

The Open Pedagogy Student Toolkit

THE OPEN PEDAGOGY STUDENT TOOLKIT

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The Open Education Network



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INTRODUCTION

Welcome to the Open Pedagogy Student Toolkit! The goal of this toolkit is to provide you, the student, a self-paced resource that will guide you through the ins and outs of open pedagogy, including defining open pedagogy, the benefits of open pedagogy, and student creator rights. This toolkit is also available as a [Google Doc](#) and [Manifold Project](#).

How To Use This Toolkit

For Students:

If this is your first time in a class that uses open pedagogy we are excited for you! Your instructor is working towards creating a more equitable and engaging environment for you to learn in, and this is an opportunity to take **agency** over your own educational experience. We hope this toolkit will provide the support you need to understand not only why your instructor is incorporating open pedagogy into your class, but also the benefits of open pedagogy, and your rights and responsibilities as a creator.

The toolkit is broken down into two parts: [What is Open Pedagogy?](#) and [So You're the Creator, Now What?](#) The first

part will introduce you to open pedagogy, its benefits, and some examples you might experience in your class. The second part focuses on the more logistical side of open pedagogy: your rights and responsibilities as a creator and how to exercise those rights and responsibilities.

Your instructor might assign just a few chapters and sections of this toolkit to further build your knowledge on open pedagogy, or you might be asked to go through the whole toolkit at your own pace.

For Instructors:

If this is the first time you are incorporating open pedagogy and renewable assignments into your class, congratulations! You are working towards creating a more equitable and engaging environment for you students to learn in and to take agency in their own education. With that said, there is a lot to think about to ensure that your students get the most out of their experience in your class. This toolkit is a resource to provide additional context, background, and scaffolding for your students on the basics of open pedagogy, the benefits of open pedagogy, and student creator rights and responsibilities.

The toolkit is broken down into two parts: [What is Open Pedagogy?](#) and [So You're the Creator, Now What?](#) The first part will introduce your students to open pedagogy, its benefits, and some examples they might experience in your class. The second part focuses on the more logistical side of

open pedagogy: student creator rights and responsibilities and how they can exercise those rights and responsibilities.

You can adapt any section of this toolkit for your class, or use it as a whole to give your students a self-paced guide.

A note on the toolkit: The toolkit references [U.S. Copyright](#) and U.S. Dept. of Education Student Privacy Policies ([FERPA](#)).

PART I

WHAT IS OPEN PEDAGOGY?

In Part I: What is Open Pedagogy? we'll cover the Open Education Movement and Open Educational Resources (OER) in order to provide some history and background information on open pedagogy. Then we'll define open pedagogy and its characteristics, look at the benefits of it, and finally take a look at what engaging in open pedagogy might look like in a class.

1.

THE OER LANDSCAPE

Before we dive into and define open pedagogy, we'll briefly talk about open education and open educational resources (OER), as the foundation that open pedagogy is built on.

Open Education and Open Educational Resources

The open education movement stems from the need for an updated, global approach to learning and education. The global expansion of the internet has made the possibility of knowledge sharing and access to information easier and more affordable than ever before, but it is still not a perfect system. Open Education seeks to remedy this by providing resources

that promote increased access to education without any financial, technical, or legal barriers.¹

The foundation of the open education movement is built on open educational resources (OER). OER are defined as teaching, learning, and research materials that reside in the public domain or have been released under an [open license](#) that permits their free use and re-purposing by others.² This means that OER can be any kind of educational material (like a textbook, course module, lecture slides, etc.) that anyone can copy, mix, share, keep, edit, or use – all for free! OER use open licenses (something we’ll talk more about in [Chapter Six](#)) to specify which rights and permissions apply.

As citizens of the world, open education should matter to all of us. As you watch the video below keep in mind how OER help support the idea of open education, create opportunities to keep up with the changing world around us, and support inclusive and equitable educational practices.

1. SPARC. (n.d.). Open education. Accessed September 6, 2023. <https://sparcopen.org/open-education/>

2. Creative Commons. (n.d.). Open education – Open educational resources (OER). Accessed September 6, 2023. <https://creativecommons.org/about/education-oer/>



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Open Educational Resources concept: What is an OER? by UNESCO is licensed under a CC BY SA license.

