

Making Ripples: A Guidebook to Challenge Status Quo in OER Creation

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Acknowledgments

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Rebus Community is a non-profit organization that helps educational institutions build human capacity in OER publishing through professional development. Through our work at Rebus Community, we aim to cultivate an emerging generation of OER leaders, increase the representation of many academic perspectives, and prioritize student learning and experience in order to increase equity in education. We think an engaged community is the most powerful tool in open education, and we've witnessed the impact of bringing creators together under a common framework of support.

Rebus Community is supported by generous funding from the [William and Flora Hewlett Foundation](#), a leader in philanthropic support for education, environment, and global development. We are deeply thankful for The Hewlett Foundation's support in our work and vision.

What you are about to read is a work in progress, and only a small synthesis of some equitable practices in OER creation. It is unmistakably not the creation of a single person, but rather a collection of stories and insights from my experience in open education. Who is cited and quoted in this guide has been chosen with great care and thought. Many thanks to all participants, facilitators, and partners in the Textbook Success Program cohorts in Louisiana (in the [Interactive OER for Dual Enrollment project](#)) and Massachusetts (via the [Remixing Open Textbooks through an Equity Lens grant](#)), whose contributions, ideas, and insights shaped and inspired this Guide.

My own experiences have undoubtedly influenced how I see the world, therefore this positionality statement is an effort on my part to recognize my own prejudices and work to overcome them. I am a white, disabled and chronically ill settler of French and German heritage living on Treaty 1 Territory, in Win-nipi (Winnipeg, Manitoba). The electricity I used to read, write, and connect with on this guide

comes from Treaty 5 in Northern Manitoba. The water that nourishes me comes from Treaty 3 Territory in Northwestern Ontario. I am deeply grateful for the privilege to live on these beautiful lands, surrounded by diverse nations and cultures.

To my incredible partner, family, friends, and colleagues for their patience, encouragement, and guidance: thank you dearly. I am shaped by every place I've lived, my upbringing, my family and friends, all of which have instilled in me values such as community, compassion, and reciprocity. My hope is that this guide continues to grow, incorporating more voices, perspectives, and strategies for action. The chance to take part in a project like this is a testimony to the work that disruptors from previous, present, and future generations have done and are still doing.

To previous generations who have laid the foundation for positive change, thank you. Thank you for your courage to speak truth to power, your kindness to share with and care for one another, and your continuous efforts in making a better world.

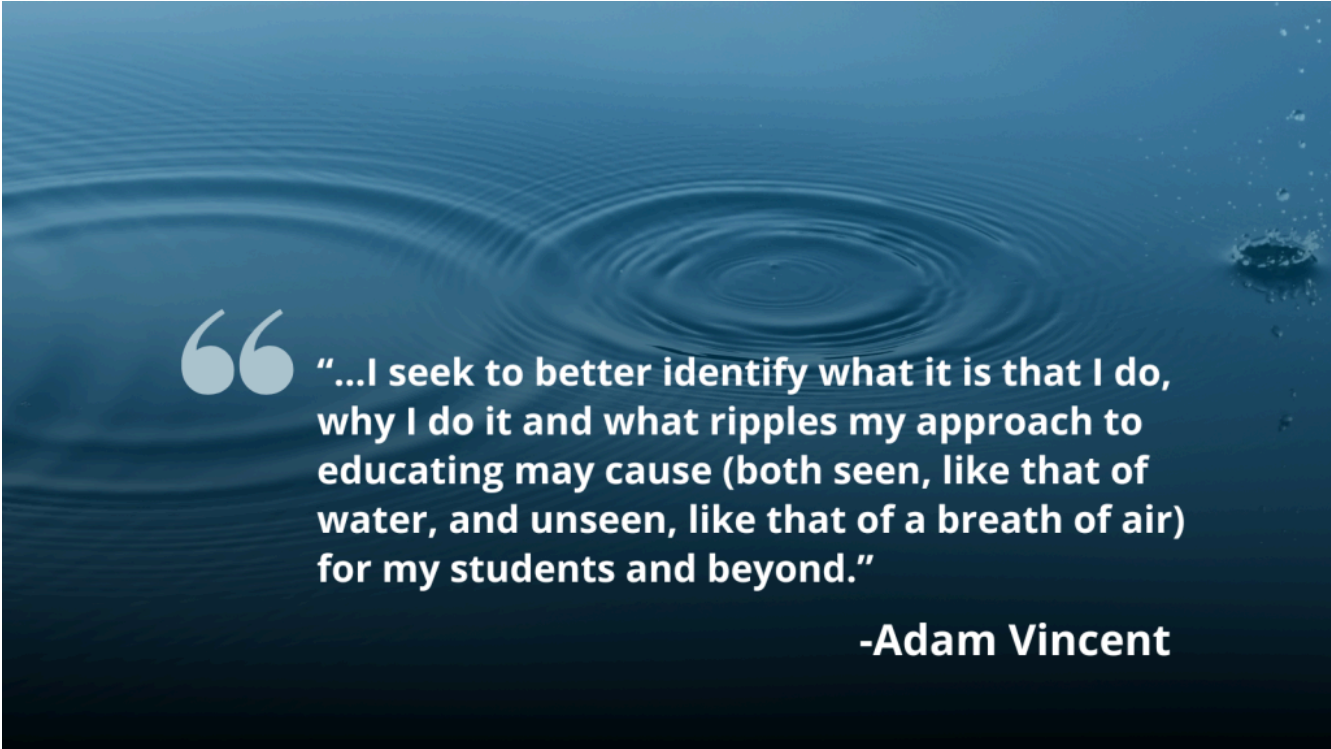
To the people currently doing the work of challenging the system, thank you. Thank you for honouring those who came before us, for sharing your stories, and for pushing for radical change.

To future generations, may you always remember those who came before you. May their courage, honesty, and radical love nourish you to continue their work. I hope for a future where wrongs are made right, where people are given what they need and are owed to thrive in life, where autonomy and sovereignty is respected. A future with more joy, truths, and community than hurt, lies, and isolation.

To all of you reading this, I hope the stories and storytellers within this guide inspire you to call and continue to call for change.

-Kaitlin Schilling

Introduction



“...I seek to better identify what it is that I do, why I do it and what ripples my approach to educating may cause (both seen, like that of water, and unseen, like that of a breath of air) for my students and beyond.”

-Adam Vincent

Quote from Communications Sessional Instructor, Adam Vincent, PhD.

A ripple effect: **a situation in which one event or action produces effects which spread and produce further effects:**

The front cover is an image of rain falling in a body of water, with several ripple effects. The reason this image was chosen was because the circles of impact all connect. When an object (such as rain or a stone) disrupts a still body of water, the water moves in ripples across the entire water. A similar ripple effect also occurs in education, among many other fields. These ripples can be big or small – positive or negative. What ends up happening when multiple ripple effects occur – each ripple flows effortlessly into the other. The ripples incorporate into one another create a harmonious blending. With each ripple, you'll notice momentum builds and can have far-reaching effects. As OER creators, our purpose is to create a ripple effect in our classrooms – beginning with a resource. Just by reading this, you have already chosen to be a catalyst for change, to push yourself to respond to problems in

education with equitable solutions, and embrace the complexity and messiness of the process with courage, honesty, and humility.

Learning Objectives

By the end of this section, you will:

1. Understand the purpose of the guide;
2. Learn about the guide's structure;
3. See the big picture with the ripple effects.

Introduction

Making Ripples: A Guidebook to Challenge Status Quo in OER Creation offers readers a short resource to expand their understanding of inequities in the educational systems through breaking down the work into smaller pieces with opportunities to reflect, identify strategies for action, and locate resources and community members to connect with. The purpose of this guide is to explore strategies for you as OER creators to incorporate equitable practices into your workflows.

It is not enough for educators to acknowledge Diversity, Equity, and Inclusion (often shortened to the acronym DEI or EDI) as a priority – action must follow. As an organization, Rebus is dedicated to building a new, collaborative model for open resource creation in partnership with the OER community. Infused in this model are our core values around collaboration, community, equity, care, and respect. We believe this focus is critical to creating & implementing valuable resources, and can have impacts beyond a single resource, individual, classroom, or institution. With OER, we have the opportunity to challenge the status quo and build a new status quo that is more malleable and flexible. We hope you will join us in building this future!

This guide was written for different audiences, because while the roles we play in our institution may be different, the underlying goal is the same: to educate.

Whether you're a librarian helping faculty pick out texts, an instructor teaching classes, an administrator supporting classrooms & pedagogy, or a student entering a classroom – your goal is to teach and learn.

Making Ripples centers the importance of storytelling and how storytelling can support your journey into developing OER with diversity, equity, and inclusion at the core. This guide has been structured in five parts, with each part containing opportunities to both reflect and take action:



A visualization of the ripple effect.

1. **Purpose of OER Creation:** This section emphasizes the importance of collaboration and intentionally centering students while discussing the

purpose of creating OER.

2. **Storytelling in Education:** What stories we tell – and how we tell them – matters. In this section, you'll learn about ethical storytelling and recognize the impact that storytelling has on teaching and learning.
3. **Equity-minded Pedagogy:** After considering how we tell stories, we invite you to reflect on your pedagogical beliefs and practices – and align them with equitable practices to have a positive impact on student learning.
4. **Practices as Community Service:** This section focuses on the importance of lifelong learning, collaboration with community partners, and recognizing how open pedagogy and practices can be integrated into social justice.
5. **Beyond OER:** In this section, you're asked to deeply reflect on education's role in society and consider ways in which you can take teaching and learning well beyond traditional educational institutions, creating ripple effects to enact positive change in the world.

While it includes strategies to keeping equity at the forefront of your OER creation process, this guide also encourages you to:

- **Reflect on your role** in education to transform your pedagogical practices by incorporating equitable methods and interactions into teaching and learning
- **Connect and collaborate** in and beyond your institutional setting in ethical ways to build equitable relationships and knowledge exchange
- **Emphasize and practice reciprocity** in teaching and learning by seeking every opportunity as an educator to contribute back to communities
- **Embrace the complexity and messiness** of the process with courage, honesty, and humility

Diversity, Equity, and Inclusion in Open Education

Because genuine, intentional, and impactful equity work begins at the individual level, it is our hope that the learning opportunities in this resource will set off ripple effects to enact as much positive change inside as well as outside of the academy. It is impossible to extricate the work we do with students in classrooms, libraries, campuses, etc. with the world outside it. Every decision made outside of education impacts education, and vice versa. Skills not taught in classrooms, leads to a lack of

specific skills in the world. For example, how we have predominantly taught history courses in both Canada and the United States have often excluded the voices, the stories, and the painful truths of these countries. Fast forward to generations of citizens being taught eurocentric, exclusionary narratives around history, and we have seen the devastating impacts of that – from low civic engagement to hateful legislation being passed. It is crucial we as educators think about these connections often and discuss them with our students. It is through these open and honest conversations that we are able to learn from one another. And when we learn together from one another, we can have much farther-reaching effects than us doing it alone.

