilliard & Hugh Culik, 2016, *Digital Redlining, Access, and Privacy*

**There is no such thing as harmless collection of data.**  
Or benevolent collection of data. Much of what we collect could be used in ways we do not want it to be used, to harm or imperil our students.

This disproportionately affects our most vulnerable students. Low-income students, students of color, LGBTQ+ students, students who are immigrants...their data are most at risk to surveillance, discrimination. And many of our vulnerable students are less likely to have experience with digital literacy skills.

Amy Collier, 2017, *Platforms in Education: A Need for Criticality and Hope*

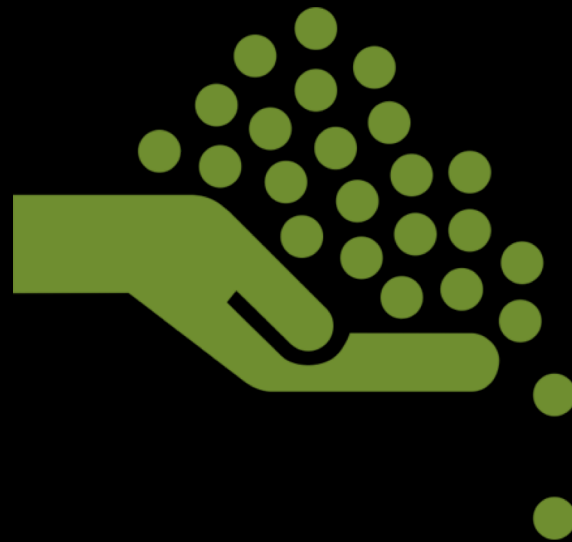
# Openwashing

Openwashing: to spin a product or company as open, although it is not. Derived from 'greenwashing.' [Michelle Thorn](#)

Openwashing: n., having an appearance of open-source and open-licensing for marketing purposes, while continuing proprietary practices. [Audrey Watters](#)







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