2.

OPEN PEDAGOGY

What is Open Pedagogy?

First, let's break down each part of this term separately.

Open: in the last chapter, you learned about the open education movement and OER. In the case of *open* pedagogy, open is based on the same principles of sharing information publicly and globally and that the rights to access this information come without financial, technical, or legal barriers.¹

Pedagogy: means the practice and theory of teaching and learning.² There are different types of pedagogies, like constructivist or collaborative. Open pedagogy is another type

1. SPARC. (n.d.). *Open education*. Accessed September 6, 2023. <https://sparcopen.org/open-education/>

2. "Pedagogy" (2023). In *Wikipedia*. <https://en.wikipedia.org/wiki/Pedagogy>

of pedagogy, but one that is inclusive, engaging, and rooted in social justice principles.³

If you were to Google “What is Open Pedagogy?” you would get a myriad of definitions and explanations. Here are some of them:

Open Pedagogy “is a site of **praxis**, a place where theories about learning, teaching, technology, and social justice enter into a conversation with each other and inform the development of educational practices and structures.” –

Open Pedagogy and Social Justice

Did you also notice the incorporation of social justice principles in these definitions? Open pedagogy can trace its history back to

3. Bali, M. (2017). “April open perspective: What is open pedagogy?” Year of Open. <https://www.yearofopen.org/april-open-perspective-what-is-open-pedagogy/>

the work of
eminent
scholars,
practitioners,
and activists:
bell hooks,
Audre Lorde,
Regina Austin,
Paolo Freire,
and more.
While open
pedagogy
might feel like a
“new” concept
it’s vital to
remember
these scholars
of color who
laid the
pedagogical
foundations for
open pedagogy.
To learn more

Robin DeRosa and Rajiv Jhangiani⁴

“Open pedagogy, also known as open educational practices (OEP), is the use of open educational resources (OER) to support learning. When you use open pedagogy in your classroom, you are inviting your students to be part of the teaching process, participating in the co-creation of knowledge.” – BCcampus⁵

about open pedagogy and its basis in social justice-rooted pedagogies check out: [It's Not \(Just\) About the Cost: Academic Libraries and Intentionally Engaged OER for Social Justice.](#)

4. DeRosa, R. and Jhangiani, R. (2017). *A guide to making open textbooks with students*. (E. Mays, Ed.) Rebus Community. <https://press.rebus.community/makingopentextbookswithstudents/chapter/open-pedagogy/> Licensed under a CC BY 4.0 License.

5. BCcampus. (n.d.). What is open pedagogy? Accessed September 14, 2023. <https://open.bccampus.ca/what-is-open-education/what-is-open->

Open Pedagogy is “teaching and learning practices and environments that promote equity, collaboration, and innovation and invite students to create and share knowledge with future publics, often in association with the use of Open Educational Resources (OER).” – Tiffani Tijerina⁶

Did you notice anything these definitions have in common?

They all center around the idea of *empowering students and inviting students to be content and knowledge co-creators*. Open pedagogy sees students as *whole people with different perspectives, ideas, and skills that are valuable to the classroom and lend authenticity to the learning process*.

[pedagogy/#:~:text=Open%20pedagogy%2C%20also%20known%20as,%2C%20professional%2C%20and%20individual%20level.](#)

6. Tijerina, T. (Ed.). (2024). Pedagogy opened: Innovative theory and practice. University of North Georgia Press. <https://ung.edu/university-press/books/pedagogy-opened-innovative-theory-and-practice.php>

3.

BENEFITS OF OPEN PEDAGOGY

Now you know that open pedagogy:

- centers the student experience
- embraces students creating content
- creates an inclusive learning environment.

Let's explore how these principles create some pretty amazing benefits for students.

Centering Care

Right now you might be thinking, “Okay, I’m expected to not only learn new information in this class, but also create and contribute to the learning? That’s a lot!” And you would be right! Open pedagogy has a lot of benefits, but it also expects

a lot of you. This prospect might seem a bit frightening, a bit frustrating, a bit exciting, or all three!

