

EMPOWERING
EDUCATION:
OPEN EDUCATIONAL
PRACTICES
“INDIGENOUS NORTH
AMERICA” COURSE

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New Jersey Academic Libraries
Conference

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Agenda

Background: Certificate in Open Educational Practices



About the RVCC course: ANTH203-Indigenous North America



What I planned



What I actually did



Lessons learned

Certificate in Open Educational Practices

- Professional development course for librarian + faculty partner
 - Courtney Singleton, Anthropology
- Open Education Network (University of Minnesota), funded by IMLS grant
- Fall 2022 – Canvas with online synchronous final presentations
- Centered around three principles of social justice applied to Open Education as identified by Sarah R. Lambert:
 - Redistributive Justice – "Free educational resources"
 - Recognitive Justice – "Socio-cultural diversity in the open curriculum"
 - Representational Justice – "Self-determination of marginalised people and groups to speak for themselves, and not have their stories told by others"

Certificate in Open Educational Practices

- Moving beyond just using free resources (OER) to actually creating them as a class
- Goal of the course was to rewrite a single assignment using OEP principles
- Courtney decided she wanted to rewrite an entire course about Native Americans (that was very outdated and no longer running)!
- One challenge was diversifying the curriculum (recognitive justice) while also giving students a voice (representational justice) – we did not want non-Native student perspectives to overshadow those from Indigenous peoples.
 - Bibliography of resources – gathered by students but written primarily by Indigenous people or groups



ANTH203 – Indigenous North America

- Broad focus on four units:
 - Indigenous Origin Stories
 - Pre-contact cultures and histories
 - Effects of settler colonialism on Indigenous peoples in the US and Canada
 - Native American Activism
- Each student selects a nation or tribe to focus on
- Students research and present to their classmates for each unit; **must use primarily sources authored by Indigenous people**
 - Library sessions throughout the semester

What I planned

- Created a LibGuide with general resources and resources for each unit
 - Pages for each unit also broken down by tribe/nation
- I was embedded in Canvas course – could see which tribes/nations were selected
- Library sessions in Week 1, 5, 8, and 12
- Each session's content would correspond with one unit from the course outline
- Used the ACRL Framework for Information Literacy for Higher Education to guide my planning
- Courtney also wanted time in the library sessions starting in Week 5 to be dedicated to brainstorming for the final pop-up presentation

What I planned – Week 1

- Course content: Indigenous Origin Stories
- Introduce students to the resources I identified and describe strategies to find more, following the frame "Searching as Strategic Exploration."
 - Direct students to LibGuide and provide time to explore library and online resources
 - Links in LibGuide to at least 3 websites for each tribe/nation - official or governmental sites
- Lead students in a conversation about ways of establishing authority and how this course may differ from other courses on campus, keeping in mind the frame "Authority is Constructed and Contextual."



What I actually did – Week

1

- I wanted to focus on the frame "Searching as Strategic Exploration" with some discussion around "Authority is Constructed and Contextual," but it wound up being the reverse!
- Students engaged in a lively but respectful conversation about authority and authenticity.
- Due to their enthusiasm, I did not have time for a thorough demonstration on how they may search for information on origin stories
 - I hoped the significant number of resources in the LibGuide would be sufficient

What I planned – Week 5

- Course content: Pre-contact cultures and histories
- Bring together what students have learned or hope to learn to identify common concepts/a theme for their final presentation.
- I wanted students to begin thinking of themselves as contributors, not just consumers of information, following the frames "**Scholarship as Conversation**" and "**Information Creation as a Process**."
 - Understand how their individual research fits together for final presentation.
 - Discuss purpose and audience with them, and how that might influence the formats and modalities they choose.

What I actually did – Week 5

- Students struggled significantly with their first presentation, so we had to go back and focus on "Searching as Strategic Exploration" again!
- Asked the students who had more success what worked for them.
- Gave demonstrations about how I might follow ideas, names, or links to new websites to glean further information. This entailed moving between the internet and library databases.
- Crucial discussion given that students needed to find an archaeological source for this unit's presentation.
- Courtney used her expertise to give recommendations:
 - Facebook/Twitter profiles



What I planned – Week 8

- Course content: Settler colonialism
- Courtney had hoped that by this point, students would be prepared to start planning the final presentation.
- I wanted to focus on the frame "**Research as Inquiry**" to help students identify gaps in the information they had found, leading them to new areas of exploration for their final presentation.
- I also wanted to help students understand intellectual property, open licenses, and giving credit, in accordance with the frame "**Information has Value.**"
- Planned a Post-It Note activity to help students

What I actually did – Week 8

- A few things had become clear by this point:
 - Students were not setting aside time to research at home, or they were still unclear about how to do it.
 - Brief demo of the Tribal Treaties Database (and 2 similar websites), then students were given significant time to research.
 - Students were leaning toward modalities for their final presentation that would be viewable only by others on campus.
 - Discussing open licenses would not have been relevant.
- Courtney led a brainstorming session on the final presentation, including the theme and location.

