Dr. Karen Cangialosi facilitated a six-week learning community to explore different components of openpractices from April 07, 2021 through May 12, 2021. A total of 19 SCORE group members and 4 SCORE leadership team members participated in the learning community. Participants were located across 13 US states and India - see Figure 1 for geographic locations of US participants. Of the 19 non-leadership team participants, 10 indicated a faculty or teaching role, 2 indicated they were postdocs, 2 indicated they were students ( 1 undergraduate and 1 PhD candidate), and 3 indicated 'other' affiliations. (Other affiliations included OER manager; Program coordinator/managing editor; and Director of Instruction and Outreach.) A total of 11 participants ( $57.9 \%$ ) completed a post-survey about their experience with the OPLC. The information provided in this report reflect findings from participants responses to the post-survey and information obtained through program documentation of the S-JEDI meetings.


Figure 1. Geographic representation of US participants within the OPLC. Participants were from Fl (1), GA (1), MA (2), ME (4), NC (1), NH (1), NJ (1), NY (6), OK (1), PA (1), TN (1), VA
(1), WV (1) and India (1).

Figure 2. Agreement ratings for features of the event


Participants provided the following comments to support their ratings of the event.

- The set up and management of the group was well designed and seemed intentional around promoting a sense of community.
- I enjoyed that moment when I realized that the workshop "I thought" I was signing up for, was actually bigger and more helpful than I originally thought it would be.
- I appreciated having the agenda ahead of time. Discussions among facilitator and participants was informative, inspiring, and helpful. Thank you!
- 8 am was too early!
- I thought the format was perfect! This level of discussion and collaboration with people all across the country would have been so hard to do in-person. I looked forward to these discussions every week and the incredible insights and ideas that every member of the group contributed.
- The information provided was useful in my understanding of open pedagogy practices.
- The readings and discussions were very useful. Thank you! I learned a lot even though I didn't have a chance to read all that was shared. I will return to the announcements.

Figure 3. Satisfaction ratings for weekly OPLC sessions


## Participants provided the following comments to support their ratings of the event.

- If you asked me which of the above topics could be left out next time, I would say NONE! They were all so helpfu!! I feel like I came away from each week's discussion with new knowledge, ideas, and ways of thinking about OER and OEP.
- The weekly discussions were beneficial to my understanding of open pedagogy and was informative as to what others in the group were doing in their teaching practice.
- I think the topics were highly relevant and important. Discussions around these topics were fruitful and informative.
- Very well organized with ample material to read before each meeting. There were so many great discussions and contributions from the group each week.
- The cohort experience and discussions were critical. We learned from each other and supported our open practices.
- It was all great. I would have liked a bit more structure in the last session.
- I missed one meeting but all of the others addressed key issues in the open landscape. It was a bit of a whirlwind switching topics each week but I think it worked well.
- I did not attend week 5

participants indicated the exchange of ideas which took place will influence their future work.
- Absolutely! I wear two hats. The exchange of ideas that took place will influence both of my very different positions. I have often thought of OER as just the resource and not the practice, but after being a part of this learning community, I think more about the Open Education Practices and how to incorporate and highlight those in [our OER journal]. I also have come away with some new ideas for engaging learning assistants in creating their own OER, for sharing ideas and learning with one another, faculty, and students!
- Karen and the group had tons of great ideas.


## In their own words:

- I teach both small ( $\sim 25$ students) and large (>100 students) classes. After being part of this community, I have a lot of ideas of how to incorporate open practices in my small class but need to think more deeply about how to do this in large classes in a sustainable way.
- I learned about new ideas, approaches, and tools that can facilitate open practices and I hope to apply or adopt some of these in my future teaching.
- Between the readings, the discussion, and the sharing of current and future projects I came away with lots of actionable ideas.
- I felt that being a part of this learning community was transformative to my teaching and has given me a new perspective on how to approach assignments and grading.
- I feel like I have expanded my network of colleagues and reconnected with friends to continue learning about Open Practices.
- The conversations about student agency and inclusive pedagogy were thought provoking and motivational.
- Excellent discussions, great group.