A recent article found that, “according to students...the processes of OP [open pedagogy] encourage students and teachers to be attentive, responsible, competent, and trust-building”.¹

These four tenets of how students experience care can be further broken down into specific characteristics:

- Attentive: Inclusive, Ensuring representation, and receptive
- Responsible: Recognition/respect, Clear expectations/guidelines, and feedback (peer/instructor)
- Competent: Relevance, Accuracy, Meaningful learning (authentic, active)
- Trustworthy: Encouraging agency, Reciprocity

1. Maultsaid, D. and Harrison M. (2023). “Can open pedagogy encourage care? Student perspectives”. *International Review of Research in Open and Distributed Learning*, 24(3), 77-98. <https://doi.org/10.19173/irrodl.v24i3.6901>. Licensed under a [CC BY 4.0 License](#).



Visual representation of participant perspectives of care in open pedagogy. (Maultsайд, D. and Harrison M. Licensed under a [CC BY 4.0 License](#).)

Open pedagogy involves centering care, empathy, and flexibility so that navigating these new learning experiences can lead to your own empowerment and growth.

Student Agency

Another benefit of engaging in open pedagogy is the **agency** you'll have over your work in so many different ways. Having agency means having an active role in your learning process often by providing input or feedback to your instructor. Open pedagogy centers your agency so you can make decisions about

how you might express your intellectual property rights (something we'll talk more about in [Chapter Six](#)), or the submission format for a project, or how you choose to participate in certain activities.

When you do open pedagogy work, each step of the process builds in opportunities for choice and each step of the process is designed so that you are consistently learning new skills and then building on those skills. This is called **scaffolding**.

Take a look at this visualization which lays out a process for how your instructor might build your class. You can select the purple plus signs for more information about each step.

Can you identify these different stages in the assignment or project you're doing in your class?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.pub/openpedstudenttoolkit/?p=106#h5p-1>

“Scaffolding Roadmap for Open Pedagogy Assignments” by Amanda C. Larson licensed under a [Creative Commons Attribution 4.0 International License](#).

This process of scaffolding skills will help to support you as you move through this brand-new learning experience.

Exploring Digital Tools

In the “Scaffolded Experiences are Integral” graphic above, you’ll see stop 3: Tool Training. Open pedagogy projects go hand in hand with digital learning tools. This is because a lot of different tools offer students the opportunity to easily create, collaborate, and share their work with their class and potentially a more public audience. Getting to learn new technology and tools is a huge benefit to working in the open because technology is never going to stop evolving and innovating.

Even out in the workforce or in daily life, technology plays a big role in how we go about accomplishing our goals. Being familiar with the basic architecture of digital tools can help build a foundation for using other types of technology in your future.

One tool/technology that is becoming increasingly popular is Generative Artificial Intelligence (GenAI). GenAI tools like

Common Digital Tools used in Open Pedagogy

- Hypothe

- s.is
- Pressbooks
- Google Suite
- Padlet
- H5P

For a robust list of popular tools your instructor might incorporate see the [Learning Tools Documentation](#).

ChatGPT, Gemini, Dall-E, and others have added a whole new layer of possibilities when it comes to working with digital tools. AI might be a valuable tool for brainstorming and trying out new ideas, but it also comes with many ethical quandaries, including its impact on the environment, spreading of disinformation, and major societal changes. The use of AI will continue to grow, so understanding how to make decisions about using it effectively and ethically adds to your skillset as a technology user and consumer.

Engagement and Critical Thinking

Although the research on open pedagogy is still growing, preliminary research shows that engaging in open pedagogy can positively impact students. Students have reported increased engagement and motivation when engaging in

renewable assignments and other forms of open pedagogy.² This makes sense, right? When you have more say in your educational experience and how you complete a project, you take more pride and find more enjoyment in your work.

