

# What about those love locks?

## An invitation to explore the messiness of open education

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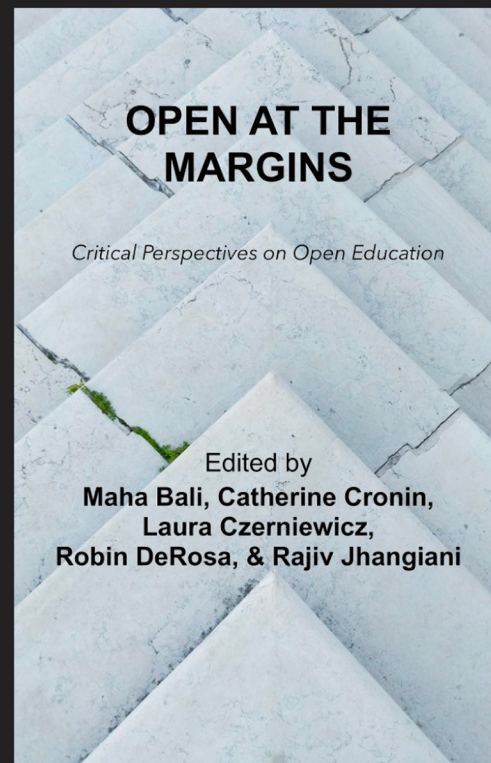




# Open at the Margins

## Critical Perspectives on Open Education

Taskeen Adam, Nicole Allen, Tel Amiel, Tataleni Asino, Javiera Atenas, Maha Bali, Naomi Barnes, Chris Bourg, Siko Bouterse, Autumm Caines, Lorna M. Campbell, Karen Cangialosi, Amy Collier, Catherine Cronin, Laura Czerniewicz, Robin DeRosa, Simon Ensor, Christian Friedrich, Chris Gilliard, Sarah Hare, Christina Hendricks, Cheryl Hodgkinson-Williams, Rajiv Jhangiani, Rachel Jurinich Mattson, Suzan Koseoglu, Caroline Kuhn H., Jim Luke, Jaime Marsh, Billy Meinke-Lau, Jess Mitchell, Matthew Moore, Tannis Morgan, Judith Pete, Paul Prinsloo, Tara Robertson, sava sahari singh, Sherri Spelic, Bonnie Stewart, Jesse Stommel, Samantha Streamer Veneruso, Adele Vrana, Sukaina Walji, and Audrey Watters



<https://press.rebus.community/openatthemargins/>





**EDUCATION**

**TEXTBOOKS**

**EDUCATIONAL RESOURCES**

**PRACTICES**

**PEDAGOGIES**

**SCHOLARSHIP**

**ACCESS TO RESEARCH**





We act — at our peril — as if “open” is politically neutral, let alone politically good or progressive...We presume that, because something is “open” that it necessarily contains all the conditions for equality or freedom or justice. We use “open” as though it is free of ideology...this notion, a false one, that “open” wipes away inequalities, institutions, biases, history, that “open” “levels the playing field.”

If we believe in equality, if we believe in participatory democracy and participatory culture, if we believe in people and progressive social change, if we believe in sustainability in all its environmental and economic and psychological manifestations, then we need to do better than slap that adjective “open” onto our projects and act as though that’s sufficient or — and this is hard, I know — even sound.

Audrey Watters, “From Open to Justice”





We use design to **sustain, heal, and empower** our communities, as well as to seek liberation from exploitative and oppressive systems.

Principle 2



We **center the voices of those who are directly impacted** by the outcomes of the design process.

