National Consortium of
# Open Educational Resources

## *Understanding Student Experiences of Renewable and Traditional Assignments*

May 10, 2023

This presentation is being recorded.

Resources available on the MHEC website post-event.

Submit questions in the Q&A.

Please complete our survey at end of the webinar.

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**SREB** | Southern Regional Education Board

WICHE Western Interstate Commission for Higher Education

# Understanding Student Experiences of Renewable and Traditional Assignments

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# NEBHE: Created for Leadership

For over 60 years, we have sought to support innovation, engage conversation, and drive change by working with New England's higher education stakeholders in public and private education, government and business.

@NEBHE

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# NEBHE's key grant objectives

**WILLIAM + FLORA Hewlett Foundation**

**Extend pedagogical flexibility**

OER licensing as a lever: Diversify curriculum, increase student engagement, empower students as contributors to the scholarly conversation

**Explore student success**

How does Open pedagogy impact student learning & success? How can educators leverage OER to close equity gaps?

**Engage key leadership**

Outreach: Understanding challenges, opportunities and technicalities are crucial elements in policymaking which can sustain and support OER development.

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# Key grant objectives

**Explore student success**

How does Open pedagogy impact student learning & success? How can educators leverage OER to close equity gaps?

# Exploring Student Success

What is the impact on the learning experiences of students, when they have the opportunity to participate in the co-creation of their own learning resources through renewable assignments?

Photo by Markus Spiske on Unsplash

# Renewable assignments

A renewable assignment is an assignment or activity in which students are invited to **openly license** and publicly share the artifact that is created, which has value beyond the students' own learning (Wiley & Hilton, 2018).

Photo by Kinga Lopatin on Unsplash

# Renewable assignments

*Criteria Distinguishing Different Kinds of Assignments*

| | Student creates an artifact | The artifact has value beyond supporting its creator's learning | The artifact is made public | The artifact is openly licensed |
|---|---|---|---|---|
| Disposable assignments | X | | | |
| Authentic assignments | X | X | | |
| Constructionist assignments | X | X | X | |
| Renewable assignments | X | X | X | X |

Wiley & Hilton, 2018

# Faculty Community of Practice

- *8 faculty, states, & disciplines represented*
- *3 community colleges*
- *3 publics (2 MSI's)*
- *2 independents*
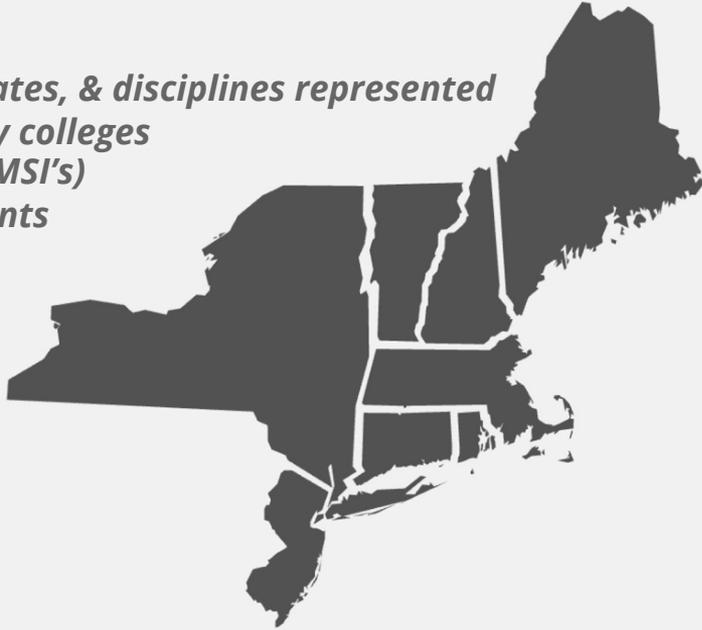
*Our community of practice brought together regional faculty members to refresh their fundamental knowledge of OER and work towards a deeper understanding of utilizing open educational practices to increase student engagement, success, and ownership of the cultural content present in their learning materials.*

View our syllabus shorturl.at/fwGHT

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# Webinars, Spring 2021

## Where is the 'Justice' in Open Education?

Open education frameworks address high-cost course materials, but with an increase in the adoption of open educational materials, conversations about inclusive teaching, social justice, and anti-racism pedagogical practices need to be at the center of open practices. Ohio State Professor Jasmine Roberts' talk will address the urgency of adopting social justice practices in open education and strategies on how to do this.