And when we learn together from one another, we can have much farther-reaching effects than us doing it alone.

Throughout this guide, there will be opportunities for you to pause and reflect on your role in education and your current practices. You'll also find resources from members of the open

community so you can connect and collaborate with community members who are doing this work. A big facet of open education is not reinventing the wheel, so as you read this, remember you are not alone – lean on the open community for support, guidance, and sharing of ideas.

To further inspire your own educational equity journey, you can watch a Tedx talk by Nicole West Burns on Building Critical Consciousness for Educational Equity below.

Before you begin the video, reflect on the following:

- What do the terms equality and equity mean?
- What are your responsibilities to your students?

As you watch the video, pay attention for:

- Why is thinking about student experiences in schools important?
- What do you learn about the mainstream public education system?

After viewing the video, reflect on:

- What vision do you have for the educational system and society?

- What is your active commitment to positive change going to look like?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://press.rebus.community/MakingRipples/?p=4#oembed-1>

References:

YouTube. (2020, February 12). Building critical consciousness for educational equity | Nicole West-Burns, Ph.d. | tedxoshawaed. YouTube. Retrieved October 7, 2022, from https://www.youtube.com/watch?v=evndCfQ92s4&ab_channel=TEDxTalks

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PART I

PURPOSE OF OER CREATION

Learning Objectives

By the end of this section, you will:

1. Recognize the importance of collaboration and relationship building while creating learning experiences;
2. Identify collaboration opportunities to incorporate and highlight representative stories in your resource;
3. Conceptualize how to intentionally centre the student experience while designing your OE.

Introduction



A quote from Ryunosuke Satoro

In order to create a ripple effect when creating an OER, we must identify and clearly articulate its purpose. The human aspect of OER – the humans that create and use OER – is the most important part of OER – while the desired outcome of a completed resource is great, the collaboration journey is just as important. Collaboration and intentionally centering students are two important themes that you'll find embedded throughout this guide, and open education more broadly. *The purpose of creating an OER is two-fold: collaboration and centering student learning.*

Often when we think of creating OER, our minds immediately go into project management mode with the end goal of producing a resource. ***What if we paused and reframed our desired outcomes?*** Rather than just reaching an end goal of a final OER, what if we stopped to remind ourselves that the relationships built and strengthened throughout the publishing process is in itself a goal. As you will see,

how an OER is made can have a noticeable impact on the final product. Making (and reading) an OER is a collective effort.

Our experience of having delivered the Textbook Success Program (TSP) multiple times shows us the direct relationship between the experiences of collaborating on OER projects and the different successful outcomes of learning: the changes in skills, strategies, relations, attitudes, etc.. We acknowledge that collaboration takes time. But who says it's less efficient in the long run? Of course, in the short-term, meetings take time and OER projects are often running on a quick timeline. We think shared ideas, feelings of being respected and being on the same wavelength, are a good investment for the future because they will enable everybody's growth and connection on multiple levels, including institutional capacity and greater contributions to society. Completing a project with a smaller scope and thoughtful approaches may pave the way for bigger and better work in the future.

Collaboration is tied very much to the idea of telling representative stories. For you to create an equitable OER, it is important to bring in different perspectives into your work and let this diversity help your OER improve.

Journalist Sydney J. Harris (1917-1986) famously said that “the whole purpose of education is to turn mirrors into windows.” I believe what he meant by

“The whole purpose of education is to turn mirrors into windows.”

this is that mirrors reflect ourselves – our own principles, norms, values, and worldviews – in the same way a mirror can reflect our ignorance and fears. Windows, however, can bring to light dark sides and show us a world we don't know – in the same way education seeks to remove ignorances and fears, teaching us more about ourselves and each other. How we look at the world depends on our lived experiences, values, and worldviews. OER provides educators with ample opportunities to challenge the status quo and create new paths forward.

Pause & Reflect on your Positionality and Values

- What does DEI in OER mean to you as an educator? What does it mean to you as an individual? What does it mean to your institution?
- How do your own background, values, and perspectives influence who you are and who you want to be as an educator?
- What values and perspectives inform your own OER work?

Resources:

Satoro, R. (n.d.). A quote by Ryunosuke Satoro. Goodreads. Retrieved October 17, 2022, from <https://www.goodreads.com/quotes/479992-individually-we-are-one-drop-together-we-are-an-ocean>

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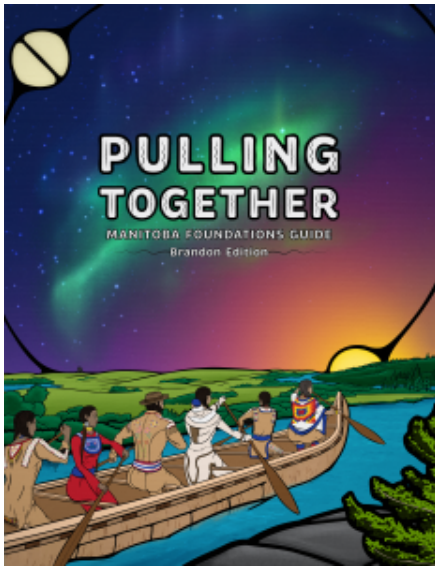
Collaboration

Collaboration, as we understand this supportive approach, works best when we adopt the following three principles, whereby people:

- work together as equals;
- develop shared meaning about what they're doing; and
- show consideration for each other.

Collaboration can take many shapes throughout the open publishing process – people can collaborate on co-creating materials, and then at later stages (such as the adoption phase), they can lead lively discussions around ideas for use and remix.

Something I appreciate about OER is its flexibility and uniqueness that every project has. Projects can consist of small, single author teams to large scale teams. Who you collaborate with and how you collaborate shapes the impact your resource can have. Having a diverse and representative mix of people on your project lets different perspectives and experiences shape the book, so it's not just a product of one person and actually reflects the experiences of readers who are multiple, varied, and complex.



Front Cover of *Pulling Together: Manitoba Foundations Guide (Brandon Edition)*

While collaborating on [Pulling Together: Manitoba Foundations Guide \(Brandon Edition\)](#), the Manitoba Foundations Group immediately recognized the importance of collaboration and relationship building. This adaptation is the work of many communities in Manitoba ‘pulling together’ to localize the knowledge shared within the resource with the hope that readers take their learning off the page, as deeper understanding is experienced when readers thoughtfully engage in the activities that go beyond the resource itself. This open resource honoured Indigenous knowledge, cultures, and ways of being while continually seeking to develop and nurture relationships with communities to ensure content was valued and culturally appropriate. Throughout the project, non-Indigenous collaborators learned to focus

on building relationships and trust, and to put the needs of Indigenous collaborators at the centre of the project.

The Artist Statement highlights both the purpose of the guide and the collaboration journey that went into making it:

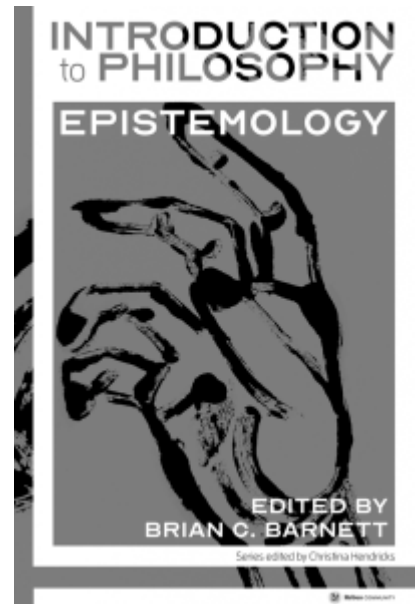
“The end of the birch bark canoe bleeds off the page to represent the space that there is for everyone on this journey. The river flows from the foreground to the background, from left to right, and ebbs back and forth to express the journey’s path into the unknown, and acknowledges the organic nature of it. The only way forward is together, guided by our grandmother and grandfather’s teachings of the land.”

Another example is the “how these books were produced” section of [Introduction to Philosophy: Epistemology](#), a part of the *Introduction to Philosophy* open textbook series. This section explains why the series was created and how. Series editor, Christina Hendricks, on the process:

“Each of the books has its own editor, and multiple authors from different parts of the world who have expertise in the topic of the book. This also means that there will inevitably be shifts in voice and tone between chapters, as well as in perspectives. This itself exemplifies the practice of

philosophy, insofar as the philosophical questions worth discussing are those that do not yet have settled answers, and towards which there are multiple approaches worthy of consideration (which must, of course, provide arguments to support their claim to such worth)."

Collaboration, especially as illustrated with these two examples, is about incorporating viewpoints and knowledge that have traditionally (and deliberately) been marginalised and excluded while deliberately decentering the dominant Western canon of knowledge. This intentional collaboration can have a profound impact on our interpersonal interactions, how we conceive of education, as well as student learning. These collaborative projects provide different perspectives, ideas, and workflows for teams who are in the process of creating or adapting an OER.



Front cover for Introduction to Philosophy: Epistemology

Pause & Reflect on Gaps and Strategies

- What perspectives are missing in current textbooks?
- What is the perspective that you can bring to conversations (in your role/on your project)?
- What are some initial strategies you would like to use to help build productive working relationships between the members of your team?
- What are some ways that you include a richer array of voices?
- What do you want this resource to accomplish?

Action Plan: Finding Collaborators

Think of some potential collaborators for your subject matter. This could mean students, industry experts, colleagues at your institution or abroad, or community members. Interdisciplinary collaborations can also bring multiple perspectives to a discipline that enables a deeper learning of the subject matter.

Develop a plan for how you can collaborate with others and how that may shape your collaborative process.

[Find an editable worksheet here.](#)

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Intentionally Centering Students

It's crucial to never lose sight of who your audience is: students! As Robin DeRosa (2015) puts it, "when you use OER, you change the relationships among you, your students, and your course materials." You're creating this resource for their learning, growth, and development. You want to engage students in work that is meaningful to them. This means that all activities and assignments should have a purpose, which is clearly defined and explained to students. Why are students doing these assignments? How does it link to and help them achieve the learning objectives? How does it relate to the real world, their lives, and their community?



