More details on PLC:

Building Capacity for Open Pedagogy and Open Educational Resources (OERs) at WPI: Increasing Inclusion and Student Agency

Marja Bakermans, Associate Teaching Professor, DIGS and Biological Sciences
Creating Supporting Materials to Curate, Adapt, and Develop Inclusive OERs
Open education resources (OERs), a commonly used open pedagogical practice, in their adaptive and affordable manner can improve student success in academics. However, the openness of these resources does not guarantee that they are inclusive and can reinforce structural inequities. This project aims to create guides for faculty interested in curating, adapting, and creating OER materials with a social justice lens.

Anna Gold, University Librarian, Gordon Library
The Feasibility and Value of Open Syllabus Sharing at WPI
The course syllabus is a powerful tool that serves as a gateway to course content; it also shares learning outcomes, frames expectations for student contributions, and can express and activate open pedagogy practices. At WPI some departments share syllabi either publicly or among teaching faculty, but most do not. This project will assess the potential value and feasibility of supporting the practice of open syllabus sharing at WPI as a type of OER. Through faculty workshops, it will also promote awareness and support experimentation with how to introduce and express open pedagogy practices (such as Ungrading) in syllabi

Courtney Kurlanska, Assistant Teaching Professor, DIGS
Auditing OERs for Inclusivity
Redistribution, recognition, and representation, the three Rs of social justice, drive this project. With the goal of developing a protocol to audit one's classes for inclusivity and then filling in the gaps with Open Educational Resources (OERs), this project supports the university's goal to create Sustainable Inclusive Excellence by bringing together the pillars of DEI and OER to develop course material that brings greater diversity of voices to our students.

Lori Ostapowicz-Critz, Associate Director, Academic Strategies, Gordon Library
Creating and Maintaining Discipline-Specific OER Research Guides and Library Resources
One component of the support network needed to provide customized guidance to WPI faculty as they begin to adopt, adapt and create Open Educational Resources will be salient, subject-specific library resources. Resources, such as targeted research guides, digital tutorials, and finding aids, will help direct faculty to relevant, high quality OER materials to meet their specific curricular needs. Materials developed will aid faculty as they navigate the OER landscape by providing information on locating, selecting, evaluating and using/adapting OERs.

Benjamin Pollard, Assistant Professor of Teaching, Physics
Understanding the Impacts of Ungrading in STEM Courses
Building on preliminary experience and research on Ungrading practices in WPI classes, this project will further study and document approaches to Ungrading. It will create OER course materials that support Ungrading in core STEM fields, such as syllabi and interactive lecture materials about metacognition and self-reflection. This project will also conduct mixed-methods research on Ungrading at WPI with a goal

of identifying generalized practices and benefits across academic disciplines. These research materials will accompany the OERs to provide motivation and suggest best practices for wider adoption.

Gillian Smith, Associate Professor, CS/IMGD
Developing Instructional Materials and Supports for Ungraded Courses
The move toward Ungrading is simultaneously liberating and anxiety-inducing. Ungrading requires us to break free from the known structures of grade-based assessment and to re-evaluate all of the course design choices made with grades in mind. For Ungrading to begin to operate at scale across WPI, we need better supports for newcomers to the model, including guidance for choosing different approaches to meet different goals, how to use existing LMS structures for Ungrading approaches, and tips for shifting mindset. This project will develop instructional materials and support guidelines for Ungraded courses, especially focused on training TAs and PLAs.

Sarah Stanlick, Assistant Professor, DIGS
Exploring, curating, and creating web resources for a community of practice at WPI
Through the increased use of OERs at WPI, we have an opportunity to build a more supportive, inclusive, and intellectually rich institution. The purpose of this project is to build out a web platform that will be part landing page for all open educational resource/open pedagogy work at WPI, but also a connector to help share resources, develop pedagogical tools, and network with colleagues who are also invested in a more open, inclusive WPI.