Let's also think about the type of work you're doing; when you're creating content, you have to really understand what you're talking about. Open pedagogy creates opportunities for deeper learning because you are engaging in a dynamic learning process where critical thinking is essential. In one study, students reported that open pedagogy made them really understand and synthesize the material better than a traditional quiz or test and that the cognitive rigor was much higher than they have experienced in classes without open pedagogy assignments.³

All of these benefits work in concert to reinforce the

-
2. Clinton-Lisell, V. and Gwozdz, L. (2023). "Understanding student experiences of renewable and traditional assignments". *College Teaching*, 71(2), 125-134. <https://doi.org/10.1080/87567555.2023.2179591>. Licensed under a [CC BY NC 4.0 License](#).
 3. Hilton III, J., Wiley, D., Chaffee, R., Darrow, J., Guilmett, J., Harper, S., & Hilton, B. (2019). Student perceptions of open pedagogy: An exploratory study. *Open Praxis*, 11(3), 275-288. DOI: <https://doi.org/10.5944/openpraxis.11.3.973>

goals of open pedagogy: empowering students as learners and creators and building engaging and inclusive learning experiences for all.

4.

CLASSROOM EXAMPLES

What does open pedagogy look like in a classroom?

Classroom Examples

There are lots of ways your instructor might go about incorporating open pedagogy into your class. The most typical way is through an assignment or project.

You might hear your instructor call this a **renewable assignment**. The goal of a renewable assignment is to give students agency and choice in some aspect of the assignment, allow them to engage in meaningful work, add value to the

world, and provide a foundation for future students to learn from and build on.¹

Examples of Renewable Assignments

- Writing chapters for an open textbook
- Creating quiz and test questions
- Social annotation
- Creating topic websites
- Creating and editing Wikipedia
- Writing case studies
- Creating research guides
- Creating infographics
- Recording podcasts or videos
- Translating content

For more examples you can take a look at the [Open Pedagogy Portal](#). The [Student Work Product](#) page

1. Bearman, A. (n.d.) [*Advanced Engagement*](#). PALNI Press. Licensed under a [Creative Commons Attribution 4.0 International License](#).

has real examples of renewable assignments in action.

Another example in your classroom might be working with your instructor to co-create your syllabus. This might include selecting new and diverse course materials, coming up with key topics to focus on, and setting out the class norms and procedures.

These are just some of the many many ways open pedagogy and renewable assignments can be used in a class.

PART II

SO YOU'RE THE CREATOR, NOW WHAT?

Open pedagogy and renewable assignments bring much more to the classroom than traditional assignments. Open pedagogy gives you and your instructor the opportunity to work together to create meaningful educational experiences. But now you are the creator – what does that mean and where do you go from here?

There are two key elements to taking on the role of a creator in your class: your rights as a creator and your responsibilities as a creator. In the next two chapters, we'll go into more detail regarding your rights and responsibilities as a creator.

5.

STUDENT CREATOR RIGHTS

If this is your first experience with open pedagogy, you may not have had a conversation before or given much thought to your rights as a creator. These rights start with copyright and intellectual property.

Your Rights as a Creator

Copyright

Copyright law in the United States grants a creator control over certain uses of their work. In order to qualify for copyright protection, a work must be an “original work of

authorship” and fixed in any tangible medium of expression.¹ This means it could be written on paper, typed on a computer, recorded as a video, or any other form of media, and must also have “at least a modicum” of creativity and be an independent creation of the creator.²

When you begin creating content for your renewable assignment, you own that copyright over your work AND you get to decide how you want to express your copyright. You can choose to keep your work under “All Rights Reserved” which is traditional copyright, meaning if someone were to use your work without your permission in ways that are not covered under copyright law, then there is legal misdoing. Or you could choose to openly license your work with [Creative Commons licenses](#), which allow you to intentionally choose how someone could use your work in the future. We’ll talk more about Creative Commons licenses in the [next chapter](#).

As we talked about in the [Student Agency](#) section of the toolkit, engaging in open pedagogy means that choosing how to express your copyright is completely up to you.

1. U.S. Copyright Office. (2021). *Copyright basics*. Accessed September 5, 2023. <https://www.copyright.gov/circs/circ01.pdf>

2. U.S. Copyright Office. (2021). *Copyright basics*. Accessed September 5, 2023. <https://www.copyright.gov/circs/circ01.df>

Copyright Caution

While anything you create for a class is typically owned by you, the student, there is one exception to this rule: [Work for Hire](#). A Work for Hire states that even though you might have created the work, the copyright is actually owned by your “employer”. In this case, there isn’t an employer, but an institution. Usually, any completed schoolwork you do, you still own the copyright. It’s typically only when you are paid by your institution, or you use materials or resources owned by your institution (that go above and beyond standard use like the library, computer stations, classrooms, etc.) that your work may be a Work for Hire. This situation is not typical but it is something to keep in mind. Check out these resources if you have more questions:

[Does a school have the right to use a student journalist’s photo?](#) – This blog post from the Michigan State University of Law explains a Work for Hire in the case of a student journalist’s photo. It

walks you through some of the nuance of this atypical situation.

