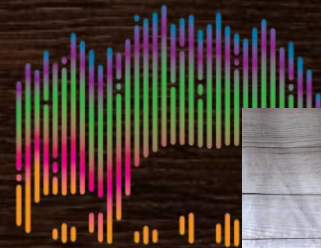


# Connecting Today's Postsecondary Classroom to the Open Future

OPEN EDUCATION RESOURCES  
(OER'S) EMPOWER THE TEACHING OF EDUCATIONAL  
ADMINISTRATION, POLICY, AND LEADERSHIP



University  
of Windsor



**congress 2021**  
OF THE HUMANITIES AND SOCIAL SCIENCES  
Northern Relations





# Overview

1. Introduction
2. Purpose of the Panel
3. Questions to Observe
4. Topics of Discussion
  - A. Pedagogical Innovation and Accessibility to Learning.
  - B. Epistemology and Interdisciplinary Learning.
  - C. Collaboration and Accessibility in OERs.
5. Current Research
6. Questions and Conclusions



# Introductions



**Dr. Clayton Smith, Ed.D.**

Associate Professor –  
University of Windsor  
Faculty of Education.



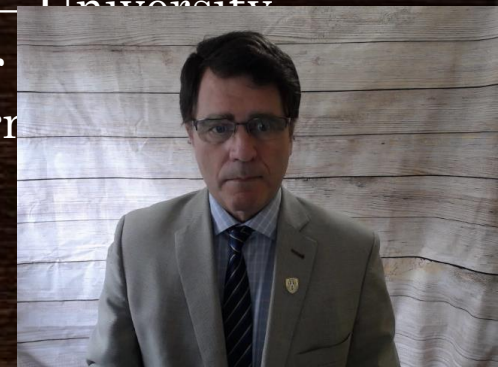
**Carson Babich, M.Ed.**

Researcher –  
University of Windsor  
Faculty of Education.



**Mark Lubrick, MSc, PhD. Cand.**

Online Learning  
Specialist – University  
of Windsor  
Open Learning





# Purpose of the Panel

This panel will focus on the use of OER's to teach interdisciplinary courses through the exploration of new pedagogical approaches.

Furthermore, to clarify and conceptualize the impact of OER's in areas such as educational administration, policy, and leadership with a focus on learning organizations.





# Questions to Observe

Two research questions we would like to observe in this panel are:

1. How are postsecondary faculty making use of OER's to teach interdisciplinary courses in educational administration, policy, and leadership with a particular focus on learning organizations?
2. What specific factors should be considered when using OER's to teach interdisciplinary courses?





# Pedagogical Innovation and Accessibility in Learning

Dr. Clayton Smith

- Affordability: remove textbook purchase expenses
- Content: ensure that textbook covers course content, and is up-to-date with current disciplinary research literature
- Active learning: connect the textbook with formative student learning and course-required assignments
- Interdisciplinarity: permits course materials to cross disciplinary boundaries and integrate from multiple disciplines





# Epistemology and Interdisciplinary Learning

Carson Babich

- The impact of interdisciplinary learning is a beneficial tool to understanding the usage of OER in the classroom.
- Currently engaged in research on the impact of OER for deep and interdisciplinary learning inside of higher education classrooms.
- Preliminary findings show that students forge their own paths towards connected learning through many different technologies and disciplines.
- OER's can provide an epistemological justification for the advancement of the resource inside of classrooms through administration and policy, given the positive impacts of connected learning.



# Collaboration and Accessibility in OERs

Mark Lubrick

- Teamwork: Need diverse perspectives and expertise
  - Student voices particularly important
- Accessibility advantages:
  - Alternate formats
  - Modification possible
- Accessibility considerations:
  - UDL
  - Testing



# Current Research on OER

- Towards an Open Classroom: The Effectiveness of OERs on Deep and Interdisciplinary Learning in a Higher Education Classroom
  - The purpose of this study centres around the use of OER to fulfil the higher education's moral and ethical duty to provide deep and interdisciplinary learning inside classrooms.
  - Methods used will be conducted using a phenomenological narrative inquiry, with a cross-disciplinary thematic analysis. Exploratory interviews were conducted with professors at a research university through pre-assessment interviews before the semester started and post-assessment after the semester.





# Current Research on OER

- Participants reflected that deep learning was achieved throughout the semester with usage of the OER in relation to their learning objectives.
- Interdisciplinarity objectives were achieved through engagement in different forms of learning along with expanding the resource to other faculties within the learning organization.
- A framework towards an open classroom is presented using OER in providing deep and interdisciplinary learning for student's capabilities not only in academia but for professional practice after graduation.



# Questions

The floor is open for discussion





# Conclusions

Thank you for your time