

Biography

Years of teaching diverse learners at UBC and at other post-secondary institutions across British Columbia have strengthened and solidified my strong commitment to intersectional justice, equity, diversity, decolonization, and inclusion (JEDDI).

My approach to teaching and educational leadership is founded on Critical Open Pedagogy (COP). As an educator, my goal is to scaffold the development of what Freire (1970) described as *critical consciousness*: the ability to identify and interrogate systemic inequities and to mobilize against these systems. I see this as a necessary first step of praxis, which is the ability to both construct knowledge and act on that knowledge through practice in the world. I combine this critical pedagogical approach with three fundamental principles of open pedagogy: building community, mediating agency, and open access. My approach creates learning and teaching opportunities that inquire into and explore hegemonic power structures that limit knowledge construction, what knowledge is valued, and how knowledge is accessed.

My approach to COP has been recognized through numerous awards and grants. For example, I have received 2 Open Educational Resources (OER) awards in recognition of my significant contributions to the use of OER at UBC Vancouver. I have also received an OER Implementation Grant for \$24,000 to create open educational resources. OER have been shown to reduce financial barriers (e.g., removing textbook costs), increase course persistence and performance (especially for marginalized learners), enable innovative pedagogies (e.g., renewable assignments), and question hegemonic narratives (e.g., by including diverse voices and challenging structural academic gatekeeping). As such, I see my work to advance Open Education as a reflection of my commitment to JEDDI.

In 2021 I was a co-applicant on a successful SSHRC Connection grant, which supported two day-long symposia supporting dialogue around critical, culturally responsive, and antiracist pedagogies. The goal of the symposia was to foster further conversations on these issues in service of catalyzing changes in classroom practices at both the K-12 and postsecondary levels. I am also a collaborator on the *Canadian Consortium of Science Equity Scholars*, which is a SSHRC-funded project, totalling over \$198,000 over four years, that includes institutional partners across Canada. The purpose of this project is to increase equity in science courses, especially for historically underserved and marginalized populations, by investigating how inclusive teaching practices (or a lack thereof) impact students' sense of belonging. Overall, since beginning my faculty position at UBC in 2019, I have been awarded over \$90,000 in grant funding related to the scholarship of teaching and learning.

My scholarship includes two recently co-edited collections on instructional design. Both of these texts, *Toward a Critical Instructional Design* and *Designing for Care*, build upon my pedagogical expertise and have been recently published by Hybrid Pedagogy. These texts represent a departure from traditional instructional design by focusing on critical digital pedagogies that go beyond the implementation of design standards and frameworks. Accordingly, these texts feature voices, perspectives, and expertise from across the academy—including instructional designers, educational technologists, faculty, staff, and students—with a specific focus on the representation of experiences from BIPOC, LGBTQ+, disabled, neurodivergent, and other marginalized communities.

Finally, I am currently working on a report, requested by the Dean of Education Dr. Hare, on ways to diversify teacher education through a more inclusive approach. The impetus for this report comes themes that emerged from the report on Race, Indigeneity and Social Justice of the Faculty of Education Task Force, of which I was a core member. The findings from this report will inform future recruitment practices.

In sum, the focus of my practice, educational leadership, and scholarship over the past three years has been to advance issues related to JEDDI and critical open educational practices (OEP) in education within and beyond the university community.

Vision Statement

Advancing Critical Multicultural Education through Open Pedagogy

For the David Lam Chair in Multicultural Education, my vision is to equip educators to redress epistemic and social injustices by identifying how our educational systems privilege dominant epistemologies and pedagogies while disadvantaging and challenging the testimonial credibility of others. As part of this, my goal would be to develop research, educational practices, and materials that are “by and for the benefit and empowerment of non-privileged learners who may be under-represented in educational systems or marginalized in their global contexts¹”, thereby bifurcating the neo-colonial saviour narrative and allowing voices, perspectives, and narratives of marginalized others to be seen and heard.

I propose to leverage three fundamental open pedagogical² principles to progress these goals as a means to advance critical multicultural education:

- 1) **Building community (BC)**: facilitating connections across the boundaries and contexts of learning experiences, viewpoints, classrooms, campuses, communities, and countries⁴.
- 2) **Mediating agency (MA)**: challenging traditional power structures between students and instructors and moving towards a more collaborative and richer learning experience with students. Too often a top-down approach is used in our education system, which undermines students’ lived experiences and agency.
- 3) **Open Access (OA)**: focusing on “reducing barriers that prevent equitable access to education, including economic, technical, social, cultural, and political factors”⁵.

