

Critical Open Educational Practices



Educators Redesigning Courses Through Critical Open Practices

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Reframing OEP

Cost and Access

**What happens
to teaching?**



Problem Statement

- **Limited research on how educators engage with OEPs in practice**
 - **Disconnect between theory and classroom implementation**
 - **Need for more inclusive, transparent, learner-centered approaches**
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Study Focus

- Educator experience
- Pedagogical change
- Institutional context
- Emphasis on practice, not learner outcomes

Critical OEPs Framework



Collaborative
Dialogue



Critical
Reflection



Inquiry-Based
Learning



Transformative
Action

What
does
'open'
mean in
your
teaching?



Methodology

- Qualitative case study
- 7 educators (MinnState)
- Interviews
- Workshops
- Reflections



Qualitative case study of educators in a Community of Practice

Findings: Themes



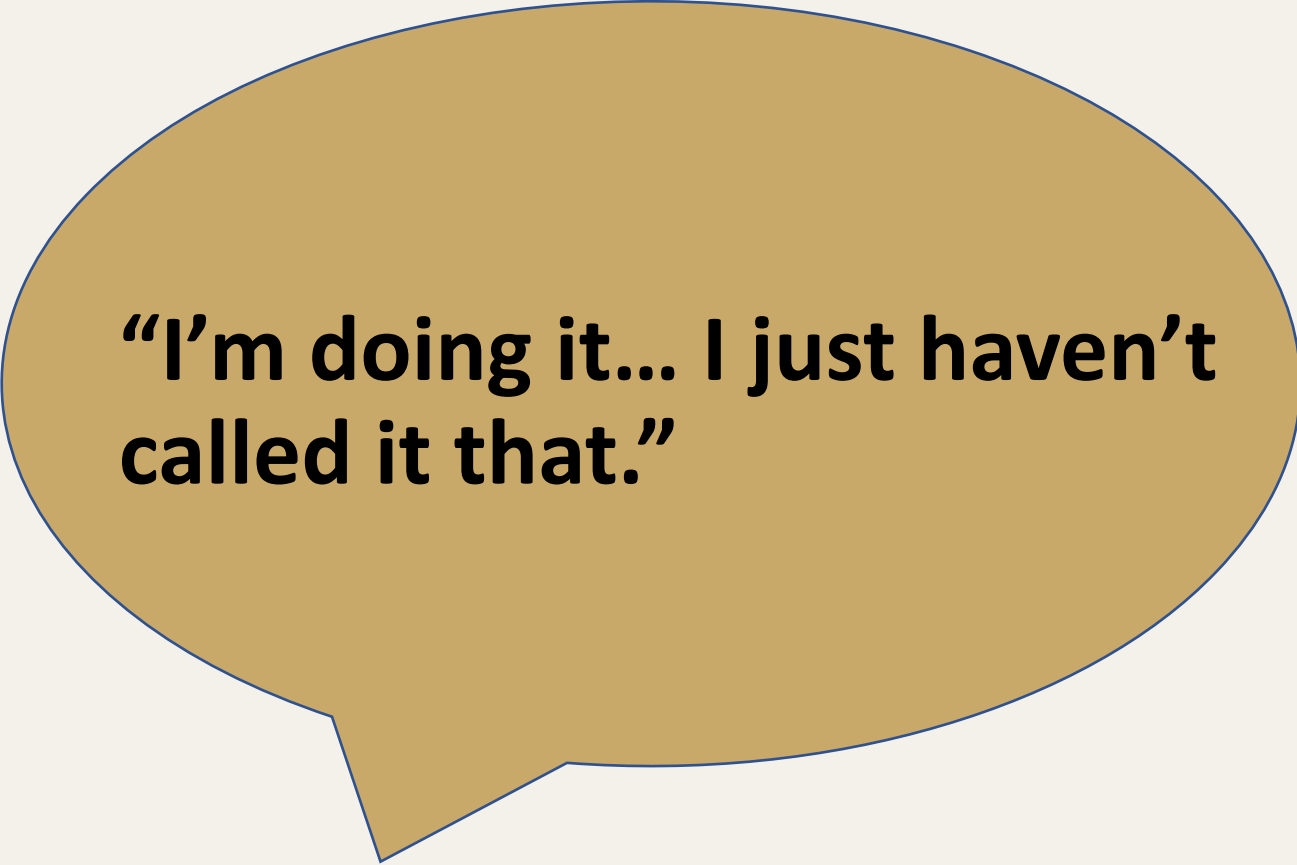
Theme 1: Pathways

How educators entered into Critical OEPs

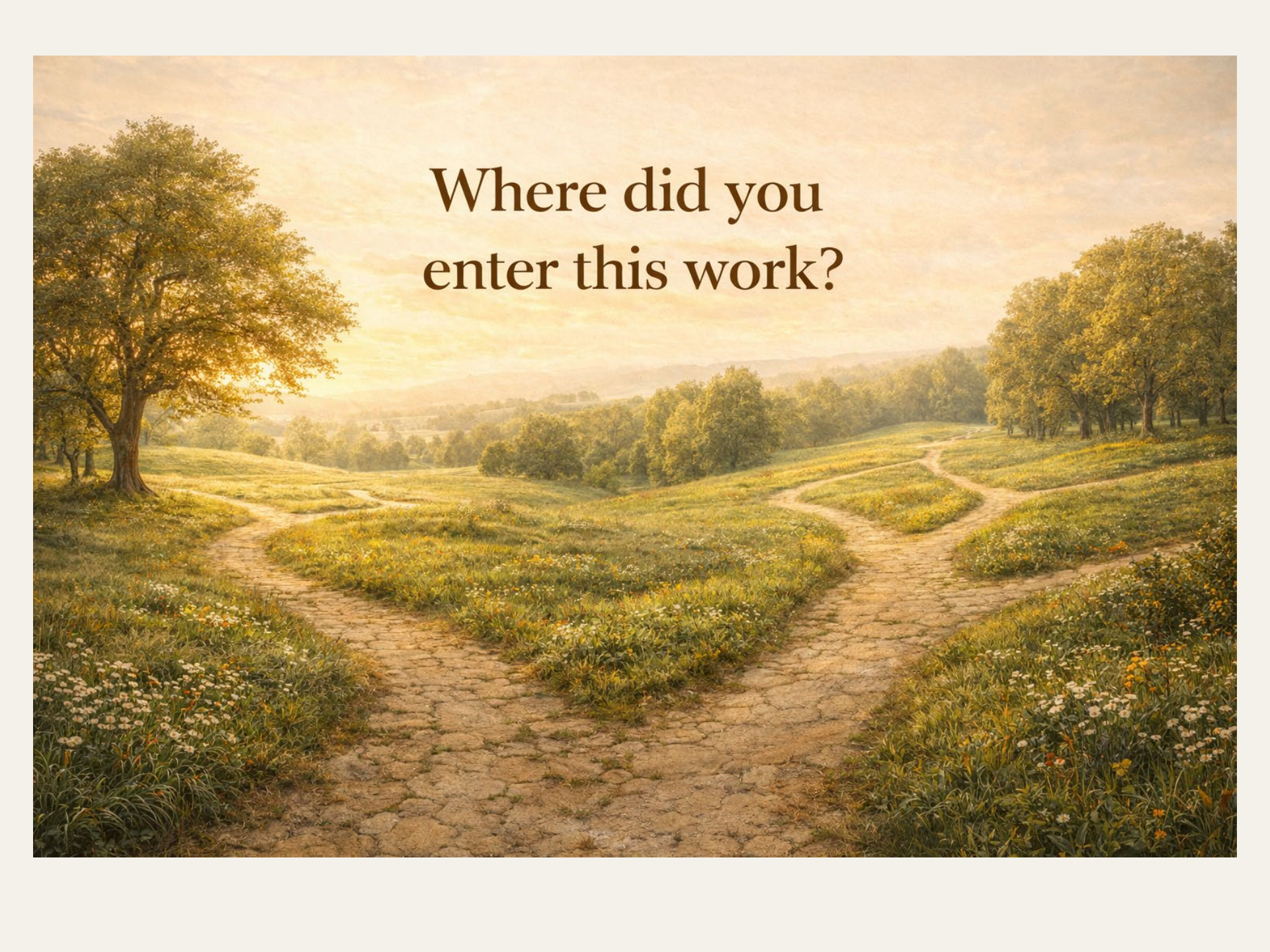
- Access
- Experimentation
- Equity
- Disciplinary culture