[SCOOP: Students are Copyright Holders, Too](#) – This blog post explains a student's rights to copyright – what materials they own and how this impacts student scholarship.

[A Student's Guide to Intellectual Property Ownership at the University of Illinois at Urbana-Champaign](#) – This is a policy from the University of Illinois that can help you understand what might be considered a work for hire from an institutional perspective. This policy is specific to the University of Illinois, so consider reaching out to your instructor to see if there is a policy at your institution.

Student Privacy

When making your decision about whether to openly license your work or not, you might be wondering about your own privacy. Posting something publicly, whether to an open repository or even on a class website, might feel a bit scary; everyone could see your work! Even more than that, there can be real risk associated with posting something in a space that leaves us open to the public – and each student might experience different levels of risk. This is why the decision to

openly license your work is up to you, but there are ways that your instructor can help mitigate some of the discomfort you might feel about sharing your work.

For example, you could choose to openly license your work anonymously or under a pseudonym. This way, if you really want to share all the hard work you've put into creating, you can do so without the fear that anyone will know it was you who created it. As you work throughout the term you should carefully consider and reflect on your privacy rights so that you feel comfortable with the decisions you're making. You might want to reach out to your instructor to ensure you're both on the same page. You can also collaborate on signed agreements so you can be sure to exercise your rights in the way that make sense for you. Additionally, choosing not to openly license your work will **not** impact your grade. At the end of the toolkit, there is a collection of sample student work agreements so that you can have a better idea as to what one might look like.

Engaging in open pedagogy means you have the right to question and carefully consider how your creative rights and privacy rights are handled.

6.

STUDENT CREATOR RESPONSIBILITIES

Not only do you have rights as a creator, but you also have responsibilities. Whether you decide to share your work publicly or not, it should still be built on principles of accessibility and Universal Design for Learning.

Accessibility

Accessibility can be viewed as the “ability to access” something.¹ For our purposes, we typically think of accessibility in terms of Web accessibility.

1. “Accessibility” (2023). In *Wikipedia*. <https://en.wikipedia.org/wiki/Accessibility>

“More specifically, Web accessibility means that people with disabilities can perceive, understand, navigate, and interact with the Web, and that they can contribute to the Web. Web accessibility also benefits others, including older people with changing abilities due to aging.”²

Making something accessible also means making it readily available and easily understood. When you begin creating content, it is important to keep in mind accessible design so that anyone could access your work as intended.

There are many sites that walk you through not only accessibility principles but also provide checks on your work to ensure it is accessible. Check out the following sites for more information:

[Experte Accessibility Checker](#) and [Experte Accessibility Checker Mobile –](#) these two accessibility checkers allow you to paste a URL of a site to make sure that

Important Accessibility Features

- Using heading

2. W3 Schools. “The business case for digital accessibility.” Accessed Sept. 14 2023. <https://www.w3.org/WAI/bcase/soc.html#of>

levels

- Ensuring that all images have **alt text** and captions
- Color contrast and font choices
- Descriptive text for links/URLs

each subpage can be correctly displayed by screen readers.

[WebAIM – Contrast Checker Tool](#) – this tool checks to make sure that any background colors and foreground colors have enough contrast so that all users can perceive the content on a page.

[WCAG – more guidelines on web accessibility](#) – this page introduces the Web Content Accessibility Guidelines (WCAG) international standard and explains how to make web content more accessible to people with disabilities.

[Inclusive Learning Design Handbook: Understanding Accessibility and Inclusivity](#) – this

handbook provides techniques and approaches for content creators to create content that accommodates a diversity of learning preferences and individual needs.

As you are working on creating, designing, or laying out your content consider working with your peers for feedback and testing. You may also want to reach out to your instructor

so they can point you to campus and institutional resources on accessibility services.