Front Cover of "Business Writing for Everyone" by Arley Cruthers

A great example of writing for students is [Business Writing for Everyone](#) by Arley Cruthers. This resource contains interactive H5P activities for students to test their learning, and activities for further reflection that instructors can use in the classroom or assign as homework. Additionally, it clearly lays out the purpose of the OER, including how to use it, and provides flexible learning opportunities for students depending on their needs.

Whatever your role in education, you can ask yourself how students and their learning is impacted with the use of OER, either positively or negatively, and determine if open resources are right for your students. What types of barriers do students in your area face? Often, OER is considered a magical tool that saves students money and works well. That said, how does the use of an online-only OER support or hinder the learning experience of a student with no access to technology (whether that be an Internet connection or reliable access to a computer)? Can you create offline formats for students? If so, will they still have the same experience? Which students in your class are more likely to struggle with these decisions, and which students are more likely to benefit from these decisions?

The open publishing projects we support not only enhance the educational experiences of students, they also help students feel seen and supported on a personal level. The goal is making your OER as impactful as possible. When we centre the student experience while designing OER, we again have an opportunity to challenge the status quo and create equitable learning environments and experiences for students.

Pause & Reflect: Intentionally Centering Students

While planning out your project, ask yourself:

- Why do you want this resource to be open?
- What do you want this resource to accomplish?
- Whose lives may be improved?
- How does your teaching impact the student experience?
- How does the selection of texts, knowledge, and assessments impact the student experience?
- Are we excluding students solely based on our own preferences for tools and techniques?

Action Plan: Involving Students

Imagine that you are an OER project team.

As you are contributing to the project as either a subject matter expert, an instructor, an instructional designer, a librarian, a student, a community member, you are wondering how in your unique role you help your team gain insight into the user perception and other feedback data needed to improve the OER you are working on? What ideas come to mind?

[Find an editable worksheet here.](#)

Resources:

DeRosa, R. (2015) The Open Syllabus: A Practical Guide to Open Pedagogy in Your Course [Slide Deck]. <https://www.slideshare.net/orbitdog1/the-open-syllabus-a-practical-guide-to-open-pedagogy-in-your-course>

Media Attributions

- [Open-Education_Pressbooks_Cover-Business-Writing-for-Everyone](#)

Resources & Community

This section provides you with resources to engage more deeply with the topic & people.

- [Roles & Responsibilities Template](#) This Rebus Community resource is a shareable document that can guide OER project team members in their discussion of individual roles and collective responsibilities.
- [Role of Reflection](#) – This Brock University resource provides a framework and activity resources to help build reflection skills in several domains of reflection, including academic, personal development, interpersonal engagement, systems engagement and professional development.
- [The OER Starter Kit](#) This guide written for instructors introduces all essentials regarding the use and creation of open educational resources, including copyright, searching for existing materials, and teaching with OER.
- [A Guide to Making Open Textbooks with Students](#), This handbook for faculty presents open pedagogy ideas and case studies for involving students in the making of open textbooks, ancillary materials, or other Open Educational Resources.
- [Office Hours: Talking to Students About Open Licenses](#) In this Rebus Community and Open Education Network Office Hours session, the guests talk about licensing conversations within an open pedagogy framework. Creative Commons open licenses are integral to OER, but can sometimes be difficult to understand, especially when first introduced. Usually, selecting the license that is best for each creator and creation involves education and reflection.
- [Office Hours: OER & Instructional Design Part 2 – Student Centered Development](#) In this Rebus Community and Open Education Network Office Hours session, the guests are talking about how to keep students and equity at the heart of our work designing and developing OER. For example, we'll talk about centering our shared humanity when defining student learning outcomes, and considering students' diverse experiences and contexts when developing content. What do you want to convey and impart through the material and learning experience? How can you make it as inclusive as

possible? What do you hope students will come away with?

- [Intentional Equity, Diversity, and Inclusion Decision-Making](#) This toolkit created by the University of British Columbia (UBC) can guide you in Intentionally considering equity, diversity, and inclusion (of your decision-making process as a member of your Institutional support unit, department, faculty, and/or division.
- [Humanizing Learning: A Student-Generated Framework](#) “explores what humanizing learning is – and isn’t – while centring student voices and the student experience. This is a resource meant for instructors, and is filled with quotes from students and instructors alike.”
- [The Rebus Guide to Publishing Open Textbooks \(So Far\)](#) by Apurva Ashok, Zoe Wake Hyde, and Kaitlin Schilling is a resource of collective knowledge, written to walk you through the open publishing process while keeping equity in mind. This is a great reference to look to as you’re thinking about equitable practices throughout the design process of your OER and/or course.

PART II

STORYTELLING IN EDUCATION

Learning Objectives

By the end of this section, you will:

1. Describe the importance of storytelling;
2. Develop an awareness of ethical storytelling;
3. Reflect on perspectives in curriculum;
4. Envision how storytelling can be used in your OER

Introduction



“All that we are is story. From the moment we are born to the time we continue on our spirit journey, we are involved in the creation of the story of our time here. It is what we arrive with. It is all we leave behind. We are not the things we accumulate. We are not the things we deem important. We are story. All of us.

What comes to matter then is the creation of the best possible story we can while we’re here; you, me, us, together. When we can do that and we take the time to share those stories with each other, we get bigger inside, we see each other, we recognize our kinship – we change the world, one story at a time.”

-Richard Wagamese

A quote from late Ojibway author, Richard Wagamese

This quote is one that has stuck with me since the first time I read it. A belief I’ve had for many years put so beautifully into words. When we learn about each other, sans judgment, we recognize each other through a lens of compassion and care. With compassion and care comes kinship. I deeply appreciate learning about people and hearing stories about their lives and backgrounds. One’s lived experience influences how we think and navigate the world. Learning about other lived experiences outside your own provides insight and is essential to making the world a better, safer, and more equitable place.

Think about how you currently interact with peoples’ stories – both professionally and personally. Notice if you tend to make assumptions while listening. Education is storytelling. And the way we teach and tell stories is seldomly neutral. Narratives structure human comprehension, and shape our ability to imagine and achieve transformed futures within education.

When it comes to creating OER, you're creating a story. **What is the story of your OER? What are the stories of your field?**

Pause & Reflect: The Stories We Tell

Take a moment to think more broadly about the stories, rules, representation, ways of knowing in your day to interactions within your role. Simply clicking on each part in the accordion allows you to read the individual sections.



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

<https://press.rebus.community/MakingRipples/?p=406#h5p-1>

Resources:

Wagamese, R. (2019, August 30). As it happened: The archive edition – Richard Wagamese on his 2014 novel medicine walk | CBC Radio. CBCnews. Retrieved March 14, 2023, from <https://www.cbc.ca/radio/asithappens/as-it-happens-friday-edition-1.5260084/as-it-happened-the-archive-edition-richard-wagamese-on-his-2014-novel-medicine-walk-1.5230835>

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Importance of Storytelling

What you are trying to do with your OER is to create the best possible story for your subject matter at hand, and in doing so to shape the legacy of your discipline and what you leave behind. As you're seeing here, storytelling comes into play as an important tool when creating or adapting an OER.

When we think of how this applies to the classroom, learning the stories of your students, as well as sharing your own, is an invaluable practice. We are all complex humans with different lived experiences that influence how we view and navigate the world. Take the time to learn and appreciate the stories of each of your students – as Richard Wagamese notes, when “we take the time to share those stories with each other, we get bigger inside, we see each other, we recognize our kinship – we change the world, one story at a time.”

“When we take the time to share those stories with each other, we get bigger inside, we see each other, we recognize our kinship – we change the world, one story at a time.”

This practice of getting to know your students may seem like an obvious one, but think back to how you get to know the people around you. Are you taking the time to make connections with people's stories and how they move about the world? What values do they

hold and how might they be similar or different to yours – and in what ways might they clash or work well together? It's important to remember that the goal of this is not for any one story to dominate the narrative, rather, the stories come together to tell a much larger story of your classroom, your workplace, your community. You can learn how the people around you (colleagues, students, community members, even friends and family!) like to learn, ways they prefer receiving feedback, best ways to communicate with them, how they got to where they are now. These simple prompts allow us to delve deeper into people's stories while also allowing them the autonomy of how far in depth they want to share.

Pause & Reflect: Positionality Within Stories

When thinking about the following questions, use the following example to support you in answering: *Think of the story of being a student. How might the narrative and perspectives of the story be different with teachers talking about student experiences versus students talking about their own experiences.*

- What is the storyteller's relationship to the story and how is the narrative impacted by that?
- Whose voices are centered and whose are excluded?
- Whose stories are being told? What is the narrative being told?
- What principles, norms, values, and worldviews will inform the selection of knowledge in your OER?

Action Plan: Create a Plan and Vision for your OER

Using our [Storytelling & Communications Template](#), situate yourself within your OER project and examine the status quo in your discipline by evaluating one or a few materials commonly used. with the prompts provided, we invite you to co-develop a shared project vision for your OER. [Find an editable worksheet here.](#)

Ethical Storytelling

Stories are often political and/or personal, so it's important to be mindful of how you tell or share stories. In her 2009 TedTalk, novelist Chimamanda Adichie emphasises the importance to acknowledge the richness in stories and how we often amplify single stories over multiple streams that co-exist.

“Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanise. Stories can break the dignity of a people, but stories can also repair that broken dignity.”



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://press.rebus.community/MakingRipples/?p=410#oembed-1>

In teaching, storytelling can be a powerful means to grapple with, and respond to, the complexity of the world around us. When you understand that stories are never innocent, you can use them to do important ethical and political work. You can tell stories in ways that are open and accountable to diverse beings on this earth.

Ethical storytelling is the practice of honouring strong standards of consent, trust, reciprocity and transparency as the guiding principles for sharing our own or other people's stories. It centres the storytellers as the experts of their own narratives and frames people by their aspirations and contributions rather than by their problems. It is also conscious of power dynamics to avoid the perpetuation of harm through misrepresentation, erasure or extraction of knowledge. At best, ethical storytelling has the power to move people to action, inspire hope, influence connection and change within our communities and humanity at large.