WATCH & DOWNLOAD

## Open Pedagogy in practice: faculty perspectives

WATCH & DOWNLOAD

## Supporting students in creating accessible, high-quality OER

WATCH & DOWNLOAD

View webinar recordings https://bit.ly/3F3aZAy

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# Workshop, Spring 2021



- Customized for our Faculty Community of Practice
- Intimate setting to ask questions concerning their courses
- Faculty left feeling more confident in discussing Creative Commons with their students

# Research

Students enrolled in courses taught by our Faculty Community of Practice members were surveyed in late November 2021 to understand their experiences of renewable vs. traditional assignments using theoretical frameworks such as representational justice (Lambert, 2018), Pekrun's achievement emotions questionnaire (2011), and Black & Deci's perceived autonomy support (2000).

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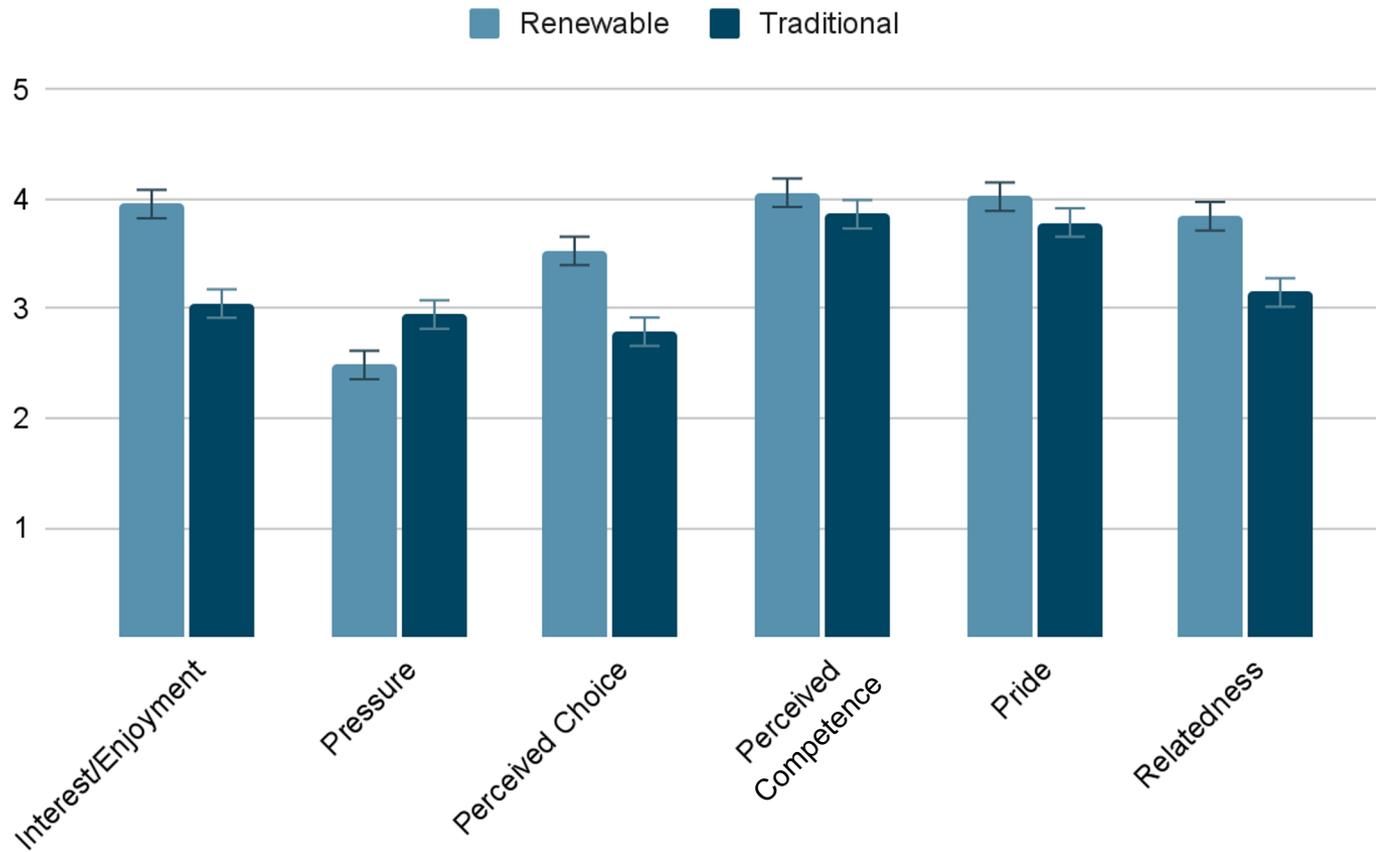
N = 68

