

instructional setting. Reading further, the 4 metrics that the authors propose as a test for labeling a learning approach as open-pedagogy also helped clarify the concept of what an OER is as well. This piece made me think on just how valuable open-pedagogy approaches can be for students, especially when applied in the right settings. Their examples in the text made me realize how engaging open practices can be, especially for younger students who have never been given an opportunity in a traditional educational setting to be in a place of control over their own learning. Thinking back on my art courses in junior high, I can still remember a lot of the pieces we made simply because we worked on them ourselves and chose what we got to make. Moments where students are in control of their learning can be very powerful, and have very positive impacts on future students as well when enabled.

As for the four part test, I think these metrics can serve as good tools to identify some key aspects of OER- enabled pedagogy, however I think they are a bit unrefined. Particularly the second example of OER-enabled pedagogy on page 139 brought up a key factor in my consideration for the widespread adoption of OER-enabled pedagogies. That being privacy of minors, seeing as many of these approaches would be most effective on early learners, the public sharing and open licensing may present some barriers to entry early on in the advancement of OER. I think if I were going to be a teacher, I would be hesitant to adopt these two parts of the test, aside from allowing students to make their work publicly available on their own. Reading about the Creative Commons Licenses also helped me understand the importance of what these tools do for the education community, and how important they may be for OER moving forward. The conclusion of the reading does an excellent job highlighting the importance of successful OER-enabled pedagogies, as they can serve to be examples of the benefits of adopting these approaches for institutions, and educators.