Year 1

(Please note: Relevant principles are listed in brackets next to each goal and outcome)

Goals:

1. Create a network of scholars, practitioners, and community members by identifying potential diverse partners at the local, regional, national, and global levels. A call to form an advisory group will be placed out to members who are a part of this network to support the mandate of the chair. (BC)
2. Create a speaker series, with events throughout the year that will be targeted to the needs of BC-based educators and researchers from the K-12 and post-secondary sectors (BC)
 - Potential partners will be invited to all speaker series events
 - A goal of this speaker series will be to explore synergies between speakers and potential collaborators focused on research and theory-to-praxis projects located within the K-12 educational system.
3. Co-design and facilitate workshops related to open pedagogy as it applies to advancing epistemic and social justice to avoid reproducing educational inequalities. Workshops may address such questions as to how can we construct

activities that mitigate epistemic vices? How can design choices increase epistemic virtue? What do social justice interventions look like in a learner centric environment? (MA, OA)

4. Build capacity for educators in intercultural and cross-cultural understanding concerning social justice and intersectional, anti-racist, decolonizing politics of difference and in/equity, including through collaborations with the teacher education office, BC teachers' federation representatives who worked on the anti-racism teacher guide project, and working directly with teacher educators. (BC, MA)
5. Develop an interdisciplinary course in multicultural studies in education (offered as a 400-level undergraduate and 500-level graduate course): *Critical Multicultural Education: Redressing Educational Inequalities through Open Pedagogy*. (MA, OA)
 - Prospective Course Description: This course will introduce learners to open education, open educational practice, and open pedagogy. From here learners will begin to unpack and critically examine how the principles of open education, and in particular open pedagogy can be leveraged to advance critical multicultural education which moves beyond addressing surface level epistemic and social injustices and move towards transformative changes in the educational system.

Measurable Outcomes

- Creation of a network of educators, scholars, and community members (BC)
- Three successful speakers series events (BC, MA, OA)
- Three open pedagogy workshops (BC, MA, OA)
- Development of at least 2 research or knowledge mobilization projects that have been initiated by the collaborations. (BC, MA, OA)
- Begin to conceptualize a public scholarship website, Faculty of Educations Global Open Notebook, which will be a repository for educational resource, including knowledge mobilization projects, open pedagogy projects, etc. (BC, OA)
- Contribution of case studies on how open pedagogical principles have been implemented or adopted, which will be added to the open notebook. (BC, MA)
- Creation of an interdisciplinary course in multicultural studies in education (BC, MA, OA)

Year 2

Goals

1. Build upon the network that has been formed by fostering cross boundary collaborations, including with scholars and educators from the Global South (i.e. members from institutions that have integrated OER into their teacher education programs, such as the Open University of Sri Lanka, and teachers that have created and used OER in their classrooms from nations such as India, Colombia, or Tanzania⁶). A call to join the advisory group will be placed out to members who are a part of this network. (BC)

2. Continue to co-design and facilitate workshops related to open pedagogy as it applies to advancing epistemic and social justice. (MA, OA)
 - Workshops in the second year will, in part, be developed based on feedback received from network and attendees from Year 1. For instance, in the second year, workshops may focus on learning design principles which are in alignment with epistemic and social justice theories to inform open educational practices that in turn create improved open educational resources to improve learning across K-12 and higher education. (MA, OA)
3. Build on the speaker series and workshops to expand dialogue and awareness of open pedagogies, for example, by inviting a community of educators to investigate the pedagogical possibilities of open education by exploring questions about learners' agency and ownership of their education. (MA, OA)
4. Build capacity for educators in intercultural and cross-cultural understanding concerning social justice and intersectional, anti-racist, decolonizing politics of difference and in/equity through collaborations with the teacher education office, BC teachers' federation task force on anti-racism, and working with teacher educators. (BC, MA)
5. Offer the newly created interdisciplinary course in multicultural studies in education: *Critical Multicultural Education: Redressing Educational Inequalities through Open Pedagogy* (MA, OA)