Theme 1 Insight



“I’m doing it... I just haven’t called it that.”

A scenic landscape featuring a winding stone path that leads through a lush field of wildflowers and green grass. The path is made of irregular, light-colored stones and curves gently through the terrain. On the left, a large, mature tree with dense green foliage stands prominently. The background shows rolling hills and a dense line of trees, all bathed in the warm, golden light of a sunrise or sunset. The sky is filled with soft, wispy clouds, and the overall atmosphere is peaceful and contemplative.

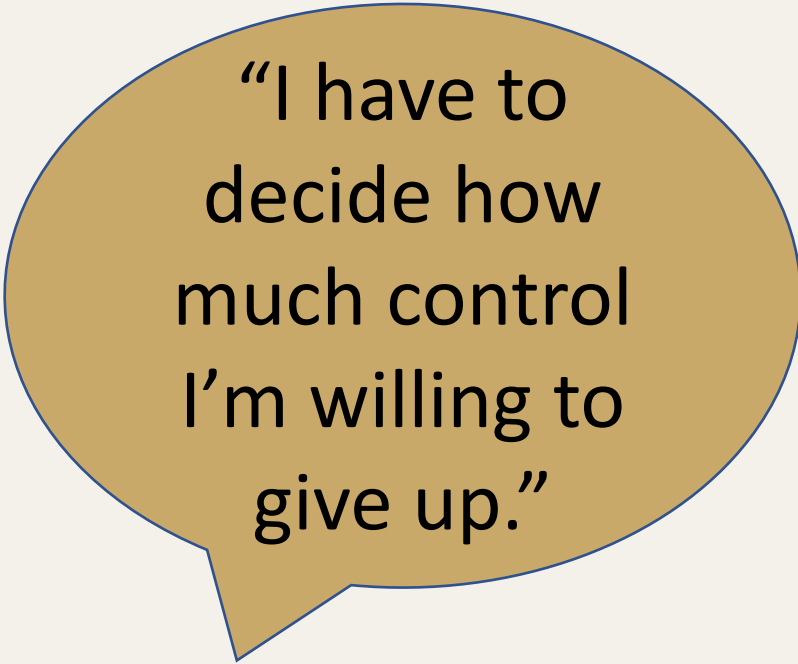
Where did you
enter this work?

Theme 2: Authority & Agency




- **Grading practices**
- **Classroom dialogue**
- **Learner participation**
- **Sustainability of change**

Theme 2 Insight



“I have to
decide how
much control
I’m willing to
give up.”



“We’re
negotiating
power... not
removing it.”

Where in your course do you
make the most decisions—and where
might you share them?