Principle 3

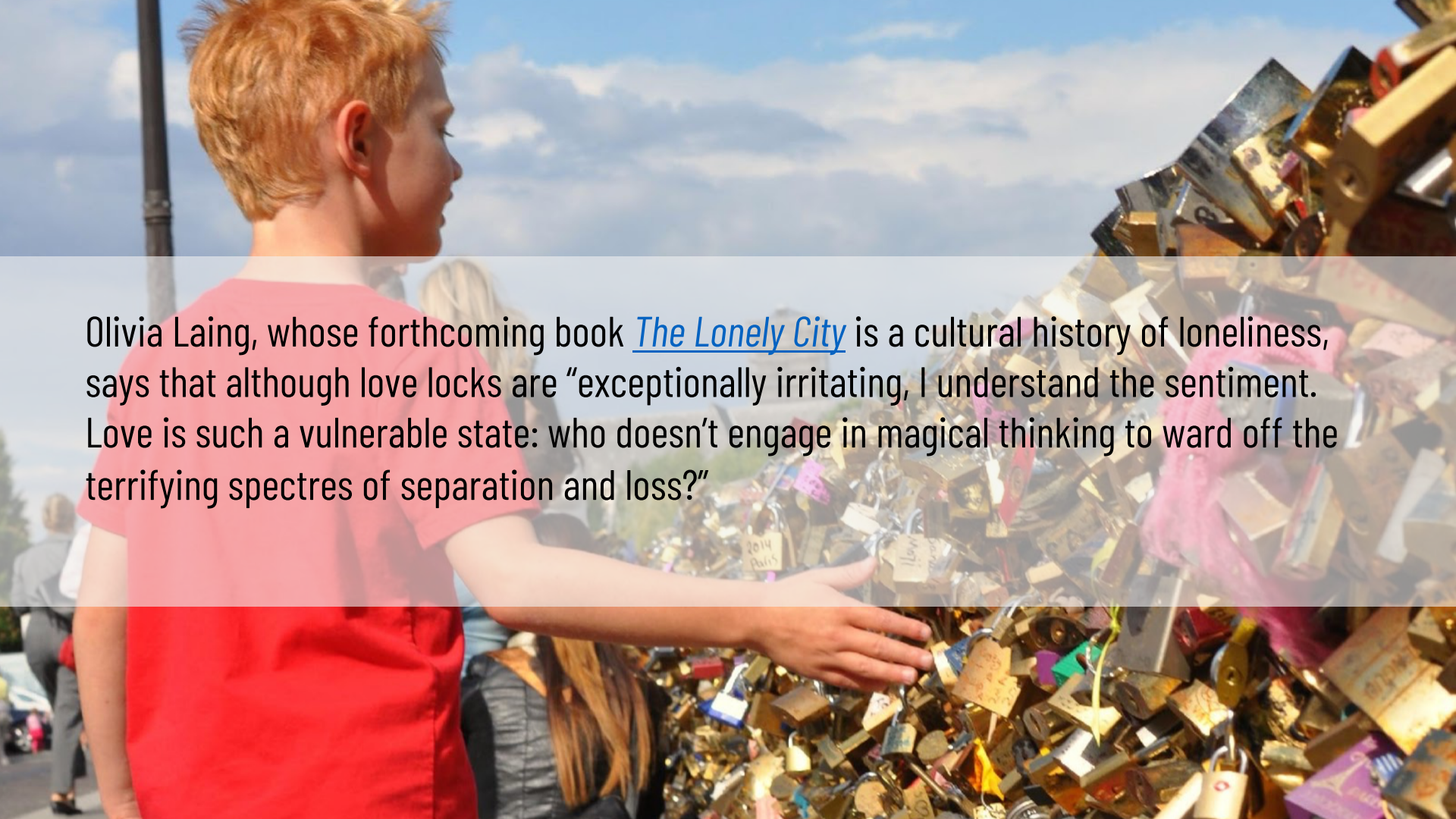


We **prioritize design's impact on the community** over the intentions of the designer.







A young man with short, reddish-blonde hair, wearing a bright red t-shirt, is shown from the side, looking towards a large, overflowing pile of love locks on a bridge railing. The locks are of various colors and sizes, many with small tags attached. The background shows a clear blue sky with some light clouds. The scene is outdoors, likely on a popular tourist bridge.