Alterio and McDrury (2003) argue how stories provide great pedagogical opportunities for students to examine and learn from complex professional situations through reflective dialogue and thus encourage educators to incorporate stories into learning and assessment processes, granted that they consider a range of ethical issues, including confidentiality, anonymity, ownership of stories, the problem of projection and presentation of practice examples. Asking yourself what

stories you are telling and what means you are employing to tell them, will help “enlarge the dialogic spaces of possibilities in which we act, think, and reimagine the world together with others, and how they restrain or impoverish these spaces.” (Meretoja, 2017, p. 2)

As Meretoja (dito) posits “a nuanced analysis of the uses and abuses of narrative for life is possible only when we are sensitive to the ways in which narratives as practices of sense-making are embedded in social, cultural, and historical worlds. We are always already entangled in webs of narratives. They are integral to the world that precedes us, and they make it possible for us to develop into subjects who are capable of narrating their experiences, sharing them with others, and telling their own versions of the stories they have inherited.”

At any point, when you share someone else’s story, pause to critically reflect on the principles you will be rooting your OER. The [On Screen Protocols Pathways](#) report provides us with a suitable framework for Indigenous principles, namely respect, responsibility, consent, reciprocity. Since they carry forward in all aspects of content creation, they apply OER as well. Respect is a fundamental value in Indigenous societies and thus is applied to all aspects of life.

It’s important to understand that as OER content creators you have a responsibility to the people and communities whose stories and information you wish to present. Reciprocity is a cornerstone in the creation of partnerships, which include fair compensation, the sharing of benefits, informed consent, and community empowerment. Maybe this plays out in you supporting your BIPOC students in empowering ways or you will be closely collaborating with BIPOC colleagues. Determining consent and ownership of oral traditions and stories is often challenging because permissions best in a number of places and vary depending on the nature of the story being told. So take the time to consult and achieve consent, particularly for collectively held stories.

Committed relationship-building does lay the groundwork for collaborative interpretative processes of sense-making and genuine mutual decision-making from the very beginning of the story creation process to its end. Collaboratively, you can share stories that are truthful and authentic, educational and empowering, nuanced and dignifying. Our [Storytelling & Communications Template](#) provides you with some additional questions to consider when you are thinking about storytelling as it pertains to your OER.

Pause & Reflect on Ethical Storytelling

An ethical storytelling approach raises questions like:

- Who is the audience?
- Whose voices are centered and whose are excluded?
- Whose stories are being told? What is the narrative being told?
- Does the story honour everyone's identity, integrity, and dignity in a way they would recognize if they read the story?
- Why do you want to share this story?
- How can you tell stories that honours the similarities and differences between yourself and the story?

Action Plan: Making your Storytelling Ethical

Open one of your most recent teaching materials/learning resources and put on an ethical storytelling lens.

What needs to change to ensure ethical storytelling in materials you design, approve of, and/or use for learning?

[Find an editable worksheet here.](#)

References:

Adichie, C. N. (2009). *The danger of a single story*. Chimamanda Ngozi Adichie: The danger of a single story | TED Talk. Retrieved December 14, 2022, from https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/c/transcript

Alterio, M., & McDrury, J. (2003). *Learning through storytelling in higher education: Using reflection and experience to improve learning*. Routledge.

Meretoja, H. (2017). *The Ethics of Storytelling: Narrative Hermeneutics, History, and the Possible* | Oxford Academic. Oxford University Press.

Nickerson, M. (2019). *On screen protocols pathways. A media production guide to working with first Nations, Métis and Inuit communities, cultures, concepts and stories*. <https://iso-bea.ca/wp-content/uploads/2021/09/On-Screen-Protocols-Pathways.pdf>

Perspectives in Curriculum

As educators, it's critical for us to reflect on the roles we play in the classroom. Teachers are often positioned as the “experts” on a subject, and this expertise is further solidified as these individuals have the power to create the learning materials (open or not) that are used in classrooms around the world. The impact of our stories in curriculum is two-fold: not only do we determine what forces and individuals have had influence on a discipline, but we also hold the power to shape the minds of those students and scholars who might take it further.

[Dr. Tadashi Dozono](#) notes that there is “inevitably some sort of bias and ideological influence going into how this narrative is being presented” — partly due to our own positionality as individuals as well as the contexts that have informed our own educational development. We must be very cognizant of how power shapes discourse, for instance in the language we use in our learning materials — how are minoritized groups mentioned or depicted? ([Dozono](#)). Who are these stories written for? ([Krawec](#)). Is it enough to have images and pictures of different groups, or can we invite speakers and others to the classroom or to contribute to content so there is no further erasure of critical perspectives?

“We have this idea of history as a series of knowable events but think about something as simple as a dinner party you were at last year. Think about how different your memories of that event are from your friends who were also there. Even if you all kept diaries and wrote down what happened. You’ll have evidence, maybe somebody kept the bill which details the things everyone ordered but that bill won’t say anything about what each person thought about their own plate or that of somebody else. If you tried some of the food from another plate, which appetizes your shared and what you shied away from.

That’s history. We have receipts and photographs, recollections and diaries. These things help us to create stories and most of these stories are things we have collectively agreed upon. Stories that are reinforced because they get taught in school and written in books and made into films and plays.”

— [Patty Krawec](#)

Think of whose voices and stories can be legitimized in educational materials, and whose accounts may be silenced. About whose voices dominate a discipline. About how individuals and groups get characterized. And how the c for instance in required college courses about History. Think of how you could be part of a movement and story that changes this all!

Look beyond performative inclusion of marginalized perspectives in your learning materials, but rather embody in your practice a commitment towards reshaping your discipline. This means updating textbooks, but also rethinking course outcomes, shaping more engaging assignments, adjusting your assessment scale, and more. What you teach and how you teach it matter significantly.

In the podcast episode below, Dr. Tadashi Dozono shares his research on epistemic violence in world history classrooms and curriculum. The podcast host Josie Gray and her guest talk about textbooks, standardized curriculum, queer theory, the power of grammar, and allowing students to bring their own ways of knowing into the classroom.

Tadashi Dozono is an assistant professor of history/social science education at California State University Channel Islands. Through cultural studies, ethnic studies, queer theory, and critical theory, Tadashi’s research emphasizes accountability towards the experiences of marginalized students by examining the production of knowledge in high school social studies classrooms. Read the [transcript for this episode](#).



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://press.rebus.community/MakingRipples/?p=412>

Action Plan: Grow your Professional Network

This activity encourages you to reflect on the existing restrictions or barriers preventing you or your curriculum from having the impact it could have. It asks you to brainstorm ideas and solutions based on the barriers you identify.

The final step involves you to connect with someone new and hear their story so this perspective can inform your practice.

[Find an editable worksheet here.](#)

Resources:

Gray, J. (2021). *Epistemic violence in world history curriculum with dr. Tadashi Dozono*. Open Knowledge Spectrums Podcast. Retrieved October 22, 2022, from <https://knowledgespectrums.opened.ca/podcast/epistemic-violence-in-world-history-curriculum-with-dr-tadashi-dozono/>

Krawec, P. (2022, July 19). *The stories we tell about history*. Aambe: where books collide. Retrieved October 23, 2022, from <https://pattykrawec.substack.com/p/the-stories-we-tell-about-history>

Resources & Community

This section provides you with resources to engage more deeply with the topic & people.

- [Storytelling & Communications Template](#) This Rebus Community resource is a shareable document that can guide OER project team members in their discussion of storytelling as a means to communicate the project vision, articulate what contributions team member are making and share teachings in most engaging and equitable ways.
- [Storytelling and Perspectives: Weaving Indigenous Ways of Knowing Open Educational Practices \(OEP\) and SDG's in High School Learning Environments](#) This project was originally designed as a learning pathways cycle in an EdD design-based research dissertation on how open educational practices (OEP) could expand high school students' learning environments. The Open Learning Design Intervention (OLDI) provided the initial design framework to support the remixing of collaboratively created Open Educational Resources (OER) to create a UNESCO Open Education for a Better World open course and professional learning resources for a K-12 school district.
- [Digital Storytelling as OER-enabled Pedagogy: Sustainable Teaching in a Digital World](#) This open book chapter argues for digital storytelling as a powerful OER-enabled pedagogical method, which can help build student autonomy, interdependence, responsibility and active participation in the processes of learning.
- [Open Assignment: Digital Storytelling \[Natural Resources\]](#) (Preethi Radhakrishnan, CUNY) is a well-crafted and executed storytelling assignment can serve as an efficient and engaging learning activity which targets the three highest levels of Blooms' taxonomy which are to Create, Evaluate and Analyze. This digital storytelling assignment is part of a signature assignment series (Stage 1) conducted in all courses of the First Year Seminar for Natural Sciences (NSF101). The prompts within the assignment directly articulate the Student Learning Objectives of the Biology and Environmental Science Program.
- [Ancillary Material: The Changing Story: digital stories that participate in](#)

[transforming teaching & learning](#) (Linda Buturian, University of Minnesota) *The Changing Story* gives you assignments, resources, and examples to use in your teaching and learning. It will also help you think of ways digital stories can be used in your teaching, and help students harness the power of visual storytelling.

PART III

EQUITY-MINDED PEDAGOGY

Learning Objectives

By the end of this section, you will:

1. Identify different equitable pedagogical approaches;
2. Reflect on teaching methods that you want to implement to support equitable learning;
3. Adapt your teaching methods flexibly in correspondence to learners' diverse needs

Introduction



“To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.”

-bell hooks

A quote from the late author and social activist, bell hooks.

As educators, our goal is to create a ripple effect in our classrooms — a great way we start to have an impact is with our curriculum and resources used. Our approach to teaching and learning – and the frameworks we use to teach and learn – play a role.

Teaching is hardly neutral — be it *what* you teach or *how* you teach it. The stories we tell and the truths we speak (or don't speak) matter. Intentionally or not, how you ask students to learn and demonstrate their learning may privilege some while harming others. There are proactive strategies that can support you as you work to create a more equitable and inclusive learning experience, regardless of whether your role in this field is as a teacher, librarian, administrator, technologist, or something else. In this section of the guide, you can think of pedagogy as the methods and practices that guide your creation and support of learning experiences in the classroom.

Before you begin designing your OER, reflect on your own learning experiences. **What are your own ways of thinking and learning? How does this influence how you teach or work with others?** For example, I have difficulty learning and understanding when content is in academic language, so I tend to teach by breaking concepts down to simple, plain language and building from there. Others may learn best with more technical terminology. Neither ways of learning are wrong, per se, but it is important to look at how we learn, how that impacts our teaching, and how that may be a pathway for some and a barrier for others. Thinking back on your own experiences can be a great starting point when thinking about the needs of your students. From this point, you can easily expand outwards — asking colleagues at your institution, people in your field, and most importantly the students you work with what their learning needs are.

