Topic #3 Post

In the article titled “A guide to making open textbooks with students”, Derosa and Jhangiani talk in depth about the power of collaborating with students in an open learning environment. They bring up the fact that Open Educational Resources (OER) are usually characterized by the 5 R’s : they can be reused, retained, redistributed, revised, and remixed. They encourage the students to add to the content of the Open Learning course to help develop their understanding of the material. Allowing students (and faculty) the chance to contribute to the knowledge commons and not simply to consume from it gives the sense of ownership to the people who are experiencing the learning. This was a very powerful concept that I had not considered before. I know in my teaching, when we first consider a project, I enjoy having the students help to co-create the rubric and the criteria for the assignment. I believe it enables them to feel connected to the project and to develop an appreciation for its demands. Another concept they brought up was the fact that Open Pedagogy sees access as being central to the learning of the students. Without access, one simply cannot gather enough knowledge to be successful.

Desousa and Jhangiani speak to the importance of contributing to the knowledge commons. Since the premise of Open Pedagogy is to share the information “openly”, it is important that each member of the group is able to share their understanding. Having the opportunity to share your ideas and to be able to see others’, is a great way of developing a deeper and meaningful understanding of the content. Conversely, the Learning Management System model (Course Spaces, Moodle etc…) is a closed environment where only the people registered for the course have access to its information. Students and faculty are able to share their thoughts with the other members of the group but there is no knowledge commons per say.

Although there are many positive attributes to the Open Learning model, I think it would be extremely difficult to use it as the sole method of instruction in a regular classroom. I can see a blend of Open Pedagogy and face to face instruction where the benefits of both systems would be maximized.

What struck me the most about the digital redlining, access and privacy article was how differently access to information is when considering community colleges and higher academic schools is. Gilliard and Culik touched on this several times stating the digital redlining and filtering greatly restricts the access to information in the community college schools. I found this to be very interesting. The authors also referred to the growing sense that digital justice isn’t only about who has access but also what information they have access to. My question is do the digital redlining and filtering of access to information hinder the educational experiences of its users? If one cannot have access to the appropriate information, is it possible to gain a comprehensive understating of the material?

It may have to do with [the growing sense that digital justice isn't only about who has access](https://psmag.com/environment/digital-divide-more-complicated-than-access) but also about [what kind of access they have, how it’s regulated, and how good it is](http://digitalequityforlearning.org/wp-content/uploads/2015/12/jgcc_opportunityforall.pdf).

we need to understand how the shape of information access controls the intellectual (and, ultimately, financial) opportunities of some college students.

Digital redlining arises out of policies that regulate and track students' engagement with information technology. Acceptable use policies (AUPs) are central to regulating this engagement.

The boundaries not only control information access and filtering, but also they determine methods of collection and retention of student data and how data is passed on to third parties. The modern filter not only limits access to knowledge, but it also tracks when people knock against these limits.

The dangers of digital redlining have been recognized by the White House in areas of filtering and personalization and by [prominent civil rights groups in terms of broadband access](http://broadbandandsocialjustice.org/2015/03/look-back-but-move-forward-digital-redlining-in-the-21st-century/), but it's a concern in colleges as well.

 we glimpse the use of technologies to reinforce the boundaries of race, class, ethnicity, and gender.

tech policy at institutions needs to take into account the extent to which those policies either open up or wall off access to knowledge and information.

Do the policies erect invisible walls that restrict access, or do they allow for students to do the kinds of [interest-driven learning](https://psmag.com/environment/digital-divide-more-complicated-than-access) necessary for students to take control of their learning?