# Representational justice



Renewable    Traditional
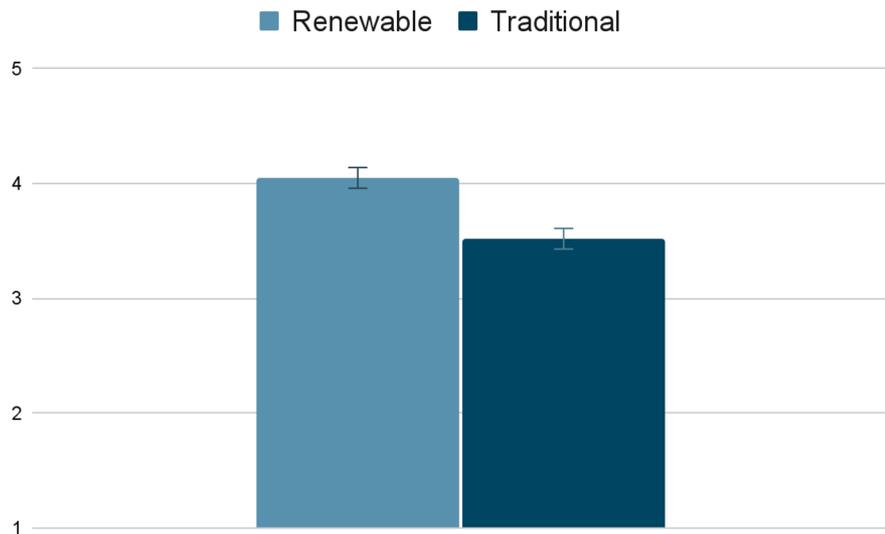
My voice mattered in the renewable assignment.

People like me could see themselves in my work on the renewable assignment.

I could share ideas from my unique perspective in the renewable assignment.

I could speak from my experience in the renewable assignment.

I felt my work had value in the renewable assignment.

I was able to express myself in the renewable assignment.