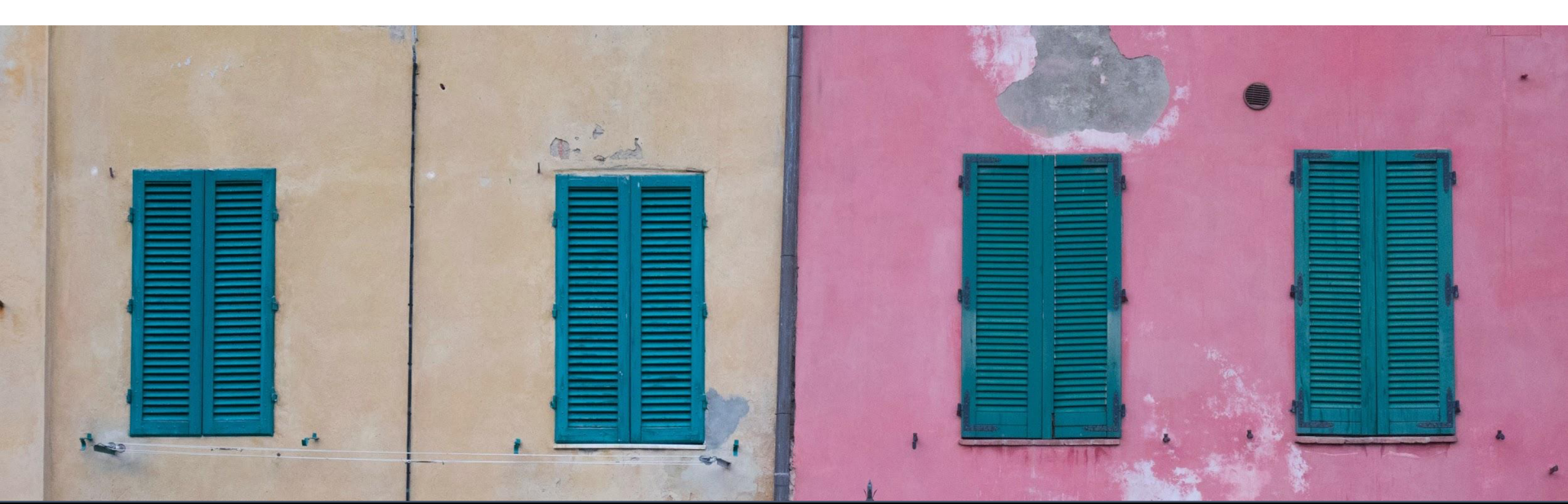
Olivia Laing, whose forthcoming book [\*The Lonely City\*](#) is a cultural history of loneliness, says that although love locks are “exceptionally irritating, I understand the sentiment. Love is such a vulnerable state: who doesn’t engage in magical thinking to ward off the terrifying spectres of separation and loss?”





"digital practices contribute to the fruitful mess that characterises education, casting new light on issues of power, responsibility, sustainability, reach and contact. ...a key element of emerging technology is its not-yetness: there is so much we do not know when we engage with these technologies. **We must therefore choose to dwell as teachers in [a] state of radical and enduring uncertainty** ...We need practices that acknowledge and work with complexity to help us stay open to what may be genuinely surprising about what happens when online learning and teaching meets emerging technologies."

Collier & Ross, 2016



For whom, by whom, and for what?

What space is there for diversity/distinctiveness? For justice?





“Who can make OER?

Anyone...with institutional support, time, cumulative advantage of tenure and digital skills without the immediate need for pay, job security, mobility, and prestige.”

Tressie McMillan Cottom, “Open in the Age of Inequality,” OpenCon 2018

Photo by [Henning Kesselhut](#) on [Unsplash](#)