Watch the video [Creating Accessible OER for Student Authors](#) by Abbey Elder (both closed captioned and with a transcript on YouTube) which provides practical tips for how to make your work accessible. Pay close attention to the P-O-U-R section of the video which highlights important accessibility features.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.pub/openpedstudenttoolkit/?p=61#oembed-1>

“[Accessibility for Student Authors](#)” is licensed under a [CC BY 4.0 license](#) by Abbey Elder.

Universal Design for Learning

Universal Design for Learning is another concept that helps to ensure that your work is accessed easily, readily, and as intended.

Universal Design for Learning (UDL), is “a framework to

improve and optimize teaching and learning for all people based on scientific insights into how humans learn”.³

UDL moves beyond accessibility standards to create learning resources that meet the needs of all users regardless of ability. For example, while providing a transcript for a video is important because it can help users who may be deaf or hard of hearing, it can also help people who are language learners or those who prefer to read text rather than watch a video. For some folks, being able to read a transcript might help them understand the material more quickly and effectively than listening to a video.

As you create learning resources while engaged in open pedagogy, thoughtfully consider the principles of UDL so that users can interact with the material in ways that work best for them.

Understanding and implementing accessibility and Universal Design for Learning into your work ensures that you are fulfilling your responsibilities as a creator.

3. CAST. “About universal design for learning.” Accessed Sept 14, 2023. <http://www.cast.org/our-work/about-udl.html>

This page is adapted from the chapter [“Accessibility and Usability”](#) – [The OER Starter Kit](#) by Abbey Elder at Iowa State University. Licensed under a [CC BY 4.0 License](#).

7.

CREATIVE COMMONS LICENSING

Now that you know your rights as a creator, part of working in the open is deciding if you are comfortable with openly licensing your work or not. Understanding the different rights that Creative Commons licenses grant is an important part of making the decision of whether to openly share or not.

Creative Commons Licensing

The Creative Commons licenses were created as a way for creators to have more control and flexibility over how their works are shared. Since their debut in 2002, Creative Commons licenses have been used on over 2.5 billion works

from around the world.¹ Creative Commons licenses give everyone from individual creators to large institutions a standardized way to grant the public permission to use their creative work under copyright law. From the reuser's perspective, the presence of a Creative Commons license on a copyrighted work answers the question, "*What can I do with this work?*"²

Watch "Open Licensing For Student Authors" to walk you through the core pieces of the Creative Commons licenses. As you're watching think about whether there's a Creative Commons license that's right for you.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.pub/openpedstudenttoolkit/?p=57#oembed-1>

1. Creative Commons. (n.d.). *Creative Commons Certificate for Educators, Academic Librarians and GLAM*. <https://certificates.creativecommons.org/cccertedu/>. Licensed under a CC BY 4.0 license.

2. Creative Commons. (n.d.). About CC licenses. Accessed September 6, 2023. <https://creativecommons.org/share-your-work/cclicenses/>

“[Open Licensing for Student Authors](#)” is licensed under a [CC BY 4.0 license](#) by Abbey Elder.

The Creative Commons Licenses

Let’s review the 6 different license types:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.pub/openpedstudenttoolkit/?p=57#h5p-2>

License Options and Descriptions Source:

Creative Commons. (n.d.). *About CC licenses – The CC license options*. Accessed September 6, 2023.

<https://creativecommons.org/share-your-work/cclicenses/>

Choosing a License

The six licenses and the public domain dedication tool give creators a range of options. The best way to decide which is appropriate for you is to think about why you want to share

your work, and how you hope others will use that work.³ Your instructor should be creating an environment in which you feel comfortable either enthusiastically openly licensing your work **or** deciding not to. You should never feel coerced into openly licensing your work. Another thing to keep in mind is that Creative Commons licenses are irrevocable – this means that once you add a Creative Commons license to your work, that work will always retain that license. You can change your mind and add a new license to a new edition or a revised edition, but the original license will still stand.

If you decide you want to add a Creative Commons license to your work, the following exercise can help you decide which Creative Commons license is right for you. Use the questions to help guide you in making the right licensing decision for you.