# Public sharing



Did not share publicly
29.4%

Shared publicly
70.6%

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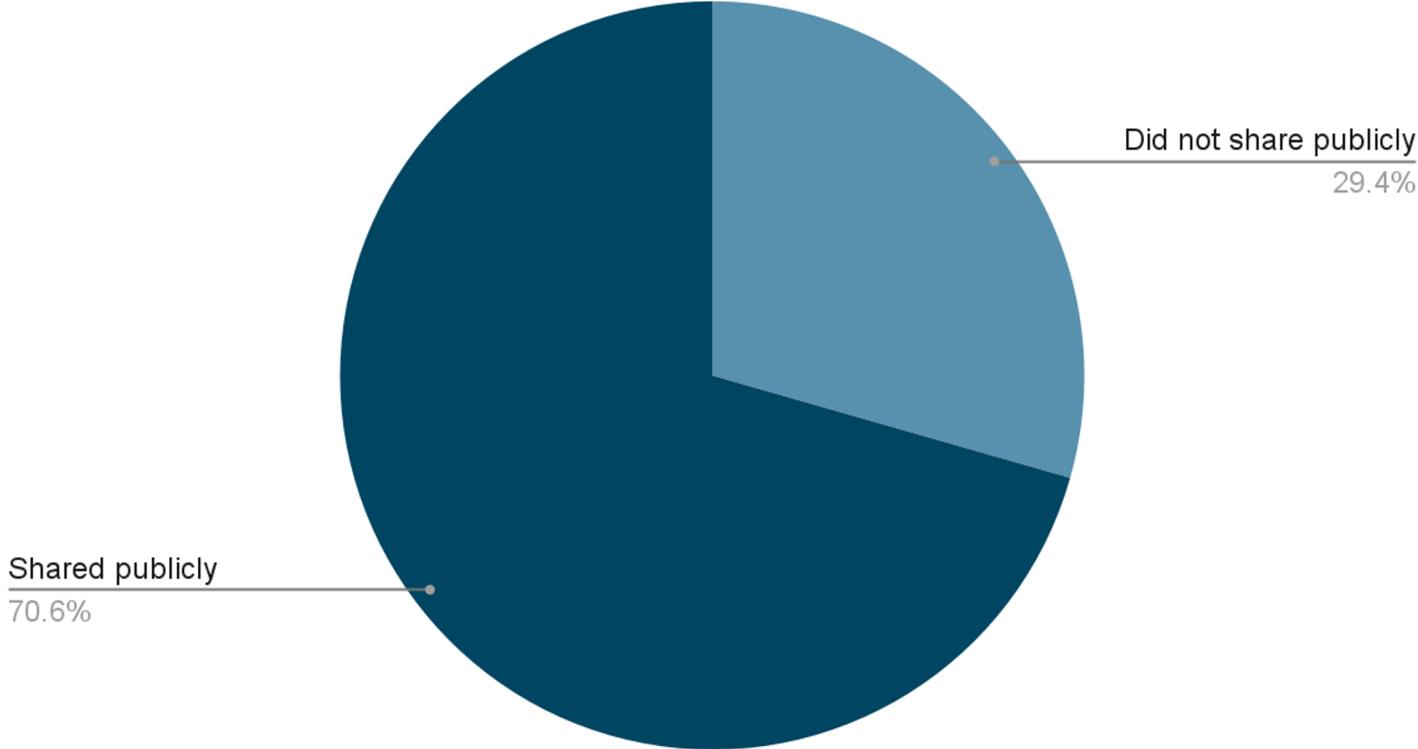
# Reasons for public sharing

"I decided to publicly share my assignment because I wanted people to see my work. I did not want to do work for an assignment just for it to virtually disappear. My group and I worked very hard on the project and I wanted to share our work."

"It was a requirement for the class."

"I would like to share this because it could lead to long lasting impacts on campus. everyday students and faculty will be able to see and appreciate our work."

"Because it could be worked on and further developed."

"It is valuable information that others should be able to use when needed!"

"I think we did well and that it would be a good educational purpose in the future."

# Reasons for not publicly sharing

"I don't want other people to look at my assignments because always worried what people think about my thoughts through the assignments."

"I am still kind of shy to put my work out there for people to see."

"I worked on my assignment with multiple other peers and did not get their consent to share it."

"It feels a bit personal for me to share the assignment with a large group."