# Accessibility Toolkit – 2nd Edition

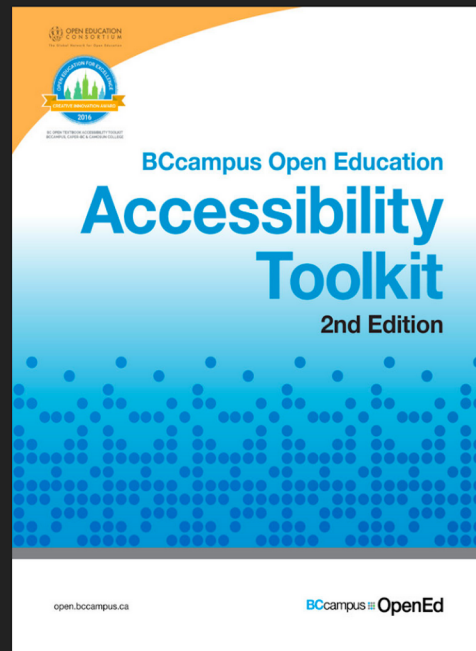
Amanda Coolidge, Sue Doner, Tara Robertson, and Josie Gray

The goal of the *Accessibility Toolkit - 2nd Edition* is to provide resources for each content creator, instructional designer, educational technologist, librarian, administrator, and teaching assistant to create a truly open textbook—one that is free and accessible for all students. This is a collaboration between BCcampus, Camosun College, and CAPER-BC.



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Who benefits and who is at risk?

How can benefits/risks be more evenly distributed?



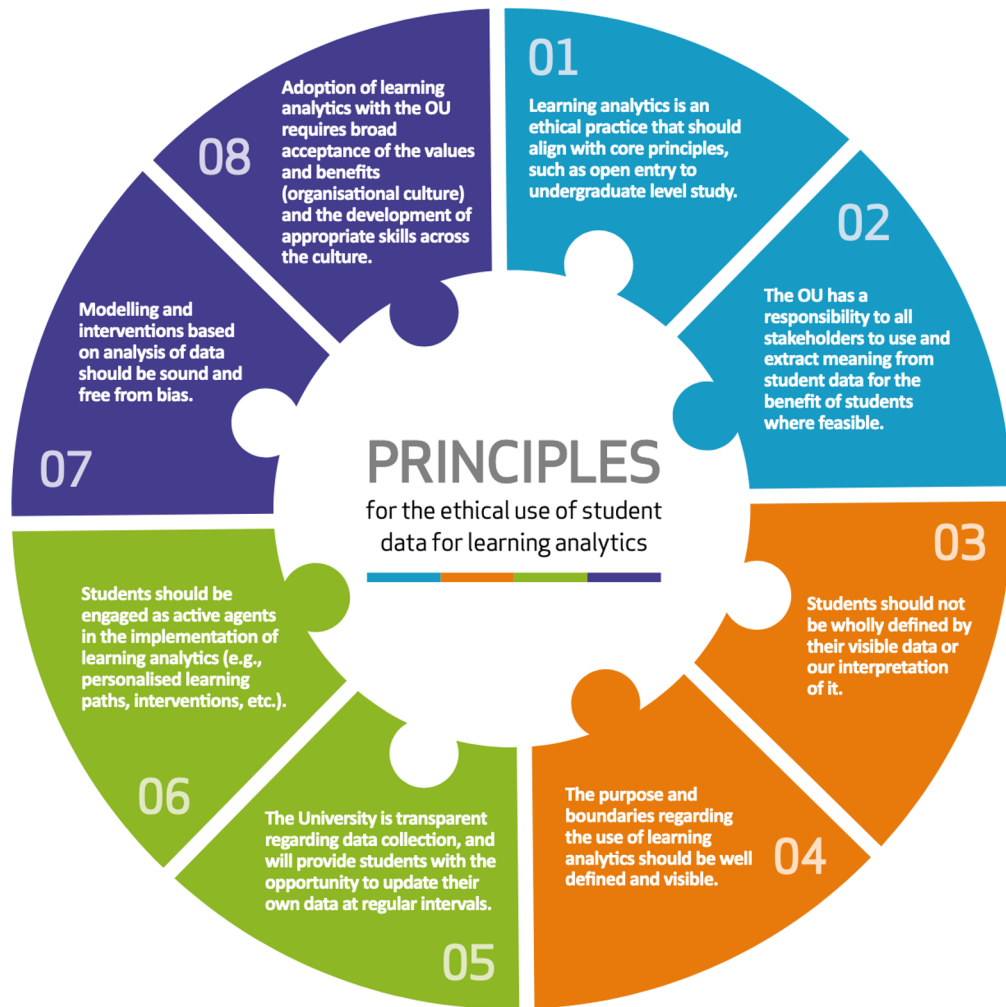
# THANK YOU FOR VOLUNTEERING!