Pause & Reflect on your own learning experiences

- What do you find most beneficial to your learning?
- Are there barriers to your own learning? If so, what are they?
- What do you remember of past teachers of yours that made you feel welcome, heard, and engaged?
- Did everybody else in that classroom feel as engaged, heard, and welcome as you did?
- Think of your students – do they have particular interests, barriers to learning, or accessibility?

Resources:

hooks, bell. (1994). Teaching to transgress: education as the practice of freedom. Routledge.

Media Attributions

- [Pedagogy with care](#). © Ian Keefe adapted by Kaitlin Schilling is licensed under a [CC BY \(Attribution\)](#) license

Aligning your Pedagogy with Equity

As you design and create your OER, there are a few considerations to think of along the way, including knowing yourself and knowing your students. Earlier in ethical storytelling (link back to this section), we mentioned that it's good practice to reflect on your positionality as it relates to storytelling. Ask yourself the same questions, only now consider how that impacts your pedagogical approach:

What is the storyteller's relationship to the story and how is the narrative impacted by that?

Whose voices are centered and whose are excluded?

Whose stories are being told? What is the narrative being told?

It's key to remember that while you are creating an OER, it is merely a tool and OER-enabled pedagogy does not equal equitable pedagogy. We can still replicate harmful beliefs and practices in open education. To create positive change within the classroom and more generally in education, pedagogy needs to centre equity. But what does that look like?

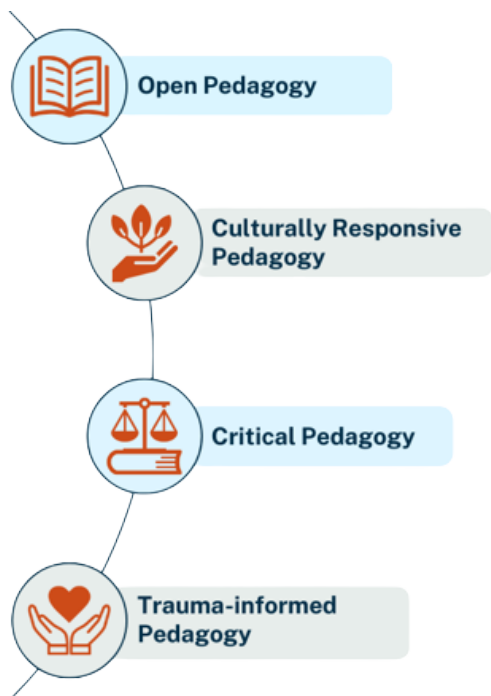
In [Designing for Care](#), the authors explain how “imagining better pedagogies is the first step in creating a powerful learning environment.” In this case, better pedagogies go beyond the delivery of course materials. It “means more humanizing pedagogies that embrace the fact that the people in our learning environments are fantastic, curious, unpredictable, capable, and multi-layered.” (Jerod Quinn; Martha Burtis; Surita Jhangiani; and Catherine J. Denial) Pedagogies that emphasize our shared humanity leave room for the cultivation of skills and knowledge for both students and educators by interrupting traditional pedagogical practices and promoting collective learning.

There are so many different types of pedagogies, some more equitable than others. Below is a short list of just a few. As you read through these, consider

what you like and dislike about each one, and notice any overlaps or gaps. Think about what's similar and what's different to your current pedagogical approach. Are

“Imagining better pedagogies is the first step in creating a powerful learning environment.”

there pedagogies you haven't considered until now? Are there equitable pedagogies not listed here?



Graphic of four pedagogies: Open, Culturally Responsive, Critical, and Trauma-informed.

Open pedagogy is rooted in the belief that education should be accessible, participatory, and empowering for all learners, and that openness and collaboration are key to achieving these goals.

Culturally-responsive Pedagogy identifies and nurtures students' unique cultural strengths to support student success and well-being. Student learning, cultural competence, and critical consciousness are the three essential components of culturally relevant education that Dr. Gloria Ladson-Billings (1995) lists.

Critical pedagogy is a theoretical framework that emphasizes critical thinking, social justice, and the promotion of democratic values. As such, teaching is a political act that can engage teachers and students in dialogue about existing power structures and the ways in which to address oppression in education.

teaching that is dedicated to understanding the various traumatic events that students may encounter and validates how these may affect their ability to learn (Imad, 2021).

Trauma-informed Pedagogy is a method of

Pause & Reflect on your Teaching Impact

Every day as educators we must ask ourselves crucial questions:

- How does my teaching style integrate into my curriculum and course design?
- Does my teaching style uplift or suppress diverse perspectives?
- Does my teaching style invite critical thinking and/or feedback?

Step 1: Browse the following [website on inclusive and equitable syllabi design](#) from Indiana University Bloomington and take notes of the suggested changes to specific syllabi foci, language and policies.

Step 2: Access and open a syllabus document you have been working with recently (either as recipient, creator, or to provide feedback/ approval). What changes would you suggest or make to this document with regards to what you've learned about student-focus, UDL, language and supportive policies?

[Find an editable worksheet here.](#)

Resources:

Elder, A.K. (2019). *The OER Starter Kit*. Ames, IA: Iowa State University Digital Press. DOI: <https://doi.org/10.31274/isudp.7>

Imad, Mays. (2021) Transcending Adversity: Trauma-Informed Educational Development. *To Improve the Academy*, (39), 3. <http://dx.doi.org/10.3998/tia.17063888.0039.301>

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American educational research journal*, 32(3), 465-491.

Margolis, May-Varas, and Mead. *Educational Learning Theories: 3rd Edition* (2022). Education Open Textbooks.

Quinn, J., Burtis, M., Jhangiani, S., & Denial, C. J. (2022). *Designing for Care*. Hybrid Pedagogy Inc. Retrieved from <https://pressbooks.pub/designingforcare/>

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Student-Centered Course Design & Facilitation

When it comes to course design and delivery, there are many strategies to centering DEI. In the storytelling section, we mentioned the idea of getting to know your audience through storytelling. The act of storytelling can be a great pedagogical tool to build relationships and trust with your class, and show care. While there is no “one size fits all” approach to teaching nor learning, being student-centered and flexible is one of the best tools to keep in your toolbox!

Student-centered design can be broken down into two distinct categories: content and processes. Content refers to the materials and resources you use in the classroom — are the materials and resources diverse and allow for flexible learning opportunities? Processes asks you to consider the best types of activities to allow for diverse learners to understand the content – this could be large-group or solo activities – are you encouraging and supporting students to demonstrate their understanding of content in a variety of ways on tests, projects, and/or assignments?

Consider co-designing class expectations, syllabi, texts, and assignments with your students to increase engagement and active learning. Co-designing learning experiences provides students with agency in what they learn and how they demonstrate their learning. It also removes assumptions about students since you’ll be designing with them, not for them. Open licensing can be a great way to keep syllabi, texts, and assignments up to date and reflect the students in your classes.

“OER loses its power as a community driven effort if we only focus on the goal of making all knowledge accessible, in-spite of community desires.”

If you plan on using open licensing, be sure that students fully understand open licensing prior, so they can make informed decisions about what it means to license their work. Students need to know the differences between licenses and consider which license works best for them. It’s important to note that very

permissive open licenses may not work for all content, contexts, or creators. When

it comes to open licenses, many in the open education community do not feel that the CC-BY-ND (no derivatives) is actually considered open, but this sentiment fails to consider that not all knowledge can or should be accessed completely open. Britt Dzioba (2021) explains that “OER loses its power as a community driven effort if we only focus on the goal of making all knowledge accessible, in spite of community desires.” Learn the protocol for knowledge sharing when it comes from outside your culture. Allow the holder of this knowledge to self-determine their license. Check out our Office Hours episode on [Talking to Students about Open Licenses](#) and the [Licensing chapter of A Guide to Making Open Textbooks with Students](#) for more information.

There are multiple benefits to co-creating materials with students. Aside from relationship building, collaborating with students puts students into an active learning environment, where they can create rather than consume knowledge. It can also help support OER sustainability, as pointed out by Sam Arugnwa in the Office Hours session [What Happens When My Author Leaves? Policies to Support OER](#). (2022) On the topic of renewable assignments, Sam notes: “David Wiley talked about having students do homework that would live forever essentially. And that would contribute to making the world a better place. And I thought that is our sustainability plan. Our students come to our class to learn. We can choose to make that learning more affordable by making their textbooks open resources. But we can also do it in a way that we partner with them, we do what we call collaboration with our students and make it part of their homework.” To see more student collaborations in OER, check out [Pressbooks’ collection](#).

Pause & Reflect on Content and Processes to Support Equitable Learning

- How does the selection of texts, knowledge, and assessments impact the student experience?
- How could you organise a curriculum to maximise long-term retention and transfer of knowledge?
- What elements should inform a student-centered course-design and delivery?
- How important is it to see students as whole persons in the teaching process?
- From your experience as a student/instructor/librarian/support staff or administrator, what good and effective examples for content and processes do you know and can share with the teaching and learning community?

Using the following resource, begin thinking of some ways you can meet students' needs.

[Cards for Humanity](#) is a great site that generates two random cards and challenges you to think about how you can meet their needs.

While this game offers broader scenarios outside a typical classroom environment, it can be a good exercise to help you think about the wide and whole range of characteristics that students walk into classrooms with, so be sure to consider a variety of learners, lived experiences, and accommodations.

[Find an editable worksheet here.](#)

Resources:

Dzioba, B. (2022, June 1). *Sovereignty and tradition: Indigenous knowledge & open educational resources*. Digital Tattoo. Retrieved November 20, 2022, from <https://digitaltattoo.ubc.ca/2021/11/05/sovereignty-and-tradition-indigenous-knowledge-open-educational-resources/>

Open Education Network. (2022, May 16). *Office hours: What happens when my author leaves? policies to support OER*. YouTube. Retrieved from https://youtu.be/ITgaZ7_FonI

Feedback & Flexibility

Feedback plays a large role in teaching and learning – for both students and educators alike. After reassessing your pedagogical approaches to better align with equity and centering students in your course design and delivery, you can gain further insight into your OER and pedagogies by listening to the input of students! Nothing's perfect and we all get it wrong at times but it's how we respond to getting it wrong and what we do with that feedback that matters. Take a moment to think about how you handle feedback – how often do you ask for feedback? Who do you ask for feedback? How do you respond to constructive feedback?