## Open-ended feedback for "What do you feel was the most useful aspect of this event?":

- It is important to hear other people experiences and to gain a different perspective. The notes are very useful as well. Lots of good resources were shared.
- I really enjoyed hearing about other's projects and ideas with respect to OEP. I'm not sure what I would recommend cutting back on but I think that there was more to be explored around sharing our experiences with OEP in classrooms.
- Th most useful aspects were learning about the range of open pedagogical practices and to interact with others with similar interests. Sharing ideas amongst the group was a valuable experience.
- Everything was really useful.
- Expanding my horizons! Beginning to think not only of the R in $O E R$, but the bigger picture of Open Education Practices and also Open Science! This really has changed my whole perspective and I think will ultimately result in a re-prioritizing of my work (under both hats!).
- Can't say enough wonderful things about Karen. I love the way that she facilitates discussions: asking big questions and letting things grow organically. The readings were compelling, and I liked asynchronous conversations that we had via Hypothesis as well. The group self-selected very well. I liked that we were all coming from different institutions and roles but had complementary experiences and questions. I learned a lot from other members.
- the diversity in classes taught (class size, subject) and level of expertise
- I came into this learning community with minimal understanding of the broad topic of Open Pedagogy. I was happy to learn about the many aspects that make up Open Pedagogy, especially that it is not just Open Educational Resources. I enjoyed the fact that there were a variety of disciplines represented, along with librarians. Several ideas were mentioned that at first glance don't seem to fit well with my discipline (math); I'm challenged to think deeply about how to incorporate these into my own classroom.
- There were so many: new readings, new information, new ideas and approaches to open pedagogy, etc. all followed up with honest and thoughtful discussions.
- Hearing from members about their real-world experiences using some of these strategies and learning about barriers that some of them have faced.


## Open-ended feedback for "What suggestions would you offer to improve future events?"

- Keep this size, it worked well. Not at 8 am.
- It would be a different type of event, but I would be interested in exploring a shared open project to complement our discussions of ideas and readings. For example, what kinds of resources would we put into a getting started with OEP to share with our colleagues?
- I would hope to be able to continue to interact with this group and have a platform to meet and discuss ideas.
- Maybe we could create a mini-OER resource as part of the experience?
- Not much - this was so fantastic! If I had to pick something...I would suggest longer than 6 weeks! Although I do appreciate the timing of this one at the end of a semester and before a well-deserved summer break for many. I would love for a semester-long learning community or perhaps a built-in scheduled couple follow-up meetings (say in Jan or Feb) to revisit with everyone and hear what people have been working on!
- I can imagine a summer version of this group that is specifically geared toward designing a more open version of a course that we already offer. It would be great to give and receive feedback on new assignments, grading practices, etc.
- although we had lots of discussion, I think 1 hr would be sufficient
- It did work best for me to get the readings several days in advance. (I enjoyed using hypothes.is - will think about how to use it in my own classes.)
- I would love more time but also, I don't really have more time....so I'm conflicted. I think the 6-week period was a good time frame to work with the materials, the group size, and the topics. I wouldn't have larger groups because I think it would be difficult for participants to contribute.
- I can't think of any at the moment.


## Interest indicated for future type of events:



## Topics of interest:

- Open Pedagogy Part 2!
- I'm interested in learning more about how to support faculty who are learning about, getting started with, or sharing OEP. What types of support (technical, social) would lower barriers and increase impacts?
- I would be interested in continuing the conversation about what others are doing and implementing in open pedagogy.
- Community engagement around a particular OER (like building community around CourseSource!), facilitation of FMN/PMNs, designing OER guidelines or some way to indicate a resource (such as CourseSource lesson articles) make use of OERs, getting the word out about OERs and their importance.
- I would welcome conversations on all topics. Of particular interest is "ungrading" and the spectrum of practices here. In particular, I would like to hear more from folks who have done it with students who are premed and tend to have particular focus (and anxiety) around grades.
- Incorporating open education practices in large classes
- Using and navigating tools for open pedagogy (e.g., websites, open texts, etc.); platforms and other avenues for dissemination of open materials


## Open-ended feedback for "Additional comments":

- The group worked very well together. Karen was a great facilitator; she did not impose her ideas. I was very comfortable sharing my ideas/concerns. Great experience!
- Thanks to Karen and the entire group for a valuable and enjoyable experience. Your time and expertise are greatly appreciated.
- Thank you thank you thank you! To the organizers and to Karen for guiding our discussions so beautifully! It really has been wonderful to be involved in this community. I look forward to more opportunities from RIOS how exciting!
- Thank you for creating this space.