Theme 3: Equity in Practice

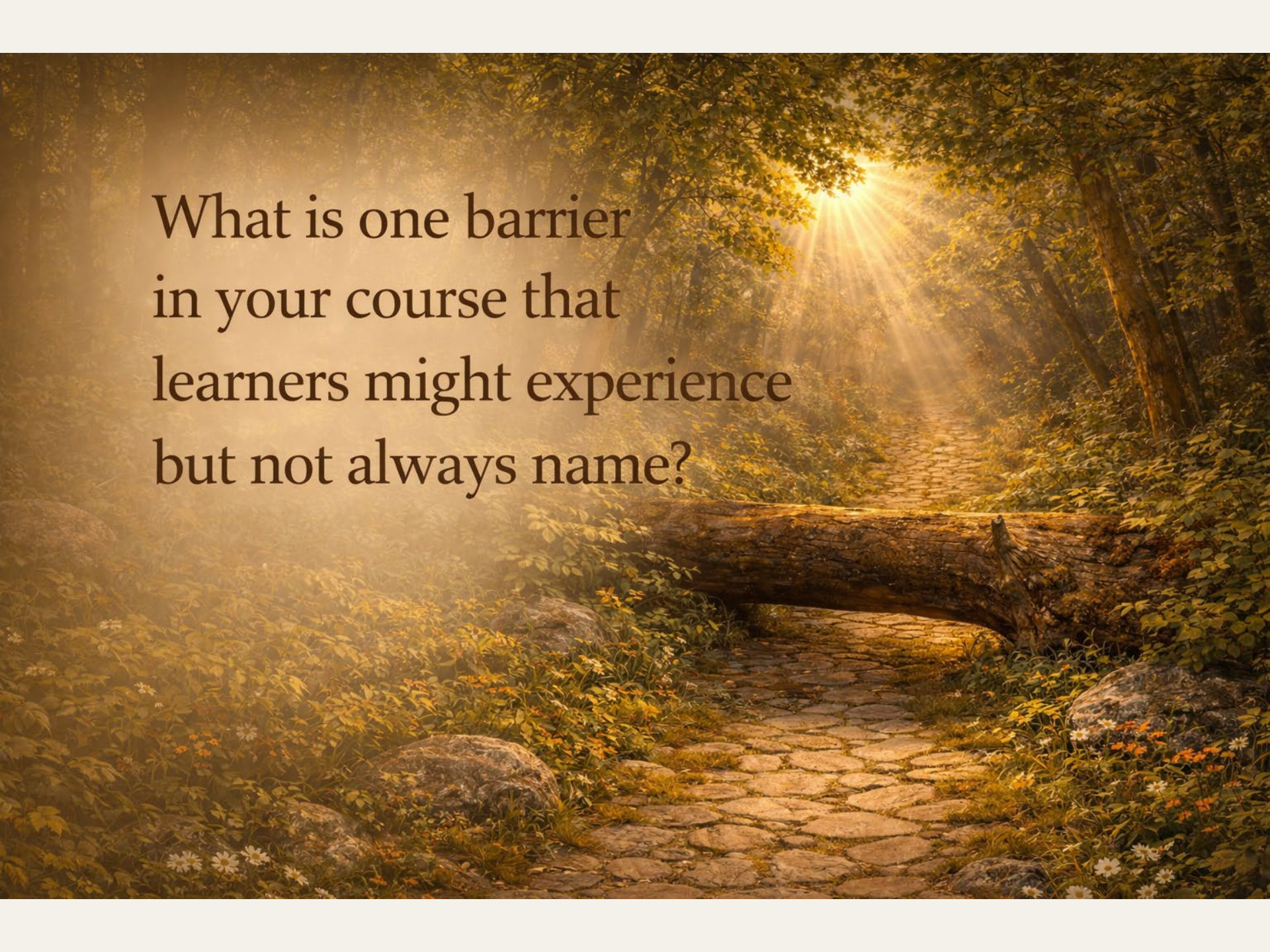
- **Material access**
- **Transparency in expectations**
- **Awareness of barriers**
- **Course structures and systems**



Equity Insight

“I thought making materials free was enough... but I started realizing there were other barriers I wasn't seeing.”

“Transparency wasn't just clarity—it was about making the rules visible.”

A sunlit forest path with a fallen log bridge. The path is made of stones and leads through a dense forest. Sunlight filters through the trees, creating a warm, golden glow. A large fallen log lies across the path, serving as a bridge. The forest is lush with green foliage and small white flowers.

What is one barrier
in your course that
learners might experience
but not always name?