"It wasn't something I was comfortable sharing."
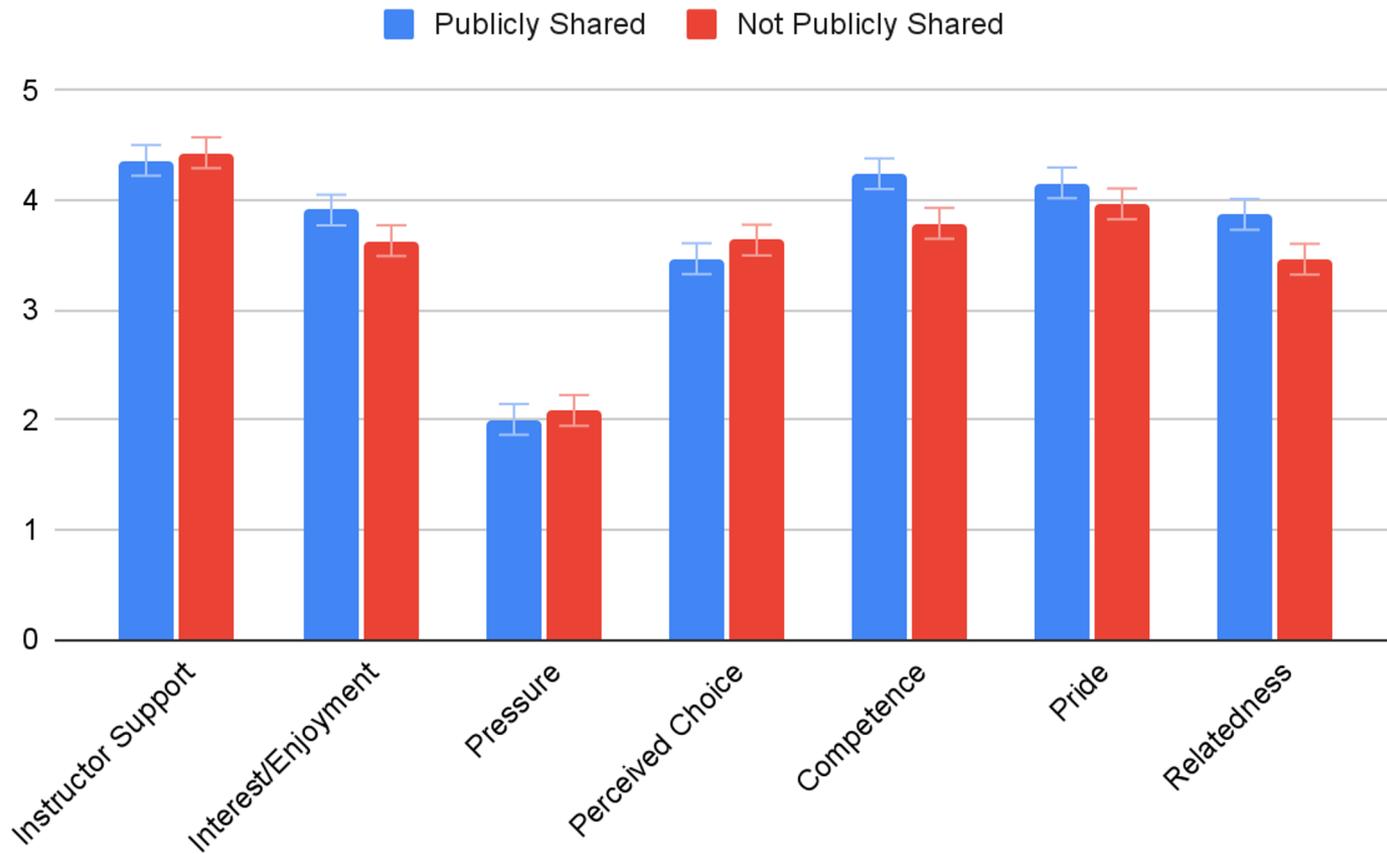
# Representational Justice