PLEASE RETURN TO YOUR DESK AND AWAIT FURTHER  
OPPORTUNITIES

“At a personal level, open as in dangerous is about loss of privacy, and loss of agency. And for marginalized people especially — a very real danger of being open on today’s internet is the danger of being targeted for abuse, and harassment, for rape and/or death threats, and the danger of being doxxed.”

Chris Bourg, Open as in Dangerous





The Open University  
<https://help.open.ac.uk/documents/policies/ethical-use-of-student-data>

# DLINQ CryptoParties

In 2019-2020, DLINQ will offer several Crypto Parties. The Crypto Party movement is a “global and decentralized grass-roots movement to help everyday people learn how to improve their internet security with open source tools.” In 2019-2020, DLINQ will work with Middlebury groups and community partners to offer Crypto Parties that help members of our communities take more control over their data and privacy.

This document shares outlines and resources for all of DLINQ's upcoming Crypto Parties. Primary resource for this outline is here: <https://www.cryptoparty.org/>

- 📅 Sept. 8 - MiddView Trip with Addison County Teens
- 📅 Sept. 24 - DLINQ + CSWG
- 📅 Oct. 30 - Activists and Allies CryptoParty
- 📅 Nov. 13 DLINQ-West Pop-Up: Give #thanks for Digital Privacy
- 📅 Nov. 19 - DLINQ + WIIS CryptoParty
- 📅 Nov. 22 DLINQ-West Pop-Up: Deck Your Phone in Data Security
- 📅 Jan. 27-Jan. 31 William Tell Coleman Library Takeover Celebrating Data
- 📅 Mar. 3, 2020 - DLINQ + Library: De-FAANGing Facebook
- 📅 Postponed - Mar. 26, 2020 - DLINQ-West + CSWG: Spring Cleaning Edit

DLINQ CryptoParties @ Middlebury  
<https://tinyurl.com/dlinqcrypto>





"Mexico/US Pacific Ocean border fence" by Tony Webster. Licensed under CC BY 2.0 via Commons.



What is in the borderlands of openness and closedness?  
What space is there for open-endedness?

The image is an abstract composition of geometric shapes, primarily triangles and polygons, in shades of orange, red, and blue. The shapes are arranged in a way that creates a sense of depth and perspective, with some shapes appearing to recede into the background while others come forward. The colors are vibrant and saturated, with the orange and red tones dominating the foreground and the blue tones appearing in the background and as highlights. The overall effect is a dynamic and visually striking abstract artwork.

“all forms of openness entail forms of closed-ness”

Photo by me. Hello, Cairo!



"Borders are set up to define the spaces that are safe and unsafe, to distinguish us from them...A borderland is a vague undetermined place created by the residue of an unnatural boundary."

Gloria Anzaldua, Borderlands / La Frontera



"Mexico/US Pacific Ocean border fence" by Tony Webster. Licensed under CC BY 2.0 via Commons.



# Wikipedia:WikiProject Newspapers

From Wikipedia, the free encyclopedia  
(Redirected from [Wikipedia:WPNEWS](#))