Theme 4: Institutional Realities

- **Workload and time**
- **Policies and expectations**
- **Technology systems**
- **Class size and structure**



Community of Practice



- Collaboration
- Reflection
- Support

Action Through Critical OEPs



Dialogue

→ Time for sharing



Reflection

→ Time for thinking
about learning



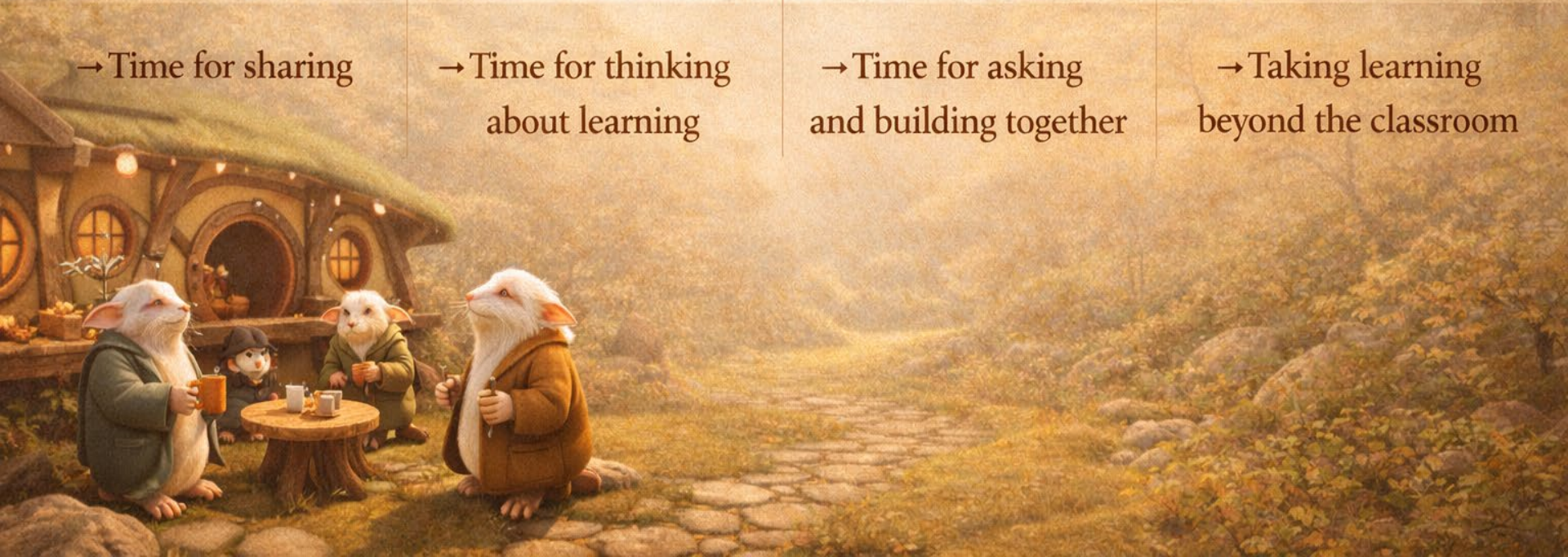
Inquiry

→ Time for asking
and building together



Transformative
Action

→ Taking learning
beyond the classroom





Start Small

Try one small shift aligned with the pillars of Critical OEPs.



Dialogue

- Add a low-stakes discussion prompt
- Invite multiple ways to participate



Reflection

- Add a short weekly reflection
- Ask learners to think about how they are learning