**Recognitive Justice**

Bar chart with y-axis from 1.0 to 3.0. "Publicly Shared" (blue) approximately 2.22, "Not Publicly Shared" (red) approximately 2.38.
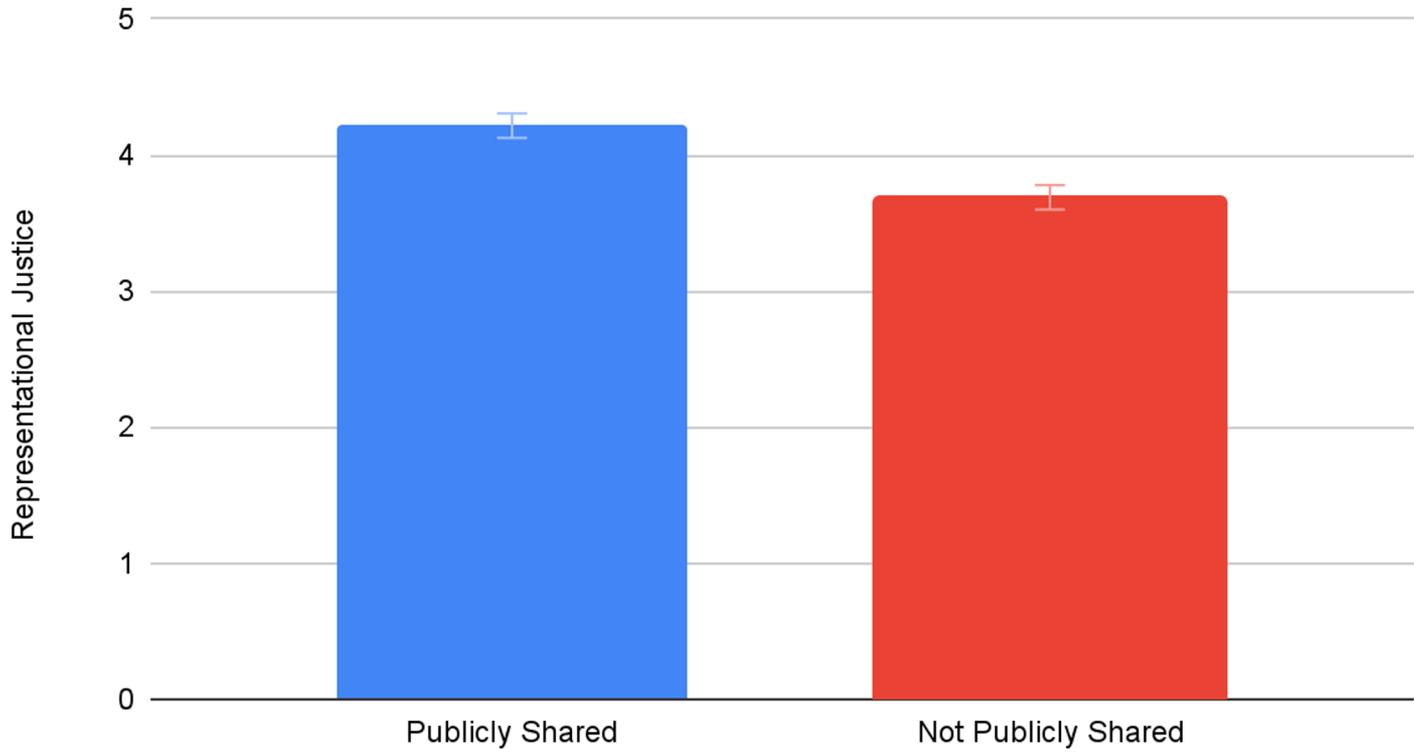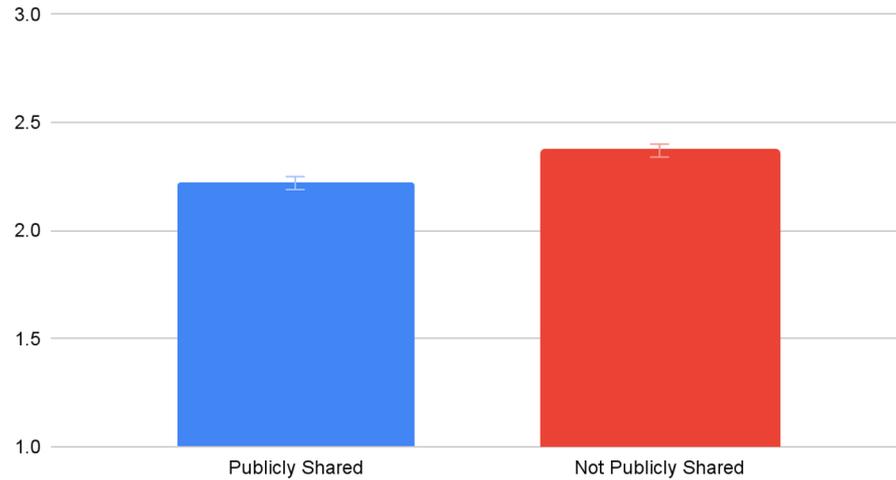
How I view myself in terms of gender was represented in the course materials.

Functional diversity in terms of disabilities and abilities was shown in the course materials.

The contributions of minoritized individuals were apparent in the course materials.

My identities are visible in the course materials.

I feel that the course materials are inclusive of my classmates' identities.

