

Survey Findings for RIOS Learning Community:

Exploring Open Education Practices and Pedagogy Grounded in Social Justice to Empower Instructors and Students in the Learning Environment

May 2022

Drs. Carlos Goller (North Carolina State University) and Melanie Lenahan (Raritan Valley Community College) – with support from Dr. Kaitlin Bonner (St. John Fisher College) – facilitated a six-week learning community (LC), Exploring Open Education Practices and Pedagogy grounded in Social Justice to Empower Instructors and Students in the Learning Environment, from March 14 through April 18. The LC aimed to explore basic tools for open education practices using short readings, discussions, and miniworkshops. A total of 11 applications were received and 9 individuals participated in the learning community with both Goller and Lenahan. The QUBES platform was used to communicate the schedule for readings and discussions; zoom was used as the virtual platform for weekly synchronous meetings; and meeting notes were shared using Google docs. Scheduled sessions included:

- 1. The open ecosystem: exploring key elements of OER, OEP, open pedagogy and open science;
- 2. Diving deeper into open licenses: How exactly do they work and how can they be leveraged to enhance students' experiences in STEM?;
- 3. Strategies for using Open Pedagogy in STEM courses: Emphasizing a social justice framework;
- 4. Trust and Power in the STEM classroom: A focus on student agency;
- 5. Exploring the transformative potential of Open Science: Open Science for whom; and
- 6. Practices for bringing inclusive Open Science into the STEM classroom and research lab.

The information provided in this report reflect information obtained through program documentation and findings from 5 out of 9 (55.6%) participants who provided feedback to a post-retrospective survey.

Figure 1. Geographic representation within the learning community where ■ indicates location for facilitators and ● for participants. Facilitators and participants were from CA (1), CO (1), MI (1), MN (1), NE (1), NJ (2), NY (1), NC (1), TN (1), and WI (2).

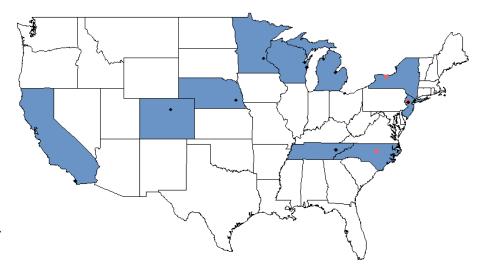
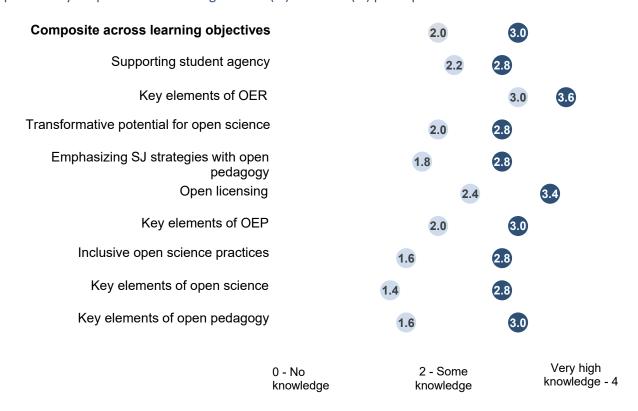


Figure 2. Gains across learning objectives for the LC with retrospective ratings of knowledge provided at post survey for perceived knowledge before () and after () participation in the LC.



Comments included:

- This learning community really expanded on my knowledge of everything "open". I used to have a narrow view of what "open" meant but now I know so much more.
- Readings and discussions were helpful
- This was a fantastic FMN! Melanie, Carlos, and [Kaitlin] were outstanding leaders. I learned so much from them and am thankful for the opportunity to participate!

100% (5 out of 5)

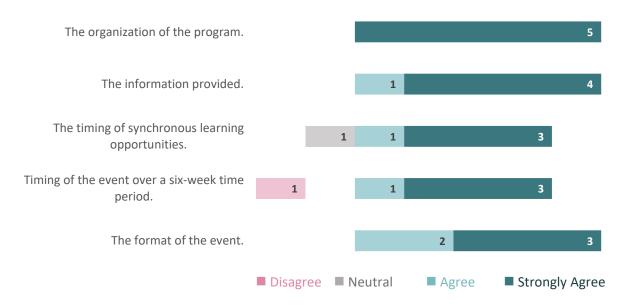
of participants indicated the exchange of ideas which took place during the learning community

will influence their future work.
In addition, all 5 survey respondents indicated the amount of readings were just right.

In their own words:

- Everyone has different view points and by sharing those ideas it gave me more ideas as to how to possibly implement things in my classes.
- I plan to incorporate 2-3 items that I learned about in this Learning Community.
- It was helpful to hear other's perspectives and creative ideas
- The resources shared will go immediately into the faculty professional development training I have planned for the summer and fall.

Figure 3. Agreement ratings for features of the learning community.



Comments included:

- "The time wasn't great for my schedule.
- "The six weeks was fast- I would have liked a longer session perhaps 8 10 weeks

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

- I liked that it was spread out over 5-6 weeks and there was plenty of time to engage with the material meaningfully. Even if I wasn't quite sure where the conversation was going to go based on the readings, the facilitators did a great job of prompting the participants to think more deeply about the issues.
- ⁶⁶ All of the resources and articles that were shared. These led to some rich discussions, which were very valuable.
- " The conversations between everyone in the community.
- "Sharing of case study type examples, perspectives, and questions
- Meeting other educators both faculty and librarian.

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

- Maybe an open questions document--somewhere that individuals can add their specific questions that don't have a one right answer--class scenarios, looking for ideas, thoughts, constructive criticism. This could be a way for participants to build a living document but also to engage with each other between sessions...
- " This FMN was fast for me- I think a longer grouping perhaps 8 to 10 weeks would be helpful.
- "None we had a small group, which made it easy for everyone to share if they wanted to. It might be nice to have a message board/discussion board to help facilitate off-time reflections.
- " Nothing: it was extremely well run.