About

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Goals

Team

Tutorials

Data

Projects



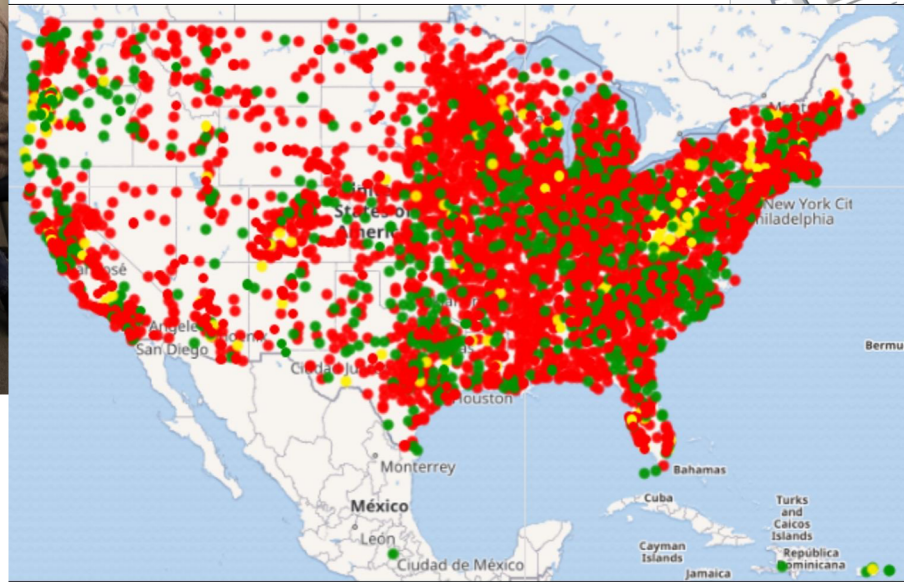
This is a **WikiProject**, an area for focused collaboration among Wikipedians. New participants are welcome; please feel free to join!

[Guide to WikiProjects](#) · [Directory of WikiProjects](#)

Welcome to the **Newspapers on Wikipedia** (NOW) WikiProject Newspapers!

**Scope:** This project covers the creation and editing of articles about **newspapers** in all **countries** and **administrative divisions** within countries. As a starting point, there should be a list for each country and sometimes administrative divisions

WikiProject







embrace agency  
center diverse students' perspectives  
consider the borderlands, open-endedness  
seek justice  
love & care for our students

Photo by me. Lovely Cairo.



Use my images!

<https://flic.kr/s/aHskWorcbQ>



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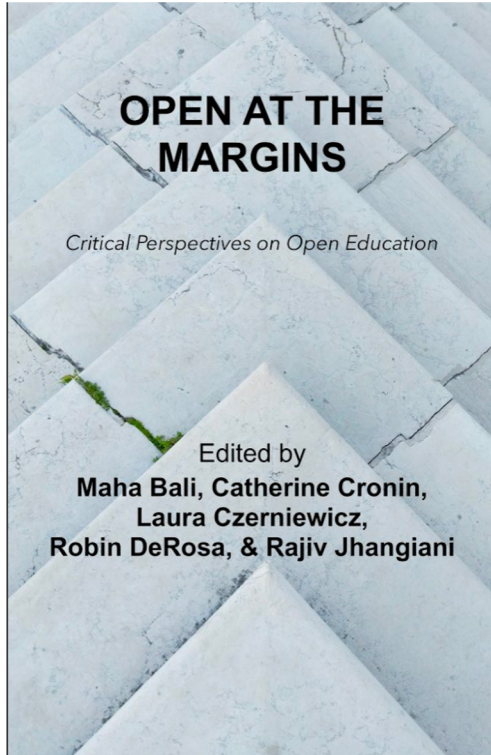
@amcollier



<http://redpincushion.me>

<http://dlinq.middcreate.net>





## Chapters cited/referenced...

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Ch. 2 - Audrey Watters, From "Open" to Justice

Ch. 3 - sava sahel singh, The Fallacy of "Open"

Ch. 15 - Jesse Stommel, Queering Open Pedagogy

Ch. 17 - Catherine Cronin, Open Education, Open Questions

Ch. 18 - Tara Robertson, Diversity, Equity, and Inclusion in Open Research and Education

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Ch. 24 - Rajiv Jhangiani, OER, Equity, and Implicit Creative Redlining

Ch. 25 - Chris Bourg, Open as in Dangerous

Ch. 26 - Cheryl Hodgkinson-Williams, When Social Inclusion Doesn't Go Far Enough: Concerns for the Future of the OER Movement in the Global South

Ch. 31 - Jess Mitchell, The Tyranny of "Clear" Thinking