Formative feedback, specifically, is a strategy of providing ongoing feedback in order to better understand and improve upon your teaching, resulting in improved learning environments for students. [Focus on formative feedback for teaching development: A guide](#) (University of Calgary, 2016) notes that “interpreting formative feedback is a highly reflective process, which incorporates the instructor’s beliefs, intentions, and strategies, and the learners’ experiences.”

Feedback and flexibility work alongside each other. When you receive feedback, you're given the flexibility to make changes based on that feedback. This takes some reframing. Something that's helped me is reframing why people provide feedback. Feedback helps us all get better – remember if students are taking the time to let you know what's not working for them in the classroom, that is not an attack – it's a learning opportunity. Your students care enough to let you know and want you to improve for future students. When we get to the place where we understand feedback as care, we become more open to flexibility and adapting our ways.

When thinking of how to collect feedback from students, there are a few things to think about. First, reflect on what you're looking for feedback on. Do you want to know students' experiences with the learning materials? Do students feel seen and respected (in both the materials and the learning environment itself)?

Plan, Build, Teach: A Guide to Teaching, Learning and Assessment, created by

**When we get to the place
where we understand
feedback as care, we
become more open to
flexibility and adapting our
ways.**

Wilfrid Laurier University educational developers, presents a few more [examples of questions to ask](#).

Next, consider the ways in which you can gather feedback from students – from creating a feedback form at the back of your OER to offering office hours to have virtual or in-person conversations or providing space in assessments to provide feedback. Also think of ways to embed feedback into your resource as it's received. Maybe this means reviewing feedback after a course is complete, or once a year to look at feedback and consider possible changes.

Pause & Reflect on Intentional Feedback

- Think back to a time when you received feedback. What did it feel like? Why?
- What constitutes constructive feedback?
- How often do you ask for feedback from students? Not just about the course itself, but your teaching style?
- What does being intentional about course material mean to you?
- What are ways that you can show care in your OER design, as well as the classroom?

Action Plan: Solicit Feedback

Create a feedback form for the back matter of your OER. Feedback forms can be as simple or as detailed as you'd like. Below are some examples that you can use as reference:

- [Pulling Together: Manitoba Foundations Guide \(Brandon Edition\)](#) This open textbook link directs you to a generic survey asking any users about their user experience (no specific focus).
- [Introduction to Philosophy Series](#) This open textbook link directs you to a generic 3-questions feedback form asking for suggestions or report issues.
- [Write What Matters](#) This open textbook link directs you to a generic 3-questions adopter feedback form asking for specific feedback on specific chapters.
- [Open Music Theory](#) This open textbook link directs you to a generic 2-questions adopter feedback form asking for specific feedback on specific chapters

[Find an editable worksheet here.](#)

Resources & Community

This section provides you with resources to engage more deeply with the topic & people.

- Open Knowledge Spectrum Podcast’s episode of [Disability-informed open pedagogy](#) is a great conversation between host Josie Gray, and guests Arley Cruthers and Samantha Walsh chat about creating space for disability and difference in the classroom. [Transcript for the episode](#) is also available.
- In this session of Office Hours, guest speakers Janice Carello, Caitlin Gunn, and Mays Imad speak about [Trauma-informed pedagogy](#), how trauma responses affect learning, and identify opportunities for trauma-informed practices in teaching, as well as explain connections between OER, equity and trauma-informed practices in higher education.
- [Toward a Theory of Culturally Relevant Pedagogy](#) (Gloria Ladson-Billings, 1995) In this paper, Gloria Ladson-Billings discusses the concept and history of culturally relevant pedagogy, providing examples of it in action and an analysis of how it relates to students’ relationships with others, their social interactions, and their understanding of various cultures.
- [The Open Pedagogy Notebook](#) is an openly-licensed website that serves as a resource for educators interested in learning more about Open Pedagogy. It offers examples and invites readers to contribute their own examples.
- Clint Lalonde’s [blog post](#) about the pedagogical features of a textbook breaks down some examples of pedagogical features of a textbook, including Chapter Objectives, Checklists, Further Reading suggestions, etc.
- Robin DeRosa’s [blog post, “My Open Textbook: Pedagogy and Practice”](#), provides a great first-hand account of creating an open resource and the effects on pedagogy.
- [A Guide to Making Open Textbooks with Students](#) is a great resource for those interested in “practicing open pedagogy by involving students in the making of OER.” It provides resources, case studies, and sample assignments to support the co-creation of open resources with students.
- In the Office Hours session, [OER & Instructional Design Part 2: Student-Centered Development](#), Educational Developer Iwona Gniadek offers some

OER tools that she uses during the design process to center students. Iwona notes that creating [personas](#) helps “build a shared understanding of who we are designing for, so we don’t think about a faceless crowd of students or people but we focus on specific individuals”

- [OER & Open Pedagogy Community of Practice](#) (CoP) by Ikunspscedu. Faculty have created this OER for two purposes: 1) to capture the work of the OER & Open Pedagogy CoP and 2) to explore and learn how to use the Pressbooks publishing platform for OER-enabled open pedagogy assignments in their courses.
- [Forward with FLEXibility](#) is A comprehensive guidebook created at McMaster University to support instructors, Teaching Assistants, and those in other educational roles in applying Accessible Education principles across teaching and learning contexts to enhance access for all.

PART IV

PRACTICES AS COMMUNITY SERVICE

Learning Objectives

By the end of this section, you will:

1. Identify opportunities for professional development to support lifelong learning;
2. Connect to OER advocates to inspire and inform your practice;
3. Practice reciprocating your learning through sharing.

Introduction



A quote from lawyer and civil rights activist, Marian Wright Edelman.

When talking about equity in education, it must be emphasized that we are not trying to fit equity into the current inequitable systems operating. When we try to create equity within the systems that create inequities, we often end up replicating inequitable practices and beliefs. Sarah Hare asks us to “consider how openness, when disconnected from its political underpinnings, could become as exploitative as the traditional system it had replaced” (Sarah Hare, [Open at the Margins](#)). This quote calls attention to the need for us to look at the systems we interact with and highlight the educational practices we use by making connections back to the communities around us.

The central metaphor of this guide is the idea that our actions have ripple effects. This chapter highlights an overarching overview of methods and practices that you, as an educator, can take to contribute to equitable systems outside of the classrooms, beginning with a commitment to lifelong learning. It also asks you to

consider how you can make connections to communities outside of the classroom , making learning a communal endeavor. Finally, we discuss how all of these lessons learned along the way can be shared back to the broader community, whether that's in open education or elsewhere.

Think about your own values and how they align with actions that you can take in your departments, institutions, and more broadly in higher education, to shift educational systems to become a socially just environment. For faculty, this could look like taking your lectures or presentations and hosting events more public beyond the classroom, such as a library. Most libraries allow people to book spaces for free for educational purposes. What if you were to take a lecture and deliver it at a library, opening up that knowledge to a wider audience? For administrators, are there ways to invite a wider range of communities to events on campus?

Resources:

Edelman, Marian Wright. (1992). *The Measure of Our Success: A letter to My Children & Yours*. Boston, Beacon Press.

Media Attributions

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Listen, Learn, Act: Lifelong Learning

We often hear the expression “listening and learning”. While listening and learning are two very important pieces in advancing social justice, there’s something critical missing — action. The world we live in requires to go beyond passive acts of listening and learning, and lean into action and growing. We have an opportunity with open education to reimagine education broadly — from our pedagogies and practises to the larger economic, social, and political barriers to education — by making educational content easily accessible to anyone, shifting learning from “traditional education in brick and mortar institutions to a more flexible and accessible approach for learning for all.” ([Dr. Fawzi Baroud](#), 2017)

Pause for a moment and think about the work you do professionally. Now think about what that looks like outside of work. **How do you advocate for equity in your personal life? How do you challenge yourself outside of work? What role can you play in larger social justice movements?**

To me, equity in a teaching and learning context means recognizing our positionalities in the classroom and making adjustments to imbalances in power. It involves respect and reciprocity between teacher and student – as they act in both roles throughout the course.

“If we fear mistakes, doing things wrongly, constantly evaluating ourselves, we will never make the academy a culturally diverse place where scholars and the curricula address every dimension of that difference.”

Even with the best of intentions, DEI approaches can fail. How do we hold ourselves accountable? As bell hooks said in *Teaching to Transgress*, “If we fear mistakes, doing things wrongly, constantly evaluating ourselves, we will never make the academy a culturally diverse place where scholars and the curricula address every dimension of that difference.”

Lifelong learning starts to have a ripple effect when you grow and exchange with

others, which is why professional development has a more fruitful impact when you seek mentors, or when you seek a group where you can actually have discussion. This is when you can begin to see the potential, but also have greater potential to really change things. Being open to learning, unlearning, feedback & change.

You may be asking yourself, how does this all fit into OER? I often think back to the [CARE Framework](#). Authored by Lisa Petrides, Douglas Levin, and C. Edward Watson, this framework seeks to “be explicit about the values that we think are core to the OER movement, including the practices of individuals and organizations that are involved in the production, dissemination, and use of OER.” These four core values – **contribute**, **attribute**, **release**, and **empower** – seek to increase participation in the open community by recognizing contributions from collaborators, offering tools for sharing OER, and empowering both students and educators by promoting the participation of new and non-traditional voices in the creation and adoption of OER. (Petrides et. al)

I like the idea of the CARE framework and oftentimes think of CARE as **Connecting, Attributing, Reflecting, and Empowering**. I believe connection is the number one value and practice that makes open practices more equitable. When we connect with one another and learn about each other we, as Richard Wagamese writes, “we see each other, we recognize our kinship – we change the world, one story at a time.” Next is attribution. We cannot do the work we do without collaboration. Collaboration without acknowledging others’ knowledge and input is plagiarism. Attribution is more than just citing someone else – in many cases, correctly attributing or citing lessons learned to their original authors should be recognized not just as a courtesy, but an opportunity to reflect and acknowledge the lived experiences of the author and those around them. We then move onto reflection, as learning without reflection is just passive consumption of knowledge. Lastly is empowerment, which directly relates to attribution. While attribution acknowledges the lived experiences of both individuals and groups, empowerment takes this recognition a step further by addressing the social, cultural, political, and economic factors that affect education. This empowers people and groups to take part in decision-making and reclaim agency and control over their lives. ([WHO](#))

As you continue reading this guide, think about the ways in which you may already practice the CARE framework and make note of them. Next, identify where there may be gaps in your practice and ways you can contribute.