What I planned – Week 12

- Course content: Native American Activism
- Finalizing student contributions and the ways they fit together to support the theme
- No real presentation, just participating in the conversation, troubleshooting, and answering questions; one-on-one student help



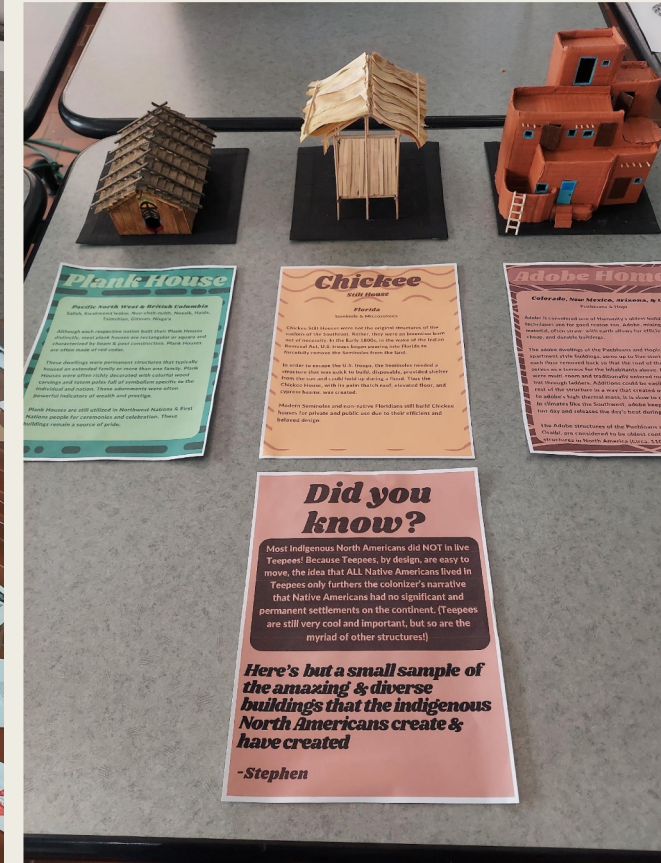
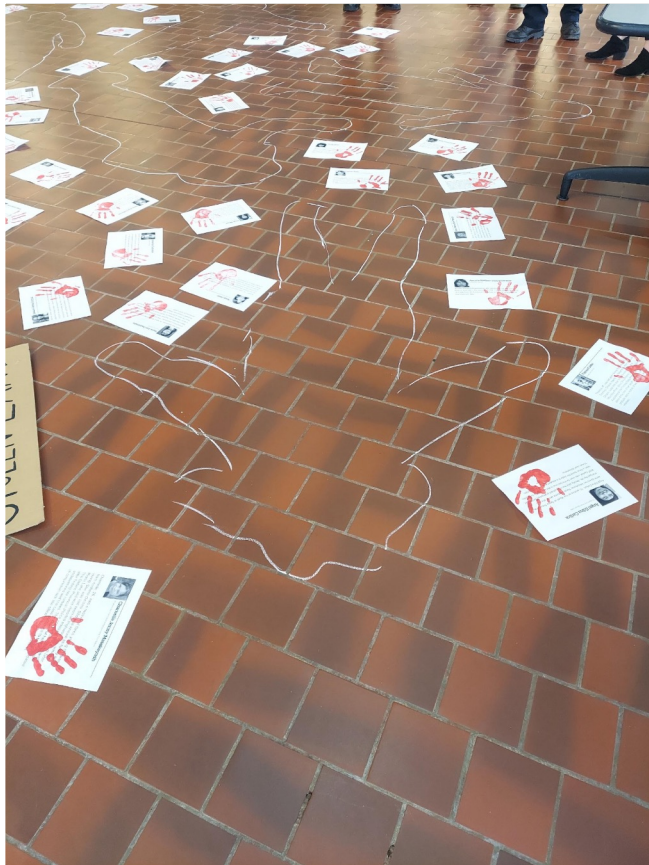


What I actually did – Week

1.2 Class was a little behind, so most of the planning for the final presentation still had to be done.

- Courtney led the brainstorming session and took notes on the board. I contributed what I could from an info lit perspective.
 - Students realized their audience would not have background knowledge.
 - I initiated a conversation the purpose of the presentation – informational or political?
- I took pictures of the boards and uploaded them to Canvas to help the class stay organized.
- The class came in twice that week, but I was

Photos from pop-up presentation



Lessons learned

- Demonstrating search strategies at the beginning is crucial, even if it feels boring. Find ways to engage students. Don't rely on lists of resources.
 - Provide dedicated office hours for students in this course
- Remain flexible and change lesson plans as necessary. Use ACRL frames as a guide/starting point, but don't feel like they all need to be included.
- Don't be afraid to assert my own ideas and expectations – for example, that students will need more time to understand and practice searching.
 - Tribes/nations being assigned should have similar amounts of info available
- Need to be intentional about Open Educational Practices and ensure students agree to share their bibliographies, and that we have a platform to use.

Thank you! Questions?

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