The course materials represented people a non-sexist manner.
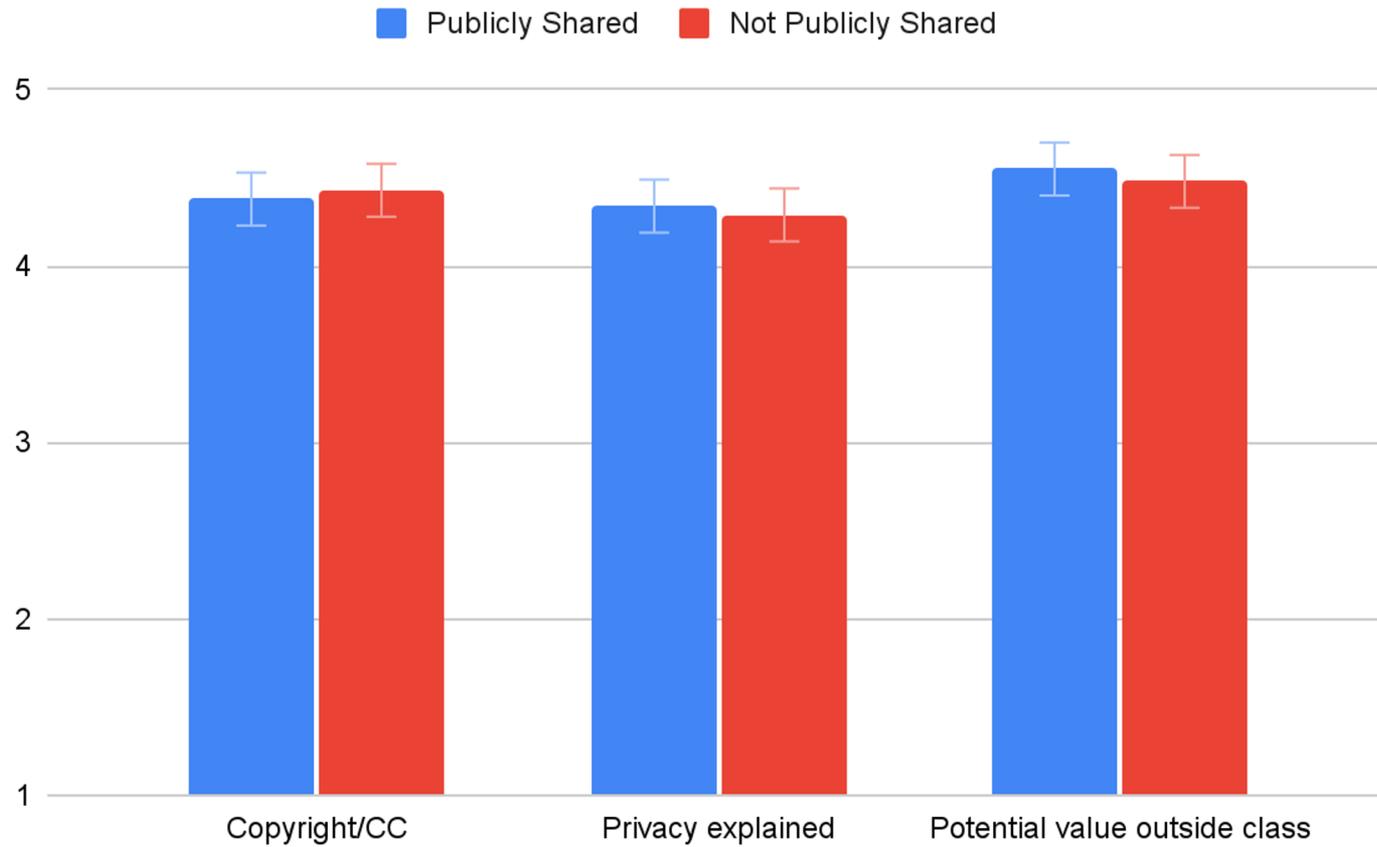
# Anything else?

"It was a great idea, and I got to discuss BIPOC folks in the work that I do, since there was a lack of representation in the literature."

"It was very confusing at first, but in the end it was better than completing a traditional assignment."

"The renewable assignment specifically helped me value my own work more than traditional assignments do. I consider my traditional assignments important to myself and my teacher, however, this renewable assignment transcends a focus on myself for learning to how my product will interact with my peers and the world."

"I enjoyed having the creative freedom that I've wanted in class. it enabled me to freely discuss and design a project that matters."

"This topic was something that I never understood and never took the time to actually learn it, but after this assignment, I understand it completely and am able to apply it outside of class."

# Demographics

Only 21 students reported demographics (N = 68)….

Average age 21.7 (SD = 3.53 years, range 18-30)

9 were first generation students

15 first language was English, 2 bilingual (with English), 4 had other first languages

15 women, 4 men, 1 agender

6 BIPOC

2 reported disability accommodations

6 received Pell Grants

# Materials

Available on Open Science Framework

osf.io/hgw5e

# Q &A



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