Pause & Reflect on the Historical and Modern Practices in Education

- What is the history of higher education in your local area?
- Reflect on the past three years. What lessons have you learned about social justice practices in your institution?
- What values is your current understanding and practice rooted in? What hopes for change do you have for an equitable teaching and learning in higher education tomorrow?
- What does equity in teaching and learning mean to you today?

Action Plan: Transform your Practices

- **Part 1** – Browse the [CARE Framework](#) to reflect your current OER practices. Do your current practices have the intended impact? Can changing approaches or branching out enhance the impact of your work?
- **Part 2** – Plan for one equity-centered professional development opportunity (e.g. online webinar, department meeting, in-person conference, asynchronous course, etc). What types of professional development opportunities are available? Do they support an equitable school environment?
 - **While attending:** pay attention to the values being communicated, the voices presenting, the design of the space? What is missing to make it truly equitable? For example, are masks required and basic accessibility accommodations provided unprompted? Are a wide range of people represented in both guests and speakers? Is the space welcoming and accessible?
 - **After attending:** make sure to apply at least one aspect of critical reflection into your own equity practice.

[Find an editable worksheet here.](#)

Resources:

hooks, bell. (1994). Teaching to transgress: education as the practice of freedom. Routledge.

Connecting to Community

To properly address student needs, it can be helpful to build partnerships with different disciplines and communities. When we say community, there are a number of communities you may belong to — from coworkers and peers at your institution or industry, to community, cultural, and/or student organizations.

Interdisciplinary collaborations bring multiple perspectives to a discipline that enables a deeper learning of the subject matter. Interdisciplinary can mean a multitude of disciplines, inside and outside of academic institutions. A friend and I had a discussion the other day about his experiences in education. He mentioned that most of his first year courses had a core instructor but several guest speakers, each lecturing about their different expertises in the same discipline. He noted it made classes more engaging and that he ended up with a wider depth of knowledge in the subject matter. Below are some points to consider as you are thinking about collaborating with community partners. While planning a collaborative OER project, be mindful of knowledge extraction vs. knowledge exchange by:

- Giving communities the recognition that they deserve
- Centering impacted people when conducting research, writing, and decision making
- Remembering your experience can be a catalyst for someone else's journey in advocating for equitable education
- Being intentional, and ensuring that everything you do in the classroom is flexible. This benefits both students and yourself!

Think of open practices as community service. Connecting your content to the real world benefits not only your students, but a wider audience. I think back to my undergraduate experience and one particular class comes to mind – my third year community psychology course. My professor opted out of a traditional textbook, instead curating specific readings and news articles. Each session we were provided with a news headline that related to the topic of the class and had open discussion around it. This style of teaching substantially changed how I learn, as I was able to hear about classmates' lived experiences and how the content we were studying connected to the real world.

Pause & Reflect on Community Engagement

- Are there community members and industry professionals who can come into your class to speak?
- Are there ways to expand your knowledge of your field? (such as networking or joining a community of practice)
- How can you bring back lessons learned into departmental conversations or in other volunteer work that you're doing in the community?
- How can current OER be adopted or adapted outside the classroom?

Action Plan: Join a Community of Practice

Join a community of practice. This could mean to introduce yourself, crowdsource a question, or share an interesting OER resource with the group. Simply clicking on each part in the accordion allows you to read the individual sections.



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

<https://press.rebus.community/MakingRipples/?p=444#h5p-7>

[Find an editable worksheet here.](#)

Sharing Back

Maya Angelou once said, “when you learn, teach. When you get, give.” I appreciate this quote because it highlights the importance of reciprocity and challenges educators to turn their educational strategies into a common project that can help others. Humans learn from one another and have a responsibility to share back with each other. Think back to the last time you read and/or heard about another educator’s practices and were inspired – would you have learned about their practices if they hadn’t shared that?

**“When you learn, teach.
When you get, give.”**

The previous chapter emphasized that OER creation must be social justice in action, and in order to do that you need to make connections between education and community. A key feature of equitable education and a value that Rebus and many others in the open education field holds is [humanizing learning](#). One way to humanize learning is through storytelling. Storytelling is a fundamental part of being human – stories let us share information in ways that create connection. In the context of OER, storytelling allows you to:

1. Situate your role in the work and describe the story of your pedagogy and practices;
2. Practice reciprocating your learning through sharing.

There are many possible foci for stories to narrate and share with the wider education community, such as resources and practices, pedagogical approaches and what they’re rooted in, etc.

Pause & Reflect on Reciprocating Learning

Consider making sharing the story of your own learning a practice. Maybe that's sharing back in conferences or just chatting with other folks in industry.

- What recent equity and OER learning of yours are worth sharing? How and with whom do you want to share?
- How have you previously shared your learning?

Action Plan: Prepare a Conversation with an Equity Practitioner you Admire

Browse Ursula Pike's [OERigin Stories: Exploring the on-ramps into the Open Education Movement](#) to learn more about the work of Women of Color in Open Education.

Step 1: Think about a person in the Open Education sphere whom you would like to interview and consider the following questions:

- Who would like to interview and why?
- What do you like to learn about and from that person?
- How would you like to conduct the interview?
- In what ways would you share back the information?

Step 2 (Optional): If feasible, conduct the interview. With permission from the interviewee, publish your learning in your preferred format.

[Find an editable worksheet here.](#)

Resources:

PBS, AmericanMasters. (2017, January 31). *Maya Angelou shares why she is inspired to teach*. YouTube. Retrieved November 8, 2022, from https://www.youtube.com/watch?v=P8WO8Sb_lbc&ab_channel=AmericanMastersPBS

Resources & Community

This section provides you with resources to engage more deeply with the topic & people.

- [Learning to be Human Together: Humanizing Learning](#) is an inspirational open textbook, co-designed by students, faculty, and staff at OCAD, Mohawk College, Brock, Trent, Nipissing, University of Windsor, University of Toronto-Mississauga, that examines the importance of humanizing education. Connectivity, accessibility, and meaning-making are at the heart of its mission to make learning inclusive.
- [Activist Design in Educational Multimedia](#) by Rebecca Sweetman (Queen's University) is an openly licensed training designed to support you in learning how to apply an anti-oppression lens to your everyday professional tasks in multimedia design and develop the skills and confidence to do so.
- [Equity Unbound](#) teamed up with [OneHE](#) to develop open educational resources for online community-building. This series of videos explain how to build online communities that promote equity and caring to create learning environments where all students can succeed.
- [The Rebus Guide to Publishing Open Textbooks \(So Far\)](#) by Apurva Ashok, Zoe Wake Hyde, and Kaitlin Schilling is a resource of collective knowledge, written to walk you through the open publishing process while keeping equity in mind. This is a great reference to look to as you're thinking about equitable practices throughout the design process of your OER and/or course.
- [Black Lives Matter Collective Storytelling Project](#) is a collaborative, cross-course student project that draws on critical race theory, storytelling techniques, and inclusive media practices to give students the tools to consider their knowledge of and experiences with racial issues, racism, and racial justice, particularly as they relate to Black Lives.
- [Incorporating Open Educational Practices in Graduate Education: A Collaborative Autoethnographic Study](#): This study, conducted by distanced educators at Athabasca University in Alberta, Canada, provides recommendations to enhance teaching and learning practices by critiquing their current practices and seeking answers to questions that support

educators become more effective online educators. This resource also offers a great example of how to share your learning back with others.

PART V

BEYOND OER

Learning Objectives

By the end of this section, you will:

1. Reflect on your role within education, and your broader role in your communities;
2. Reflect on the role of education in society;
3. Identify and commit to practices you can use to disrupt the status quo, creating a ripple effect.

Reimagining Education to Make Ripples Beyond the Academy



A quote from activist, academic, and author Angela Davis.

Zooming out a bit further, this chapter asks you to consider ways in which you can take teaching and learning well beyond the classroom to address wider barriers to education – to think about the wider ripple effects of your action. You’ll notice in this chapter there isn’t one particular strategy – rather a culmination of strategies laid out in the guide to support your call to action of challenging the status quo in education and advocating on multiple fronts for more equitable access to education.

In order to change the systems we operate in, you have to begin by unlearning

the indoctrination learned in our current education system. Starting at a young age, children are taught about society's norms and values through our education systems. Education is a tool that can be used for good or bad. Educational institutions in Canada and the U.S. have been a place of indoctrination, assimilation, and exclusion since their beginnings. Examples of this include segregated schools, mandatory attendance at boarding and residential "schools", and even [enfranchisement](#). Both of these countries deem education as a fundamental right and social good. However, rather than using education as a tool of lifelong learning, curiosity, and civic engagement and responsibility, both countries have instead used education as a tool to reinforce the settler-colonial narrative of these countries founded on stolen land and slavery. From discriminatory hiring and admission practises to Eurocentric curriculum and pedagogical practises, these institutions have been and continue to be primarily rooted in a European colonial mindset. As former Senator and former chair of the [Truth and Reconciliation Commission](#) Murray Sinclair famously said, "education is what got us here. Education is what will get us out." It's crucial for educators to connect education work beyond pedagogy and OER, as this work does not matter if the material conditions for people do not improve. In the words of Gholdy Muhammad, "we live in a period where there's no time for "urgent-free pedagogy." Our instructional pursuits must be honest, bold, raw, unapologetic, and responsive to the social times." (Muhammad, 2021).

Every decision made outside of education impacts education – take the example listed above of the current push to ban the teaching of critical race theory in school. [Reimagining Education: Beyond the Rhetoric](#), from the Mahatma Gandhi Institution of Education for Peace and Sustainable Development (UNESCO Library) notes that this perpetuation is "because we look at education purely as an instrumental perspective – as a means to an end – an end which is material wealth and social status, propagating the I vs. you and the us vs. them."

One way to reimagine education is by leveraging teaching methods where educators and students have agency to learn about things that make sense in the realities that aren't separate from their lives. By applying classroom learning to students' own lived experiences and encouraging curiosity and critical thinking, we can shift education from an extractive manner of taking from communities to a reciprocal process of connecting classroom learning to community and connecting communities to learning. We can nurture curious, critical thinkers who are compassionate and caring for the communities around them. We can also create

safe learning spaces for students to bring their whole selves into the class, and feel a deep sense of belonging.