Here's how the exercise works: I'm a creator and I'm trying to decide how I want to license my work. First, I'll start the exercise and read a little bit about Creative Commons so I have an idea about what I'm making decisions about. Then, I'll start answering a series of questions starting with whether I'm okay with other people copying and distributing my work without having to ask permission. I am! Now I'll answer the next question, which is whether I'm okay with people

3. Creative Commons. (n.d.). About CC licenses – Choosing a license. Accessed September 6, 2023. <https://creativecommons.org/share-your-work/cclicenses/>

changing, adapting, and/or remixing my work. I'm okay with that too! On to the next question, which is whether I want to limit how others release their remixes of my work. I don't think I want to limit that so now I'll answer the last question which asks whether I'm okay with people making money out of reusing my work. I'm not okay with that, so I now know that the best license for me is the Creative Commons Attribution Non-commercial license.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.pub/openpedstudenttoolkit/?p=57#h5p-4>

You can also try out the [Creative Commons License Chooser](#), which walks you through choosing a license and provides a link to the license so you can add it to your work.

Remember, the decision of choosing to openly license your work is yours and yours alone.

SAMPLE DOCUMENTS AND RESOURCES

This section of the Toolkit provides links to sample documents and resources so you can familiarize yourself with the logistical and practical work of open pedagogy.

[Sample Student Project Agreement Form](#) – this is an example student project agreement form from the University of Washington University Libraries. In the form you can read the language used to create this contract and see what the student is agreeing to, who continues to own the copyright, and how they are credited, and how their material can be used.

[Sample Student Permission Form](#) – this sample student permission form from the University of Kansas reminds students that their decision to openly license their work is completely up to them and does not impact their grade. It then walks students through how they want to share their work and how they want to license it.

[Open Licensing Walkthrough](#) – this google form walks you through how you might go about selecting a specific license or All Rights Reserved Copyright for your project. Your instructor might use a similar form to help guide you through this process.

[The Student Collaborators' Bill of Rights](#) – this article from

UCLA talks about the importance of student collaborators and their rights as collaborators. This article states that student collaborators' rights are essential for creating an equitable and inclusive environment for creative work to take place.

[Open Digital Pedagogy and FERPA](#)– this article from San Jose State University details how students can work online publicly share their work while still maintaining privacy and following [FERPA guidelines](#).

[The Open Pedagogy Portal Student Work Product](#) – this is a collection of openly licensed student created work. Browse these examples for inspiration for your own open pedagogy work.

Version History

This page lists both major and minor changes to this book with each marked with a whole 1.0 and a 0.1 increase respectively in the version number. To report an error, please fill out the [errata/feedback form](#). To report your adoption or adaption of The Open Pedagogy Student Toolkit please fill out the [adoption/adaption form](#).

The Open Pedagogy Student Toolkit Version History

Version	Date	Change
1.0	10/ 25/ 2023	Publication of The Open Pedagogy Student Toolkit
1.1	12/ 4/ 2023	Added link to Google Doc version of Toolkit in Introduction .
1.2	2/ 16/ 2024	Created Manifold version of the Toolkit and added link in Introduction.
1.3	3/ 14/ 2024	Updated Open Oregon to Open Oregon Educational Resources on Contributors page.
2.0	3/4/ 2026	Each section of the Open Pedagogy Student Toolkit (in Pressbooks, Manifold, and Google Docs) was reviewed for updates to links, accessibility, and content. A list of all changes can be found in this update document .

This chapter is adapted from the [Version History](#) chapter by Teaching & Learning, University Libraries, The Ohio State University, published in [Choosing and Using Sources: A Guide to Academic Research](#), and licensed under a [Creative Commons Attribution 4.0 International license](#).

GLOSSARY

agency

is the capacity of individuals to have the power and resources to fulfill their potential ([Source: Wikipedia](#)).

In education it refers to students having an active role in their learning through voice, and often a choice, in the process ([Source: Defined Learning](#)).

alt text

is a textual substitute for non-text content in web pages ([Source: WebAim](#))

praxis

when a theory, lesson, or skill is enacted, embodied, realized, applied, or put into practice ([Source: Wikipedia](#))

renewable assignment

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. ([Source: Open Pedagogy Approaches](#))

scaffolding

Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process ([Source: The Glossary of Education Reform](#))