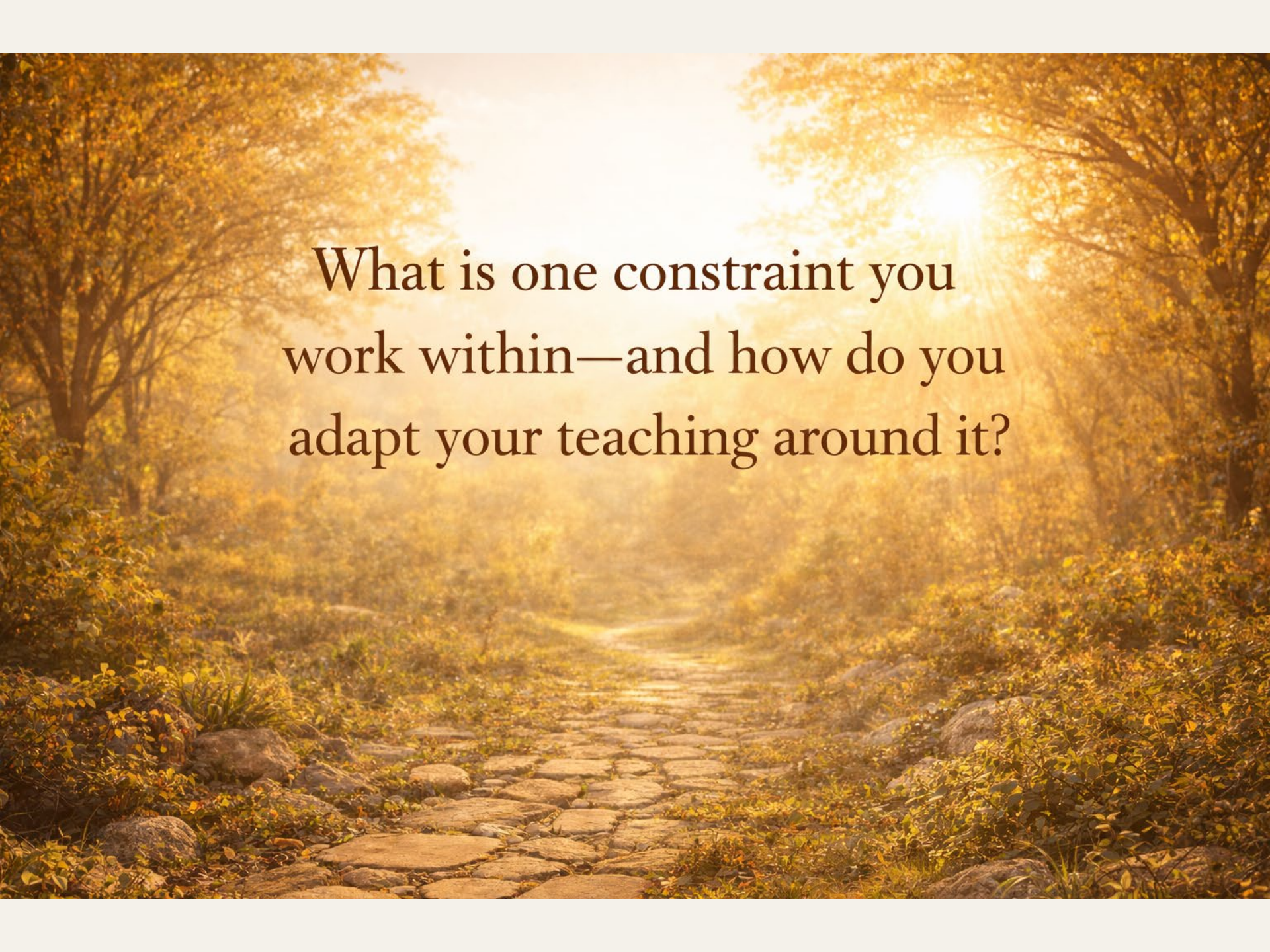
Inquiry

- Let learners generate questions
- Offer choice in topics or direction



Transformative Action

- Connect an assignment to a real-world issue
 - Invite learners to share work beyond the course
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A stone path leads through a forest with golden sunlight filtering through the trees. The path is made of irregular stones and is flanked by dense foliage and trees with vibrant autumn leaves. The sun is low in the sky, creating a warm, golden glow and long shadows. The overall atmosphere is peaceful and contemplative.

What is one constraint you
work within—and how do you
adapt your teaching around it?

Questions & Comments

A warm, inviting living room scene. In the foreground, two ceramic mugs filled with coffee sit on a round wooden table, with wisps of steam rising from them. The background features a large stone fireplace with a bright fire burning inside. To the left, a brown leather sofa is partially visible. A large, arched window with a wooden frame looks out onto a green landscape. The overall atmosphere is cozy and comfortable.

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