Measurable Outcomes

- Add to the community network that has been created. (BC)
- Three successful speakers series events (BC, MA, OA)
- Three open pedagogy workshops (BC, MA, OA)
- Development of at least 2 projects, research or knowledge mobilization based that have been initiated from the collaborations. (BC, MA, OA)
- Publications, conference and community presentations based on research and teaching and learning projects. (BC, OA)
- Launch of the public scholarship website: *Faculty of Educations Global Open Notebook*, which will be a repository for educational resource, including knowledge mobilization projects; open pedagogy projects, etc. (BC, OA)
- Contribution of case studies on how open pedagogical principles have been implemented or adopted by members, which will be added to the open notebook. (BC, MA)
- Offer the interdisciplinary course in multicultural studies in education. (BC, MA, OA)

Year 3

Goals

1. Establish a global consortium of collaborators (educators, researchers, scholars, community members, and graduate students) to further advance research and pedagogical innovation related to open pedagogy and critical multicultural education. Epistemic and social injustice are ever present across our learning contexts, innovative pedagogical design and curriculum through our K-12 and

higher education systems may improve learning, and in turn create more inclusive and equitable learning. (BC, MA, OA)

2. Continue to co-design and facilitate workshops related to open pedagogy as it applies to advancing epistemic and social justice in education. (MA, OA)
3. Continue to expand dialogue and awareness of open pedagogies through both the speaker series and workshops. (MA, OA)
4. Continue to build capacity for educators in intercultural and cross-cultural understanding concerning social justice and intersectional, anti-racist, decolonizing politics of difference and in/equity through collaborations with the teacher education office, BC teachers' federation task force on anti-racism, and working with teacher educators. (BC, MA)
5. Offer the interdisciplinary course in multicultural studies in education: *Critical Multicultural Education: Redressing Educational Inequalities through Open Pedagogy*. (MA, OA)

Measurable Outcomes

- Establishment of a working group for the consortium. (BC, MA)
- Three successful speakers series events (BC, MA, OA)
- Three open pedagogy workshops (BC, MA, OA)
- Development and/or completion of at least 2 research or knowledge mobilization projects that have been initiated from the collaborations. (BC, MA, OA)
- Publications, conference and community presentations based on research and teaching and learning projects. (BC, OA)
- Continue to build the public scholarship website: *Faculty of Educations Global Open Notebook*, which will be a repository for educational resource, including knowledge mobilization projects; open pedagogy projects, etc.. (BC, OA)
- Contribution of case studies on how open pedagogical principles have been implemented or adopted by members informed by the chair on program and course design, which will be added to the open notebook. (BC, MA)
- Offer the interdisciplinary course in multicultural studies in education (BC, MA, OA)

Endnotes

1. Lambert, S. R. (2018). Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education. *Journal of Learning for Development*, 5(3). <https://doi.org/10.56059/jl4d.v5i3.290>
2. The concept of open pedagogy may be variously understood as “an access-oriented commitment to learner-driven education and as a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons, of which they are a part”³. Open pedagogy is the practice of engaging with students as creators of information rather than simply consumers of it. It’s a form of experiential learning in which students demonstrate understanding through the act of creation. The products of open pedagogy are student created and openly licensed so that they may live outside of the classroom in a way that has an impact on the greater community.
3. DeRosa, R., & Jhangiani, R. (2017). Open pedagogy. In E. Mays (Ed.), *A guide to making open textbooks with students: Rebus Community for Open Textbook Creation*. PressBooks.
4. Sinkinson, C., & McAndrew, A. (2020). Approaching open pedagogy in community and collaboration. In K. D. Hoffman & A. Clifton (Eds.), *Open pedagogy approaches: Faculty, library, and student collaborations* (pp. 1-16). Milne Library Publishing.
5. Sinkinson, C., & McAndrew, A. (2020). Approaching open pedagogy in community and collaboration. In K. D. Hoffman & A. Clifton (Eds.), *Open pedagogy approaches: Faculty, library, and student collaborations* (pp. 1-16). Milne Library Publishing.
6. Arinto, P.B., Hodgkinson-Williams, C., King, T., Cartmill, T., & Willmers, M. (2017). *Research on Open Educational Resources for Development in the Global South: Project landscape*.