Educators work to serve the needs of the communities in which they work, but how do you know the needs of a community if you don't seek that out? A good first step is paying attention to the news. See whose stories are told, how they are told, and by whom. What you'll see is individualized narratives turned into generalizations of groups of people. These generalizations turn into stereotypes, negative attitudes and biases. Stereotypes turn into prejudice, including biased thinking which turn into discriminatory beliefs, actions, and policies (a good example of this is the banning of critical race theory in many states). These discriminatory actions turn into systemic discrimination, operating across the full spectrum of income, education, health, housing, culture, policing, public infrastructure, and beyond.

This can be done by making learning opportunities and materials available to a variety of places outside of a classroom, such as community centers, immigration centers, detention centers, libraries, etc. In the previous chapter, the example of hosting educational events in more public spaces, such as libraries was brought up. Other examples could include civic literacy guides for voters distributed for free online and at city or community centres, or introductory resources to civic engagement and responsibilities, so citizens are aware of their rights and responsibilities and are able to make informed decisions. The beauty of open educational resources is that they're designed for people to easily access them. OER in this regard can be reimagined and utilized far beyond the walls of a classroom, allowing* members of our community opportunities to learn pivotal information they may not otherwise be able to access. **Can you think of any examples of learning materials being used outside of the traditional academic setting?**

Through the lens of open and equitable education, we have the influence to challenge the current status quo and systemic issues that we all encounter daily. Angela DeBarger, Program Officer at the [Hewlett Foundation](#), makes an incredibly important point about the field of open education and the need to challenge the status quo in order to build a more equitable world. "Realizing

"Realizing the potential of open education is only going to be possible to the extent that it roots out structural racism. We must be more ambitious about dismantling racist policies, practices, and ideas through our work."

the potential of open education is only going to be possible to the extent that it roots out structural racism. We must be more ambitious about dismantling racist policies, practices, and ideas through our work.” (2020) The cost of inaction on the part of educators (no matter your role in the educational system) is immeasurable. You, as an educator, hold a lot of responsibility and power to write the future! All of us as people have to shape the future too — we are both sides of the coin; minting a new currency to propel the world forward.

Pause & Reflect on the Larger Ripple Effects of Education

- What do you consider your role in society as?
- What do you see the role of education in society as?
- Look at the open education movement – who are the initial founding voices of OER? Who are the loudest voices? Why did you buy into open education? Why are you doing this work? How are you doing this work? Who are you doing this work for? Whose values is this movement rooted in?

Action Plan: Create Your Own Ripples of Change

How can you bring lessons learned from this guide and create your own ripples of change?

Using the ripple effect graphic as a reference, think of one action you could take for each ripple (individual, classroom, institution, community/society) and commit to making these actions a reality.

[Find an editable worksheet here.](#)

Resources:

Muhammad, G. (2021). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic.

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Resources & Community

This section provides you with resources to engage more deeply with the topic & people.

- Reimagining our futures together: a new social contract for education by UNESCO: This [186 page report](#) (also available in an [11 page executive summary](#)) offers a global perspective of the values, principles, and actions needed to transform education in order to build just and sustainable futures.
- [Community Development Practice From Canadian and Global Perspectives](#) by Dr. Mahbub Hasan is a resource for students, social workers, and community leaders. The author and contributors have defined key concepts in this book and discussed theories, models, frameworks, and tools applied in community development practice in Canada and globally. The author used images, videos, and podcasts in each chapter to make this book purely digital, accessible, and interesting for readers. Academics, Community Development practitioners, and community activists from Canada and worldwide have contributed to this book.
- Sami Schalk investigates the role that disability concerns have had in Black activism from the 1970s to the present in [Black Disability Politics](#) (also available in [Open Access](#)). Schalk demonstrates how Black people have always been politically involved with disability as a topic that is closely related to race and racism.
- [Author Interview with Dr. Gholdy Muhammad: Cultivating Genius](#): In this interview with Education Week, Dr. Muhammad describes her four-part equity framework for literacy and provides some examples showing how she “took teachings from history and applied them to today’s classrooms” in her book called [Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy](#).

Worksheets

The following worksheets are templates for you to use as you work through this *Guide*. Each worksheet contains the relevant action plans featured in each section. We hope these templates serve you well on your learning journey.

[Purpose of OER Creation Worksheet \[Google Doc\]](#)

[Storytelling in Education Worksheet \[Google Doc\]](#)

[Equity-minded Pedagogy Worksheet \[Google Doc\]](#)

[Practices as Community Service Worksheet \[Google Doc\]](#)

[Beyond OER Worksheet \[Google Doc\]](#)

Feedback and Suggestions

We are actively and enthusiastically soliciting feedback from instructors, faculty, administrators, OER program managers, librarians, instructional designers, students, and others using this book. If you find any mistakes, issues, or areas for improvement within this guide please fill out our **Feedback and Suggestions Form** below to let our team know so we can improve this book in the future.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://press.rebus.community/MakingRipples/?p=189>

Version History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve substantial updates, the edition number increases to the next whole number.

The files posted alongside this book always reflect the most recent version. If you find an error in this book, please let us know in the [Feedback & Suggestions page](#).

Version History

Version	Date	Change
1.0		Original

Accessibility Assessment

A note from the Rebus Community

We are working to create a new, collaborative model for publishing open textbooks. Critical to our success in reaching this goal is to ensure that all books produced using that model meet the needs of all those who will one day use them. To us, open means inclusive, so for a book to be open, it must also be accessible.

As a result, we are working with accessibility experts and others in the OER community to develop best practices for creating accessible open textbooks, and are building those practices into the Rebus model of publishing. By doing this, we hope to ensure that all books produced using the Rebus Community are accessible by default, and require an absolute minimum of remediation or adaptation to meet any individual reader's needs.

While we work on developing guidelines and implementing support for authoring accessible content, we are making a good faith effort to ensure that books produced with our support meet accessibility standards wherever possible, and to highlight areas where we know there is work to do. It is our hope that by being transparent on our current books, we can begin the process of making sure that accessibility is top of mind for all authors, adopters, students, and contributors of all kinds on all our open textbook projects.

Below is a short assessment of eight key areas that have been assessed during the production process. The [checklist](#) has been drawn from the [BCcampus Open Education Accessibility Toolkit](#). While a checklist such as this is just one part of a holistic approach to accessibility, it is one way to begin our work on embedded good accessibility practices in the books we support. Wherever possible, we have identified ways in which anyone may contribute their expertise to improve the accessibility of this text.

We also welcome any feedback from anyone who encounters the book and identifies an issue that needs resolving. This book is an ongoing project and will be updated as needed. Although there are currently no known accessibility issues in this directory, we do link to external resources within it, and we cannot guarantee

that the resources we are linking to conform to accessibility guidelines. If you encounter an accessibility barrier or would like to submit a correction or suggestion, please do so using the [Rebus Community Accessibility Suggestions](#) form.

Accessibility Checklist

Checklist for Accessibility in Webbook

Area of Focus	Requirements	Pass?
Organizing Content	Content is organized under headings and subheadings	Yes
Organizing Content	Headings and subheadings are used sequentially (e.g. Heading 1, Heading 2, etc.) as well as logically (if the title is Heading 1 then there should be no other Heading 1 styles as the title is the uppermost level)	Yes
Images	Images that convey information include Alternative Text (alt-text) descriptions of the image's content or function	Yes
Images	Graphs, charts, and maps also include contextual or supporting details in the text surrounding the image	Yes
Images	Images do not rely on colour to convey information	Yes
Images	Images that are purely decorative contain empty alternative text descriptions. (Descriptive text is unnecessary if the image doesn't convey contextual content information)	Yes
Tables	Tables include row and column headers	Not Applicable
Tables	Tables include a title or caption	Not Applicable
Tables	Tables do not have merged or split cells	Not Applicable
Tables	Tables have adequate cell padding	Not Applicable
Weblinks	The weblink is meaningful in context, and does not use generic text such as "click here" or "read more"	Yes
Weblinks	Weblinks do not open new windows or tabs	Yes
Weblinks	If weblinks must open in a new window, a textual reference is included in the link information	Not Applicable
Embedded Multimedia	A transcript has been made available for a multimedia resource that includes audio narration or instruction*	No

Embedded Multimedia	Captions of all speech content and relevant non-speech content are included in the multimedia resource that includes audio synchronized with a video presentation	Yes
Embedded Multimedia	Audio descriptions of contextual visuals (graphs, charts, etc.) are included in the multimedia resource	Not Applicable
Formulas	Formulas have been created using MathML	Not Applicable
Formulas	Formulas are images with alternative text descriptions, if MathML is not an option	Not Applicable
Font Size	Font size is 12 point or higher for body text	Yes
Font Size	Font size is 9 point for footnotes or endnotes	Yes
Font Size	Font size can be zoomed to 200%	Yes

*Transcript includes:

- Speaker's name
- All speech content
- Relevant descriptions of speech
- Descriptions of relevant non-speech audio
- Headings and subheadings

Other Formats Available

In addition to the web version, this book is available in a number of file formats, including PDF, EPUB (for eReaders), MOBI (for Kindles), and various editable files. The Digital PDF has passed the Adobe Accessibility Check.

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Rebus Community (Kaitlin Schilling, Apurva Ashok, Jördis Weilandt). (2023) *Making Ripples: A Guidebook to Challenge Status Quo in OER Creation*. Rebus Community.
<https://press.rebus.community/MakingRipples/>

Review Statement

Making Ripples: A Guidebook to Challenge Status Quo in OER Creation was produced by the [Rebus Community](#), a non-profit organization building a new, collaborative model for publishing open textbooks. Critical to the success of this approach is including mechanisms to ensure that open textbooks produced with the Community are high quality, and meet the needs of all students who will one day use them. Rebus books undergo both peer review from faculty subject matter experts and beta testing in classrooms, where student and instructor feedback is collected.

Each chapter in this guide went through at least two reviews:

- An initial draft underwent close reading and response by members of the Rebus team.
- A revised draft went through an open peer review by two open education advocates.

Reviews were structured around considerations of the intended audience of the book, and examined the comprehensiveness, accuracy, and relevance of content. Reviews were also focused on relevance longevity, clarity, consistency, organization structure flow, grammatical errors, and cultural relevance. See the [review guide](#) for more details. Changes suggested by the reviewers covered numerous areas and were incorporated by the lead author and editor.

The team at Rebus would like to thank the reviewers for the time, care, and commitment they contributed to the project. We recognise that peer reviewing is a generous act of service on their part. This book would not be the robust, valuable resource that it is were it not for their feedback and input.

Reviewers included:

Iwona Gniadek (she/her), Educational Developer, Centre for the Advancement of Teaching and Learning, University of Manitoba

Amy Song, Customer Success Manager, Pressbooks